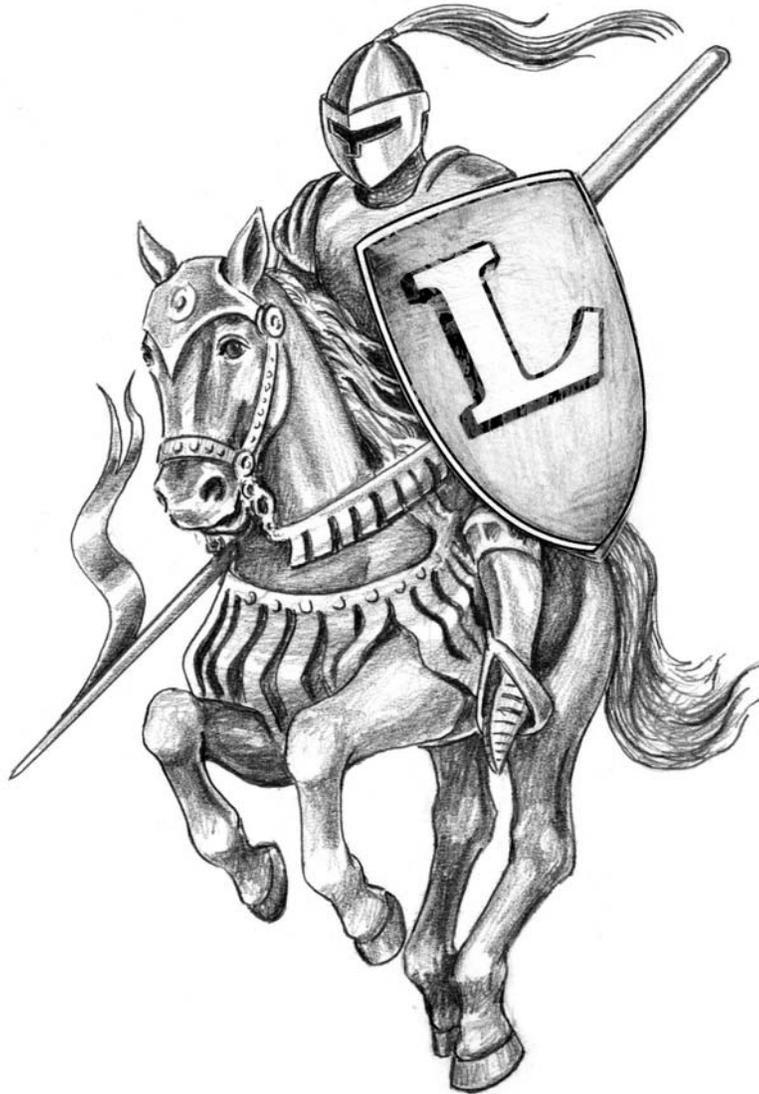


# *Lakenheath High School*



PARENT - STUDENT HANDBOOK

SCHOOL YEAR 2008 - 2009

## **LETTER FROM THE PRINCIPAL**

Welcome to Lakenheath High School. Home of the Lancers

At Lakenheath High School we work to develop the whole child – academically, physically, emotionally, and socially. The fact that we are located in England presents us with the opportunity to take study trips in one of the most interesting countries in the world. Students have the opportunity to participate in a wide variety of co-curricular and extra-curricular activities including sports, fine arts, clubs and social events. Get involved in Lancer activities, arts and athletics. Join drama, JROTC, yearbook, student council, the pep band, various sports we offer and other school-wide organizations and clubs.

Our school has developed a strong sense of loyalty and school spirit. Many students develop lasting friendships that will span a lifetime. Each year former “Lancers” travel long distances to return to Lakenheath High School.

There are several challenges that we must face together. Among those challenges are: deployments, maintaining a positive school climate, student behavior, and tough budget cuts. We will overcome these challenges and will continue to provide the best services DoDDS has to offer to our students at Lakenheath High School.

I ask that all parents be as supportive and as available as possible for all programs, committees, and other school functions. It is my goal to continue to support all the excellent programs at Lakenheath High School. I would like to welcome everyone back for another exciting school year and hope that the experiences you share with teachers and friends will have a positive impact upon your life. Please accept my sincere and heartfelt thanks for all that you do to make LHS such a success.

Sincerely,

Kent Worford

Principal

# PREFACE

The purpose of this guide is to provide parents and students with a convenient reference concerning the operation of Lakenheath High School. This guide is not an all-inclusive publication governing all aspects of the policies and regulations of the school, but rather one that contains broad statements and guidelines to assist you.

All parents and students are requested to be familiar with this guide. The information it contains will answer many questions, and its wise use can prevent many problems from arising. Should you have questions or concerns, please contact the school before any decision or action, so that the parent, student and school have a clear idea and precise understanding of the policy concerned.

## School Address

Lakenheath High School  
Unit 5185 Box 45  
APO AE 09461

## International Address

Lakenheath High School  
RAF Lakenheath  
Brandon Suffolk, IP 27 9PN

## Internet Web Site:

<http://www.lake-hs.eu.dodea.edu>



## Telephone Numbers (Civilian)

Principal's Office.....01638-52-3115  
Counselors Office .....01638-52-5563; x5564; x5577;  
CSC.....01635-52-6610  
Nurse's Office.....01638-52-5557  
Registrar.....01638-52-5559  
FAX .....01638-53-3073

To dial Lakenheath Military from a civilian telephone: 01638-52-XXXX. To arrange an appointment with a counselor or a teacher, please call a Counselor's office DSN: 226-3115.

## TABLE OF CONTENTS

ACADEMIC	11
ACADEMIC LETTER AWARD	11
ACCELERATED CREDIT- (Look under Withdrawal from school)	11
ACTIVITIES	21
ATHLETIC CODE	LIV
ATHLETIC PARTICIPATION STATEMENT	LVI
ATHLETICS	21
ATTENDANCE	23
CAFETERIA	41
CLASSIFICATION AND PROMOTION OF STUDENTS	16
CLUBS AND ORGANIZATIONS	22
CONDUCT/DISCIPLINE	26
CREDIT FROM OTHER SCHOOLS	12
DAILY BULLETIN	42
DANCES	42
DoDDS Class of 2002 and Beyond	19
EDUCATION FOR THE DISABLED & LEARNING IMPAIRED	12
FIELD TRIPS	13
FREEDOM OF EXPRESSION	43
GRADUATION	20
GRADUATION PROTOCOL	LVII
Graduation Requirements	20
GUIDANCE AND COUNSELING SERVICES	13
HONOR ROLL	14
ILLNESS/INJURY	45
IMMUNIZATION PREREQUISITES FOR SCHOOL ATTENDANCE	LVIII
IMMUNIZATIONS	45
LETTERING CRITERIA AND PARTICIPATION CODE	60
LOCKERS	44
MEDICAL CARE	44
NATIONAL HONOR SOCIETY	23
PERMISSION FOR GUESTS AT SCHOOL SPONSORED ACTIVITIES	62
PHYSICAL EXAMINATIONS	45
PREPLANNED ABSENCES	63
PROCEDURE AND GUIDELINES FOR REPORTING SEXUAL HARASSMENT	36
REGISTRATION	45
REQUEST FOR VISITOR'S PASS	65
SCHEDULE CHANGES	45
SCHOOL ADVISORY COMMITTEE (SAC)	46
SCHOOL WIDE COMPUTER USAGE POLICY	66
SEXUAL INVASION OF PRIVACY	36
SKATEBOARDS	48
STUDENT COMPUTER AND INTERNET ACCESS AGREEMENT	49
STUDENT GUIDELINES FOR SCHOOL DANCES	70

STUDENT USE OF MEDICATION DURING SCHOOL DAY	71
TRANSCRIPTS	18
WEAPONS	50
WITHDRAWAL FROM SCHOOL/ACCELERATION	19

## **PROFILE**

Lakenheath High School  
 Unit 5185 Box 45  
 APO AE 09461  
 Telephone: DSN 226-3115 or Civilian 01638-52-3115

RAF Lakenheath is located in Suffolk. It is 30 minutes from Cambridge and 90 minutes from London. The surrounding villages offer many outstanding activities. Available to everyone are both indoor and outdoor swimming pools, ice-skating, horseback riding, walking, concerts, opera, dramas, comedy, and ballet. Lakenheath High School is a modern campus composed of eleven buildings

**School Mascot – Lancer**

**School Colors – Red and Blue (with white)**

### **ALMA MATER**

In this land of merry Ol' England  
 Where the Thames flows through,  
 A famous high school rears its banner  
 Lakenheath is true.  
 Though the ages be forgotten  
 Send its memories on,  
 Do great deeds for Alma Mater  
 Loyal Lakenheath

# Lakenheath High School

## Bell Schedule

### SY 2008/2009



0805 – 0934 Period 1	88 minutes + 6 passing
0940 – 1107 Period 2	87 minutes
1107 – 1157 Lunch	50 minutes
1200 – 1327 Period 3	87 minutes + 6 passing
1333 – 1500 Period 4	87 minutes

#### Example Rotation

- Week #1:** Monday – 1, 2, lunch, 3, 4  
 Tuesday – 5, seminar, lunch, 6, 7  
 Wednesday – 3, 4, lunch, 1, 2  
 Thursday – 6, 7, lunch, 5, seminar  
 Friday – 2, 1, lunch, 4, 3
- Week #2:** Monday – seminar, 5, lunch, 7, 6  
 Tuesday – 4, 3, lunch, 2, 1  
 Wednesday – 7, 6, lunch, seminar, 5  
 Thursday – 1, 2, lunch, 3, 4  
 Friday – 5, seminar, lunch, 6, 7
- Week #3:** Monday – 3, 4, lunch, 1, 2  
 Tuesday – 6, 7, lunch, 5, seminar  
 Wednesday – 2, 1, lunch, 4, 3  
 Thursday – seminar, 5, lunch, 7, 6  
 Friday – 4, 3, lunch, 2, 1
- Week #4:** Monday – 7, 6, lunch, seminar, 5  
 Tuesday – 1, 2, lunch, 3, 4  
 Wednesday – 5, seminar, lunch, 6, 7  
 Thursday – 3, 4, lunch, 1, 2  
 Friday – 6, 7, lunch, 5, seminar

**Kent Worford**  
 Principal, Lakenheath High School

## **DoDEA VISION STATEMENT**

Communities investing in success for all students!

## **DoDEA MISSION STATEMENT**

The Department of Defense Education Activity provides, in military communities worldwide, exemplary educational programs that inspire and prepare all students for success in a global environment.

## **ISLES DSO MISSION STATEMENT**

The mission of the Isles District Superintendent's Office is to provide resources, leadership, and support to our schools in order to promote learning and academic excellence for all students in an equitable learning environment through collaboration and open communications.

## **DoDEA GUIDING PRINCIPLES**

- Student Achievement...a shared responsibility
- Trust and respect for others' rights
- Unlimited opportunities to reach high expectations
- Dedication to lifelong learning
- Equal access to a quality education based on standards
- New and motivating challenges to inspire excellence
- Total accountability with teamwork
- Success for all...students first!

## **COMMUNITY STRATEGIC PLAN (CSP)**

**Goal 1: HIGHEST STUDENT ACHIEVEMENT.** All students will meet or exceed challenging standards in academic content and special area programs so that they are prepared for continuous learning and productive citizenship.

- **Outcome A:** Student Performance and Assessment. All students will achieve or exceed proficiency levels aligned to clearly defined program and curricular performance standards.

Individual student progress will be continuously measured using multiple internal and external performance-based assessments.

- **Outcome B:** Opportunities to Learn and Citizenship. All students will have access to varied and challenging learning opportunities and appropriate interventions and/or modifications to encourage continuous learning and productive citizenship.

**Goal 2: PERFORMANCE-DRIVEN, EFFICIENT MANAGEMENT SYSTEMS.** DoDEA will use a performance driven management system that operates in a timely, efficient and equitable manner; places resources allocation and decision-making at the lowest operational level; and facilitates a safe environment conducive to optimum student achievement.

- **Outcome A:** Resource Allocation/Academic and Student Support Services. An annual budget plan will be designed and implemented at all levels in direct support of the Community Strategic Plan. All appropriate operational levels will have the resources, authority, and accountability to ensure equitable student access to programs and support services necessary to achieve or exceed individual education standards.
- **Outcome B:** Facilities and Equipment. All levels will participate in the development and implementation of an equitable plan to identify and schedule maintenance, life-cycle replacement, and upgrades to facilities, equipment, technology, and materials that support an environment conducive to learning.
- **Outcome C:** Safe Environment. All schools will have safe, well-managed, and disciplined environments conducive to learning.

**Goal 3: MOTIVATED, HIGH PERFORMING, DIVERSE WORK FORCE.** The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.

- **Outcome A:** Personnel Management Practices. Administrators at all levels will incorporate innovative practices to continually recruit, hire, support, evaluate, and recognize personnel in order to retain a highly motivated and committed workforce, who reflect the diversity of the school community, in support of student achievement.
- **Outcome B:** Continuous Professional Development and Training. Personnel at all levels will participate in continuous professional development and training to support standards, which enhance job performance.

**Goal 4: NETWORK OF PARTNERSHIPS PROMOTING ACHIEVEMENT.** Every level of DoDEA will develop, promote, and maintain a network of partnerships to enhance optimum student achievement.

- **Outcome A:** Partnerships. All levels of the organization will develop, promote, and maintain a network of meaningful partnerships and alliances to enhance social, emotional, and academic growth and to maximize resources.

- **Outcome B:** Communication System. All levels of the organization will develop and implement a multimedia communication plan to enhance dialogue and promote trust among staff, parents, students, and the community.

## **LAKENHEATH HIGH SCHOOL MISSION STATEMENT**

LHS - Empower Students by Providing Opportunities

## **SCHOOL IMPROVEMENT PLAN**

Lakenheath High began a new School Improvement Plan cycle during school year 2006-07. We developed a new goal based examining our schools assessment data to meet student needs. We look forward to working with students, parents and community achieving this goal for our school.

## **“SAFE SCHOOLS” IN THE ISLES DISTRICT**

School security is a national concern. Throughout the United States, youth crime and violence threaten to undermine the safety of our students’ learning environment. Since the Department of Defense Dependents’ Schools (DoDDS) represent a cross-section of Americana, all partners in our community education process must understand and support the principles underlying a safe and secure learning environment - as applied to creating a safe school. The underlying principles all relate to student rights to a safe and secure learning environment

free from the threat or fear of physical violence

free from drugs, alcohol, weapons and other prohibited items

free from hazing, bullying or intimidation

free from gang or criminal activity

The Department of Defense Education Activity (DoDEA) follows guidance for the Department of Defense and also issues instructions and policies concerning our schools. DoDEA Regulation 2051.1, disciplinary Rules and Procedures (August 16, 1996) outlines student conduct expectations and disciplinary consequences that may be invoked when the conduct of a student poses an immediate threat to his/her safety or the safety of others in the school. These student conduct expectations apply to student conduct that is related to a school activity

while on school property

while en route between school and home, to include school buses

during the lunch period whether on or off campus

during or while going to or coming from all school-sponsored events/activities that affect the missions or operations of the school or district including field trips, sporting events, stadium assemblies, and evening school-related activities

Violence, threats of violence, prohibited items, gang or criminal behavior, and bullying or intimidation will not be tolerated. Perpetrating a bomb threat or complicity in the act is grounds for expulsion. Additionally, local military regulations or host nation laws may authorize criminal prosecution for such actions. Therefore, it is incumbent upon all community education partners - students, parents, military leaders, administrators, faculty and staff - to understand the serious nature of actions violating the principle student freedoms and the scope of authority over infractions as outlined in DoDEA Regulation 2051.1.

