

Christina Adult Programs



Daphne Mathews, Program Administrator

Amanda Smagala, Adult Education Specialist

Syd Goldberg, Site Coordinator

Mike Lahoda, Site Coordinator



@christinaadultprograms

Christina Adult Programs



Student Handbook

2018—2019

James H. Groves Adult High School

Glasgow High School

1901 S. College Ave.

Newark, DE 19702

Adult Education Programs
Eden Support Service Center
925 Bear-Corbitt Road
Bear, Delaware 19701

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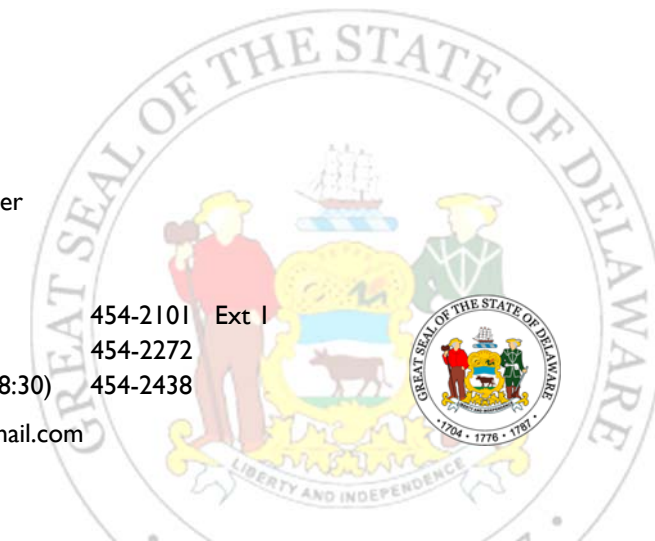
Evening Office (M-Th 5:30-8:30)

Email christinaadulted@gmail.com

454-2101 Ext 1

454-2272

454-2438



Dear James H. Groves Students,

Welcome to the 2018-2019 school year. We hope that your time with us will be educationally profitable for you. If you are willing to work hard, success awaits you.

Every staff member is dedicated to helping you reach your goals, tackle new challenges, and achieve new dreams. Our teachers are selected because of their broad teaching background and ability to work with students.

Each student is assigned to a counselor. Your counselor is available to help you in many ways: registering for classes, overcoming obstacles that prevent your success, post-secondary guidance or other academic counseling issues. Groves counselors are with you every step of the way from taking your first course to receiving your high school diploma. Students are assigned according to the student's last name.

You have the responsibilities to define those goals for yourself, set those challenges, and reach for your dreams. Take advantage of your talents and have a great year. Remember that you are your best advocate. Don't wait to do what you know you can do!

Again, a warm welcome to the James H. Groves Adult High School program.

Sincerely,

Daphne Mathews

Administrator

Amanda Smagala

Adult Education Specialist

Mike Laboda

Site Coordinator

Syd Goldberg

Site Coordinator

Newark Morning Rotary Club Scholarship – for more than 10 years, the Newark Morning Rotary Club has awarded scholarships to graduates of James H. Groves Adult High School – Newark center. The scholarship is not limited to 1 student. Applicants must be a graduating student of James H. Groves Adult High School, Newark center and must:

- Have applied for full or part-time enrollment in post-secondary education, including college, trade or vocational studies.

The uniqueness of this scholarship is that the club supports each recipient with \$2,000 for four years. If additional help is needed by a recipient, the club readily helps the student.

SEED Scholarship – Delaware SEED (Student Excellence Equals Degree) scholarship program provides tuition for full-time students who enroll in an associate degree program at Delaware Technical & Community College, or the Associate of Arts program at the University of Delaware. You must maintain an 80% (on a 100 point scale) or better and graduate from a public or non-public Delaware high school (including James H. Groves Adult High School). DTCC and UD each have separate application processes. **Application process needs to be completed no later than April 15th.** See their websites for more information: www.dtcc.edu/seed/ or www.udel.edu/advisement/aa/ or the SEED Scholarship website: <http://scholarships.delawaregoestocollege.org/delaware-seed-student-excellence-equals-degree-scholarship-program/>

Applications can be obtained from your guidance counselor and are due by

May 1st

SCHOLARSHIPS

Offered Through Groves

OAASIS Scholarship – this is for James H. Groves Adult High School graduates and GED recipients to develop leadership skills and to pursue learning beyond high school achievement. Applicants must:

- Have applied for full or part-time enrollment in post-secondary education, including college, trade or vocational studies
- Have financial need

Special consideration will be given to those who have been accepted by the institution where education will be pursued. Annually, 8 are awarded to each James H. Groves center in the amount of \$300. Annually, 1 GED recipient, statewide, is awarded in the amount of \$300.

State Director of Adult Education Scholarship – this is for James H. Groves Adult High School graduates, GED recipients, and adult education alumni to develop leadership skills and pursue learning beyond high school achievement. To be eligible, you must be a graduating student or alumni of James H. Groves Adult High School or a Delaware GED recipient. Applicants must:

- Have applied for full or part-time enrollment in post-secondary education, including college, trade or vocational studies.

Special consideration will be given to those who have been accepted by the post-secondary institution. Annually, 3 scholarships are awarded, 1 per county, to a James H. Groves Adult High School graduate or alumni, and 1 scholarship awarded to a Delaware GED recipient or alumni, statewide, in the amount of \$200.

Howard E. Row Scholarship – this was established to honor Mr. Row upon his retirement. In 1964, he originated the James H. Groves Adult High School in Delaware. Applicants must be a graduating student of James H. Groves Adult High School and must:

- Have applied for full or part-time enrollment in post-secondary education, including college, trade or vocational studies.

Special consideration will be given to those who have been accepted by the post-secondary institution. Annually, 3 scholarships are awarded, 1 per county, to a James H. Groves Adult High School graduate in the amount of \$200.

