

JAMES H. GROVES ADULT HIGH SCHOOL

**STUDENT HANDBOOK
2020-2021**

**Polytech Groves Center
823 Walnut Shade Rd., P.O. Box 102
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James H. Groves Adult High School is accredited by the Middle States Association of Colleges and Schools

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ACKNOWLEDGMENTS

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The Polytech School District does not discriminate in employment or educational programs, services, or activities, based on race, color, creed, sex, national origin, age, disability, genetic information, veteran status, or sexual orientation. The District Superintendent has been designated to handle inquiries regarding employment policies; the Director of HR/Student Supports is responsible for Title IX inquiries and responds to Special Education/504 inquiries. All staff can be reached at (302) 697-2170; Polytech School District, 823 Walnut Shade Road, Woodside, DE 19980.

WELCOME TO JAMES H. GROVES ADULT HIGH SCHOOL

Now that you have enrolled in the James H. Groves Adult High School it is important for you to become acquainted with the history and organization of the school, characteristics which distinguish it from a daytime high school, and the regulations which govern the center's operation.

MISSION & PHILOSOPHY

With students as the central purpose, the James H. Groves Adult High School provides opportunities for adults to learn according to their unique abilities, interests, and aspirations to acquire a high school education. This education provides graduates with the foundation skills to secure social, political, and economic independence in a technological and global society.

Students are assured that administration and staff believe in and are committed to:

- Access to the Groves program.
- Courses and programs of study that are responsive to the changes of the community, and diversity of the students.
- Customizing instructional delivery to meet the learning needs of students.
- Programs of study that promote lifelong learning, self-direction, and technological literacy.
- Addressing student goals within the instructional program.
- Excellence of instruction with meaningful, rigorous, and fair standards.
- A curriculum that embodies the roles of adult learners and enhances the individual's opportunities for employment, to be more productive citizens, and more effective family members.
- A supportive learning environment that enables students to obtain maximum benefits from their instructional program
- Providing non-instructional services that reinforce academic success, nurture leadership qualities, and inspire students to achieve to their fullest potential.

HISTORY AND ORGANIZATION

The James H. Groves statewide evening high school system was created in 1964 as an alternative for adults, who for one reason or another found it impossible to complete their high school education in a regular day-school setting. There are seven Groves centers across the state which are state-funded and organized into one statewide adult education network. Six of the centers are operated by public school districts, which are responsible for site administration and day-to-day supervision. One Groves center is virtual with classes offered exclusively online.

This unique statewide educational program was named in honor of James H. Groves, Delaware's first State Superintendent of Schools, underlining the significance of direct state involvement in the Groves operation. Delaware is one of the few states which has accepted full responsibility for developing a public (tuition-free) adult high school accommodating those needing an alternative to a regular day-school program.

Because James H. Groves Adult High School offers an alternative to a regular day high school, one can expect differences in scheduling, student population, and programs which make the Groves operation

somewhat more flexible than a regular day-school program. Groves High School is staffed with administrative, instructional, and supportive personnel. Faculty members hold teacher certification in the subject being taught.

A \$40.00 per semester non-refundable materials fee must be paid when enrolling in the program.

GRADUATION REQUIREMENTS

A regular Delaware High School Diploma is granted to students who satisfactorily complete a secondary school program of study that includes:

English	4 credits
Social Studies (including U.S. History)	3 credits
Mathematics* (including Alg 1, Alg 2, Geometry)	4 credits
Science (including Biology)	3 credits
Foreign Language**	2 credits
Health Education.....	½ credit
Career Pathway.....	3 credits
Electives	4½ credits
TOTAL.....	24 credits

In addition to completing required credits for graduation, the student **MUST** meet the state minimum required competencies in reading, writing and mathematics.

**Students enrolled in 9th grade for the first time prio to 2006 are exempted from the Algebra 2 requirement and are only required to earn 22 credits to graduate.*

***Students enrolled in 9th grade for the first time prior to 2011 are exempted from the Foreign Language requirement and are only required to earn 22 credits to graduate.*

ACCEPTABLE METHODS FOR EARNING HIGH SCHOOL UNITS OF CREDIT

The following methods or any combination of the following methods are acceptable:

Course Enrollment - Courses are offered in a classroom or online setting.

Correspondence Study - Approved courses offered through accredited correspondence schools.

Distance Learning - Approved courses offered through accredited distance learning programs.

Independent Study - Courses offered through independent study must be assigned an instructor who will monitor the progress of the student. The content will be the same as required in the course enrollment.

Employment or Training Experience - Credit for employment or training experience will be evaluated to determine the number of credits that will be awarded based on length of employment, level of job responsibility and scope of work.

Career & Technical Courses - Upon satisfactory completion of approved career & technical or apprenticeship courses, units of credit will be awarded.

Military Experience - Veterans may be granted credit based on military training and experience.

Higher Education Courses - Higher education courses will be awarded credit as designated by Delaware Department of Education policy.

Foreign School Attendance - Credit for courses completed in schools in foreign countries will be evaluated in terms of equivalent content to Delaware high school graduation requirements.

Prior High School Credits - Any high school credit earned by the student may be transferred into Groves and become part of the transcript toward graduation.

Community Service - Community service credit is designed to recognize the community life experiences of the student and to encourage the student to assume civic responsibility. The emphasis is upon volunteer service given freely for the betterment of the community and other persons.

Internships - Internships are designed to provide practical real life experiences for students. Credit may be earned based on the skills and the length of time of the experience.

Certificate of Educational Attainment (CEA3) - There are two components of the CEA3: the CEA3 test and the CEA3 research paper. The CEA3 process was instituted to enable students to earn credit towards a diploma by demonstrating the knowledge and skills leading to a high school credential through research, writing and testing. By passing the CEA3 testing requirements and writing a Groves approved content area research paper, students are able to earn 10 credits towards graduation.

CLASS SESSIONS

Classroom-based instruction meets during daytime and evening hours on Monday and Wednesday, or Tuesday and Thursday. All classes meet for 3.75 hours per class session. The Polytech Groves Center also offers online classes, test-out options and independent study opportunities that are available at varied times. **Because of the nature of the Groves High School schedule, all the requirements for each course must be completed by the end of the course. INCOMPLETES WILL NOT BE ISSUED.**

TIME REQUIREMENTS

THERE IS NO TIME LIMIT to finish the requirements for a diploma. Previously earned high school credits are counted toward a diploma. Adult students are not required to have finished elementary school before enrolling in classes. Most adult students are able to earn a diploma within 1½ to 2 years. Students enrolled in the CEA3 program may be subject to specific deadlines for completion.