# **ACADEMIC**

## **ACCREDITATION**

Lakenheath High School is a fully accredited school with the North Central Association of Colleges and Schools, which is the largest and most respected accreditation association in the United States.

## **ACADEMIC LETTER AWARD**

Requirements:

- GPA must be 3.57 or higher for at least the first three quarters of the school year. This equates to 4 A's and 2 B's or better. Weighted grades will be figured into the GPA.
- Any final grade of D, E, or F, prevents the student from receiving an academic letter regardless of the overall GPA.
- Classes taken in both semesters will contain three of the four core subjects (English, Math, Science, and Social Studies).
- Students must be enrolled in at least six classes both semesters for which they will receive credit.
- Incomplete grades changed to a letter grade will be counted towards the Academic Letter.
- The Academic chenille letter will not be awarded if the student has already received a letter for athletics, and vice versa. No student will receive more than one chenille letter for either sports or academics during the time the student is enrolled at LHS. All eligible students will receive a certificate and/or a pin or bar, which acknowledges his/her accomplishments. **(See Appendix)**

## **ACCELERATED CREDIT- (SEE WITHDRAWAL FROM SCHOOL)**

## **BOOKS**

All required textbooks are supplied by DoDDS without charge to the students. However, students have the responsibility to care for their books in a proper manner. It is expected that students will cover all hardbound books with non-permanent material (e.g. paper, paper bags, etc.) and record their name either inside the book or on the protective cover. Lost and/or replacement costs for books will be charged to the student. Abnormal wear and tear will also result in replacement costs to the sponsor.

## **CORRESPONDENCE COURSES**

Any student taking a correspondence course to meet graduation requirements must complete the course and submit the official grade to the respective counselor at least two weeks prior to the graduation date. No student will be allowed to take correspondence courses without first obtaining approval of his/her counselor if they want to use the course for graduation credit.

## **CREDIT FROM OTHER SCHOOLS**

A student who comes to LHS from another accredited school receives the credits as shown on the transcript from the previous school. If a student transfers during the school year, the grade to date of leaving the former school is averaged with the grade received at LHS to determine the grade in the subject for that marking period.

Students who fail to finish the previous year or semester at another school and receive no credit from the previous school will also not receive credit from LHS for work from the previous school. LHS will administer final exams from another school if required to do so by the school officials.

## **CREDIT FROM HOME- SCHOOLING**

Home-schooled students should provide documentation in the form of an official transcript from an accredited program.

## **D AND F LIST**

All teachers submit grades by COB every Tuesday for students who have any D's or F's through the previous Friday. Seminar teachers consult with students who are on the list. Parents/sponsors may call to ask if their child(ren) are on the list. D and F reports are mailed to parents/sponsors bimonthly.

## **EARLY GRADUATION**

In unusual circumstances, requests for early graduation will be considered. According to regulation, students may be considered for early graduation if they have clearly demonstrated a scholastic aptitude or vocational readiness, if there is a financial need for early entry to the labor market, or if health or family concerns would be best served. An application with parental approval must be submitted in writing and must include a definite and comprehensive plan. The application must be submitted prior to course selection for grade 12 for those students desiring to graduate at the end of the first semester of their senior year. The Guidance Counselors will review the application and make a recommendation to the Principal for final determination.

## **EDUCATION FOR STUDENTS WHO HAVE DISABILITIES**

DOD Instruction 1342.12, "Education of Disabled and Learning Impaired Children in the DOD Dependents Schools" implements IDEA (Individual Disabilities Education Act) in DoDDS and mandates appropriate educational programs for all eligible students. Every school is required to establish a multidisciplinary team for the purpose of bringing parents, school personnel, administrators, and the students together to participate in decisions related to student needs, assessment/evaluations, student placement, and Individualized Education Program (IEP) development. Lakenheath High School has developed procedures for meeting the legal mandates. If your dependent has a disability or identified as learning impaired and in need of a special education program, you will be asked to meet with the involved staff at various times and participate in the activities and decisions affecting your student.

## **EXAMINATIONS (FINAL EXAMS)**

Examinations are given throughout the school year. Semester exams are scheduled for the last week of each semester as indicated:

**1<sup>ST</sup> semester: 20 – 21 January 2008; 2<sup>nd</sup> semester: 01 – 04 June Senior Exams; 08 – 11 June 2009 underclassmen**

Therefore, parents and students must make arrangements to ensure attendance during these times. There will be no excused absences during semester exams except for emergency situations. If a student is absent for any other reason during this time, it is unexcused.

### **FIELD TRIPS**

Study trips are educational extensions of the classroom. Lakenheath High School takes advantage of museums, theaters and other scenic and cultural experiences during the school year. Trips may last one or more days. Sponsor and/or parent permission will be required before a student goes on a study trip. Students are expected to participate in school related field trips. All school policies and regulations governing student conduct are in effect during study trips. Sponsors may be required to pick up their student(s) from a study trip if the student(s) conduct warrants such action.

Parents are notified in writing in advance of the trip regarding times and details and are asked to sign and return a mandatory consent form for each student prior to the trip date. Students are responsible for completing assignments in classes missed during field trips. When a student knows that he/she will be absent, every effort should be made to coordinate assignments with teachers before the trip. Overnight field trips require more extensive preparation for parent, student, and teacher. Parents and students should read all information carefully and contact the teacher/sponsor if there are any questions or concerns. Be sure you know before your child leaves, the exact itinerary, departure and return times, and how much money they will need. The sponsors have been instructed by the administration to be extremely vigilant on overnight trips and to take all precautions to avoid student alcohol abuse, curfew violations, and students being in the wrong rooms. Chaperones should discuss with the trip sponsor exactly what are their responsibilities, and be provided an itinerary of the trip. Sponsors must let the chaperones know where they will be at all times. Please advise your son/daughter to be cooperative and follow the rules as stated by the person in charge. Students and parents must sign the Student Behavior Expectations form prior to departing on any school-sponsored field trip. **(See Appendix)**

### **GRADING POLICIES**

Each teacher gives his/her individual grading policy, which has been approved by the administration, to his/her students at the beginning of each semester. The grading policy will state what is required and how the grade is determined.

### **GUIDANCE AND COUNSELING SERVICES**

The Guidance Department is located in building 816 (main building) rooms 103, 107, and 108. There are three guidance counselors. If a student wishes to see his/her counselor, he/she makes an appointment or they may drop in during free time. Students and parents can make appointments with the Guidance Department to review the student's school records, to discuss concerns, or to schedule teacher conferences.

### **HOMEWORK POLICY**

Homework will be assigned to reinforce or supplement class work. It may range from an extension of a daily lesson, which is due the following day, to an expanded project, or paper that is due before

a given date. Class work not completed in class or missed during absences, frequently will be required to be completed outside the school day. Homework will not be assigned as punishment.

### **HONOR ROLL**

Academic excellence is a goal of our school. Students taking a minimum of six (6) classes and achieving a 3.0-weighted grade point average during a marking period are eligible for the Honor Roll. A grade lower than a "C" in any class, however, disqualifies a student from eligibility for the Honor Roll. The Honor Roll will consist of students who have a 3.0-3.49 GPA; High Honors 3.5-3.99; and Principal's Honor Roll for a 4.0 or higher.

Students will be given 10 school days from the end of each nine-week grading period to complete work, which has resulted in an "I" (incomplete) grade during that period of time. The honor roll will be compiled on the 11th day after the last day of the nine weeks grading period and any student still with an incomplete grade will not be considered for the honor roll during that grading period. An exception could be made for illness or family emergencies.

### **LANCER AWARD**

The Lancer Awards are for two seniors who are pretty much top in everything--truly representative of what a Lancer should be. They need to have a "history" at LHS, i.e., they have to have been here for longer than just their senior year and have truly made contributions to the school through service and school spirit. This may leave out top scholars who are new to the school, but they are frequently "rewarded" with earning valedictorian and salutatorian status--and, to reiterate, the Lancer Awards are not just about scholarship.

### **PRINCIPAL'S AWARD**

The Principal's Award is for those students who have gone the extra mile for their school, teachers, other students, and community. They are the ones who have given of themselves for others but usually never receive the kudos--the behind-the-scenes type and the person who was always hanging around when something needed to be done, and then they did it, usually without any complaints.

### **LOST BOOK**

Students who have lost a book or materials from class or the information center should check with the teacher, librarian or supply clerk for replacement cost. Checks should be made payable to "Accounting & Finance" and will be given to the supply clerk in building 825. Payment for lost books should be made as soon as possible to the supply clerk so that a replacement book may be issued.

### **PARTICIPATION IN GRADUATION EXERCISES**

Senior students who have fulfilled all requirements, academic and otherwise, will be allowed to participate in the June graduation exercises. Those students failing to meet the requirements will be notified prior to the ceremony and their privilege of participating withdrawn. Students will be required to purchase the selected cap, gown and tassel. All graduation rehearsals in June are **MANDATORY** in order to participate in the baccalaureate and graduation ceremonies. The graduation ceremony is a privilege not a right. Students are expected to conform to the graduation protocol in order to be eligible

to attend the graduation ceremony. Questions are to be referred to the senior class sponsor. (See Appendix)

### **RANK IN CLASS**

Many colleges use rank in class as one consideration for college entrance. Final class rank is determined on 8 semesters of work and is recorded as a fraction (for example 16/124). This means that a student is ranked number 16 from the top in a graduating class of 124 students. LHS computes class rankings for each senior student using weighted GPA. At the end of each semester current class ranks are computed and shared with students.

### **REPEATING A FAILED COURSE**

Courses, which have been failed, may be repeated to earn credit. The student's permanent record will show that the course was "failed" and repeated. If the course is "passed," credit will be given for the course. Grade point average and class ranking will only reflect the last entry.

### **REPEATING A CREDIT COURSE**

Credit may not be granted for a course, which is repeated and credit has already been given. With the principal and teacher's permission, on a space available basis, a course for which credit has been granted may be repeated for grade improvement, content or skill mastery. The student's permanent record will show the course was repeated for no credit and the most current grade will be used for GPA calculation.

### **REPORT CARDS AND GRADES**

Report cards are sent home four times a year during the week following the end of the four marking periods. School newsletters include information on marking periods and report card issuance's.

Sponsors will be notified the fifth week of each quarter of Unsatisfactory Student Achievement academic work. Notices will also indicate that the student is not working up to his/her capability. Sponsors are strongly encouraged to contact the school and meet with the appropriate teacher(s) and counselor. We encourage educators and parents to maintain close and continuing contact when students are experiencing difficulty so that support, supervision, and cooperation may result in academic success rather than failure.

The LHS report card utilizes the regionally approved computerized form and the following system-wide approved grading criteria:

MARK	% (AGE)	MEANING	GRADE POINTS STANDARD	GRADE POINTS WEIGHTED
A	90 - 100	EXCELLENT	4	5
B	80 - 89	GOOD	3	4
C	70 - 79	AVERAGE	2	3
D	60 - 69	POOR	1	2

F	0 – 59	FAILING	0	0
I		INCOMPLETE	0	0
N		NO GRADE	0	0
P		PASSING	0	0

The use of "+" and "-" to denote slightly higher or lower grade marks is approved for use on report cards. The use of an asterisk to denote a modified curriculum is also authorized. The "E" grade has been added for students who work to capacity but whose achievement is below normal standards for a passing grade. The "E" grade will receive credit and will be counted the same as a "D" in determining grade point average. A student who receives a grade of "I" on the report card for reasons of late entry, ill health, or participation in school sponsored trips will be given a period of time to complete the work.

If the work is not completed in the allotted time, the "I" grade will be changed to a grade that represents the value of the work accomplished in the course. The grade of "I" will not be recorded on the permanent record card (transcript). In preliminary computation of the student's grade point average, the grade of incomplete is equivalent to 0 grade points.

### **STUDENT GRADE PLACEMENT**

**Classification and promotion of students will be determined at the beginning of each school year. The following will be used to determine Student Grade Level:**

**Freshman (Grade 9):** Students must have satisfactorily completed Grade 8 and/or have been previously enrolled in Grade 9 at a former school and have not earned more than six (6) units of credit.

**Sophomore Class (Grade 10):** Students must have successfully completed at least six and a half (6.5) units of credit.

**Junior Class (Grade 11):** Students must have earned a minimum of thirteen (13) units of credit. It is also mandatory that the student be able to meet all graduation conditions and requirements with normal scheduling of the junior and senior year.

**Senior Class (Grade 12):** Students must have satisfactorily completed at least seventeen (17) units of credit. The LHS Case Study Committee (CSC) may recommend exceptions. It should be possible for the student to comply with all graduation conditions and requirements with optimum scheduling by the conclusion of the school year.

### **STUDENT PLACEMENT COMMITTEE**

Parents requesting a schedule change after the first two weeks of each semester, for any reason other than incorrect placement (i.e. student is scheduled for Algebra II but has not yet had Algebra I) must submit a written request to the Student Placement Committee. The Committee consists of the Assistant Principal and five faculty members who will review requests and make recommendations to the Principal. As noted in the Parent-Student Handbook, if you wish to appeal the recommendation made by the Student Placement Committee, you may forward the appeal to the Principal, the final authority.

- Problem Arises
- Conference with Teacher
  - Resolved or Conference with Teacher and Counselor
  - Resolved or Written Request to Student Placement Committee
  - Resolved or Meeting with Student Placement Committee

- Resolved or Appellant Procedures

## **TESTING – DoDDS SYSTEM-WIDE TESTING PROGRAMS**

DoDDS uses a variety of tests to measure achievement levels and diagnose students’ academic strengths and weaknesses. DoDDS uses two types of assessment tests: criterion -referenced and norm-referenced. Criterion Reference Tests compare students to a set standard or grading rubric. Norm-referenced tests compare a single student’s results to that of a large group (usually nationally).

All students in grades 9-11 take the Terra Nova version of the Comprehensive Test of Basic Skills (CTBS) in early March. The Terra Nova was chosen because it is the most used “norm-reference” achievement test throughout the United States. Results are returned in late May.

The DoDDS Writing Assessment is administered to all freshmen in early May. This is a criterion-referenced test used to measure a student’s level of writing to a given prompt. The prompt may be 1) biographical, 2) information gathering, 3) problem solving, or 4) observation. Results are returned in September.

The Pre-Scholastic Aptitude Test (PSAT) measures students’ achievements in verbal, math, and writing. This test is given on October 15. DoDDS requires all sophomores to take the PSAT to measure their readiness for college entrance. Sophomores take the PSAT at no cost. All other students wishing to take the 2006 PSAT must pay a fee to their counselor. Results are returned before the winter break.

In addition, end of the year exams are also given to students enrolled in Algebra I, US History and Biology.