James H. Groves Adult High School Newark Center

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DELAWARE DEPARTMENT OF EDUCATION

State Board of Education State Administration

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Material for this document was partially adapted and edited from:

*James H. Groves Adult High School, State Policy Manual
James H. Groves Adult High School, Marshallton Center
James H. Groves Adult High School, Middletown Center
James H. Groves Adult High School, Poly Tech Center
Newark High School, Newark, Delaware
Elkton High School, Elkton, Maryland*

Psychology A & B

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.

Information Technology

Computing for College and Careers A & B

This 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 addresses, and various career opportunities will be covered.

Computer Programming A & B

This 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 Skills: Basic math knowledge.

Ability to visualize and apply creativity and innovation. General familiarity with the writing process and following guidelines: Ability to perform basic operations, and use word processing, spreadsheet, and presentation software. Ability to perform online research using various search engines and library databases. Ability to communicate through email and participate in discussion boards.

Web Technologies A & B

This 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 Skills: Principles of Information Technology A & B Basic math knowledge. Ability to visualize and apply creativity and innovation. Familiarity with the writing process and following guidelines. Perform basic operations on a computer. Perform online research using various search engines and library databases. Communicate through email and participate in discussion boards.

Spanish 1B — online course through “Tell Me More” Curriculum ½ credit

This course is designed to develop a solid foundation for students who desire to master a foreign language for academic and workplace success. The learning process is supported by a wide range of activities that allow students to acquire language skills in speaking, listening, reading, writing, as well as vocabulary and sociocultural skill.

Spanish 2A — online course through “Tell Me More” Curriculum ½ credit

This course is designed to develop a solid foundation for students who desire to master a foreign language for academic and workplace success. The learning process is supported by a wide range of activities that allow students to acquire language skills in speaking, listening, reading, writing, as well as vocabulary and sociocultural skill.

Spanish 2B — online course through “Tell Me More” Curriculum ½ credit

This course is designed to develop a solid foundation for students who desire to master a foreign language for academic and workplace success. The learning process is supported by a wide range of activities that allow students to acquire language skills in speaking, listening, reading, writing, as well as vocabulary and sociocultural skill.

Other Areas & Electives**Health**

Health is designed to foster appropriate wellness choices, recognize consequences of poor health habits, and encourage use of community resources. This module provides the students with information about the use of tobacco, alcohol and other drugs, first-aid and safety, emotional health and family stability, the various risks involved with sexual behavior choices, and the importance of maintaining overall good health. This knowledge, along with positive health actions, will promote wellness and reduce disease and accidents.

Math Processes (Pre-Algebra) A ½ credit

Math Processes A is the foundation of high school mathematics as students increase their ability to use the language of mathematics, solve problems algebraically, use quantitative reasoning, and communicate using mathematics while making mathematical connections at home, on the job, and in the community.

Math Processes (Pre-Algebra) B ½ credit

Math Processes B is a continuation of Math Processes A. Students will further increase their ability to use the language of mathematics, solve problems algebraically, use quantitative reasoning, and communicate using mathematics while making mathematical connections at home, on the job, and in the community.

Career Pathways**Human Resources****Principles of Human Services A & B**

This 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 law, Public Safety, Corrections, and Security A & B

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.

CHRISTINA SCHOOL DISTRICT**Board of Education**

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Mr. Robert Silber, Chief Financial Officer
Sr. Director of Secondary Education

Christina Adult Programs

Daphne Mathews, Administrator
Amanda Smagala, Adult Education Specialist

James H. Groves Adult High School – Site Coordinators

Syd Goldberg Monday & Thursday
Mike Lahoda Tuesday & Wednesday

Adult Education Office Staff – Eden Support Service Center

Carol Tobin
Christina Koninis

James H. Groves Adult High School Office Staff – Glasgow

TBD

Guidance Counselors and Examiners

William Reister
Debra Briggs

Organization of Adult Alumni and Students in Service

OAASIS Worker
TBD

Guidance Counselors

Debra Briggs (A-M)
William Reister (N-Z)

JAMES H. GROVES ADULT HIGH SCHOOL

PHILOSOPHY

Students are the central purpose of the James H. Groves Adult High School. Groves 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 foundational skills to secure social, political, and economic independence to function in a technological and global society.

Students are assured that administration and staff believes in and is committed to:

- Facilitating student access to a Groves program
- Offering a consistent state-approved program of study that promotes lifelong learning, self-direction, and technological literacy
- Customizing instructional delivery to meet the learning needs of adult students
- Preparing adult education students for postsecondary education, employment, and career opportunities
- Offering excellence of instruction that is responsive to the diversity within the adult population
- Delivering a curriculum that addresses meaningful, rigorous standards
- Embracing the roles of adults as workers, citizens, and family members, and their goals for learning
- Creating a supportive learning environment that maximizes educational benefits to adult students
- Offering non-instructional services that reinforce academic success, nurture leadership qualities, and inspire students to achieve their fullest potential

Mission:

To provide adult learners with the opportunity to attain their high school diploma through quality instruction and diversified delivery methods in a supportive adult focused learning environment.

Vision:

The James H. Groves Adult High School will provide adult learners with quality educational experiences that allow them to complete their secondary education while also balancing work and family responsibilities.

Environmental Science

½ credit

Environmental Science 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.

Fundamentals of Chemistry

½ credit

Throughout this course students will gain the necessary skills to explain the structure, properties, and interactions of matter. By using the periodic table learners will be able to predict the properties of elements and gain an understanding of atomic nuclei. Students will also learn about the applications of chemistry during the production of energy in daily life and the natural environment. Finally, learners will develop and use models, plan and conduct investigations, use mathematical thinking, and construct explanations and design solutions through performance expectations.