GRADUATION PLAN

Students meet as needed with a counselor to develop and follow up on their individual graduation plan and schedule of courses. The graduation plan is subject to change due to student requests, failure to adhere to prescribed time lines, and/or changes in James H. Groves Adult High School Policy by the State Board of Education.

ADMISSION CRITERIA

The following individuals may enroll in the James H. Groves High School:

- Adults, 18 years of age and older, who reside in the State of Delaware or who have worked in Delaware for a minimum of one year.
- Out-of-school youth, 16 - 21, who have officially withdrawn from a day school and **who have not been expelled from a school district within Delaware or outside of Delaware or pending expulsion, an expulsion hearing from a school district, or withdrawn from school to avoid an expulsion within the past 12 months. Prospective students under expulsion must complete an enrollment waiver prior to admission to any Groves center.**

- High school students who are at least 16 years of age and enrolled for at least one credit in their home school may earn an unrestricted number of credits in the Groves In-School Credit Program and still graduate from their home high school.

To enroll in this program, students shall have the permission meet all admission requirements as established by James H. Groves Adult High School. Students under the age of 18 shall have the permission of their home high school and their parent or guardian and the Groves High School principal or designee.

RESTRICTIONS

- A. Attendance in the adult high school is not to be accepted as a substitute for attendance in a regular day high school for those persons who would normally be expected to attend day programs.
- B. Any individual expelled, pending expulsion, subject to an expulsion hearing or withdrawing to avoid an expulsion from a school district within Delaware or outside of Delaware will not be enrolled in an adult education program without a waiver for the duration of the expulsion. Any individual who enrolls without a waiver will not be given verification for program participation or allowed to take the GED® Test during the expulsion period.
- C. Individuals facing any form of criminal prosecution must complete the legal process before enrolling. Individuals on probation must notify and meet with the Groves program administrator and provide documentation prior to enrolling.

ADMISSION OF EXPELLED STUDENTS/WAIVER PROCEDURE

Any student expelled from a school, pending expulsion, subject to an expulsion hearing, withdrawing from school to avoid an expulsion, or not permitted to attend the regularly assigned high school will not be enrolled in Groves Adult High School without a waiver for the duration of the expulsion. Any individual who enrolls without a waiver will lose all units of credit earned during that period.

An expelled student may apply for admission to the James H. Groves Adult High School who:

Is 16 of age or older

- Intends to graduate from James H. Groves
- Is expelled for a non-violent reason (examples: excessive absences, alcohol, or tobacco); and
- Demonstrates interest in continuing his/her education.

Waivers granted to an individual exclude attending the James H. Groves center in the district from where the applicant was expelled, pending expulsion, or denied admittance. A waiver does not supersede any waiting list or regular enrollment period. To apply for an expelled student waiver, the individual must submit the following information to the Director of Adult Education at the Delaware Department of Education:

- _____ a. A letter of request for admission to Groves with the rationale for granting a waiver;
- _____ b. Three (3) letters of reference of which at least one (1) must come from the school where the student was expelled. No family member can write a letter of reference.

- _____ c. Evidence of age 16 or older;
- _____ d. Expulsion information from the school with the reason for expulsion clearly stated;
- _____ e. High school transcript

The Delaware Department of Education, Office of Adult Education, within 5 working days of receipt of a completed waiver request including all items *a-e* above, will schedule an interview with the applicant. No other person may be present except by the request of State Director of Adult Education or designee. During the interview between the Applicant and the State Director of Adult Education or designee, the individual seeking admission will describe the nature of the expulsion, future career plans and educational goals. Other questions may be asked.

Following the examination of the written documentation and the interview, a decision will be rendered in writing within 14 working days. Individuals who are admitted to Groves through the waiver process are admitted on a probationary status during their period of expulsion. Transfer of Groves credit earned during the period of expulsion is not guaranteed to any other school and is the sole responsibility of the individual seeking the waiver.

GRADUATION, TRANSCRIPT, AND DIPLOMA POLICY FOR STUDENTS UNDER THE AGE OF 18

Individuals enrolled in the James H. Groves Adult High School who successfully complete their Groves graduation requirements prior to the graduation of their kindergarten cohort class will be considered an official Groves graduate of that year. The diploma shall be withheld until their kindergarten cohort class has graduated. The student may participate in the graduation ceremony and transcripts may be issued.

Individuals who may graduate prior to their cohort class of entry must be given the graduation policy in writing upon enrollment. These individuals are official graduates of the year in which they complete graduation requirements. Diplomas will be ordered for the academic year in which they complete their coursework; however, the diploma will be withheld until the student provides documentation that their cohort class of entry has graduated.

These individuals may participate in graduation ceremonies and any other graduating class activity following the same procedures as all other Groves students. Diplomas will be eligible for distribution after the date of the ceremony and after the graduation date of his/her cohort entry class.

The diploma may be picked up by the student or another member of the family with a letter of release from the graduate. Graduates living in another state/country must provide a notarized letter verifying their out of state address to receive their diploma through the mail. Transcripts will be issued upon written request by the local Groves center. These individuals are eligible for scholarships provided to Groves graduates.

If a student is graduating earlier than their kindergarten cohort due to participation in extended year school enrollment, participation in postsecondary or accelerated courses and would have graduated

earlier from their local high school, then the student will be granted their diploma without any of the above restrictions.

DELAWARE RESIDENTS

No tuition fees are charged to non-high school graduates who have lived in the state of Delaware for 6 months or more. A materials fee of **\$40.00 per semester** will be required upon enrollment.

GRADING AND GRADUATION CRITERIA

A. The grading system for the James H. Groves Adult High School shall be based on a 100 point numeric scale. An alpha conversion chart to determine level of performance shall be:

1. **90 - 100** Students receiving a grade of "A" have demonstrated superior understanding of the content and have demonstrated knowledge and competence at the highest level
2. **80 - 89** Students receiving a grade of "B" have a better than average understanding of the content and have demonstrated above average knowledge and competence.
3. **70 - 79** Students receiving a grade of "C" have an average understanding of the content and have demonstrated knowledge and competence
4. **60 - 69** Students receiving a grade of "D" have an acceptable understanding of the content and have demonstrated knowledge and competence
5. **Less than 60** No credit awarded.