The Advanced Placement (AP) program gives LHS students a chance to experience academic work on a college freshman level. AP courses are designed to prepare students to demonstrate their level of achievement by taking AP exams during early May. LHS students selecting AP courses are encouraged to complete the AP exam for that class. DoDDS will pay the test fee. Results are returned in mid July.

### **AP Exam Testing Schedule – SY 2008-09**

May 4	US Gov’t/Politics
May 5	Spanish/Statistics
May 5	Computer Science AB
May 6	Calculus AB/BC
May 7/8	English Literature/German
May 8	US History
May 8	Euro History
May 8	Studio Art Portfolio Due
May 11	Biology/Physics BC
May 12	Chemistry/Psychology
May 13	English Language
May 14	World History

Students also have the opportunity to take college entrance examinations. *Scholastic Aptitude Tests (SAT)* and the American College Testing Program (ACT) are necessary in order to meet admission requirements of some colleges and universities. Additionally, there are opportunities to take the National Merit Scholarship Qualifying Test and Preliminary Scholastic Aptitude Test in order to

compete for scholarship aid. Please contact the guidance Office at (01638)-525564, or 5577 if you wish further information regarding the testing program.

**Please see the following website for more information:**

<http://www.collegeboard.com/student/testing/ap/cal/cal2.html>

**College Entrance Examinations  
(Register at [www.collegeboard.com](http://www.collegeboard.com))**

<b>Test Date</b>	<b>Test</b>	<b>Registration Deadline</b>
04 October 2008	SAT I/II	09September 2008
25 October 2008	ACT (Writing)	19 September 2008
01 November 2008	SAT I/II	26 September 2008
06 December 2008	SAT I/II	05 November 2008
13 December 2008	ACT	07 November 2008
24 January 2009	SAT I/II	26 December 2008
04 April 2009	ACT (Writing)	27 February 2009
14 March 2009	SAT I/II	10 February 2009
02 May 2009	SAT I/II	31 March 2009
06 June 2009	SAT I/II	05 May 2009
13 June 2009	ACT	08 May 2009

**For further information on the SAT exams please see the following website:**

<http://www.collegeboard.com/student/testing/sat/calenfees.html>

**For further information on the ACT, please see the following website:**

<http://www.actstudent.org/regist/nextdates.html>

### **TRANSCRIPTS**

Students will be furnished "unofficial" copies of transcripts to hand carry to their new school when they withdraw from LHS. The new school will request the "official" transcript from LHS. Students applying to colleges and universities will have "official" copies sent directly to the university or college upon student or parent request.

Student records (permanent transcripts) will be maintained at this school for 4 years. During this period, you may request records (free of charge) through us at the following address: Lakenheath High School, ATTN: Registrar, Unit 5185 Box 45, APO AE 09464-8545

During the fifth year, records are maintained at the regional office. Please address your request to DoDDS EUROPEAN REGION ATTN: EXECUTIVE SERVICES DIVISION, (STUDENT RECORDS), Unit 29649, 09096.

At the end of the fifth year, transcripts are retired to "Thompson Prometic." The address is: Thompson Prometic, 2000 Lenox Drive, Lawrenceville, NJ 08648.

To obtain copies of your transcripts, please contact Thompson Prometic by telephone (1-609-895-5287) or fax (1-609-895-5026) for the appropriate fee information.

## WITHDRAWAL FROM SCHOOL/ACCELERATION

### **Acceleration Release Dates**

The accelerated release dates for School Year 2008-2009 have been established as follows:

**Semester 1: Must attend school all day on 12 Dec 2008. Earliest departure is close of business 12 December 2008.**

**Semester 2: Must attend school all day on 15 May 2009. Earliest departure is close of business 15 May 2009.**

Students should bring a letter from their sponsor indicating the last day of school for their dependent and a copy of PCS orders to the Principal or administrator at least three (3) weeks before leaving school. The student will take a clearance form to all classes **TWO** days before leaving. All class materials, books, etc. must be turned in and all school obligations met before each teacher signs the release form. The student will return the completed form to the Principal on the last day of attendance. Since students follow their usual four period's day schedule on checkout day, **TWO** full days must be allowed for school clearance because he/she has eight classes.

Students withdrawing from school before the end of the semester may be granted credit for an **ACCELERATED** study program outlined by the teachers involved, provided that the withdrawal date is no earlier than 20 school days before the end of the semester. Students meeting conditions of the accelerated program are to be granted semester grades and credits. Please remember that the accelerated credit program is only for students who are PCSing. Credit and Acceleration will not be granted for any reason other than a PCS move. Please do not ask the teachers or administrators to accelerate for reasons other than a PCS move. **We cannot accelerate a student to accommodate a family trip, a job in the States, a summer holiday with grandparents, a visit with a separated parent, or to beat an airfare increase.** We do not want this to be harsh, but everybody has a reason to start summer early, and the only one we will accept is with orders for a PCS move. This is a worldwide DoDDS policy.

You may accelerate your courses if you have PSC orders that require you to leave before the end of the school year. This means that you have to complete all the reading assignments, quizzes, tests, projects, and final exams just like all of the other students who are here until the end of school. You must complete this work before you leave in order to get full credit for the semester.

If you leave before the last day of school and you are not PCSing, you will not get credit for any of the classes that you took for the semester. You must be in school for the entire time to receive credit.

## GRADUATION CEREMONY

Students seeking to graduation meeting DODEA graduation requirements must attend school full time.

## GRADE POINT AVERAGE

Cumulative GPA is calculated using all classes. Only AP classes have weighted grades. Completing the AP exam is required to earn the weighted grade points. Starting with the class of 2009, credit classes taken prior to entering high school will not be used for cumulative GPA calculations. The credit earned in these classes will count towards meeting graduation requirements.

**2.0 GRADE POINT AVERAGE REQUIREMENT**

Students must have a Cumulative Grade Point Average (GPS) of 2.0 to graduate.

**GRADUATION  
DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS  
GRADUATION REQUIREMENTS  
DoDDS CLASS OF 2009 AND BEYOND**

*Cumulative Grade Point Average (GPS) of 2.0 is required for graduation.*

Required Courses	Units
LANGUAGE ARTS 9,10,11,12 (2 years of ESL may be substituted for 2 years of English)	4
SOCIAL STUDIES (1 unit of U.S. History and ½ unit of U.S. Government required)	3
MATHEMATICS (Completion of Algebra II recommended for college preparation)	3
SCIENCE	3
PROFESSIONAL TECHNICAL STUDIES (PTS) (Automotive technology, computers, engineering, cosmetology, yearbook, JROTC, technology, or career practicum)	2
SECOND LANGUAGE (Must be the same language. Recommend 3-4 credits for college preparation)	2
FINE ARTS (art, instrumental or vocal music, or drama)	1
PHYSICAL EDUCATION (Course PEF301 and PEL301)	1.5
HEALTH	½
Sub-total for Required Courses	20
Elective Courses	6
<b>TOTAL CREDITS</b>	<b>26</b>

Choose your courses with care! There are no "Social Promotions" in high school. You must pass your classes to get credits and you must have at least 26 credits in the appropriate subject areas to graduate. All entering 9<sup>th</sup> graders must have a 2.0 grade point average to graduate.

# ACTIVITIES

Lakenheath High School encourages all students and parents to be actively involved in curricular and extracurricular programs. Opportunities for students to participate in a variety of activities foster a healthy school climate in which students are more likely to be committed to their educational program. A wide range of activities is offered to students at LHS. Information concerning all activities is widely publicized. Students are responsible for any class work missed due to school activities. Students must take the initiative to complete their make-up work.

## ACTIVITY BUS

The purpose of the activity bus is to provide transportation for students who need to stay on the school campus after normal bus departure time in order to participate in school-sponsored meetings, activities, practices, or athletics. Students who are not on a school sponsor's list as being involved in such activities are not allowed to ride the bus. The activity Bus route has been planned by the Bus Office to serve the areas in which the majority of LHS students reside. The activity bus departs LHS at 1730 hrs. Students may also ride the bus if they stay after school to work in the school information communication center, or in after school detention. They should obtain a pass from the teacher with whom they were working.

Riding the Activity Bus is a privilege, not a right. Students who misbehave will be barred from riding the activity bus.

## ATHLETICS

Men's/Women's Basketball	Men's/Women's Tennis	Cheerleading
Women's Softball	Men's/Women's Track	Men's/Women's Cross Country
Women's Volleyball	Men's/Women's Wrestling	Football
Men's/Women's Soccer	Men's/Women's Golf	

Lakenheath High School has a comprehensive interscholastic athletics program. This program is open to all students in grades 9-12. To participate on an athletic team, a student must meet all criteria established by DoDDS, DoDDS Europe and Lakenheath High School. Sportsmanship and personal fitness are two of the goals of the athletics program. All participants and parents must sign the Athletic Code before participants may begin. The athletic program provides the opportunity for young men and women to participate on an equitable basis in the school's sports program. LHS athletic guidelines promote and maintain a proper balance between the athletic and academic programs of the school and high ideals of good school behavior and sportsmanship. All participating students are required to have a current physical examination/parental consent form (**See Appendix**) on file with the school nurse. Athletic teams train five days a week in addition to the competition schedule. Athletes are expected to meet this time commitment if they are to be members of the LHS athletic teams. (For further information, see the Athletic Handbook.)

**Insurance for Athletes** - DoDDS schools do not purchase insurance with respect to students being injured in an athletic/extracurricular event. Parents should be aware that the sole responsibility for

medical coverage is that of the parent. The school will not be responsible for any medical expenses not covered by the parent's private insurance companies. **(See Appendix)**

**Rules and Policies** - LHS is under the athletic rules and regulations of the European region. Each coach will be provided with DSG Manual 2740.3, the athletic rules and regulations, dated November 1991 and each will be responsible for the information and changes as stated. (For further information, see the Athletic Handbook.)

**Parent Conduct at Athletic Events:**

1. Parents should be encouraged to relieve the pressure of competition by stressing the importance of having fun. Players should not be pressured by excitement or tension created by their parents.
2. Coaches should emphasize their surrogate role within coaching function on the field. Parents are to be reminded that they are not to question any decision of the coach or the referee.
3. Excessive screaming or direction of inflammatory remarks to coaches, players or referees is strictly prohibited. Only cheering of a positive nature should be directed at the players.
4. Under no circumstances will a parent enter the playing field during active play.
5. Parents will avoid conflicts with parents or other adults from the opposing team.
6. Encourage good sportsmanship. Parents should teach their children to be gracious winners and good losers.
7. Discourage conversations between parent and player. No communication should be allowed during the game. Avoid additional distractions (e.g. film taking) whenever possible.
8. Parents should know the playing rules of the sport. They should teach these rules to their children. The coach clarifies any idiosyncratic aspects of the game if you have questions.
9. Punctuality and proper dress are a major responsibility of the parents. In addition, improper dress on the field creates unnecessary difficulties for the coach player and his/her teammates.
10. Setting an example for your child to follow is the most important aspect of the parent behavior. Players tend to imitate and emulate the behavior of the parent religiously, without evaluation of its veracity.

**CLUBS AND ORGANIZATIONS**

AFJROTC COLOR GUARD	AFJROTC DRILL TEAM	AVID
ART CLUB	BAND	CHORUS
COSMETOLOGY CLUB	DIST SPEECH & DRAMA	DRAMA PRODUCTION
DUKE OF EDINBURGH AWARD	HONOR BAND AND CHOIR	JUNIOR SCIENCE AND HUMANITIES SYMPOSIUM
MODEL U.S. SENATE	MODEL UNITED NATIONS	NATIONAL HONOR SOCIETY
NEWSPAPER	PEP BAND	SHAKESPEARE FESTIVAL
SOLO & ENSEMBLE	SPEECH /DRAMA MINI TOURNAMENT	STUDENT COUNCIL
THESPIANS	YEARBOOK	ACADEMIC GAMES

FUTURE EDUCATOR'S ASSOCIATION		
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**LHS ROUNDTABLE**

The Lakenheath High School Roundtable is an organization made up of parents, students, and faculty. The club is a very active group that tries to fill the gaps that sometimes occur in a high school program, both financially and through service. The club is committed to supporting the entire academic and extra-curricular programs of the school. LHS Roundtable needs your help and will be asking parents to attend monthly meetings. More announcements will be coming as the school year begins. Meetings do occur the first Thursday of each month in the school Information Communication Center at 1700 hrs.

**NATIONAL HONOR SOCIETY**

A cumulative (weighted) GPA of 3.5 or higher qualifies a student for consideration for membership in the Cambridge Chapter of the National Honor Society. However, exceptional scholarship alone does not guarantee membership. Each potential member is asked to fill out an information sheet about him/herself. Although the sponsor will contact students who fail to return the form, a student who ultimately does not turn it in is assumed to have no interest in being chosen for the NHS.

The Faculty Council is a five-member board appointed annually by the principal and chaired by the NHS sponsor, (a non-voting member). The Faculty Council evaluates the student's participation in school AND community service, (which may include, but is not limited to): Scouts; church groups; volunteer services for the aged, poor, or disadvantaged; work in charity shops, hospitals, special homes, or schools; leadership roles; and work experience. Recognition awards and comments from teachers ensure that each student selected fulfills the requirements of the National Charter. In other words, the Council determines whether the student fulfills the requirements of scholarship, leadership, service, and character. The sponsor notifies students of results in person.

Students new to LHS who have been inducted in their previous schools should attend the first meeting of the semester and present a membership card or certificate of membership. If this is not possible, we may be able to contact the previous school for confirmation. **Membership in NJHS does not carry over into NHS. These are two separate organizations.**

Students must be second semester sophomores or higher and have completed a **full semester** at LHS to be considered for membership. However, the semester rule may be waived for students transferring in from other DoDDS schools where the grading system and standards are the same.

**ATTENDANCE**

Regular school attendance is necessary for the successful education of our students. It is the teacher's responsibility to provide a meaningful learning experience for the student in the classroom. It is the parent's responsibility to ensure their student is in school everyday, to plan appointments and family trips on non-school days, and to keep absences because of sickness to a minimum. It is the administration's responsibility to keep parents informed of their student's attendance record, to engage the assistance of parents, and, if necessary, to involve the military commander to assist in resolving attendance problems.

**\*\* ANY STUDENT WHO RECEIVES 10 UNEXCUSED ABSENCES OR MORE IN A CLASS PER SEMESTER MAY NOT RECEIVE CREDIT FOR THAT CLASS. \*\***

**EXCUSED ABSENCE**

Excused Absence: An absence approved by the school administration and entitling the student make-up privileges. All written requests for excused absence must state a specific reason for the absence.

Excused absences will be granted for illness, family emergencies, religious observances, family trips, (except during semester exams), and medical necessities which cannot be cared for during non-school time. Except in the case of illness, and/or family emergencies, excused absences must be approved before the absence.

All students, regardless of age, who are leaving for an appointment (if known in advance) during class time must inform the teacher at the beginning of the class before the teacher begins the lesson. This will cause fewer interruptions.

Students must be signed out by parent/guardian with proper ID. **(No exceptions)**

Parent/guardian must come into the school to sign out students. **(No exceptions)**

Excused absences will be granted to those students participating in school-sponsored trips or contests, including DoDDS tournaments away from Lakenheath. Parental permission is required.