Physical Science

½ credit

Throughout this course students will investigate how the flow of energy drives processes of change in physical systems. They will read, discuss and analyze findings on how energy is stored in a variety of forms and transformed into other types of energy which influence many facets of our daily lives. Newton's three laws of motion will be introduced to build an understanding of motion, stability, and forces and their interactions. Students will also develop an understanding as to how waves transfer energy, and how they are used to send and store information.

Biology A

½ credit

Life Processes

The purpose of this 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

½ credit

Diversity and Continuity of Living Things

The purpose of this 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.

Foreign Language



Spanish 1A — online course through "Tell Me More" Curriculum ½ credit

This course is designed to develop a solid foundation for students who desire to master a foreign language for academic and workplace success. The learning process is supported by a wide range of activities that allow students to acquire language skills in speaking, listening, reading, writing, as well as vocabulary and sociocultural skill.

World Geography

½ credit

In this ½ credit course, 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 various geographic concepts, students will identify and locate major places, cultures, settlements and physical features.

United States History, A-1850-1920

½ credit

This course is a study of United States History from 1850 to the Industrial Revolution. It provides the student opportunities to study the events that led to the Civil War and the Reconstruction Period after the war. Throughout this course students will also explore the various immigration periods to understand 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-Present

½ credit

Part B of the US History course covers the involvement of the United States in world conflicts. Students will explore a time of change for work, culture, domestic politics, human rights, warfare, and technology. They will discover how the Cold War affected the American way of life and how the struggle for human rights affected the national thinking. 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.

World History A

½ credit

This course is a study of World History from 1300 to 1914. Students will explore historical developments that have affected the political, social, cultural, and economic circumstances of the world and how these events have impacted present society.

World History B

½ credit

This course is a study of World History from 1800 to the present. Students will explore historical developments that have affected the political, social, cultural, and economic circumstances of the world and how these events have impacted present society.

Financial Literacy A

½ credit

Managing income will include reviewing decimals and percentages; calculating, computing, and determining gross and net income; using recordkeeping skills; and computing, calculating and working with checking and savings accounts.

Financial Literacy B

½ credit

Managing expenses will include the study of how to interpret, manage, and plan daily life expenses. It also includes tools to analyze financial options and scenarios to make informed financial decisions.

Science**Earth Science**

½ credit

This course provides 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.



WELCOME TO THE JAMES H. GROVES ADULT HIGH SCHOOL

Now that you have enrolled in the James H. Groves 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.

I. HISTORY AND ORGANIZATION

Four decades ago, in 1964, the State Legislature created the James H. Groves statewide evening high school system as an alternative for adults, as well as out-of-school youth 16 or over, who for one reason or another found it impossible to complete their high school education in a regular day-school setting. There are seven centers in different parts of the state: Georgetown, Woodside, Middletown, Newark, Marshallton, Dover, and Wilmington. All seven centers are state-funded and they are organized into one statewide adult education network, headed by Maureen Whelan, Director, Adult Education, and the State Department of Education. However, each of the centers is operated by a different school district, which is responsible for site administration and day-to-day supervision. The program administrator is therefore responsible for two administrations, each of whom helps in different ways to keep the Groves centers operating effectively and efficiently.

This unique statewide educational program was named in honor of Delaware's first State Superintendent of Schools in the 1800's, underlining the significance of direct state involvement in the Groves operation. Delaware is one of few states which has accepted full responsibility for developing a public (tuition-free) evening school accommodating those needing an alternative to a traditional day-school program.

James H. Groves Adult High School was first evaluated by the Middle States Association of Schools and Colleges during the 1983-84 school year, and continues to be fully accredited state wide.

The Groves program was expanded during the 1989-90 school year to include secondary students still enrolled in a public day-school who need extra courses in order to catch up with their class or who need flexibility in scheduling to allow for work or extenuating circumstances.

II. SPECIAL CHARACTERISTICS OF THE GROVES PROGRAM

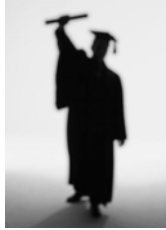
Since James H. Groves Adult High School offers an alternative to a traditional day high school, one can expect differences in scheduling, student population, and programs which make the Groves operation somewhat more flexible than a traditional day-school program.

JAMES H. GROVES ADULT HIGH SCHOOL

DIPLOMA PROGRAM

Description and Purpose

James H. Groves Adult High School is a State approved secondary high school. Its purpose is to provide Delaware adults and out-of-school youth with an opportunity to complete a high school education and earn a regular State of Delaware High School Diploma. The Christina School District's Center is located at Glasgow High School in Newark, Delaware.



Operations

Groves High School is staffed with administrative, instructional, and support personnel. Faculty members must hold a regular Delaware State Teaching Certificate in the subject being taught.

*Graduation Requirements for 2019 (24 credits)

English	4.0 units of credit 0.5 unit of Comp & Writing A or equivalent 0.5 unit of Comp & Writing B or equivalent
Social Studies	3.0 units of credit 0.5 unit of US History A 0.5 unit of US History B
Mathematics	4.0 units of credit 0.5 unit of Algebra I—Applications A 0.5 unit of Algebra I—Applications B 0.5 unit of Algebra II—Applications A 0.5 unit of Algebra II—Applications B 0.5 unit of Geometry & Applications A 0.5 unit of Geometry & Applications B
Science	3.0 units of credit 0.5 unit of Biology A 0.5 unit of Biology B
Health	0.5 units of credit
Career Pathway	3.0 units of credit
World Language	2.0 units of credit*

*There are exceptions to meeting the World Lang (WL) requirements. See your guidance counselor to verify that you are eligible for a waiver.