B. James H. Groves Adult High School graduates shall meet the state graduation requirements with the exception of physical education which is waived in lieu of another credit.

C. All course content shall reflect the state content standards.

TEXTBOOKS

Textbooks are loaned to students to be used during class time. If you desire to take a textbook out of the class you must pay a textbook deposit in the office. You may turn the book in for a refund of the deposit at the end of the semester or when you are finished with the book. Students will not be permitted to take the course final exam or receive a transcript if textbooks have not been returned. Students will be responsible for the full purchase price of a replacement textbook for any textbook not returned in acceptable condition. The definition of acceptable condition is determined by the Groves Principal. Refunds are not made in cash. Fees paid by cash or check will be refunded with a "State of Delaware" refund check via the mail. Fees paid by credit card will be refunded electronically to the credit card. Please expect a 2-3 week delay in receiving your refund after making the request.

STUDENT RIGHTS AND RESPONSIBILITIES

The administration and instructional staff of the James H. Groves Adult High School is dedicated to providing a safe environment for learning, where student responsibility and self-direction are recognized and nurtured.

Rights

The school staff recognizes that students have rights as citizens. Each student has the right to:

- Pursue educational goals without interference by others
- Obtain descriptions, requirements, and evaluation procedures for all courses.
- Have timely response to assignments submitted to the teacher.
- Discuss, inquire, and express personal views within the school setting in an appropriate manner that does not infringe on the rights of others.
- Be treated with dignity and respect as a member of the educational community.
- Receive instruction and services consistent with State Board of Education policies.

Responsibilities

It is the responsibility of each student to respect the rights of each teacher, student, administrator, support staff, and all others involved in the educational process. No student has the right to interfere with the education of another student.

Student responsibilities include regular school participation, conscientious effort toward classroom work and adherence to school rules and regulations. Most of all, each student shares a responsibility with the administration and faculty to develop a school climate that is conducive to learning. It is the responsibility of each student to:

- Be aware of and comply with all state and local laws, school rules, regulations, and procedures.
- Assist the school staff in operating a safe school.
- Attend and be on time for class and activities.
- Exercise proper care when using public facilities and equipment.
- Dress and groom in a manner that does not disrupt the educational process, offend others, or endanger the health and safety of self and others in the school.
- Arrange for making up work in a timely manner when absent from any class or portion thereof.
- Complete all assignments when due and with thought and effort that reflects sincere interest in learning.
- Refrain from abusive, indecent, inappropriate, offensive, or obscene language, behavior, or dress.
- Volunteer information in matters related to the health, safety, and welfare of the school community and the protection of school property and classroom setting.
- Disclose information to the administration if expelled pending expulsion, withdrawn from school to avoid expulsion, on probation, or pending court appearance for a violation of the law.

CODE OF CONDUCT

It is a privilege to attend James H. Groves Adult High School classes. Any student not meeting attendance policies or who disrupts the educational process of the school for other students will be automatically disenrolled from James H. Groves Adult High School classes. One warning will be issued. In extreme cases warnings will not be issued - disenrollment will be automatic.

James H. Groves Adult High School staff and administration are committed to developing a climate where student creativity, responsibility and self-direction are recognized and may be nurtured in an atmosphere free from coercion and fear. The staff and administration recognize the fact that students have rights as citizens and these rights are in part guaranteed under the Fourteenth

Amendment and the Bill of Rights. At the same time a school as any other institution, cannot function without reasonable rules that are consistently and effectively enforced.

Not all individuals choose to or are able to behave within the boundaries of individual responsibilities and freedom. It is, therefore, necessary to set up a conduct guide and a procedure for dealing with those individuals who exceed social, legal, and conduct boundaries. Disciplinary action, thus, becomes necessary when an act, among others, 1) disrupts the educational process; 2) violates the personal and/or educational rights of an individual; 3) violates state and/or federal laws.

The Code is in force:

1. On school property prior to, during, and following regular school hours.
2. At all school-sponsored events and other activities where school administrators have jurisdiction over students.

The Code of Conduct shall also apply to out-of-school conduct by a student if the school believes that the nature of such conduct indicates that the students present a threat to health, safety, or welfare of other students. Such out-of-school conduct shall include, but is not limited to:

1. Acts of violence which are punishable by law;
2. Sexual offenses which are punishable by law;
3. The sale, transfer or possession of drugs which would constitute an offense punishable by law.

Violation of the stated school Code of Conduct may result in immediate dis-enrollment from the program.

DRESS CODE

Students have the right to determine their own style of dress as long as such dress does not jeopardize the health and safety of themselves or others, and does not interfere with the teaching/learning process or create classroom disorder. The following dress code applies:

1. Students are not permitted to wear halter tops or half shirts (Examples - no bare midriffs, mesh/fish-net materials, tank tops or like items). Clothing must not be torn, cut-off, or inappropriately fitted.
2. Shorts are permitted as long as the hemline extends to mid-thigh (spandex type shorts and pants are not appropriate). Mid-thigh is determined by where the longest finger falls on the thigh.
3. Clothing with obscene, profane, or objectionable phrases, objectionable pictures, or references to alcohol, or narcotics are not permitted.
4. Sunglasses, pajamas and slippers are not permitted to be worn in the building.

Students wearing inappropriate attire will be asked to change or cover the inappropriate attire or will be asked to leave the building. The final decision of appropriate dress will be made by the building administrator.

ATTENDANCE POLICY

Students attending James H. Groves Adult High School courses shall attend a minimum of 85% of the course hours in order to receive a unit of credit. **No provision is made for excused absences. Tardies and early dismissals are counted as absentee time.** Nine (9) hours is the maximum allowable absentee time per class per instructional block. Failure to meet the attendance requirement will result in disenrollment from the affected class or classes.

It is the responsibility of the student to maintain good class attendance and initiate all requests for attendance reviews. Extenuating circumstances will be reviewed on an individual basis upon written request by the student. In the event of a student request for attendance review, a conference will be scheduled between the student, teacher(s), and principal.

LATENESS TO CLASS/EARLY DISMISSAL

Students coming to school late must report to the school counseling office to get an admit slip to class--do not report to class without an admit slip. Students expecting to leave early must report to the school counseling office before the class begins to get an early dismissal slip. Admit slips and early dismissal slips should be presented to the teacher when entering the class. All time missed from class will be counted as part of the maximum allowable absentee time.