Base Commander and District Superintendent's approved school closing caused by adverse weather or safety conditions.

Late arrival of buses.

**There will be no academic penalty for excused absences.**

**FAMILY TRIP POLICY**

Before a student takes a trip, the attendance policy should be read. The student should obtain a family trip form from the Main Office. The form should be completed and returned at least four (4) days before the trip. **Failure to do so may result in the absence being unexcused.** Careful planning of family trips is necessary to insure successful completion of course requirements. Excused absences for any trip, including family trips, during the scheduled examination periods will not be issued.

**FORGERY/FALSIFICATION OF A NOTE**

Any student that is involved in the forgery of signatures or the falsification of notes will be suspended for one day.

**LEAVING SCHOOL GROUNDS**

Students are not to leave school grounds for any reason during the school day without PRIOR written parental permission (**regardless of the student's age**) arranged through the Attendance Clerk. Students that leave without permission and do not sign out will be considered truant. This does not include lunch, unless the student WILL NOT return after lunch due to an appointment.

## **MAKE UP WORK POLICY**

All excused absences, to include pre-planned and school-sponsored trips, will result in the student receiving at least one additional class period for each period absent to make up the assignment that was given during the period(s) absent. This will not apply to long term projects and assignments that were made prior to the period during which the student was absent. Such assignments will be due on the regularly scheduled due date. If the student has an excused absence on that date, the long term project or assignment will be due on the day he/she returns to class.

## **MONITORING/EXCESSIVE ABSENCES**

Parents will be notified of any truancy when the SAO becomes aware of it.

After the 3rd unexcused absence in a quarter, a conference will be held with the student, the sponsor, and an administrator to plan corrective action. **IF UNEXCUSED ABSENCES REACH TEN IN A SEMESTER, AN ADMINISTRATOR WILL MEET WITH THE STUDENT AND THE SPONSOR TO DETERMINE WHAT IS IN THE STUDENT'S BEST INTEREST AND IF HE/SHE INTENDS TO COMPLETE THE SEMESTER.**

Although it is assumed that parents are aware of all excused absences, an attendance profile will be sent to the sponsor on a regular basis during each semester.

## **RETURNING TO SCHOOL AFTER AN ABSENCE**

For any excused absence, a note must be presented to the Attendance Clerk on the day of return. After two (2) days, it will be an unexcused absence. If a student forgets the note, they may call home to have their parents verify the reason, but a note must be presented the following day.

## **SIGNING IN/OUT**

If students are late arriving at school, they must bring a note from the sponsor stating the reason for signing in at the Attendance Window. Students that depart school early with sponsor and school permission must sign out at the Attendance Window. **A note from the sponsor is also required for departing early (regardless of the student's age).**

## **SUSPENSIONS/ATTENDANCE**

Students will be suspended with respect to the attendance/ tardy policy for three reasons:

- truancy
- forging signatures/ falsification of notes
- the fourth and successive referral for tardies each semester

Students are not allowed to be on school grounds during the period of suspension. Attending or participating in school events is also prohibited during a suspension. **BEING ON TIME IS A SIGN OF RESPONSIBILITY**

## **TARDY POLICY**

Students who are tardy will proceed to the classroom and the teacher will record the tardy. **Each teacher's tardy policy will be given to the students at the beginning of the year. This policy may include detention after two tardies each semester.**

When a student is tardy for the second time in a semester, the teacher will notify the student as well as the parent by telephone, e-mail or letter. The teacher will submit a copy of the letter to administration.

The third tardy will result in the student being sent to the office. The student will be given after school detention for 1 day and informed that he/she is suspended at the end of the day, and will not be allowed to return to school until a parent conference is held with the student, parent and administrator.

The fourth tardy (or a third tardy in any other class per semester) will cause the student to be assigned a Saturday School. Subsequent tardies will result in suspension from school or the parent may accompany the child to school for the entire day.

Emergencies that occur occasionally may necessitate a student being a few minutes late to class. The two "free" tardies each semester in each class should more than accommodate these emergencies. Students should not use these tardies indiscriminately, so that they will be available for emergencies. Students that are late to first period because of late buses will not be penalized. When a student is more than ten minutes late to class, the student may be considered truant.

## **LUNCH TARDIES**

Students who are tardy from lunch will proceed to the main office and the office staff will record the tardy. Students will be given a yellow unexcused pass.

When a student is tardy from lunch, for the second time in a quarter, the attendance clerk will notify the student as well as the parent by telephone, e-mail or letter.

The third tardy will result in the student being restricted from leaving campus during lunch for the remainder of the quarter. The student will be informed that he/she is suspended at the end of the day, and will not be allowed to return to school until a parent conference is held with the student, parent and administrator.

## **TRUANCY**

Truancy is skipping school or cutting classes without the permission of the sponsor and school officials. Any student who leaves and/or does not sign out will be considered truant. Truancy is an unexcused absence and will result in Saturday suspension. Upon the third skipping infraction, students will receive a one-day suspension

## **UNEXCUSED ABSENCE**

**Students who are absent without parent/sponsor permission are expected to work with their parent/sponsor in preventing further unexcused absences.** Students with unexcused absences will not be granted make-up privileges for class work. When grades are earned during the period of unexcused absence, the grade for each day missed or portions thereof will be an "F". Unexcused absences may also result in disciplinary action (see DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," August 1996), including afternoon detention, temporary removal from class and in-school and out-of-school suspension.

# **CONDUCT/DISCIPLINE**

## **GOAL**

Our goal is to develop and maintain positive self-discipline, whereby each individual student conducts himself in a manner that respects the rights and property of others while building his/her own self-esteem. The ultimate goal is for all students, while attending LHS, to display a positive attitude and to exhibit the proper decorum without direct intervention by adults. As we work towards this goal, it is our commitment to administer the policies regarding student discipline in a calm, fair, and consistent manner.

We very strongly believe in the rights of the other students to be able to learn in an environment that is free of distractions from their peers. Thus, it is sometimes necessary to remove a student temporarily or permanently from the school. We realize some of the consequences listed on the following pages may not necessarily eliminate inappropriate behavior by some individual students.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

DS Manual 2050.1 Student Rights and Responsibilities in DoDDS provides for an understanding of the rights and responsibilities of all students in the Department of Defense Dependents Schools.

These guidelines are general statements of principle and will be subject to limitations imposed by laws or customs of the host nation or by the general authority of the installation commander. The host nation legal agencies and the installation commander share legal jurisdiction in overseas military communities.

Student involvement in the educational process is a basic right. Active involvement of students in their education, including planning and evaluation, fosters a spirit of inquiry in which students may freely express their own views and listen to and evaluate the opinions of others. Basic to this document is the concept of mutual respect between faculty and students. The school staff, parents, or sponsors, installation commanders, and students have the responsibility to work together so that all students have the opportunity to develop to their full potential.

Responsible students:

- respect the rights and property of others
- attend school regularly and arrive at each class on time
- contribute positively to the climate and cleanliness of the school
- volunteer to do a little extra to make class, the school, and the community a better place
- admit their mistakes, accept the consequences, and consciously try to improve inappropriate behavior occurring during the school day.

## **BEHAVIOR AT ASSEMBLIES AND SCHOOL-SPONSORED EVENTS**

The same high standards of student conduct are expected and required at a school assembly, an athletic event, a concert, a drama presentation, a study trip, or any other school-sponsored event. This includes events during school, before and after school, in the evenings, and on weekends, whether at our school or at an off-site location. Inappropriate behavior at school-sponsored events will be dealt with the same as inappropriate behavior occurring during the school day.

Different types of events require different responses from students. For example, a serious dramatic presentation requires a different audience behavior than would be allowed at a pep rally. Students will be instructed as to what is appropriate. They are expected to adapt their behavior and reaction to the nature of the event. The conduct of the student body at assemblies and school-sponsored events are an important factor in establishing and maintaining the reputation of a school.

### **BEHAVIOR IN COMMON AREAS**

The expectations for appropriate behavior in common areas of the school are the same as for those in classrooms. All students are expected to exhibit appropriate behavior in the common areas of school. All staff members have the right and responsibility to enforce the school rules and insist upon appropriate behavior in the common areas of the school. Students are expected to abide by reasonable requests. Students are required to give their name to a staff member when requested. Failure to do so will result in an administrative referral with appropriate consequences for the nature of the offense.

Many types of inappropriate behavior in common areas may be handled simply by the staff member asking the student to stop or refrain from the inappropriate behavior. If the student complies with the request without showing disrespect or hassling the staff member, administrative action is often unnecessary. Frequent repetition of inappropriate conduct will result in an administrative referral.

### **BUS SCHEDULES/BUS DISCIPLINE**

Transportation for students that live on the economy in the Lakenheath attendance area is provided. The same buses also transport students to Lakenheath Elementary, and Liberty Intermediate. It is mandatory that Lakenheath High School students provide the leadership and proper example on these busses. Although Lakenheath High School certainly supports the military community in maintaining proper decorum and discipline on the buses, DETMO has the investigative authority and recommends positive action with regard to the school bus discipline. Any questions concerning bus schedules or bus discipline should be directed to DETMO at DSN 226-2304. Good conduct on school buses is essential to ensure the safe, orderly, and timely transportation of students.

### **CLASSROOM BEHAVIOR**

Each teacher has and enforces a classroom discipline plan that has been approved by the administration. Students will be given a copy of this plan within the first week of the semester.

Plans are designed to encourage appropriate behavior and to involve parents in disciplinary matters. When preventive measures, including parental involvement, have been unsuccessful and inappropriate behavior persists, teachers will refer the student to the administration for appropriate action (See Section A of the Table of Consequences). Serious misconduct in the classroom may result in immediate referral to the administration.

### **CORPORAL PUNISHMENT**

Corporal punishment is defined as the intentional use of physical force upon a student or any alleged use of intentional force as an attempt to modify the behavior of, thoughts, or attitude of a student. Corporal punishment is not practiced or condoned at Lakenheath High School. Permission to administer corporal punishment will not be sought or accepted from any parent or guardian.

## **DETENTION**

Detention at Lakenheath American High School is the requirement for a student to be present at a designated time and location for infractions of classroom or school-wide rules. A classroom teacher, a faculty member or an administrator, may assign a detention. Detentions may be scheduled prior to school, during lunch, or after school. Attendances at assigned detentions have priority over participation in extracurricular school activities.

A student who does not attend an assigned detention will face additional disciplinary action in accordance with the District Discipline Table.

## **DRESS/PERSONAL APPEARANCE POLICY**

Appropriate dress is the responsibility of the sponsor and the student, but must never interfere with the educational process. School personnel determine inappropriate dress. Students are expected to dress in a manner that does not interfere with the educational process of the school. No form of clothing or accessory that creates distractions, is “suggestive” in nature, or is considered hazardous to student safety or health will be permitted. Good judgment and common sense should be used in selecting clothing that is neat, comfortable, and appropriate for a school environment. Shirts and footwear are required at all times.

Dress code applies to ALL school activities during the school day

The following types of clothing are **ACCEPTABLE**:

- pants worn at the waist;
- belts hooked at the waist without extended length hanging;
- shirts, blouses, shorts or skirts which are appropriate for an educational setting;
- clothing that is worn in a normal, conventional fashion at all times; shirts must be buttoned or zipped more than half way;
- “spaghetti” strap tops and tank tops may be worn if completely covered

The following manners of dress are provided as some examples of **UNACCEPTABLE** attire (questionable school attire will be subject to administrative discretion):

- provocative dress (skintight dresses/pants/body suits/and “daisy dukes”) or any clothing that exposes the backside or bare shoulders;
- extremely low-cut blouses or dresses that reveal cleavage or back;
- see-through clothing;
- muscle shirts, undershirts (unless worn under other garments), tube tops and halter tops; backless, strapless, or one shoulder tops;
- hats, visors, caps, head scarves, sport headbands/sweatbands (on head or around neck) or any other head gear;
- bandannas may not be worn on any part of the body;
- sunglasses may not be worn inside buildings
- exposed undergarments;
- shorts, skirts, dresses and apparel, must NOT be more than 4 inches above the top of the knee. Short skirt, dresses and apparel with slits more than 6 inches above the top of the knee while standing;
- very large wallet chains, jewelry with spikes, including chokers and rings, Jelly or “S” bracelets (bendable pieces of colorful rubber), chains that could cause injury or damage;

- any jewelry or accessory that can be used as or is perceived to be a weapon;
- any item that signifies gang affiliation;
- no torn clothing items or holes in clothing
- shorts, pants, or skirts that are worn significantly below the waist (sagging) or pants that are excessively long so as to drag on the floor that can cause possible tripping hazard or excessively baggy which can be a tripping hazard as well.
- displays of inappropriate language or graphics on clothing, accessories, or body, (i.e., using profanity or displaying violence or weapons, alcohol, drugs or tobacco, gang and/or sex symbols); and
- any clothing that contains offensive or obscene symbols, signs, slogans or words degrading any gender, cultural, religious, or ethnic values.
- beachwear clothing (i.e., bathing suit top, shorts, sarongs)
- pajamas and slippers are not allowed (unless it is scheduled during spirit week)
- bare feet, unsafe or unsanitary footwear

**1st Offense** –Warning and discussion of violation(s) and review of student handbook will take place with student. Student will acknowledge in writing the discussion and review of the dress code policy. Student will be required to adjust or change clothes. Students who do not have immediate change of clothing may be provided with a sweatshirt or T-shirt.

**2nd Offense** – 30 minutes detention. Parent will be contacted

**3rd Offense** – Student, Parent and Administrator will conference.

**Subsequent Offenses** – Discipline procedures as described in the DoDDS Isles District

## **DRUG-FREE SCHOOLS**

DoDEA Regulation 2051.1 Drug-Free School And Learning Environment establishes policies and procedures for ensuring drug-free schools and learning environments for students of DoDDS by instituting clear and specific rules regarding drug possession, use, and distribution. In addition to the following automatic action, each student must meet with the school alcohol and substance abuse counselor before returning to school. The drug-free regulation provides for the following penalties:

### **Possession or Use of Drugs**

**First Instance:** Ten day suspension + exclusion from school activities for the remainder of the year+ referral to the ASACS counselor

**Second Instance:** Expulsion

### **Distribution of Drugs**

**First Instance:** Expulsion

## **DRUG SEARCHES**

*DoDEA Manual 2051.2, “Student Responsibilities and Privileges,” February 26, 1997*

Provides that school officials may conduct two types of searches: general and targeted. With respect to general searches, principals “may conduct unannounced general inspections of school property, including desks, lockers, and storage spaces provided to students by the school, when there is a general notice that such searches may be undertaken.” A targeted search may be conducted “[w]hen there are reasonable grounds to believe that an individual is storing, or is allowing another to store, illegal drugs, contraband, weapons, stolen property, or other similarly prohibited items . . .”

*DoDEA 2051.1, "Disciplinary Rules and Procedures," August 16, 1996 as amended:*

Provides that a student may be suspended or expelled from school if the principal, or in the case of a suspension over 10 days or expulsion, the disciplinary committee, determines that the student has . . . "possessed, used, offered or arranged to sell, sold, or otherwise furnished, or been under the influence of, any mind altering substance."