* Note: Students with WL = 24 credits; without WL = 22 credits

Algebra II / Applications A

½ credit

In this course, 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 I Applications A & B equivalent skills and Geometry

Algebra II / Applications B

½ credit

In this course, 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 I Applications A & B equivalent skills, Geometry and Algebra II A

Geometry Applications A

½ credit

This course will help students to develop an understanding of the attributes and relationships of geometric objects and how they can be applied in diverse contexts.

Prerequisite: Algebra I Applications A & B equivalent skills

Geometry Applications B

½ credit

This course will help students to develop an understanding of the attributes and relationships of geometric objects and how they can be applied in diverse contexts.

Prerequisite: Geometry and Applications A equivalent skills

Math Skills for Everyday Life A

½ credit

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

½ credit

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.

Social Studies



American Government

½ credit

American Government 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.

Principles of Economics

½ credit

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

Composition and Research Writing A

½ credit

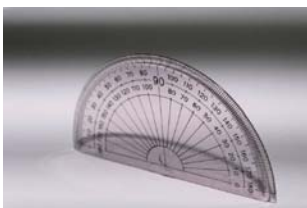
The module presents the specific skills necessary for enabling the student to write original compositions. The ultimate outcome of the module will be the production of a 3 multi-paragraph based on a rhetorical strategy. The focus of this module will be the writing process to convey thought and information. Project work incorporates grammar, sentence structure, and critical thinking. It is recommended that students entering the module have basic computer literacy skills.

Composition and Research Writing B

½ credit

The module presents the specific skills necessary for enabling the student to write original and research-based composition. The ultimate outcome of the module will be the production of a research essay in a specific content area. 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: Composition and Writing A or equivalent

Mathematics**Algebra I / Applications A**

½ credit

This course will help students to develop an understanding of algebra by solving problems progressing from the concrete to the abstract. The student will be able to recognize problems requiring quantitative answers and the use of mathematical concepts to:

- Identify and assign variables to unknown quantities
- Translate given information into number sentences
- Solve number sentences for an unknown quantity by algebraic manipulation and graphing
- Check a derived solution to ensure it is reasonable
- Link algebraic formulas, patterns, and functions to model and solve multi-step, real-life problems
- Use proportional reasoning to solve problems
- Use physical models, equations, tables, and graphs to generalize number patterns and to describe, represent, and analyze relationships among variable quantities

Prerequisite: Math Processes or equivalent skills

Algebra I/Applications B

½ credit

This course will help students to further develop their understanding of algebra by building upon the concepts taught in Algebra I A. The student will be able to use mathematical concepts to:

- Identify and assign variables to unknown quantities
- Translate given information into number sentences
- Solve number sentences for an unknown quantity by algebraic manipulation and graphing
- Perform polynomial operations
- Check a derived solution to ensure it is reasonable
- Link algebraic formulas, patterns, and functions to model and solve multi-step, real-life problems

Prerequisite: Algebra Applications I - A or equivalent skills

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 distance learning format.

Correspondence Study – Approved courses offered through accredited correspondence schools are accepted for high school credit.

Summer School – Approved courses offered through summer school are accepted for high school credit.

Distance Learning – Approved courses offered through accredited distance learning programs are accepted for high school credit.

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.

Vocational Courses – Upon satisfactory completion of approved vocational or apprenticeship courses, units of credits 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 other 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 – The community service unit of 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.

Internship – Internships are designated 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 (CEA 3) – The CEA 3 enables a student to demonstrate high school level skills through a written test. By passing the Official GED Practice Test with a passing score in content areas and writing a Groves approved content area research paper, students are awarded up to 10 units of credit toward graduation.

Elective Credit : from ABE in Basic Math & Core English by earning a COA 4 or higher.

GRADUATION / COMMENCEMENT

Each year a formal commencement ceremony is held for students who earned the 24 credits to receive a James H. Groves High School diploma. The annual graduation commencement is held the first Friday of June at 7:30 pm at Gauger Cobbs Middle School Auditorium. All graduates will receive announcements to send to family and friends. Following the ceremony is a reception for everyone in the cafeteria.

A professional photographer takes pictures before and during the ceremony. As a graduation gift from the program to the graduates, the photos are mailed to the students. There is a \$25.00 graduation fee.

The procedures for participating in the Groves Graduation Commencement are as follows:

1. Meet with your counselor to confirm all course requirements have been satisfied
2. Meet with the secretary to be measured for and pay for cap and gown. Students are also to receive graduation announcements at this time.
3. Attend graduation rehearsal
4. Enjoy your graduation celebration!

AWARDS CEREMONIES

Towards the end of each semester, a Student Awards Ceremony is held. Groves' program goals are to help prepare students for the work force and excel in the classroom. The awards categories are aligned with the soft skills that employers seek in employees. The certificate may be used as documentation that a student has excelled in a specific area. Students who meet the criteria may receive an award in the following categories:

Commendable Attendance	Attended 17-18 class sessions
Exemplary Attendance	Attended 19-20 class sessions
Commendable Scholarship	doing B-level work
Exemplary Scholarship	doing A-level work

Certificates may also be attained in the following areas:

Work Ethics and	student(s) possess and applies effective work habits and attitudes during class consistently participates
Tenacity	for student(s) who persevered with their education despite difficult circumstances
Leadership	for student(s) who are role models for their peers and demonstrate working cooperatively.
COA tional	earning a COA (Certificate of Attainment) certifies and EFL (Educational Functional) gain in ABE (Adult Basic Education)

Class Sessions

Classes meet Monday and Wednesday, or Tuesday and Thursday evenings. There will be three (3) sessions or trimester for the year. First trimester begins in September and ends in November. Second semester begins in January and ends in May. There are 2 sessions for each semester.