****Note: Students arriving more than 30 minutes late will not be admitted to class and will be counted as absent. All time missed for lateness or early dismissals will be counted as part of the maximum allowable absentee time (9 hours) that can be missed in any individual class.**

SMOKING AND TOBACCO PRODUCTS POLICY

Smoking and/or the use of tobacco products and electronic nicotine devices is not permitted in the building or on school property at any time. Violation of the smoking policy will result in disciplinary action and possible dis-enrollment from the program.

CELL PHONE/COMMUNICATION DEVICE USAGE

Cell phones should not be seen or heard during scheduled class times. This includes the use of cell phones in the classroom as well as in the hallways and/or restrooms during scheduled class times. Students will receive one verbal warning. If the cell phone is seen or heard again during that class session, the student will be dismissed for the remainder of the class period and will not receive any attendance hours for that class period. Repeated violation of the cell phone policy will result in dismissal from the program for a minimum of one block of classes.

The unauthorized or disruptive use of other of communication devices by students is not permitted during scheduled class time. Individual exceptions to this policy require approval of the principal prior to bringing the device on campus. Violation of this policy will result in automatic disenrollment.

ACADEMIC CONTRACTS

A short-term academic contract may be requested by a student to accommodate special situations. The contract will be available only by teacher recommendation and principal approval. The contract will be written by the teacher with the student. The terms of the contract will include the following learning goals and objectives, learning activities, evaluation methods and start/completion dates.

DUE PROCESS

Students who feel that their rights have been violated are entitled to:

1. Provide a verbal and/or written explanation of the incident or violation to the Director of Adult Education or designee.
2. Receive an explanation of the school policy or code of conduct that was violated.
3. Receive written notification of disciplinary action connected with the violation.
4. An appeal process.

THE APPEAL PROCESS

1. Students seeking an appeal of a program decision must make a written request to the Director of Adult Education within three (3) business days to discuss the violation and disciplinary action.
2. A meeting between the student and the Director of Adult Education or designee will be scheduled as soon as possible.
3. If the decision is overturned in the appeal process, the student will be permitted to resume class without penalty for the absences accrued as a result of the appeal process, and with opportunity to complete all required assignments missed during that time.

CERTIFICATE OF EDUCATIONAL ATTAINMENT 3

The CEA3 process was instituted for students to earn credit towards a diploma by demonstrating the knowledge and skills leading to a high school credential through research, writing and testing. The CEA3 enables a student to demonstrate high school level skills through completion of a research paper and a written test. By passing the CEA3 testing requirements and writing a Groves approved content area research paper, students are able to earn 10 credits towards graduation.

There are two components of the CEA3: the CEA3 test and the CEA3 research paper. The CEA paper requirement includes completing a research paper on an approved topic. The student chooses a topic from the approved topic list, researches the topic, and then write a 4-6 page research paper. The research paper must include a reference list citing a minimum of five sources, and three different types of **current** sources. The research paper must be typed. All research papers must be written under the supervision of a teacher. **Research topics must be approved in advance by the teacher and administration. Do not write your paper without prior approval.**

Students must also complete the CEA3 exams. No student will be allowed to take the CEA3 assessment tests until they have shown proficiency in the test content through attendance in classes. Documentation of the successful completion of all CEA3 requirements will be forwarded to the Delaware Department of Education for final approval and issuance of the CEA3 certificate. Students

earning a CEA3 will be granted 10 credits to be applied toward a James H. Groves Adult High School Diploma.

NOTE: CEA3 requirements must be completed no later than 3 weeks prior to graduation to guarantee that the certificate will arrive from the State Department of Education in time to be counted toward fulfillment of Groves credits for graduation and subsequent participation of the student in commencement ceremonies.

IN SCHOOL CREDIT PROGRAM

The In School Credit program recognizes that all students, especially those at-risk of dropping out of school, do not always learn best in the traditional high school environment or conform to the traditional setting. This alternative structure has been established for these students. In school credit participants must be at least 16 years of age and must demonstrate readiness for Groves High School coursework in one of the following ways:

- State test scores of “meets standard” in the related academic area.
- At least one high school credit earned in English for those wishing to take Groves English or Social Studies classes; at least one high school credit earned in Math for those wishing to take Groves Math or Science classes.
- Demonstration of ability at or above 9th grade level in the related academic area as measured by the TABE assessment.

The goals of the program are to:

- Assist students in overcoming life problems so that they can continue in a high school completion program.
- Provide a positive, supportive atmosphere for students.
- Foster increased responsibility in students to improve attendance and success in high school through graduation.

The sending school forms a partnership with James H. Groves Adult High School to jointly provide an educational program for students. Students have the flexibility to attend evenings and/or the extended year to obtain credits toward graduation. Students enrolled in the In School Credit program remain enrolled in the regularly assigned school provided that the student is taking one or more courses leading to at least one credit at the home school. In School Credit students must meet the same graduation requirements as other students in the regularly assigned school. In the partnership, the sending school:

- Identifies potential students for the program, using established criteria.
- Holds a joint conference with Groves personnel and the student to determine the suitability of the program for the student.
- Consults the parent(s) regarding the inclusion of their youth in the program and identifies potential students for this program, using established criteria.

James H. Groves Adult High School and the home school:

- Develop a schedule with the student that best meets the needs of that individual.
- Transfer credit back to the student's regularly assigned school.
- Encourage parents who have not graduated to enroll in James H. Groves Adult High School.

GED® CREDENTIAL PROGRAM

Purpose and Uses

The purpose of GED® testing is to provide a method of measuring the educational achievement of adults who have not completed a formal high school diploma program, but have acquired comparable (secondary school) learning through formal and informal learning experiences. The document issued as a result of passing the tests is accepted to satisfy high school equivalency for some college admissions, employment and state licensing requirements.

Skills Measured by the GED® Test

The GED® Tests are organized into four subject areas:

- Reasoning Through Language Arts (RLA)
- Mathematical Reasoning
- Science
- Social Studies

In addition to the content-specific questions, the 2014 Series GED® Tests assess skills across subject areas. For example, reading comprehension and processing information are two skills that a candidate must master in order to do well in all subjects and earn a GED® high school credential. The GED® Tests require students to demonstrate their critical thinking and problem solving skills. Higher order thinking skills are necessary when examinees are asked to:

- Apply concepts and principles
- Analyze relationships
- Synthesize information and ideas
- Evaluate the validity of information provided

Registration for GED® Preparation Classes

Classes are scheduled in 8 week blocks with a total of 2 blocks per semester. Enrollment occurs at the start of each block between September and May. Daytime classes are available at multiple locations in Kent County.