*DoDDS Drug-Free School and Learning Environment, DS Regulation 2792.2, January 21, 1988*

Permits a school administrator to request that a student undergo drug testing upon reasonable suspicion. "Reasonable suspicion" is defined as being "based on articulable facts that a given student has possessed, used, or distributed illegal drugs." This policy further explains that reasonable suspicion may be based on: (1) direct observation of illegal drug use and/or physical symptoms of such use, possession or distribution of illegal drugs; (2) a pattern of abnormal behavior; (3) information from a reliable and credible source or independently corroborated that satisfies criteria (1); or (4) evidence that a student tampered with a previous drug test.

### **DISCIPLINARY COMMITTEE HEARING**

DoDEA Regulation 2051.1 applies only to DoDDS. The due process afforded students who are recommended to be suspended for more than 10 days or expelled included, a hearing before a disciplinary committee, a final decision by the District Superintendent where the Principal and committee do not agree, and final appeal to the Director, DoDEA.

### **EXPULSION**

When a very serious act of misconduct occurs, or a total disregard of DoDDS policies/rules occur, expulsion may become necessary to protect the safety and rights of other students. When an Administrator determines an expulsion is necessary, a letter will be sent to the sponsor informing them of the school's intent to request expulsion approval from the Regional Director. The letter will contain the charges against the student and inform the sponsor of the right to a formal hearing prior to the school requesting the expulsion. If the sponsor fails to respond before the given suspension date, the request for expulsion will be forwarded to the Regional Director.

### **SUSPENSION**

Suspensions are given by the school administration in accordance with the Table of Consequences at the end of this section. The length of the suspension may vary from one to ten days. During the time students are suspended, they may not be present at the school or attend any school-sponsored activities. Students who violate this prohibition from being at school or at school activities will have their suspension extended one day for each violation. A parent conference may be required prior to readmission.

### **STUDENT DISCIPLINE OUTSIDE OF SCHOOL**

Generally, the school has the authority to discipline students for out-of-school conduct directly affecting school's discipline or general welfare. Where First Amendment rights are concerned, substantial disruption to school must result for imposition of disciplinary action.

## **SCHOOL DISCIPLINE POLICY**

The items that follow are violations of school policy. The disciplinary action to be administered is covered in each item or referred to in the Table of Consequences, which follows at the end of this section. This list is not necessarily comprehensive and exhaustive, but contains the most common violations of accepted school policy. The administration will determine the consequence for any violation not contained in this handbook.

### **Alcohol**

The use, possession, or being under the influence of alcohol is strictly prohibited. The penalty for violation of this policy is suspension in accordance with Section D of the Table of Consequences. Additionally, a mandatory referral to the alcohol and substance abuse counselor will be initiated before the student is allowed to return to school. A second offense will result in expulsion.

### **Bomb Threats**

Bomb threats are serious crimes and will be dealt with severely. The British police will routinely assume authority over a bomb threat suspect. If it is determined a student has initiated a bomb threat to the school, the school will immediately begin expulsion proceedings. The student will be suspended until the expulsion process is complete.

### **Cheating**

Cheating and plagiarizing are not acceptable practices at Lakenheath High School. Students found engaged in either activity will not receive credit on that particular examination, project, or homework assignment.

### **Extortion/Threats**

The practice of threatening or extorting another student for money, food, or any other item is extortion. This violation of school policy will result in suspension in accordance with Section D of the Table of Consequences.

### **Eating/Drinking in School**

No Food and Drink allowed to be consumed in the school buildings (except lunchroom).

Exception #1: Water is permitted at any time. Teachers may determine if water is allowed in individual classrooms.

Exception #2: Teachers may allow food and drink in the classrooms on special occasions and for activities related to the class content.

#### **Consequences:**

1<sup>st</sup> Offense - 1 Lunch Detention

2<sup>nd</sup> Offense - 2 Lunch Detentions

3<sup>rd</sup> Offense - After School Detention

4<sup>th</sup> Offense - Student, Parent and Administrator Conference

## **Fighting**

Fighting in school or at school-sponsored events will result in suspension from school and a possible referral to the Security Police. Suspensions will be administered to all parties involved in the fight in accordance with Section C of the Table of Consequences. An assault will result in suspension in accordance with Section D in the Table of Consequences.

## **Food Fights**

Throwing food in the cafeteria will not be tolerated. The first offense will result in the student being assigned a lunchroom work detail. Students throwing food a second time will be suspended in accordance with Section C or Section D of the Table of Consequences.

## **Gang Awareness and Prevention**

Gang-like activities, such as vandalism and bullying are a community problem, a problem of the unit, the garrison, the parents, and the schools. DoDDS-Europe, as part of that community, will work with installation agencies and units to help ensure coordinated actions are in place.

Within DoDDS-Europe schools, vandalism, bullying or any other gang-like activities are not tolerated. Any form of initiation, assault, or bullying, may result in suspension for those participating. Military communities fully support our discipline actions.

Fortunately, the overseas military environment is not a fertile ground for gang recruitment, as we have strong families, close communities, and high values. Nonetheless, gang-wannabes, and other forms of bullying do occasionally surface. When it does surface, the entire community takes swift action to ensure appropriate measures are taken.

Teachers and school administrators are proficient at recognizing wannabe activities and the wearing of specific colors (identifying garments), drawing of symbols associated with a certain gang, and or club by flashing a unique hand or body gesture or symbol.

Gang-like activities or bullying may have once been considered a rite of passage. However, parents, educators and community leaders now see bullying as a devastating form of peer abuse that can have long-term effect on youthful victims, robbing them of self-esteem, isolating them from their peers, causing them to drop out school, and even prompting health and mental problems.

Gang-like, or wannabe activities and bullying normally includes: joining a fight in progress that is not yours, making threats on behalf of another person or group, and intimidation using a group threat. This list is not all-inclusive. Students engaged in these types of behavior can expect suspension for two to five days depending on the nature and severity of the offense.

Students that engage in or have association with acts of hazing on or off post are also subject to disciplinary actions. Hazing is defined as, “any intentional, knowing, or reckless act by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, or holding office in an organization.”

Graffiti in any form will not be tolerated. A person or persons who, without the consent of the owner, utilizes aerosol paint or other permanent markers to intentionally or knowingly make markings, including inscriptions, slogans, drawings, or paintings will be suspended based upon the nature and severity of the offense.

DoDDS-Europe schools prohibit wearing of specific colors associated with or intended to identify the wearer as a gang member wannabe. This can include certain sports franchise merchandise, or certain kinds of jewelry. School dress codes also prohibit wearing clothing that promote or advocate the use of drugs, violence, or other undesirable behaviors.

DoDDS-Europe promotes open and honest communications with parents should they have concerns regarding dress requirements. The primary consideration in making such decisions is concerns for the wellbeing and security of all students.

### **Gambling**

Gambling on all school grounds is prohibited. Students involved in gambling activities and referred to the administration will be handled in accordance with Section C of the Table of Consequences.

### **Insubordination**

The failure of a student to follow reasonable request by any staff member is insubordination. Normally, insubordination results in suspension in accordance with Section B of the Table of Consequences. If the insubordination is accompanied by profanity or disrespect, it may be treated as a Section C or Section D suspension. This will be determined by the school administration.

### **Nuisance Items**

These include, but are not limited to, skateboards, IPODS, “walkman,” radios, laser pointers, cassette players, CD players, DVD players, external speakers, pagers, cell phones, digital phones, digital cameras, water guns, hand held “Game boys” and toys. “Walkmans” are defined as: walkmans, radios, or tape/disc players.. **THESE ITEMS ARE NOT ALLOWED TO BE USED INSIDE ANY SCHOOL BUILDING AT ANY TIME.** At no time may students use cell phones in school.

Once the beginning-of-school bell rings at 0805, and students have entered ANY school building, the students must have turned off their IPODS, walkmans, cell phones, CD players and headphones and put them away, because that is the beginning of the school day. At 0810, they are “fair game” for confiscation. They (including the headphones and earphones) **MUST** be out-of-sight and not visible. Students **cannot** listen to their IPODS, walkmans or CD players during class. Students **cannot** listen to walkmans or CD players in the hallways when they are between classes. Students **can** listen to IPODS, walkmans and CD players **outside** during lunch; **HOWEVER**, when the end-of-lunch bell rings and students re-enter any building, students must turn off their IPODS, walkmans and CD players and put them away or they will be “fair game” for confiscation. Headphones or earphones are not allowed to be visible when the IPOD, walkman, or CD player is not in use (i.e., around the neck). Students are not allowed to use cell phones during the school day except for outside at lunch time.

Violation will face the following **Consequences:**

**1st offense** – *Warning and pick up at 1500.*

**2nd offense** – *30 minutes detention & pick item up at 1500.*

**3rd offense** – *60 minutes detention & parent must pick up item.*

#### **4<sup>th</sup> Offense- *Student is not allowed to have “Nuisance Items” in school rest of year.***

**All items must be picked up at the Administrators Office and signed for with proper identification.**

Regardless of the different items being confiscated, each offense is counted as a violation towards the subsequent consequences (i.e., 1st offense IPOD, 2nd offense cell phone).

#### **Profanity**

Students using profanity in common areas or in a classroom will be asked to refrain from further use of inappropriate language and referred to the administration with action resulting in accordance with Section A of the Table of Consequences. If the student cooperates, no further action will be taken. If the student becomes disrespectful or continues the use of profanity, suspension will result in accordance with Section B of the Table of Consequences.

#### **Public Display of Affection**

**Is not allowed!!** EXCEPTION: holding hands, quick friendly hugs. Failure to comply with the request to stop or a disrespectful response will result in suspension in accordance with Section B of the Table of Consequences.

#### **Routine Classroom Referrals**

Routine referrals for violation of individual teachers' classroom behavior management plans will be handled in accordance with Section A of the Table of Consequences.

#### **Serious Classroom Referrals**

Serious misconduct in the classroom will result in an immediate referral for the student to the administration. The administration will apply the policies in the handbook with regard to the type and seriousness of the misconduct.

#### **Sexual Harassment**

All students need to understand that sexual harassment will not be tolerated. This would include, but not be limited to, improper comments, written notes, unwanted touching, or anything else that is socially unacceptable. Everyone needs to understand that sexual harassment is a major issue today in every workplace and educational institution. No one should fear or feel uncomfortable because of the improper actions of a person in their school, college, or workplace. Everyone should behave in a manner, which respects the dignity of each individual and the personal rights of all. It is the responsibility of all of us to treat everyone with the dignity and respect he/she deserves.

#### **Definition**

Any individual who makes repeated unwelcome verbal or written comments, gestures, or physical contact of a sexual nature is engaging in sexual harassment.

## **Policy**

Sexual harassment will not be tolerated at Lakenheath High School. Another person should subject no individual to unwanted sexual behaviors. These behaviors could take the form of verbal comments, written statements, physical contacts, or gestures. It is the responsibility of the offended to notify the offender that the behavior is unwanted and not to be repeated. If the behavior is repeated, the offender will be guilty of sexual harassment. This is a serious matter and will be vigorously pursued by the appropriate agency, which may include school, military, and/or civil authorities.

## **Procedure and Guidelines for Reporting Sexual Harassment**

### **The student should:**

- report the offense immediately to an adult at school.
- be prepared to write a statement of exactly what happened.
- tell her/his parents within 12 hours.
- not back off after making the charge.
- realize that for various reasons some peers may not support him/her.
- not make a frivolous charge. All reports will be treated seriously and thoroughly investigated.
- remember that what she/he is doing will help prevent the person from repeating the same or a worse offense later.

The adult will report to the designated sexual harassment counselor.

The counselor will interview the victim and the accused, and the counselor, if warranted, may notify an administrator.

Students reported to the administration for instances of verbal sexual harassment will be subject to Section A of the Table of Consequences.

Students referred to the administration for instances of physical sexual harassment will be subject to Section B of the Table of Consequences

## **Sexual Invasion of Privacy**

Any individual who makes an unwanted deliberate sexual contact with another person, which is offensive to that person, is guilty of sexual invasion of privacy. This is different from sexual harassment in that it does not have to be repeated for the offender to be guilty. The same procedure and guidelines should be followed as in sexual harassment.

## **Smoking**

**THERE IS NO AREA IN OR AROUND THE SCHOOL WHERE SMOKING IS PERMITTED.** Students are not authorized to smoke on the campus, which includes the school parking lot, wooded areas, streets, around the buildings, on the sports fields, in bathrooms, etc., nor are they allowed to smoke at the bus stops, on buses. Smoking materials should not be carried in the school building. Smokeless tobacco (chewing tobacco) is similarly prohibited.

Students who are observed smoking by school staff or other adult community member, or who admits to smoking on campus will face the following consequences:

**First Offense:** referral to Smoking Cessation assistance.

**Second Offense:** half day of Saturday School and Smoking Cessation unit completed.

**Third Offense:** full day of Saturday School.

**Fourth Offense** – 2 full days of Saturday school and referral to Base Command for counseling and work detail after school at LHS.

Students found in the presence of an observed smoker on school property may result in the assumption that the student is, in fact, smoking and will be treated as stated above. Possession of cigarettes and/or tobacco products is prohibited. Such incidents will be treated as serious offenses as well.

### **Snowballs**

Throwing snowballs at school is dangerous because of the threat to student safety and the potential for property damage. Throwing snowballs is not allowed. The penalty for this is suspension in accordance with Section B or C of the Table of Consequences.

### **Students in Dorms**

Students are not allowed in the dorms at any time during the school day. Failure to comply with this policy will result in disciplinary action in accordance with section B of the Table of Consequences.

### **Theft**

Theft of personal property or government property at school will result in suspension in accordance with Section C or D of the Table of Consequences. (\$100 or less, Section C/ over \$100, Section D.)

### **Threatening a Staff Member**

The safety and security of our students and staff is necessary to ensure the proper educational environment to maximize teaching and learning. Threatening a staff member will not be tolerated. A student who threatens a staff member verbally will be suspended in accordance with Section D of the Table of Consequences. Expulsion proceedings will be initiated for physical actions taken against a staff member.

### **Trash/Lunch Trays**

Students are encouraged to take an active role in maintaining the appropriate appearance of the school's campus. Students are expected to dispose of their trash appropriately, to include returning lunch trays to the return window in the cafeteria. When a student is observed throwing their trash on the ground or leaving their trash lying on the ground, they will be assigned a one-hour trash detail to pick up trash around the campus. Failure to comply with this assignment will result in disciplinary action in accordance with Section B of the Table of Consequences.

## **Vandalism**

The intentional destruction or damage to school property or the personal property of others is vandalism. Incidents of vandalism will be dealt with harshly. Minor incident will result in a suspension in accordance with Section C of the Table of Consequences. Major incidents will result in a disciplinary action in accordance with Section D of the Table of Consequences. Serious incidents will be reported to the Security Police and the Base Commander. Students will be expected to reimburse the United States Government or the person for all damages incurred.

Students damaging or destroying school property or the personal property of others accidentally will not incur punitive action, but the student will be expected to reimburse the United States Government or person for the cost of the damage or destruction caused.

## **Weapons**

Weapons are not allowed at school under any circumstances. A student possessing a weapon will be suspended ten days, and **expulsion proceedings will be initiated.**

Any student using a weapon to threaten or harm another individual will be suspended ten days and **expulsion proceedings will be initiated.** This policy also includes toy or fake weapons, or any item that can be used as or misconstrued as a weapon. In all instances, weapons will be turned over to the Security Police.