5:00pm —7:00pm

7:00pm —9:00pm

All courses are 1/2 credit



COURSE DESCRIPTIONS

English

Journalism A

½ credit

This course presents an overview of the field of journalism: the basic skills of collecting, interviewing, reporting, and writing. The principles of critical reading, writing, listening, viewing, and speaking are incorporated with emerging technologies. Students will examine the history and evolution of journalism as well as explore careers in the field. They will learn how to analyze and use graphics and art in diverse media and formats to convey information and news events for specific audiences. Finally, they will evaluate ethical aspects in the field of journalism.

Journalism B

½ credit

This course presents a hands-on application in the field of journalism: the basic skills of collecting, interviewing, reporting, and writing. The principles of critical reading, writing, listening, viewing, and speaking are incorporated with emerging technologies. Students will examine the history and evolution of journalism as well as explore careers in the field. They will learn how to analyze and use graphics and art in diverse media and formats to convey information and news events for specific audiences. Finally, they will evaluate ethical aspects in the field of journalism and develop a final newspaper project that incorporates stories and graphics.

Literature A

½ credit

The module presents an overview of the different types of literature: essays, short story, poetry, novel/novelette, and autobiography/biography. Authors representing a multicultural perspective that are included to present a world-view. With the integration of technology will be applied to specific assignments which will incorporate critical listening, speaking, and thinking skills for everyday use.

Prerequisite: Business Communication A

Literature B

½ credit

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 works of authors representing a multicultural perspective are included to present a world-view.

Communications A

½ credit

The module presents an overview of written / oral communication skills. Principles and effective practices in 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

½ credit

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

Prerequisite: Business Communication A

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 a case of sexual harassment occur. Students who believe that they are being subject to sexual harassment should discuss the matter with a counselor or building administrator

They will:

- provide advice,
- investigate the problem,
- if the case is found to be valid, implement prompt and appropriate corrective action.

AFFECTIONATE BEHAVIOR

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

WAITING LIST

In event that classes are full, students will be placed on a waiting list. As seat spaces become 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 site coordinator.

EMERGENCY SITUATIONS

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

CHRISTINA SCHOOL DISTRICT RULES FOR STUDENT USE OF COMPUTER-RELATED RESOURCES

Students are responsible for good behavior when they are using Christina School District's computer-related resources. General school rules for behavior and communications apply.

Time Requirements

THERE IS NO TIME LIMIT to finish requirements for a diploma. Students may enroll in up to four classes a week.

Credits earned at a student's former high school may be counted toward a diploma.

Depending on the number of previously earned credits some adult students may be able to earn a diploma within 1 or 2 years.

APPLICATION PROCESS FOR ADMISSIONS

Eligibility Criteria

Individuals may apply for admission to James H. Groves Adult High School who meet the following criteria:

1. Adults, 18 years of age or older, who reside in the State of Delaware or who have worked in Delaware for a minimum of one year.
2. Out-of-school-youth, 16-21 years of age, who have officially withdrawn from a day school and who have not been expelled from a school within Delaware or outside Delaware or pending expulsion, an expulsion hearing from a school district, or withdrawn from a school to avoid an expulsion.
3. Non-state residents who otherwise meet eligibility set forth above.
4. Meet entrance assessment criteria of secondary skill level in reading and mathematics as measured by the Test of Adult Basic Education (TABE).



GRADUATION PLAN

Students will meet with a counselor to develop a graduation plan and schedule classes. The graduation plan is subject to change due to student request, failure to adhere to prescribed timelines, and/or changes in James H. Groves Adult High School Policy by the State Board of Education.

Admission & Restrictions

- a. Individuals facing any form of criminal prosecution must complete the legal process before enrolling. Individuals on probation must notify the administration and provide documentation prior to enrolling.
- b. High school graduates and out-of-state students may enroll for a fee when the class size permits.
- c. Any individual expelled 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 during the expulsion year.
- d. Any individual who is pending expulsion, an expulsion hearing from a school district, withdrawing from school to avoid an expulsion, or not permitted to attend the regularly assigned school will not be enrolled in an adult education program without a waiver. Any individual who enrolls without a waiver will not be given verification for program participation or allowed to take the GED during the expulsion year.

Admission Procedure

To apply for admission, individuals must submit a completed application package at orientation containing the following to the James H. Groves Adult High School, Newark Groves Center:

1. Completed 2017-2018 application form.
2. Applicants ages 16 and 17 need a letter of reference that must be written by a staff member of the most recently attended high school.
3. An Official High School Transcript in a sealed envelope or a signed Request for Official Transcript form.

There is \$40 non-refundable materials fee that must be paid at orientation for all Groves Adult High School students. No personal checks will be accepted. Cash, money orders, certified checks only.

Acceptance Procedure

Upon receipt of a completed application package: potential students will be scheduled for program orientation, placement testing, and an intake interview. Priority for enrollment in courses will be given to adults 18 years of age or older.

ADMISSION OF AN INDIVIDUAL WHO IS PENDING EXPULSION OR OTHERWISE REMOVED FROM SCHOOL

Any individual who is pending expulsion, an expulsion hearing from a school district, withdrawing from school is avoid an expulsion, or not permitted to attend the regularly assigned school will not be enrolled in Groves Adult High School without a waiver. Students who enroll without a waiver will not be granted units of credit during that period of enrollment.

Waiver Procedure

Any student, 17 years of age and older, who is pending expulsion from high school, withdrew to avoid expulsion, or not permitted to attend the regularly assigned school must follow the expelled student procedure for admission to Groves. The expulsion waiver procedure is outlined below:

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

- a. Is 17 years of age or older
- b. Intends to graduate from James H. Groves
- c. Was expelled for a non-violent reason (examples: excessive absences, alcohol or tobacco) and
- d. Demonstrates interest in continuing their education.