Testing

The GED® test is administered at the Polytech campus. The GED® Test fee is \$120.00 for the entire test battery and \$30.00 for each sub-test that is retaken. **You must register online at www.myged.com.**

PLAGIARISM

According to Merriam-Webster's Dictionary and Thesaurus, plagiarism is defined as "to present the ideas or words, (writings) of another as one's own" (without crediting the source). As per The Little, Brown Handbook, Eighth Edition, "Whether deliberate or accidental, plagiarism is a serious. ..offense" (686). The following information was taken from the ~ Brown Handbook pages 686 through 690.

Deliberate Plagiarism is:

- Copying a phrase, a sentence, or a longer passage from a source and passing it off as your own.
- Summarizing or paraphrasing someone else without acknowledging your source.
- Submitting a paper that was purchased, written by someone else, or copied from another student.

Accidental Plagiarism is:

- Forgetting to place quotation marks around another's words.
- Unintentionally omitting a citation for another author's idea even if you are unaware of the need to cite the idea.
- Carelessly copying a source when you mean to paraphrase.
- Changing a few words, but leaving a majority of the author's exact words.
 - Using actual words of the author, even though changing the sentence structure.

Ways to Avoid Deliberate Plagiarism:

- Use quotation marks around an author's exact words or phrases.
- There usually is more than one citation in a paragraph. "Every time you borrow the words, facts, or ideas of others, you must document the source" (Fowler 698).
- Write your own paper, using your own words.

Ways to Avoid Accidental Plagiarism:

- Be sure to use quotation marks around an author's exact words or phrases. ~ Cite any information that is not common knowledge. When in doubt, cite.
- When writing note cards use quotation marks around exact words of the author and indicate the source.
- Using even a few of the author's words without quotation marks is plagiarism. That is why understanding the research is important. Understanding the research will make it easier to use your own words.
- Sometimes authors use a "catchy" word or phrase that appeals to the research paper writer. Using that expression or phrase requires quotation marks.

Special Note: Because of the seriousness of this offense, students who plagiarize may be removed from the Groves Adult High School for one (1) year.

Information from: Fowler, Ramsey Ho, Jane Eo Aaron, Janice Okoornian, The Little Brown Handbook, Eighth Edition. New York: Longman, 2000, Certificate of Educational Attainment 3 Research Paper Manual, 2nd Edition.

ACADEMIC DISHONESTY

All work submitted is to be original student work. This means that although you may seek help in learning from someone else, it is cheating if someone else does the work that you submit.

Cheating, defined as obtaining answers from unauthorized sources or copying someone else's work, may result in permanent removal from the program.

ADULT BASIC EDUCATION (ABE) PROGRAM

Adult Basic Education classes offer basic instruction to individuals desiring to improve their reading, writing, and math skills. Instruction is individually self-paced supported by the instructional support and guidance of an ABE teacher. ABE students may go on to earn their GED[®] credential and/or James H. Groves High School diploma. **The ABE program is free.** ABE students are subject to the same rules and regulations covering attendance, dress code, plagiarism, etc. as James Groves Adult High School students.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

Everyday life functions may be very difficult if you cannot speak **English**. Polytech offers **FREE** English classes for adults whose first language is not English. For registration dates, times and locations, visit www.polytechworks.com.

GENERAL INFORMATION

Refunds

There are no cash refunds. If a refund is due, it will be issued as a check from the State of Delaware. Please allow 3 weeks for processing.

Adult Education Accommodations

Students requesting a physical or learning disability accommodation on the admissions application must complete the Adult Education Accommodation form for the instructional/testing accommodation. Written documentation of the disability and an accommodation specific plan must be provided by a doctor. It is the students responsibility to provide this information.

Family Literacy

Students with children aged 2 - 12 years who participate in the **Adult Education Family Literacy** program are eligible for free child care while attending class. This program will help your child prepare for school success. For more information, contact Stephanie Wagner, Family Literacy Coordinator at (302) 697-4545 or via email at stephanie.wagner@polytech.k12.de.us.

Fire or Evacuation Drills

Evacuation instructions are posted in every room for the occupants of that particular room during a drill. All drills should be carried out with seriousness of purpose and in complete silence. In case of a real fire or emergency, many lives would depend on the effective execution

of these practices. All employees and students will return to the building upon receiving the appropriate signal or notification from the Polytech official in charge.

Medical Emergencies

Polytech Adult Education does not have a nurse on staff. If a student becomes ill, or needs emergency assistance while attending school, the school will call 911 and medical charges are at the student's expense.

Grade Reports

Grade reports are issued to students at the end of each marking period for all credit courses.

School Closings

School cancellations due to inclement weather or emergency conditions will be announced via:

- Local radio and television stations - WAFL (www.eagle977.com), WDSD (www.wdsd.com) WMDT Channel 47 (www.wmdt.com) and WBOC, channel 16 (www.wboc.com), www.polytechworks.com
- District "auto-call" system - phone numbers must be accurate to receive notifications.
- In the event that Polytech School District announces in the **morning** that there is a one-hour or two-hour delay for the start time of school, **morning** Polytech Adult Education classes will begin at 9:30 a.m.
- If you hear an early morning announcement that Polytech School District is closed, Polytech Adult Education will be closed and no daytime or evening classes will be held.

Driving Policy

Students must obey the posted speed limit on school property and drive in a responsible and safe manner. Failure to do so will result in the loss of campus driving and parking privileges.

Parking

Parking is available in the **South** parking lot at Woodside in the evening. North and West parking lots are for students enrolled in day classes. Handicapped spaces are marked, for assistance, please contact Campus Security. Students enrolled at satellite locations must park in designated spaces at the satellite.

Personal Property

The school does not assume responsibility for loss, theft, or damage to personal property brought on campus. If loss, theft, or damage does occur, notify security and the Adult Education office immediately.

Snack Bar

The snack bar is open in the cafeteria (Woodside only) for ABE/GED and Groves students from 7:30-7:50 p.m. All food and beverages must remain in the cafeteria area. Vending machines are available in some satellite sites.