## TABLE OF CONSEQUENCES/DISCIPLINE TABLE

SECTION	FIRST REFERRAL	SECOND REFERRAL	THIRD REFERRAL	FOURTH REFERRAL	Examples of Infractions
A	Administrative Action **	Administrative Action **	Administrative Action **	1 day suspension	Dress Code Violation Hall Pass Violation Nuisance Item Violation PDA, Scuffling Tardies Other
B	Administrative Action **	Administrative Action **	1 day suspension	2 day suspension	Disruptive Behavior Sexually Offensive Language or Behavior Insubordination Unsafe Behavior Cheating/Forgery Theft Inappropriate/Profane Language Truancy Pornography Other
C	1-3 day suspension	3-5 day suspension	5-6 day suspension	7-10 day suspension	Fighting (any kind) Abusive Behavior to Peers Communicating a Threat Tobacco Use Alcohol Possession/Use Vandalism (under \$100) Insubordination w/disrespect-profanity Other/Nuisance Items
D	Suspension Until Disciplinary Committee Meets				Dangerous Behavior - toward self and others Illegal Substance Possession/Use/Distribution Larceny (\$250+) Arson, Bomb Threats, Extortion Vandalism (over \$100) False Fire/Bomb Alarms Weapon Possession/Use Threatening a Staff Member Other

\*\* Administrative Action may include, but is not limited to the following:

Warning and Counseling Session, Detention, Parent Notification, Suspension or School Work Detail

There are five Suspension Scenarios:

- Parent Shadowing: Parent accompanies student to all classes and remains throughout the day, including lunch.
- Saturday Suspension: Student comes to school for 6 hours and does schoolwork.
- In School Work Detail: Student is assigned work assignments for that day.

- In School Suspension: Student stays with the Administration all day.
- At Home Suspension: Student stays home.

## MISCELLANEOUS INFORMATION

### ADDRESS AND TELEPHONE INFORMATION

Frequently, during the registration process, local quarter's addresses, home and/or work e-mail addresses, and home and duty telephone numbers are not known. It is essential this data be provided to the school at the earliest possible date. Additionally, anytime any of this information changes, the school should be promptly notified. You may send changes to the Registrars office or phone the school at 01638-52-5559.

### ASACS COUNSELOR

The Adolescent Substance Abuse Counseling Service (ASACS) program is a comprehensive community-based program that provides prevention & education, identification & referral, and assessment & treatment to 12-18 year old ID card holders in the military community.

ASACS enables command and active duty personnel to concentrate on their mission, to increase military readiness, strengthen family life, and reduce early returns and costly international and community incidents.

#### **Why use ASACS?**

Commanders: Enhances military readiness by strengthening the family and giving commanders a choice to prevent "early return."

Communities: Provides a focal point to the community for prevention and treatment of adolescent substance abuse.

Families: Provides parenting skills through prevention education and promotes parental involvement in treatment.

Adolescents: Builds resiliency in youth through prevention education and treatment.

Quality: Provides the highest quality service through licensed and certified staff and adhering to ASAM criteria and meeting applicable federal regulations.

#### **Who is your ASACS Counselor?**

The ASACS Counselor is a Licensed Clinical Social Worker and a Certified Addiction Specialist. Please feel free to contact the counselor anytime with questions, referrals or to schedule a prevention education class. **The ASACS office is located in Lakenheath, Building 872, Room 29, and phone #226-5011.**

#### **Who can refer to the ASACS Program?**

We encourage *everyone* to refer adolescents to the ASACS Program, including adolescents, peers, teachers, principals, parents, family, hospital staff, community members, and

Commanders. If you are concerned about yourself or someone else, please call and schedule an assessment or just ask questions.

### **What are some Risk Factors for Adolescent Substance Abuse?**

- Early Antisocial behavior and hyperactivity
- Academic failure (beginning in mid to late elementary school)
- Lack of involvement in student activities
- High truancy and suspension rates
- Alienation, rebelliousness, and lack of social bonding
- Friends who use drugs
- Favorable attitudes toward drug use
- Early first use of alcohol and other drugs
- Frequent family moves and parental absenteeism
- Parental drug use and positive attitudes toward use
- Family history of criminality, violence, antisocial behavior, and alcoholism
- Family management problems (poorly defined rules, inconsistent and excessively severe discipline)

### **CAFETERIA**

AAFES operates a hot lunch program in our school cafeteria. The cost of the lunch will be \$2.20, payable in U.S. currency. There are also a limited number of a la carte items, individually priced, available for those not wanting the hot lunch. Students are responsible for clearing their own table and placing dishes, utensils, trays, and refuse in the designated places. Members of the staff monitor students' behavior in the cafeteria and hallways during lunch. Failure to use appropriate mature behavior will result in strong disciplinary action levied by the administration. Disciplinary action can include, but is not limited to, detention, community service or suspension of cafeteria privileges.

### **CASE STUDY COMMITTEE/RESOURCE STAFF AND PROGRAMS**

Lakenheath High School has a Case Study Committee, which meets frequently to determine the special needs of students through assessment results. Members of this committee include qualified teachers, consultants, and other specialists. Parents are always an integral part of the process.

Special education staff is employed at Lakenheath High School to plan and provide for identified needs. Questions may be addressed to the special education coordinator or administration.

### **CHILD ABUSE**

DoDDS' employees are required to report all suspected or alleged cases of child abuse or neglect to the local Family Advocacy Program (FAP) Officer.

## **CHILD FIND**

Child Find is the Department of Defense Dependent School's (DoDDS) effort to locate children who have handicapping conditions, need individual, and appropriate special education. DoDDS is actively searching for these youngsters so they may receive the help they need. A goal of DoDDS is to provide each handicapped child the kind of education she/he needs. If you believe your child may need the special services provided by the schools, please write or call the school. The appropriate professional who can help will call you.

## **COMMUNICATION – HOME AND SCHOOL**

Open and frequent communication between the home and the school is one of the most important factors in minimizing concerns and preventing misunderstandings. The school encourages communication between students, parents, teachers, and administrators. The principal will accept telephone calls from parents or visits from students and parents whenever he is in the building. E-mail is a convenient way to communicate with the principal and teachers. If you ever have trouble scheduling an appointment with any staff member, please call a counselor's office at 226-5563, 226-5564, 226-5577.

A comprehensive parent's newsletter is mailed prior to the first of each month. Please take time to read this newsletter. It not only contains important information about upcoming events, but also includes timely information from the guidance counselors and highlights of students' achievements.

## **COUNSELING SERVICES**

The school is staffed with counselors who provide a wide range of services including school, personal, vocational, and educational counseling. The counselors are also the referral agents for the school to the various DoDDS and community resources. A school psychologist also serves Lakenheath High School. Appointments with counselors can be made by calling 226-5563, 226-5564, 226-5577.

## **DAILY BULLETIN**

In an effort to provide a source of current information, a Daily Bulletin containing student and faculty information is read over the school PA system every morning at 0810. The Daily Bulletin contains current announcements regarding class schedules, assemblies, activity meetings and policy reminders. Announcements should be sent to the reception secretary by 12:00 p.m. on the day preceding the announcement. No personal items will be added to the bulletin.

Students are reminded that notices in the Daily Bulletin constitute official notification and must be heeded. A copy of the Daily Bulletin is posted in the information center and on the office door to ensure that all students are aware of their obligations.

## **DANCES**

All school rules apply to dances. We are especially interested in keeping alcohol and drugs out of dances. It has never been a problem and it will not become a problem. Students should not drink alcohol before attending dances and may be checked if there is a suspicion that a student has been drinking. Students may not enter the dance one-hour after it has begun. If a student leaves, **he/she may not return to the dance**. Students may be asked to sign in when arriving, and sign out when leaving.

Smoking is not permitted at dances held on the school campus. Formal dances require semi formal and formal dress. (See **Appendix for standards of behavior**)

### **DRIVING**

Students are authorized to drive privately owned vehicles (POV) to school. Due to limited parking and problems caused by the presence of automobiles, it is requested students who live on base walk to school. Students who drive are expected to park their POV in the designated parking area and obtain a parking permit from the office.

### **EMERGENCY EVACUATIONS**

Emergency evacuation (fire drills and bomb threats) procedures are explained to each student by their classroom teacher. Procedures are established to ensure the safety of all students during real and practice evacuations. Fire drills are conducted each month. Teachers are responsible for the students in their classroom during an evacuation. Students are expected to cooperate and stay with their teacher during the evacuations. (See School Discipline Policy.)

In the event of a fire or disaster/emergency, all students and teachers will evacuate the building.

The continuous ringing of a bell is the fire alarm. An interrupted ringing is the alarm for an emergency or disaster evacuation. Students are reminded:

- Move with your teacher and class to the assigned assembly point. Attendance will be taken. Remain at the assembly point until the administration issues further instructions.
- Under no circumstances should a student stop at his/her locker, or return to any building until the administration has declared an "**ALL CLEAR.**"
- If the emergency or disaster signal sounds **while classes are passing**, students will report to the football field and assemble with their seminar teacher.
- **Students at lunch** should report to the school football field and remain together, under the supervision of the principals and lunch monitors in the case of a fire or emergency/disaster.
- **In the case of a fire**, all students will move at least 100 yards from the buildings, until further instructions from a teacher.
- In the case of an **emergency evacuation**, everyone will proceed to the school football field.
- Practice drills will be held at least once a month for fires.

### **FREEDOM OF EXPRESSION**

Students have the right to free inquiry and expression of ideas. Free expression is not to interfere with the orderly conduct of classes or to disrupt the school, the base, or the British community. Students are responsible for the content and tone of their verbal and written expression and for assuring that such expression does not interfere with the rights and freedoms of others. Students have the responsibility to avoid libel, slander, obscenity, profanity, falsehoods, or distortion of the truth. The Students Rights and Responsibilities section further amplifies this section.

### **HALL PASS**

Students are not to be out of their scheduled class without a hall pass under any circumstances. It is the joint responsibility of the student and the teacher to adhere to this policy.

## **INFORMATION CENTER (Library)**

The Information Center (IC) provides students with resources for academic research, study, and recreational reading. The book collection supports the school curriculum in all areas, offering a variety of print and non-print materials covering numerous topics and interests. These include, but are not limited to, study guides to prepare for college entrance exams, college and vocational school listings, career information, audio books, history, travel, sports, photography, computers, and many fiction titles. Current periodicals ranging from popular interest to scientific, literary, and current events are available for patron viewing. Patrons have access to numerous online research databases provided by DoDEA and LHS; the login information is available in the IC. The information center (library) is open and staffed from 0735-1600 each day. Students may use the IC before school, during the lunch period, during the school day with a pass from their assigned teacher, and after school. Eating/drinking in the Information Center is not allowed.

## **LANCER PRIDE AWARD**

The **Lancer Pride Award** will be given bi-weekly to students in grades 9-12 upon recommendation from their teachers and staff. Academic achievement is not a consideration for this award. Students who have discipline or attendance infractions may not be eligible. It is dependent on students being helpful to faculty, staff, and fellow students. The recipients will receive a "Lancer Pride Award" may be redeemed on base.

## **LOCKERS**

Each student will be assigned a locker. The school will assign a combination lock to each locker. It is the student's responsibility to see that the lock and the locker are kept in proper condition. "Bumper stickers" or adhesive-tape stickers may not be applied to the lockers. **Valuables left in lockers are left at the student's own risk. The school assumes no responsibility for lost or stolen items.** Do not leave valuable articles or money in the lockers. Students are responsible for ensuring their lockers are cleared out and clean when they check out of school.

Small lockers are provided in the gym locker rooms so that student may lock up their valuables during PE class. Students must provide their own locks in PE class. **The gym is a high theft area. MAKE SURE you lock things up or leave your valuables in your hall locker.**

## **MEDICAL CARE**

### **Health Services/Medication**

A school nurse is located in room 113 in building 816. Students desiring to see the nurse must have a pass from their assigned teacher. Sponsors should keep students who are ill at home. Please do not send ill students to school, as the parent will be contacted first at the duty telephone, then at the home telephone, then the emergency contact number. Because of inherent dangers associated with ill students who are dismissed to go home, it is required that sponsors or authorized adults sign-out ill students to ensure safest arrival home. The school nurse will contact sponsors as the nature and severity of a student's illness warrants.

### **Illness/Injury**

Students who become ill or are injured during the school day are to report to the school nurse who will administer the necessary treatment and/or contact the parents to take the student home or to the hospital. If injured or ill, students are not to go home without seeing the school nurse or the administration first. The student use of medication during the school day form is in the Appendix.

Parents are asked to positively assist our health program by:

- Keeping ill children at home.
- Ensuring current telephone numbers are on file at school.
- Letting the school know of any health problems of your student. The school nurse can be contacted at Lx 5557.
- Scheduling students for medical appointments during non-instructional time (i.e. lunch break, after school).

### **Immunizations**

Immunization screening is a **CONDITION OF ATTENDANCE** at all Department of Defense Dependent Schools. A DS Form 121 (Certificate of Immunization) obtained at the hospital Immunization Clinic will be submitted at registration, and kept on file with school records. Waivers may be accepted only in cases of medical or religious documentation. Students will not be permitted to attend school unless their immunizations are current. (See Appendix)

### **Physical Examinations**

Students must have a physical examination before participating in school-sponsored athletic events. The physical may be obtained at the hospital and must be accomplished prior to the beginning of the athletic activity. The Athletic Physical forms are available in the main office. (See Appendix)

### **REGISTRATION**

DoDDS requires **annual** registration for all students. Sponsors or spouses must have in their possession a current and valid ID card. **ALL** personnel must present a copy of orders or proof of status to determine eligibility categories. Students must have a current Certificate of Immunization, DS Form 121, to verify certification of immunization. Records from the previous school, including the last report card or a copy of the transcript, should be brought to registration for newcomers. Sponsors must complete and sign the DS Form 600 each year.

### **SCHEDULE CHANGES**

Changes in students' schedules are discouraged and will be done only when well justified. No schedule change will be accomplished during the first two days of school.

## **SCHOOL ADVISORY COMMITTEE (SAC)**

The Department of Defense encourages professional employee and family participation in the formation and operation of overseas local school advisory committees. Committee members, elected from the community and the schools, are responsible for advising the principal on education-related matters. SAC members advise the principal on school policies, program staffing as it relates to the instructional program, budget, facilities, maintenance, administrative procedures, pupil personnel services, educational resources, program evaluation, student standards of conduct, and the school meal program.

The Lakenheath High School Advisory Committee consists of four parents, four professional school employees, and one student. The Principal, Faculty Representative Spokesperson, and Support Group Commanders (or designee) serve as non-voting members. Meetings are held the fourth Tuesday of every month at 1600 in the Information Communication Center. The meetings are open to the public. Minutes are recorded of the proceedings.