A waiver granted to an individual excludes attending the James H. Groves center in the district from where the applicant was expelled. A waiver does not supersede any waiting list and 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 Department of Education:

- a. A letter of request for admission to adult education with the rationale for granting a waiver
- b. Three (3) letters of reference at least one must come from the school where the student was expelled. No family member can write a letter of reference
- c. Evidence of 17 or older

MEDICAL EMERGENCIES

Christina 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

Report cards are issued to students at the end of each semester for all credit classes. Informal progress reports will be issued mid-way through each semester.

ATTENDANCE AWARDS

Special recognition is given at commencement exercises to graduates who achieve perfect attendance for the full year.

SCHOOL CLOSINGS

In the event of severe weather or emergencies there is a very strong possibility that the daytime Adult Education office and the night school office will be closed. It is recommended that you listen to one of the following radio stations before attempting to call either of the two offices.

WDEL-AM 1150	WJBR-FM 99.5
WILM-AM 1450	WSTW-FM 93.7

Information will also be given on the Christina School District Web Page: www.christina.k12.de.us
Or on Facebook at www.facebook.com/christinak12 or call 302-552-2726

PARKING

Park only in marked parking spaces. Do not park along fences, along driveways, in front of dumpsters, in front of doors, on or in front of ramps, on the grass, or in the fire lanes (driveways) or in handicap areas. Those vehicles parked improperly may be towed at the owner's expense.

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 the Adult Education office immediately.

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. Furthermore, sexual harassment is a form of sexual discrimination and is a violation of federal and state law. Sexual harassment is defined as 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.

Ways to Avoid Deliberate Plagiarism:

- Use quotation marks around an author's exact words or phrase.
- There usually is more than one citation in a paragraph. "Everytime you borrow the words, facts, or ideas, you must document the source" (Fowler 689).
- 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 phrase. ~ 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 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 appeal to the research paper writer.

- Using the expression or phrase requires quotation marks.

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

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

CHEATING

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

GENERAL INFORMATION

ADULT EDUCATION ACCOMODATIONS

Students requesting a physical or learning disability accommodation on the admission application must complete the Adult Education Accommodation form for the instructional/testing accommodation. A doctor must provide written documentation of the disability and a specific accommodation plan. It is the students' responsibility to provide this information.

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 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 Groves official in charge.

- Expulsion information from the school with the reason for expulsion clearly stated and
- High School transcript

The 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. A sample of the request letter can be obtained from the office to assist you. No other person may be present at the interview except by request of the Director of Adult Education. During the interview between the applicant and the Director of Adult Education, the individual seeking admission will describe the nature of the expulsion, future career plans, educational goals, and how his/her goals and education connect. Other questions will also be asked.

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

Waiver Letter Instructions

One of the requirements for the waiver is a letter of request to the Director of Adult Education at the Department of Education. The letter must follow the sample format. It must be written in ink or typed. It must include the following information:

- The reason(s) that you were expelled from school, pending expulsion, withdrawing to avoid and expulsion, or not permitted to attend your regularly assigned high school.
- The reason(s) why you believe that you should be admitted to James H. Groves Adult High School
- A statement addressing your future educational plans and goals.

The letter of request must be included with the other required information for requesting a waiver for admission to James H. Groves Adult High School.

Graduation, Transcripts, and Diploma Policy for Students under the Age of 18

An individual enrolled in James H. Groves Adult High School who is under the age of 18 on the date of the graduation ceremony and has fulfilled the high school graduation requirements will be an official Groves graduate of that year. The diploma shall be withheld until he/she turns 18. The student may participate in the graduation ceremony and transcripts may be issued.

Procedure

Individuals under the age of 18 must be given the policy in writing upon enrollment.

Individuals under 18 are official graduates of the year in which they completed graduation requirements. Diplomas will be ordered for the academic year in which they complete their coursework; however, the diploma will be withheld until age 18 or until the student provides documentation that their class of entry has graduated.

Individuals under the age of 18 may participate in graduation ceremonies and any other graduating class activity following the same procedures as all other Groves students.

The student or another member of the family with a letter of release from the graduate may pick up the diploma. Graduates living in another state or country must provide a letter verifying their out of state address to receive their diploma through the mail.

Transcripts will be issued upon written request to the local Groves center.

Individuals under the age of 18 are eligible for scholarships provided to Groves' graduates.

FEES



Delaware Residents

No tuition fees are charged to non-high school graduates who live in the state of Delaware for 6 months or more. A materials fee of \$40.00 per semester will be required upon enrollment. **Materials fee must be paid at orientation . No personal checks will be accepted. Cash, money orders, certified checks only.**

Out-of-State Residents and High School Graduates

Out-of-state residents and high school graduates must pay a tuition fee of \$60.00 per half credit. An out-of-state student who provides verification of employment in the state of Delaware for a minimum of one (1) year, will be responsible to only pay the \$40.00 non-refundable material fee per semester.

JAMES H. GROVES ADULT HIGH SCHOOL

GRADING SYSTEM

The grading system for the James H. Groves High School is based on a 100-point numeric scale. An alpha conversion chart to determine level performance is:

- All courses will have final exams worth 20% of the total course grade.
- Students receiving a grade of **"A"** have demonstrated superior understanding of the content and have demonstrated knowledge and competence at the highest level. The grading scale is **100 – 93**.
- Students receiving a grade of **"B"** have a better than average understanding of the content and have demonstrated above average knowledge and competence. The grading scale is **92 – 85**.
- Students receiving a grade of **"C"** have satisfactory understanding of the content and have demonstrated knowledge and competence. The grading scale is **84 – 75**.
- Students receiving **less than 75** will not be awarded credit for the course. The student must recycle which will be indicated by the letter **"R"**.
- Students who have not completed all course requirements or class assignments will receive an **"R"**.

DUE PROCESS

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

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

THE APPEAL PROCESS

Students seeking an appeal must make a written request to the Site Coordinator within three (3) business days of the violation and disciplinary action.

A response to scheduled meeting between the Site Coordinator designee and the student will be made within three (3) business days.