Sexual Harassment

James H. Groves Adult High School is committed to protecting the rights and dignity of all students. The school will not tolerate sexual harassment. Further, sexual harassment is a form of sexual discrimination and is a violation of federal and state law. Sexual harassment is defined as any unwelcome advances or requests for sexual favors, and other verbal or physical conduct of a sexual nature which leads to negative consequences if the student does not submit; or which has the purpose or effect of unreasonably interfering with an individual's study or creates an intimidating, hostile, or offensive school environment. The following types of actions may constitute sexual harassment, whether the harasser is a student, teacher, or other school employee:

- Demanding sexual favors accompanied by implied threats about the person's student status, or implied promises of preferential treatment.
- deliberate assaults.
- Sexually demeaning comments or jokes directed at one's sex.
- "Accidental" or unwanted brushes or touches.
- Staring, leering, or ogling.

It is a violation of school policy to retaliate in any way against employees or students who raise allegations of sexual harassment. Immediate and appropriate corrective action will be taken should cases of sexual harassment occur. Students who believe that they are being subjected to sexual harassment should discuss the matter with the Title IX Coordinator for the district, Sharon DiGirolamo. The Title IX Coordinator will:

- Provide advice.
- Investigate the problem.
- If the case is found to be valid, implement prompt and appropriate corrective action.

Affectionate Behavior

The show of affection between students should be reserved for proper places and times. The school is not the proper place. Embracing, kissing, or other such acts of affectionate behavior are inappropriate and will be corrected immediately. Continuation of such behavior could result in disciplinary action.

WAITING LIST

In the event that classes are full, students will be placed on a waiting list. As seat space becomes available students on the waiting list will be contacted and scheduled on a first-come first-served basis.

VISITORS

Students are not allowed to bring visitors on school property. Exceptions must be pre-approved by the building administrator.

EMERGENCY SITUATIONS

In the event that an emergency situation occurs within your family while you are in class, a family member may call the school, explain the situation to the office personnel on duty, and a member of the school staff will notify you in class.

STUDENT USE OF COMPUTER-RELATED RESOURCES

Students are responsible for good behavior when they are using Polytech's computer-related resources. General school rules for behavior and communications apply. The computer-related resources are provided for students to perform assignments related to classroom learning activities, such as but not limited to writing papers, performing calculations, creating/manipulating graphic images, organizing/analyzing data, conducting research, and communicating with others. Access to computer-related resources is given to students who agree to act in a considerate and responsible manner. Access is a privilege not a right. Access entails responsibility. During school, staff will guide students toward appropriate materials.

Individual users of the district computer-related resources are responsible for their behavior and communications when using resources. It is presumed that users will comply with district standards and will honor the agreements they have signed. Polytech's computer-related data storage areas (floppy disks, hard drives, file server volumes, Internet servers, etc.) may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that students are using the computer-related resources responsibly. Users should not expect that files stored on Polytech's computer-related storage areas will always be private.

Polytech students must abide by **The State of Delaware's Acceptable Use Policy**. In addition, student use of the Polytech computer-related resources must be in support of educational objectives of the Polytech School District. For this reason, the following actions are NOT permitted when using Polytech computer-related resources:

- No modifications of system or system files
- No non-teacher directed chat rooms
- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging any computer-related resources
- Violating copyright laws
- Giving a password to another individual or using another individual's password
- Trespassing in folders, work, or files
- Intentionally wasting limited resources
- Employing any of the Polytech computer-related resources for commercial purposes

Violations may result in a loss of access as well as other disciplinary or legal action.

If a parent does not want his or her student to have access to Polytech computer-related resources, he/she must submit a letter to that effect to the principal.

Students are responsible for complying with all aspects of the State Acceptable Use Policy. To review the State Acceptable Use Policy please refer to:

[HTTP://www.polytech.k12.de.us/hs/General Information/aup.htm](http://www.polytech.k12.de.us/hs/General%20Information/aup.htm)

COURSE DESCRIPTIONS

COMMUNICATIONS A

The module presents an overview of written/oral communication skills. Principles and effective practices in business communications will be applied to specific assignments. Fundamental principles of writing, proofreading, and editing documents will be emphasized. Assignments incorporate critical listening, speaking, and thinking skills for everyday use.

COMMUNICATIONS B

The fundamental principles of writing, proofreading, and editing technical documents will be emphasized. Assignments incorporate critical listening, speaking, thinking and technology skills for business and life.

LITERATURE A

The module presents an overview of the different types of literature: essays, novel/novelette, and biography/autobiography. The principles of critical reading, writing, listening, viewing, and speaking are incorporated along with the works of authors representing a multicultural perspective are included to present a world-view.

LITERATURE B

The module presents an overview of the different types of literature: essays, short story, poetry, and dramatic pieces. The principles of critical reading, writing, listening, viewing, and speaking are incorporated along with the works of authors representing a multicultural perspective are included to present a world-view.

COMPOSITION AND WRITING A

The module presents the specific skills necessary for enabling the student to write original essays. The ultimate outcome of the module will be the production of three multi-paragraph essays based on a rhetorical strategy. The focus of this module will be the writing process to convey thought and information. Project work incorporates grammar, sentence structure, and critical thinking. It is recommended that students entering the module have basic computer literacy skills.

Prerequisite: Essentials of Writing Skills or equivalent skills.

COMPOSITION AND WRITING B

The module presents the specific skills necessary for enabling the student to write an original research paper. The ultimate outcome will be the production of a research paper in a specific content area. The focus will be the writing process to convey thought and information. Project work incorporates grammar, sentence structure, and critical thinking. It is recommended that students entering the module have basic computer literacy skills. A paper that meets the State Standard must be completed to receive credit for the course.

Prerequisite: Composition and Research Writing A or equivalent skills.

MATH SKILLS FOR EVERYDAY LIFE A

This course will enable students to feel at ease using mathematics to make important decisions for individuals, companies, and governments. The course will show students how mathematics can be used to analyze many different important situations in real life.

MATH SKILLS FOR EVERYDAY LIFE B

This course will enable students to feel at ease using mathematics to make important decisions for individuals, companies, and governments. The course will show students how mathematics can be used to analyze many different important situations in real life.