## **SCHOOL BUS TRANSPORTATION**

During registration, students must contact the school bus transportation office to be assigned a bus to and from school. The administration and regulations for safety and well being of students while riding school buses are the responsibility of the School Bus Transportation Officer and school. The office can be reached by phone on LX 2304 or 6584 or (01638) 523752 or 522304. Remember: all bus related questions and problems should be reported **directly to the bus office and school.**

## **SCHOOL CLOSURES**

School will not be closed during normal periods of operation, without the approval of the Superintendent, except in instances of emergencies or inclement weather as outlined below:

**Emergencies:** School may be closed at any time at the discretion of the Support Group Commander for such reasons as alerts, emergencies, epidemics, inclement weather, or facility deficiencies, which may endanger the health or safety of students and school personnel.

**Inclement Weather:** In cases of inclement weather, the Support Group Commander coordinates school closure with the school principal. When school is canceled because of inclement weather, or when the school will experience a two-hour delayed start in the morning, announcements will be made on the following local stations beginning at 0630:

### **LOCAL STATION**

Anglia TV

BBC Radio Suffolk

BBC Cambridgeshire

CN Radio

Radio Bury St. Edmunds

Radio Ipswich

AFN Commander's Channel TV

### **CHANNEL**

Channel 3

FM Band 104.5; 95.5; 103.9

FM Band 96

FM Band 103

FM Band 96.4

FM Band 96.4

Parents may also call the RAF Lakenheath command post recording at LX 3541, MX 3541, or commercially 01638-523541, 01638-543541, or the school bus office, at LX 2752 or 2304, or commercially at 01638-523752/522304, regarding emergency and inclement weather closures or delays.

## **SCHOOL HOURS**

The administration office is open Monday through Friday from 0730-1600 hours. Classes begin at 0805 and end at 1500 hours. Students may remain on the school campus after hours to take part in school-sponsored activities. The activity bus departs LHS at 1730 hours.

## **SCHOOL PSYCHOLOGICAL SERVICES**

Students attending DoDDs schools may have additional needs for psychological and mental health services. Families are characterized by frequent reassignments, extended deployments, demanding work hours, prolonged details to the field, and other unique demands that tax their cohesiveness and well being. The overarching goal of the psychological services program is to increase student capacity to overcome academic, personal, and social problems that may hinder their attainment of educational success and a satisfying and productive life. The school psychologist provides psychological evaluation and facilitates mental health service delivery in the schools, while at the same time supporting the learning process, child development and the understanding of educational systems. School psychologists serve as a vital part of the pupil personnel services team and work closely with school counselors, nurses and administrators in the delivery of services to address the educational, emotional and social needs of students.

Care services of the school psychologist include:

- **Consultation:** This involves meeting with concerned staff members and/or parents to discuss primary prevention, to identify reasons for presenting problems, and to develop interventions.
- **Psychoeducational Assessment:** This is the process of obtaining and synthesizing information about the functioning of a student for the purpose of identifying factors that may impact on the student's progress and instructional programming.
- **Individual Counseling:** The psychologist engages in personal and private communication with a student to address issues and resolve conflicts. Confidentiality is maintained. Parents are informed and consent is obtained. Students and parents are referred to other agencies when appropriate.
- **Group Counseling:** The psychologist works with two or more students together in a private setting to pursue solutions to issues and to teach new skills to handle problems.
- **Special Education:** The psychologist provides consultation and assessment services to the Case Study Committee and works with special education students, as needed.
- **Student/Staff Assistance Team:** The psychologist serves as a member of the SST to assist with the design and implementation of behavior intervention plans and strategies.
- **Inservice:** The school psychologist may provide presentations to staff and parents regarding issues such as stress management, child abuse, inclusion, self-esteem, behavior management, suicide prevention, crisis management, school mental health issues, study skills, disabilities, and life transitions.

- Crisis Intervention Services: The school psychologist works with Crisis Management Teams to provide assistance to students, staff, and parents who are experiencing distress related to events such as deployment, trauma, divorce, disaster, violence or death.

Barbara Graff is the school psychologist for Lakenheath High School and the Alconbury Schools. If you have any questions about school psychological services, she may be reached at L-5006/3115.

## **SEMINAR PERIOD**

All full time students will be enrolled in a seminar period on Red Days.

It is important that everyone understands what seminar is and isn't. The purpose of the seminar is to provide students an opportunity to get assistance where they may need additional help. It is a time when they can work on special projects with teachers, a time to study for a test or catch up on homework, a time to do make-up work following an absence, a time to do work in the Information Center, and a time to meet with counselors, etc. Seminar is not a social hour or a time to catch up on sleep, or a time to take a late breakfast break. Normal attendance and tardy procedures will apply during the seminar period. If a student is truant from seminar, they will be disciplined just the same as any other class.

- Students are required to adhere to the following conditions during seminar period:
- Bring study material or work to the seminar class.
- Students are not allowed to sleep, listen to music, eat or consume beverages.
- Once seminar begins, students will not be allowed to go to their lockers.
- Students may work quietly in pairs or in small groups if the seminar teacher agrees.
- All students will participate in SSR during the last 20 minutes of seminar.
- Be aware that students in violation of any of the above mentioned items may be restricted to their seminar class or discipline action taken.

\*Beginning 2<sup>nd</sup> quarter, students who have a 4.0 GPA or higher are eligible for Honor Seminar. Honor Seminar Students are not required to get pre-arranged seminar passes.

The most important aspect of the seminar period is the freedom of the students to work with teachers. Students are encouraged to use their time wisely.

## **STUDENT ASSISTANCE CENTER (SAC Seminar)**

Students who have two F's or more at midterm progress report and 2.0 at the end of each quarter will be assigned to the Student Assistance Center (SAC seminar). SAC seminar is a very structured seminar for students who have shown that they require more guidance than their seminar provides. Students are not allowed to talk, eat, or drink during SAC seminar. Passes to go to another teacher are screened by administration. Students will be released from SAC seminar after they have had two grade checks with less than two F's. Grades will be reviewed each week for students who will be added or released from SAC seminar. SAC seminar will continue throughout the school year. Students are expected to work on assignments for classes in which they have earned failing grades. Students who do not bring assignments or work will make up the time with administration.

## **SKATEBOARDS**

Skateboards are forbidden on school grounds 24 hours a day, 365 days a year. A skateboard on campus will be confiscated, turned in to the administration, and impounded until picked up by the sponsor.

Once again, to make it very clear - **NO SKATEBOARDS, SCOOTERS, SKATES, or ROLLER BLADES ON CAMPUS.** Refusal to surrender a skateboard will result in suspension. The campus boundaries are shown on the school map. Skateboarding on RAF Lakenheath is severely restricted by Base Regulations. Skateboarding is prohibited on all roadways and those sidewalks located in business areas. Skateboarding in an inappropriate area can result in confiscation of the board and further disciplinary action by Base Officials. Skateboarding is allowed on sidewalks near your home and the AYA Skateboard Park.

### **STUDENT COMPUTER AND INTERNET ACCESS AGREEMENT**

Our students must recognize that it is a privilege, not a right to use the computers at LHS. Any inappropriate use of the computers will result in the cancellation of their privileges. See Appendix for the terms and condition statement from DoDEA. **It is required by DoDEA to have a signed agreement in each student's record before they are allowed access to the LAN system.**

### **STUDENT SUBSTANCE ABUSE POLICY**

The following policies related to Alcohol and Substance Abuse are defined by Air Force and United States Air Forces Europe policies as well as Status of Forces agreements, UK Laws, DoDEA and DoDDS Policies and Local Supplements to those policies. Students who violate these policies are subject to the disciplinary actions of the local school, to include suspension or expulsion, as well as to the local installation per local instruction.

**Control, Procurement, Sale, Possession and Use of Drugs:** Possessing, using, offering or arranging to sell, selling or otherwise furnishing, or being under the influence of any mind altering substance is not tolerated on RAFs Lakenheath, Mildenhall or Feltwell or properties owned, leased or governed by these entities.

**Control, Procurement, Sale, Possession and Use of Alcoholic Beverages:** The minimum age for consuming alcoholic beverages is 18 years of age. Anyone under 18 years of age may not purchase, possess or use alcoholic beverages. Any individual assisting minors obtain alcohol will be subject to appropriate disciplinary action. A supplement to the Status of Forces Agreement (SOFA) with the UK government restricts US Forces minor family members, other than spouses, from purchasing alcoholic beverages from Class Six facilities, whether rationed or not rationed. Minors are not allowed in bar areas unless accompanied by an adult. When off-base, minor family members will comply with UK laws and limitations.

**NOTE:** Students, regardless of age, may not procure, possess, distribute or consume alcoholic beverages during school hours while on school property, while en route between school and home, to include school buses, during the lunch period whether on or off campus, during or while going to or coming from all school-sponsored events/activities, including field trips, sporting events, stadium assemblies, and evening school-related activities.

**Control, Procurement, Sale, Possession and Use of Tobacco Products:** Sponsors, spouses and other adult family members cannot give or sell rationed tobacco products (including smokeless tobacco) to individuals under 18 years of age. UK laws state that only persons age 16 or older may purchase or use tobacco products. *USAFER 34-1* prohibits family members, other than spouses, under the age of 18 from obtaining a ration card, and further prohibits individuals from giving or selling rationed items to individuals that do not have an allowance (i.e., anyone under 18 years of

age). Any individual (including parents or authorized siblings) who knowingly provides rationed tobacco products to an individual under 18 years of age risks withdrawal of access to all rationed items. Minor family members between the ages of 16-18 who choose to use tobacco products must purchase such items on the British economy in accordance with UK laws. Areas on or off campus cannot be designated for student smokers.

**NOTE:** Students, regardless of age, may not procure, possess, distribute or consume tobacco products or the means to consume tobacco products during school hours while on school property, while en route between school and home, to include school buses, during the lunch period whether on or off campus, during or while going to or coming from all school-sponsored events/activities, including field trips, sporting events, stadium assemblies, and evening school-related activities.

### **TELEPHONES**

**Office telephones are not available for student use.** Forgetting homework, lunch, etc., is not a valid excuse for use of school telephones. Only in emergencies will messages be received in the school from a sponsor to be delivered to a student. Under no circumstances will messages be delivered to a student from a non-family member.

### **UNAUTHORIZED TRIPS**

Student organized trips during the extended holiday periods for recreational purposes are not authorized by the school. They are private trips sponsored by private individuals to make a profit. The school does not promote these trips in any way and assumes no responsibility for them. If you have any questions concerning a student trip, please contact the Main Office.

### **VALUABLES**

High value items and significant sums of money should not be brought to school. Although each student is issued a locker to store their books, coats, etc., it is never 100% secure. Although the school investigates all thefts as thoroughly as possible, it is not always possible to determine the perpetrator of the theft. Do not bring anything of value to school.

### **VISITORS**

**Students** who wish to bring a visitor must come to the Main Office and complete a Visitor's pass at least **three days** prior to the requested visit. Students may bring only one guest (with administrative approval), for no more than one day, to visit LHS. The host student is responsible for the guest throughout the visitation time.

**Parents** who wish to visit the school are requested to sign in at the main office. If parents wish to see a teacher, principal or counselor, it is necessary to make an appointment in order to avoid interrupting a class or another appointment. Teachers do not have the same preparation period each day because of our rotating schedule. In an emergency, a principal will always see you quickly. Parents are encouraged to work closely with the school and we value your input. A principal will return your phone call within 24 hours if we are unavailable at the time you call. **(See Appendix)**

**APPENDIX**

**EUROPE**

**01-EDU-001**

**EDUCATION DIVISION .....**

**DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS – EUROPE  
ACADEMIC ELIGIBILITY POLICY**

Reference: (a) DoDEA Manual 2740.2, “DoDEA Interscholastic Athletic Program”  
August 19, 1997

**A. PURPOSE:**

This memorandum updates reference (a) for administrative changes within DoDDS Europe. It clarifies and establishes the academic eligibility policy for student participation in DoDDS Europe extra-curricular activities and in the DoDDS-Europe Interscholastic Athletic Program (IAP). The purpose of this policy is to ensure uniformity, promote good sportsmanship, and achieve sound educational objectives within the DoDDS Europe IAP and extra-curricular programs.

**B. APPLICABILITY AND SCOPE\**

The requirements of this program apply to all DoDDS Europe schools and offices.

**C. DEFINITIONS**

1. Interscholastic Athletic Program (IAP): Any school/DoDDS sponsored program that provides opportunity for students to participate in an organized athletic/sports program. This may include: Basketball, Cross Country, Football, Golf, Gymnastics, Soccer,

Tennis, Track and Field, Volleyball, Wrestling, Cheerleading, JROTC Rifle Team, Softball/Baseball, Swimming.

2. Extra-curricular Activity: Any school/DoDDS sponsored program, club, or event, which is not a part of the regular curricular offering, for which no academic grade is assigned, and in which student participation is voluntary.

#### D. POLICY

1. Eligibility to participate in interscholastic/extracurricular activities requires a minimum GPA of 2.0 and no more than one failing grade. Semester grades are used to ensure that all students are on track to meet graduation requirements.

##### a. IMPLEMENTATION

- (1) During the first semester of SY 01-02 a GPA of 1.0 will be required.
- (2) A GPA of 1.5 will be required for participation in the second semester of SY 01-02.
- (3) Eligibility for the first semester of SY 02-03 will be a GPA of 2.0 based on grades earned in the previous semester.

##### b. FOR ALL STUDENTS:

- (1) All incoming Ninth grade students are eligible for first semester activities if they are not failing more than one class weekly.
- (2) Tenth, Eleventh, and Twelfth grade students must earn a 2.0 GPA and may fail no more than one class the previous semester to be eligible.
- (3) A student declared ineligible may practice but is not authorized to participate in competition, be in school uniform at a scheduled event, or travel with the team/club to any away event.
- (4) All student participants will be monitored for D's and F's on a weekly basis throughout the semester. Students who earn more than one failing grade in the classes in which they are enrolled are ineligible for competition/participation. A student participant who has been identified as being ineligible for three consecutive weeks may be dropped from the team. Grades during the period of monitoring will be cumulative from the beginning of each quarter.

c. STUDENTS WHO DO NOT MEET THE GPA REQUIREMENT: Students may request reinstatement of eligibility after three weeks of ineligibility. This request must be supported by demonstrated academic achievement which meets the basic eligibility requirement of 2.0 GPA and nor more than one failing grade.

- (1) The GPA of students who are reinstated will continue to be monitored every three weeks through the end of the semester to ensure students maintain eligibility requirements.
  - (2) Students unable to maintain eligibility after reinstatement will become ineligible for the remainder of the semester.
2. Schools may not establish additional eligibility criteria. Schools will provide intervention support services to students who have been identified as having academic difficulty. Examples of these support services include, but are not limited to monitoring sessions, tutoring, before and after school study halls/instruction, etc. This paragraph is intended to establish equity for all students, to include those transferring to other DoDDS schools and who wish to continue participating in the IAP.
  3. Each school is to develop a specific plan for monitoring grade eligibility; however, to achieve uniformity, all schools must complete the grade checks by 4 p.m. every Tuesday

of each week that interscholastic programs are being held. A student declared ineligible on the Tuesday grade check will be ineligible from Wednesday 8 a.m. through the following Wednesday 8 a.m. A letter of exception to this policy may be submitted to the Area Athletic Coordinator for changing the day. This request must be based on unique needs.