A meeting between the student and the Site Coordinator (or designee) for the Christina School District will be scheduled as soon as possible.

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.

PLAGIARISM

According to Webster's New Collegiate Dictionary (Third Edition), plagiarism is defined as "taking (ideas, writings) from another and passing them off 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 larger 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 author's work.
- 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 their author's exact words.
- Using actual words of the author, even though changing the sentence structure.



SMOKING POLICY



Delaware State Law prohibits the use of any and all tobacco products in all school buildings and on school property at any time. Violation of this smoking policy will result in disciplinary action and possible disenrollment from the program.

COMMUNICATION/ELECTRONIC DEVICES POLICY

Pagers, beepers, cellular phones, portable CD/Cassette/MP3 players, headphones, or any other type of communication devices are to be turned **off** prior to entering the building and **remain off** until you leave the building. Violation of this policy has consequences.

DRUGS & ALCOHOL POLICY

Law prohibits the use, possession, distribution, and sale of controlled substances and/or alcohol on school property. Anyone involved in this activity is subject to arrest. Students will be dismissed from the Groves program for the remainder of the school year with the loss of all credits for the current semester.

Anyone who is under medical care and/or taking prescribed medication, which alters their physical or mental state or behavior, is asked to inform the administration or guidance counselor before attending class.

ACADEMIC CONTRACTS

A short-term academic contract may be requested by a student to accommodate special situations. The contract will be available upon teacher recommendation and principal approval. The teacher and the student will write the contract. The terms of the contract will include the following:

1. Goals
2. Objectives
3. Learning Activities
4. Evaluation methods
5. Starting and completion dates

JAMES H. GROVES ADULT HIGH SCHOOL GROVES Glasgow Independent Study Hybrid Online Learning Program



James H. Groves Adult High School Glasgow offers a hybrid online learning high school program where the student completes online coursework and meets weekly with the content teacher. Individuals can earn a high school diploma or GED in an independent and flexible format that fits ones work or family schedule. If interested or want to find out if you qualify to enroll, call: (302) 454-2400 ext 43161e-mail Daphne Mathews at Daphne.Mathews@christina.k12.de.us.

ADDITIONAL OFFERINGS

IN-SCHOOL CREDIT PROGRAM

Purpose

The In-School credit program recognizes that all students, especially those at-risk of dropping out may benefit from additional support. Groves provides a flexible schedule allowing them to continue their high school education and graduate from their home school.

Eligibility

The Groves in-School Credit Program supports high school students who need to earn credits to graduate on time. Eligible students are:

- be at least 16 years of age
- participating in at least one credit in their home school

Application Packet consists of:

1. A Referral Form
2. A copy of the student's up-to-date transcript.
3. A copy of the student's current class schedule.
4. A copy of DCAS scores Reading 811 and / or Math 812

ABE PROGRAM (ADULT BASIC EDUCATION)

CERTIFICATE OF ATTAINMENT (COA) Refresher Courses

A student who needs to brush up or build skills to be successful in credit courses will enroll in a Refresher 1 & 2 class for Reading/Writing **and/or** Mathematics. The work is individualized to meet the student's needs. Completion of this program is demonstrated by earning the COA credential. When a competency of COA 4 or 5 is attained, the student may then move to CEA3/GED or credit classes at the start of the next semester. A student may be considered Dual enrolled and enroll in credit classes in one area and a refresher Math or Reading COA A or B at the same time.

CERTIFICATE OF EDUCATIONAL ATTAINMENT (CEA 3)

CEA3

The Certificate of Educational Attainment 3 (CEA3) is designed exclusively for James H. Groves Adult High School students. It serves as a verification of knowledge and skills and has the endorsement of the Delaware Department of Education, Office of Adult Education, and James H. Groves Adult High School centers. Students can earn up to 10 credits in the following areas.

English	3.0 credits
Mathematics	1.5 Credits (not Algebra 1, Algebra 2 or Geometry)
Science	1.5 Credits (not Biology)
Social Studies	2.0 Credits (not US History)
Electives	2.0 credits *

*Additional elective units of credit may be awarded if credits are not needed to satisfy requirements in English, Math, Social Studies or Science.

Eligibility Requirements

In order to be awarded a CEA3, you must:

- Write a 4-6 page argument research paper (not including references)
- Meet the competency requirements in reading, mathematics, social studies, science, and writing via GED® or TABE tests, and
- Complete the CEA3 portfolio.

CEA3 Portfolio

The CEA3 Portfolio consists of the following:

- CEA3 Application Form
- Topic Selection Form signed by the teacher and program administrator
- Test Results Form signed by the teacher and program administrator
- Argument research paper with Turnitin Report

The research paper must include a reference list citing a minimum of three different types of **current** sources.

The research paper must be typed. All research papers must be written under the supervision of a teacher. **The teacher and administration must approve research topics in advance. Do not write your paper without prior approval.**

NOTE: ALL RESEARCH PAPERS MUST BE COMPLETED BY MAY 24TH, 2019.

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.
- Students are not permitted to wear halter-tops or half shirts (Example – no bare midriffs, mesh/ fishnet materials, and tank tops or like items.) Clothing must not be torn, cut-off, or inappropriately fitted.
- 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.
- Clothing with obscene, profane, or objectionable phrases, objectionable pictures, or references to alcohol, or narcotics are not permitted.
- Students wearing inappropriate attire will be asked to change or cover the appropriate attire or **will be asked to leave the building.**
- Wearing of caps, hats, or any other type of head covering is not permitted in the building.
- The final decision of appropriate dress will be made by the site coordinator or administrator.

ATTENDANCE POLICY

Students attending James H. Groves High School courses are required to attend a minimum of 85% of the course hours in order to receive a unit credit. No provision is made for excused absences. Tardiness, leaving class for extended time or leaving class early are counted as absentee time. Students who exceed the attendance policy may not be awarded credit for the course in which the attendance exceeds the attendance required to receive credit.