ALGEBRA 1 APPLICATIONS A

This course will help students develop an understanding of algebra by solving problems progressing from the concrete to the abstract using physical models, equations, and graphs to generalize number patterns and to describe, represent, and analyze relationships among variable quantities. Students will be able to recognize problems requiring quantitative answer and use mathematical tools to:

- Methodically assign an identifier (variable) to that quantity
- Translate known or given information into a number sentence
- Solve number sentences for the unknown quantity by either algebraic manipulation or graphing
- Check the derived solution for satisfactory results

Using these concepts, students will link algebraic formulas, patterns, and functions to solve real-life problems.

ALGEBRA 1 APPLICATIONS B

This course will help students develop an understanding of algebra by solving problems progressing from the concrete to the abstract using physical models, equations, and graphs to generalize number patterns and to describe, represent, and analyze relationships among variable quantities. The student will be able to recognize problems requiring quantitative answer and use mathematical tools to:

- Methodically assign an identifier (variable) to that quantity
- Translate known or given information into a number sentence
- Solve number sentences for an unknown quantity by either algebraic manipulation or graphing
- Verify the solution for accuracy

Using these concepts, students will link algebraic formulas, patterns, and functions to solve real-life problems.

ALGEBRA 2 APPLICATIONS A

This course will help students apply properties of real numbers to expressions, equalities and inequalities including absolute value inequalities. Students will investigate the relationships between linear equations and their graphs extending their knowledge of linear functions to quadratic functions.

Prerequisite: Algebra 1 Applications A & B and Geometry Applications A/B.

ALGEBRA 2 APPLICATIONS B

This course will help students apply properties of Real Numbers to expressions, equalities and inequalities including absolute value inequalities. Students will investigate the relationships between linear equations and their graphs extending their knowledge of linear functions to trigonometric functions. **Prerequisite: Algebra 1 Applications A & B, Geometry Applications A/B and Algebra 2 Applications A**

GEOMETRY APPLICATIONS A

This module presents the skills needed to use geometry (the study of the size, shape, and position of objects in space) in real-life situations. The focus of this module is to use geometry and special sense to solve problems in the physical world. **Prerequisite: Algebra 1 Applications A/B.**

GEOMETRY APPLICATIONS B

This module presents the skills needed to meet the state standards as they relate to geometry. The students will discover, learn, and apply the following geometric skills and consider them in real world situations: solid figures, introduction to trigonometry, deductive reasoning, classifications of shapes and use of more complex formulas. Students will have several opportunities to review and use concepts learned in algebra.

Prerequisite: Algebra 1 Applications A/B, Geometry Applications A.

EARTH SCIENCE

This ½ credit module is designed to provide students with the opportunity to explore the diverse aspects of Earth Science through the study of Earth, space, rocks, plate tectonics, and technology. Students will discover the relationships among Earth's systems, as well as the relationships among Earth and other bodies in our solar system.

ENVIRONMENTAL SCIENCE

This ½ credit module is designed as an introduction to ecology concepts and the environmental problems that affect the health and vitality of Planet Earth. Using a systems methodology, students will apply concepts from biology, earth science, and physical science. Students will make connections while studying the interaction of species and their environment.

BIOLOGY A

The purpose of this ½ credit module is for students to master State Science Standard Six: Life Processes. As they investigate life processes, students will gain knowledge that can be applied to improving the health and well-being of themselves and their families.

BIOLOGY B

The purpose of this ½ credit module is for students to master State Science Standard Seven: Diversity and Continuity of Living Things. As students gain knowledge about the diversity of life and how these differences are transmitted to future generations, they will be able to apply this to improving their health and well-being of themselves and their families.

FUNDAMENTALS OF CHEMISTRY

This ½ credit module is designed to investigate the processes by which materials are changed. It includes the relationship of matter and energy to the expanding world of chemistry and the use of Scientific Inquiry to solve problems involving chemistry. The learner will gain experience using scientific laws, tools, tables, graphs, and computers to compare and contrast the effects of chemistry on our environment.

PHYSICAL SCIENCE

In this ½ credit module the student will study how the flow of energy drives processes of changes in all biological, chemical, physical, and geological systems. They will read, discuss and analyze findings on how energy is stored in a variety of sources and transformed into other energy forms which influence many facets of our daily lives. Newton's three laws of energy will be introduced to build understandings of diverse physical and biological systems.

UNITED STATES HISTORY A - 1820 to 1900

This ½ credit course is a study of United States History from 1820 to the Industrial Revolution. This course presents the student the opportunity to take a closer look at the events that lead to the Civil War and the Reconstruction Period after war. This study also explores the great immigration period and shows how the newcomers altered American culture and brought with them a work ethic that contributed to America's Industrial Revolution.

UNITED STATES HISTORY B - 1900 to Present

This ½ credit course covers the growth of the United States from the Age of Imperialism to the present. Students will explore life in the United States during World War I, the Great Depression, and World War II. They will discover how the Cold War changed national thinking and how the Civil Rights Movement affected the American way of life. Students will discover how technology has changed employment and life patterns in the United States and the world and examine the rise of global interdependence.

PRINCIPLES OF ECONOMICS

This ½ credit course presents an overview of basic principles of microeconomics economic systems, macroeconomics, and international trade. This course is concerned with the relationship that exists between businesses and consumers and seeks to explain the functional differences of economic systems and the values associated with them. It is also concerned with the understanding of worldwide transactions.

AMERICAN GOVERNMENT

This ½ credit course covers the historical influence and purpose of government. The rights, responsibilities, and duties of the three branches of government, as well as the citizens, are explored. The formulation, implementation, and impact of public policy are examined.

WORLD HISTORY

This ½ credit module of World History covers the period from 1450 through 1900. Students will study the end of the Renaissance, Age of Exploration, Absolutism and Revolution, and the Industrial Revolution to the Age of Imperialism. They will discover the roots of some present day problems that affect the political, cultural, economic, and social context of their lives.

WORLD GEOGRAPHY

In this ½ credit module, students will gain knowledge of geography that will enable them to analyze both physical features and the cultural aspects of our world. Through the use of the five themes of geography, students will identify and locate major places, cultures, settlements and physical features.

HEALTH

In this ½ credit module, students will explore the following topics: alcohol and other drugs, community and environmental health, injury prevention, emotional health, nutrition, personal and consumer health, physical activity, family health and sexuality, and tobacco. As the students examine information they will be expected to: analyze the positive and negative effects of behaviors, obtain information about health topics, communicate what they have learned, apply the decision-making process to make healthy choices, advocate for healthy practices, and transfer what they have learned to improve their well-being and the well-being of their family.