The coordinator will review extenuating circumstances upon written request by the student. A conference will be scheduled between the student, teacher(s), and site coordinator. It is the responsibility of the student to maintain good class attendance and initiate all requests for attendance review.

Lateness To Class/Early Dismissal

Patterns of tardiness or leaving class early, should be brought to the attention of the site coordinator for appropriate action.

Students are not to leave class with out the permission of the teacher. Students who leave class may not be permitted to return to that class that evening, and will be marked 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. To award credit, students must attend a minimum of 85% scheduled class hours. However, the program administrator will review cases at the student's request.

There are no appeals for excessive absences at James H. Groves Adult High School.

- 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, withdrawal from school to avoid expulsion, on probation, or pending court appearance for a violation of the law

STUDENT 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 withdrawn by the administration 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 philosophy commits its staff and administration 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 institution, cannot function without reasonable rules that are consistently and effectively enforced.

It becomes obvious that 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 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) violate state and/or federal laws.

WHEN IS THE CODE IN FORCE?

- ⇒ On school property prior to, during, and following regular school hours.
- ⇒ 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 student presents a threat to health, safety, or welfare of other students. Such out-of-school conduct shall include, but is not limited to:
- ⇒ Acts of violence which are punishable by law;
- ⇒ Sexual offenses which are punishable by law;
- ⇒ The sale, transfer or possession of drugs that would constitute an offense punishable by law.

GED® CERTIFICATE PROGRAM

Program

The 2014 GED® Testing Program in Delaware is a part of the Groves Adult Program that provides an additional means of securing a secondary education through testing. Persons who satisfactorily pass the 2014 GED® test and other State requirements are issued a "State Board of Education Document of Endorsement of Secondary Attainment." The program is approved through Federal licensing and state guidelines. Most Delaware employers and proprietary schools accept the credential as verification of high school completion. *The test is delivered only on a computer at an approved testing site and costs \$120 for all 4 subtests. Each subtest is \$30 and can be taken individually on different dates.

Purpose and Use

Although the GED® is frequently mistaken an meaning "general education degree" or "general education diploma", the American Council on Education, which owns the GED® trademark, coined the initials to identify the tests of general educational development that measure proficiency in science, mathematics, social studies, reading and writing. Delawareans receive a certificate of secondary completion not a diploma. Some employers and higher education schools recognize the GED®.

The state document issued as a result of passing the GED® test is accepted in Delaware to satisfy high school equivalency for (1) some college admissions; (2) business, industry, state and civil service employment; and (3) state learning requirements.

Skills Measured by the 2014 GED® Test

The 2014 GED® Tests are organized into four content areas:

- Reasoning through Language Arts (150 minutes)
- Social Studies (90 minutes)
- Science (90 minutes)
- Mathematics Reasoning (115 minutes)

Test format:

- The 2014 GED® test is available in English and Spanish
- Students can test on each test individually or the entire test at once.
- Students can test 3 times on the same subject without waiting to retest. After the third attempt, there is a 60-day waiting period before trying again.
- Guessing is not penalized or prohibited on the 2014 test.
- There are 7 different item types that require computer skills:
 1. Extended response
 2. Drag-and Drop
 3. Drop-Down
 4. Fill-in-the-blank
 5. Hot Spot
 6. Multiple Choice
 7. Short Answer

Scoring the test:

The 2014 GED® test requires a passing score minimum of 145 for each subtest. Therefore, students will need to reach a score of at least 145 on each subtest with a total score of 600 or higher across all four subtests in order to receive the GED® test credential. Students may also earn an "Honors" score if they receive a score of 170 or higher on any subject. See below for the full score scale:

- Passing: 145—164
- GED College Ready: 165—174
- College Ready & Credit: 175—200

Source – 2014 GED® website (www.GEDtestingservice.com)

Eligibility Requirements for taking the 2014 GED®

Anyone who has not graduated from an approved high school and meets the following minimum requirements:

1. The class of initial school entry, in which the candidate was a member, must have graduated from high school. A waiver procedure has been established for individual members whose initial class of entry has not yet graduated.
2. Applicants must be a resident of or work in the State of Delaware

Registration for GED® Preparation Classes

The enrollment is continuous any time between September and May. Evening classes are available at Glasgow High School. Days and hours flexible to meet your needs. GED® daytime classes are also available at The New Castle Learning Center on Kirkwood Highway in Newark.

Before registering to take the actual test, try taking the GED® Ready. The GED® Ready test will let you know if you are prepared to take and pass the actual official test or if you need to brush up on some skills.

ESL (English As A Second Language)

ESL (English As A Second Language) - The ESL Program offers instruction in English to those whose native language is not English. Small group and individual instruction is provided for adults and out-of-school youth 16 and older. ESL is taught in three levels. The Literacy level class works on oral English. The beginning level class continues to extend oral English and the basic language. The intermediate level class continues to extend both oral and written English. In addition, the program adds mathematics and expands the focus of English by adding civics education and workforce training. There are no fees for the classes.

College Transition Program

The Transitions Program is an academic enrichment opportunity designed for Groves Adult Education students who are interested in matriculating into a postsecondary educational program for replacement exams, apprenticeship, or job training classes. This six week course is offered to help Groves students overcome obstacles to higher education. Transitions Program will help students define goals, improve academic skills, gain information about local colleges, and navigate the application and financial aid process.

STUDENTS RIGHTS AND RESPONSIBILITIES

Statement of Belief

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.
- Receive 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 education process. No student has the right to interfere with the education of another student.

Student responsibilities include regular school attendance, conscientious effort toward classroom work, and adherence to school rules and regulations. Most of all, each student shares 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
- Enable the school staff to operate 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.