COMPUTER PROGRAMMING 1A

This online course describes the skills and training required for careers in computer programming as well as the work ethics required in a computing environment. The use of enterprise systems, number systems, data types, and functions used in computing will be covered. In addition, computer programming, including programming languages, types of programming paradigms, and program structures will be explored. This course also exposes learners to web programming, creating web pages in HTML, using program structures in JavaScript, and how to program with JavaScript. **Prerequisite: Computing for College and Careers A/B.**

COMPUTER PROGRAMMING 1B

This online course covers various phases of SDLC such as analysis, design, development, testing, and implementation. In addition, software development methodologies, how client requirements are gathered and analyzed, various types of project plans, design using unified modeling languages (UML), coding, types of testing, quality control, and maintenance of software systems are described. This course also covers various security threats and risks and the methods to mitigate them. **Prerequisite: Computing for College and Careers A/B.**

COMPUTING FOR COLLEGE AND CAREERS A

This online course covers basic computer hardware and software and productivity applications such as word processing software, spreadsheet software, and presentations software. The role of the Internet and emerging technologies in a business environment will be addressed, and various career opportunities will be covered.

COMPUTING FOR COLLEGE AND CAREERS B

This online course covers advanced concepts such as computer networks, complex operations in spreadsheet and database programs, and the process of creating a website.

WEB TECHNOLOGIES A

This online course provides students with opportunities to explore careers in web technology, the uses of web technology, and emerging trends in web technology. It also covers principles of design and creation of graphics. Additionally, this course covers Internet protocols, web development tools, client-server processing, and web page creation using HTML and style sheets. Finally, this course covers website design and the web development process. **Prerequisite: Computing for College and Careers A/B.**

WEB TECHNOLOGIES B

This online course covers the creation of desktop publishing and multimedia projects. It also covers legal and ethical issues related to the Internet and website design. In addition, this course covers web page creation using JavaScript. It also covers DHTML and XML. The course additionally covers how to gather requirements from the client, plan out website development, create a wireframe, and create and publish a website. Finally, the course covers web maintenance and web administration. **Prerequisite: Computing for College and Careers A/B.**

PRINCIPLES OF HUMAN SERVICES A

This online course covers the various career pathways in human services, such as counseling, mental health services, and consumer services. In addition, the course covers workplace skills, such as a positive work ethic, integrity, budgeting basics, self-representation, and teamwork.

PRINCIPLES OF HUMAN SERVICES B

This online course covers the various career pathways in human services, such as childcare, family services, and personal care services. In addition, the course covers various workplace skills, such as customer service and Internet and information technology skills.

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY A

This course covers the history and development of criminal law in the United States, court procedures, the role of law enforcement agencies and private security in public safety, and the role of fire fighters and emergency responders. It also covers the ethical and legal responsibilities and working conditions in law enforcement and security.

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY B

This online course covers communication skills, math skills, and work ethics. It also covers job acquisition skills, career advancement skills, and other important professional skills and qualities required at the workplace.

PSYCHOLOGY A

This course traces the history of psychology and examines key psychological theories. Participants will discuss human development and explain how the nervous and endocrine systems affect human development and behavior. The course will include a study of various theories related to language development and acquisition as well as the influence of heredity, environment, society and culture on human behavior.

PSYCHOLOGY B

This course explores the established theories of cognitive, psychosocial, and moral development. Students will identify the factors that influence interpersonal relationships, recognize the origins and effects of violence, and describe prevention and treatment options for addictive behavior. Abnormal behavior and different types of psychological disorders will be studied, as well as the history of psychological counseling and therapy and the strategies used for problem solving and coping with stress. An overview of the career opportunities in psychology will be included.

2020-2021 CALENDAR

JULY

6 Summer session begins

AUGUST

13 Summer session ends

SEPTEMBER

7 School Closed – Labor Day

8 Fall 1 begins

NOVEMBER

10 Fall 2 begins

11 Offices Closed – Veteran’s Day

26-27 Offices Closed – Thanksgiving Break

DECEMBER

24-31 Offices Closed – Winter Break

JANUARY

1 Offices Closed – Winter Break

4 Offices Reopen – Classes Resume

18 Offices Closed – Martin Luther King, Jr. Day

25 Spring 1 begins

FEBRUARY

15 Offices Closed – President’s Day

MARCH

29 Spring 2 begins

APRIL

2-9 Offices Closed - Spring Break

MAY

31 Offices Closed – Memorial Day

JUNE

16 James H. Groves High School Graduation

***Calendar subject to change without notice**

RULES AND REGULATIONS

Please Read!!

1. Students attending James H. Groves High School courses shall attend a minimum of 85% of the course hours in order to receive a unit of credit. No provision is made for excused absences. Tardies and early dismissals are counted as absentee time. Nine (9) hours is the maximum allowable absentee time. Failure to meet the attendance requirement will result in automatic disenrollment from the effected class or classes.
2. Smoking is not permitted in the building or on school property at any time.
3. Students are expected to wear appropriate attire as outlined in the student handbook.
4. All breaks are to be taken in the cafeteria. The break period is for 15 minutes. Classes will begin promptly at the designated class time. There will be no breaks during instructional time.
Food/beverages are not permitted in classroom areas.
5. Students are not to leave the class except at break time. The instructor is to be informed of any emergencies or necessary reasons for leaving.
6. When a student leaves the building, he/she is to leave the Polytech premises, and is not to return that evening.
7. Unsatisfactory conduct such as drug abuse, consumption or possession of alcoholic beverages, insubordination, willful destruction or defacing of school property, and/or breach of the peace will result in automatic disenrollment and court action -- regardless of age.
8. The student is responsible for his/her own transportation to and from classes.
9. All students are expected to respond and behave as adults and will act accordingly, accepting responsibility for their educational efforts. This includes providing ideas and input to their instructors, in a constructive manner, in an effort to improve the program as needed to meet student needs.
10. Cell phones, headphones, or any other type of communication devices are not to be used by students while during scheduled class time.
11. The student will follow all subsequent rules and policies of the Polytech School District and/or district where the educational program is located.

I, the undersigned, have read, understand and agree to abide by the rules and regulations as listed above. I also am aware that I need to follow all other rules, regulations, and policies of James H. Groves Adult High and the Polytech School District.

Signature

Date

Printed name