4. Scholastic eligibility may be waived for students at the discretion of the Principal if the student is identified as “special needs” by the Case Study Committee and the Individual Education Program is on file. All other eligibility requirements, i.e., age, number of semesters, etc., must be met.

#### E. EFFECTIVE DATE AND IMPLEMENTATION

The requirements of the DoDDS-Europe Curriculum Integration Audit program are effective on May 18, 2001.

Original Signed  
DIANA J. OHMAN  
Deputy Director, DoDDS Europe

# LAKENHEATH HIGH SCHOOL

## ATHLETIC CODE

SCHOOL YEAR 2008-2009

### A. REQUIREMENTS FOR PARTICIPATION

The Student Will:

- 1) Be a student in good standing for the entire week.
- 2) Have a current physical examination on record in the school; along with a signed power of attorney, Lakenheath High School Athletic Code, and parent consent form.

### B. AREA OF STUDENT RESPONSIBILITIES

- 1) All rules, guidelines, policies, and regulations of the DoDDS-IAP will be followed.
- 2) Lakenheath High School may also supplement, but will not contravene, the IAP with local school rules and policies.
- 3) The use or possession of tobacco, drugs, alcohol, or other prohibited substances during the sports season will result in dismissal from team for the remainder of the season with forfeiture of the athletic letter and awards.
- 4) Dismissal from one athletic team for rules infractions will eliminate an athlete from all sports for that season.
- 5) Athletes are expected to set good examples. Appropriate behavior is to include good sportsmanship, honesty, and self-control. Serious misconduct may eliminate further participation for part or all of that sports season with forfeiture of the athletic letter and awards.
- 6) When traveling with the team, the athlete's behavior is to be such that it brings respect to the individual, team, school and country. The overseas athlete is a guest in a host country, and his/her behavior and conduct should present a favorable impression to those with whom he/she comes into contact.
- 7) All team members are required to travel and return on the team bus unless written arrangements have been made with coach, parent and/or sponsor prior to the trip.
- 8) No stereo or radio equipment will be allowed on away trips unless used with personal headphones and with the coach's permission.
- 9) Equipment and uniforms issued will be returned to the school at the end of the season. If they are lost or stolen during the season, the athlete will pay for replacement.
- 10) Practice, regulations, training rules and awards are the jurisdiction of the coaches, AD, and subject to approval by the principal.
- 11) It will be the responsibility of the sponsor to provide transportation and/or other associated costs for a student-athlete who does not return to Lakenheath with the team bus for reasons of accident, illness, or for reasons of military/civilian restraint in the case of illegal activities.
- 12) The Principal reserves the right to remove the student from participating from sports or activity for violation of the above mentioned infractions.

**C. THE RIGHT OF STUDENT-ATHLETES**

**A Student Athlete Has the Right**

- 1) To compete for a position on a team providing he/she meets all the guidelines
- 2) To be properly equipped and to be provided coaching.
- 3) To try for a school letter award according to standards recommended by the coach.

**D. STATEMENT OF UNDERSTANDING**

I have read, understood, and accepted these guidelines and will comply with them as a condition for representing Lakenheath High School in interscholastic athletic competition. I understand that this code of conduct applies for the entire school year if I compete in more than one sport.

\_\_\_\_\_  
**Parent Signature** \_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student-Athlete Signature** \_\_\_\_\_  
**Date**

**LAKENHEATH HIGH SCHOOL  
ATHLETIC PARTICIPATION STATEMENT  
SCHOOL YEAR 2008-2009**

**TO BE COMPLETED BY STUDENT PARTICIPANT:**

**STUDENT PARTICIPATION STATEMENT**

This application to participate in athletics in a DoDDS school is voluntary on my part and is made with the understanding that I have never received any money or any athletic award exceeding two dollars (\$2.00) in value for participation in athletic events, other than medals, fobs, ribbons, letters, and /or trophies which are usually given, and that I have never competed under an assumed name. After I have represented my school in any sport, I promise not to compete in any outside athletic contest in this sport until after the school session has been completed.

\_\_\_\_\_  
(DATE)

\_\_\_\_\_  
(SIGNATURE OF APPLICANT)

**TO BE COMPLETED BY PARENT/GUARDIAN**

**PARENT/GUARDIAN APPROVAL**

I hereby give my consent for my dependent to engage in physical education, intramural, and/or interscholastic athletics in DoDDS approved sports EXCEPT THOSE CROSSED OUT ON THE REVERSE SIDE of this document, and to accompany the team as a member on its out-of-town-trips and events.

\_\_\_\_\_  
(DATE)

\_\_\_\_\_  
(SIGNATURE OF PARENT/GUARDIAN)

NAME OF SPONSOR: \_\_\_\_\_

SSN OF SPONSOR: \_\_\_\_\_

**PRIVACY ACT STATEMENT**

**AUTHORITY:** Title V, USC, Section 301

**Principal Purpose:** To obtain written parental/sponsor permission for physical examination of students participating in athletic programs.

**Routine Uses:** Used for legal authority for physical examination of student to ensure physical fitness to participate in school sports programs.

**Mandatory/Voluntary Disclosure/Effect of Non-Disclosure:** Non-disclosure or non-authorization will result in student not being accepted for participation in athletic events.

## **LAHS FORM 96-0005 Athletic Participation**

**Educational Support Policy**  
And Legislation Division

**Date March 4, 1996**  
96 – ES – 001

### **GRADUATION PROTOCOL**

It is the policy of the Department of Defense Education Activity (DoDEA) that the graduation ceremony at each Department of Defense high school be an occasion, which will be conducted with dignity and decorum. Students will be assured that this ceremony is held to honor them, but it also is a ceremony, which honors their parents and families, their communities, and all of the educators who have assisted them in reaching this milestone in their lives.

All graduating seniors must meet all graduation requirements of DoDEA. Exceptions to this requirement may be determined at the local school by the school administration.

Graduates and guests will observe appropriate decorum in a dignified manner. This policy is to be publicized by the school principal and supported and coordinated with the installation commander.

All DoDEA high school graduation exercises will include the following:

- (a) Processional.
- (b) Presentation of colors.
- (c) Pledge of allegiance.
- (d) National anthem.
- (e) Salutatorian and Valedictorian student address.
- (f) Guest speaker (it is recognized that on occasion the speaker will be a member, or members, of the graduating class).
- (g) Presentation of diplomas.
- (h) Recessional.

Students participating in the graduation ceremony must:

- (a) Wear authorized caps and gowns, and school approved appropriate recognition of scholastic achievement; e.g., National Honor Society (NHS) cords.
- (b) Wear appropriate footwear; e.g., dark dress shoes (sandals, shower shoes, or being barefoot are not permitted.)
- (c) Dress shirts and dress slacks or skirts shall be the appropriate apparel underneath the cap and gown. There will be no defacing of the cap and gown for the exercise.

The school principal (involving students, parents, and school staff) should plan the specific ceremony. Once the plan has been completed and accepted by the organizing group, students who desire to participate in the ceremony will agree to do so based on the established plan and DoDEA policy. Students, who do not agree with the plan, may choose not to participate.

**LAKENHEATH HIGH SCHOOL  
IMMUNIZATION PREREQUISITES FOR SCHOOL ATTENDANCE**

Hepatitis B Series (3 doses)

- All incoming freshmen will need this series.
- All new students entering LHS from other schools will need this series.
- All returning students, who attended LHS last school year, and who have started the HEP B series, must have the series completed before school starts.

Varicella (Chicken Pox) (2 doses)

- If the student has no reliable history of having had chicken pox, the student will need two doses of vaccine.
- All incoming freshmen and new students entering LHS from other schools will need to verify either:
  - A positive history of having had chicken pox OR
  - Completion of two doses of varicella vaccine.

DT (Diphtheria/Tetanus) (At least 3 doses of DPT)

- All students, new or returning to LHS will need to verify that a DT booster has been received within the past 10 years.

OPV (Oral Polio Vaccine) (At least 3 doses)

- All new students will need to verify that the last OPV booster was given after the age of 4 years.

MMR (Measles/Mumps/Rubella) (2 doses)

- All new students will need to verify that 2 doses of MMR have been received, with one of the doses given after 4 years of age.

The following applies for freshmen, new students entering LHS and returning students who received any immunizations during June, July, or August, prior to the start of the new school year: A copy of written documentation (the shot record) must be submitted to the LHS school nurse for the school health records. Make sure the copy is clear (readable) and the student's name and date of birth are included on the copy.

The RAFL Immunization Clinic staff can check shot records for "school compliance" by the school nurse or:

DOD Instruction 6205.1 gives parents/sponsors 10 days from the start of school, to provide the school with the above documentation satisfying immunization requirements for school attendance. If more information is needed, please contact the school nurse @ LX 5557 or the Immunization Clinic at RAF Lakenheath Hospital @ LX 8148.

## LETTERING CRITERIA AND PARTICIPATION CODE

A student who is a member of a given school team on the date of the first scheduled contest is ineligible to compete in another school sport during that season. Coaches will help athletes decide the sport in which to participate.

Varsity letters may be earned by meeting or exceeding the lettering criteria established for the various programs and activities sponsored by Lakenheath High School. Criteria include attendance, discipline, observation of team rules, and performance standards established by the individual coaches/sponsors of activities and cleared through the Athletic Director and the administration. This includes total abstinence from the use or possession of tobacco products, alcohol, or non-prescription drugs or steroids.

Written criteria for lettering must be posted, thoroughly explained, and given to team members and their sponsors. The athletes and their parents/sponsors should sign a written statement reflecting their understanding and acceptance of these criteria. Coaches will submit a copy to the Athletic Director for filing.

The following criteria are to be incorporated into the letter criteria for all activities:

### **A. Attendance**

1. Attendance at all scheduled practices and games/matches/meets.
2. Absences from games and practices may be excused for:
  - Illness (The student athlete is expected to notify the coach, principal, or AD if the illness is going to cause a missed practice or game.)
  - Family emergency;
  - Hospitalization;
  - Religious observation;
  - Field trips and pre-planned family trips with prior approval of the coach.
3. Completion of the season in good standing (includes academic eligibility, return of equipment, etc.)

### **B. Discipline**

1. Maintain a high level of self-discipline and control.
2. Maintain a high level of good sportsmanship.

### **C. Grade Level Status and Age Limitation**

1. Only students in grades 9-12 may earn a varsity letter.
2. Students beyond the eighth semester of high school are ineligible to participate in interscholastic athletics.
3. Only students who are under the age of 19 as of September 1 of the current school year are eligible for participation.
4. Only one chenille letter may be earned (junior varsity and varsity). Sport Insignias and bars may be awarded by the coach, but purchased by the student to indicate further achievement.

### **D. Performance Standards in Contests.**

1. Should an athlete be injured, his or her eligibility for earning a letter will be considered on an individual basis by the coach/sponsor, in conjunction with the principal and the athletic director.
2. Additional rules specific to each sport are to be established and published by the coach/sponsor. Rules are to be signed by the athlete and the athletes sponsor and returned to the coach.

#### E. Social Behavior

1. Athletes are expected to display commonly accepted social behavior at all times, not just on campus, but off-campus. They should be encouraged to be positive role models for their peers at all times. The coach has the final say in what is commonly accepted social behavior.
2. In their travels throughout Europe our athletes are expected to provide an outstanding example of personal conduct that reflects credit upon themselves, their families, their country, and their school. They should be expected to set an example by their actions and their dress.
3. Student athletes may not smoke, drink alcoholic beverages, consume illegal drugs, be in possession of, or participate in any illegal activities at any time during the school year. Violation will result in dismissal from the team for the remainder of the season and loss of letter.
4. Unsportsmanlike conduct at any time or in any place may result in suspension or dismissal from the team.
5. The question of appropriate language is implied in the Athletic Participation Contract entitled Social Behavior in the Student-Parent Handbook. It is included again here to emphasize that the faculty and administration of this school are opposed to athletes displaying their joy or disappointment with colorful expletives. Inappropriate language will not be tolerated.  
Excessive vulgarity or profanity may result in an athlete being suspended or removed from the team. Repetition of this behavior may also result in dismissal from the team.

#### F. Junior Varsity Letters

1. Participation on the varsity level does not preclude a student from earning a junior varsity letter in another sport. Junior varsity letters may be awarded at the coach's discretion to varsity team members who do not meet the requirements for a varsity letter.
2. The same basic lettering criteria for a varsity letter will apply to a junior varsity letter.
3. The rules for lettering either in junior varsity or varsity will be in writing and given to each athlete.

**LAKENHEATH HIGH SCHOOL  
PERMISSION FOR GUESTS AT SCHOOL SPONSORED ACTIVITIES**

**POLICY:** All individuals not currently enrolled in Lakenheath High School, wishing to attend an activity/event sponsored by LHS must have written permission from the LHS administration and be accompanied by a LHS student who is in good standing. The guest's behavior is the responsibility of his/her escort.

**PROCEDURE:** LHS students planning to attend a school sponsored event with a non-enrolled guest must complete this form, have it signed by an administrator, and turn in the completed form to the activity sponsor on/before the day of the activity.

\*\*\*\*\*

I \_\_\_\_\_ wish to sponsor a guest at the  
(Name of LHS student)

\_\_\_\_\_ which will take place on \_\_\_\_\_  
(Name of activity/event) (Date)

<b>STUDENT SIGNATURE</b>	<b>DATE</b>
<b>NAME OF GUEST</b>	<b>AGE</b>
<b>ADDRESS OF GUEST</b>	<b>PHONE NUMBER</b>
<b>IF MILITARY MEMBER - GIVE ORGANIZATION</b>	<b>DUTY PHONE</b>

I understand that I am responsible for ensuring that my guest will abide by all LHS rules, regulations, and policies.

\*\*\*\*\*

\*\*\*\*\*

ACTION TAKEN GRANTED      NOT	ADMINISTRATOR'S SIGNATURE	DATE ACTION TAKEN

The sponsoring student is to return this completed form to the activity/event sponsor either on/before the day of the activity/event. In order for a guest to be allowed to attend the activity/event, the activity/event sponsor must have this correctly completed form prior to the activity/event.

**LAHS FORM 96 - 0303 Guest at Activity Permission**

**LAKENHEATH HIGH SCHOOL  
PREPLANNED ABSENCES**

IAW established school policy, anticipated absences must be requested and approved in advance. The request for an excused absence, due to a family trip or other family business, must be received by the administration a minimum of three (3) school days in advance of the first day of the absence. However, family trips must not be taken during semester examinations.

**STEP 1: TO BE COMPLETED BY PARENT AND STUDENT**

<b>NAME OF STUDENT</b>	<b>DATES OF ABSENCES</b>
<b>REASON FOR ABSENCE: (LETTER FROM PARENT IS ATTACHED)</b>	

I understand that it is my responsibility to obtain, complete, and submit the work missed during my absence in the prescribed time lime.

Student's Signature: \_\_\_\_\_

**STEP II. TO BE COMPLETED BY CLASSROOM TEACHERS:**

<b>PERI OD</b>	<b>SUBJECT</b>	<b>REMARKS</b>	<b>TEACHER'S SIGNATURE</b>
<b>A</b>			
<b>B</b>			
<b>C</b>			
<b>D</b>			
<b>E</b>			
<b>F</b>			
<b>G</b>			

\*The teacher's signature indicates that the teacher has been notified by the "Request for Absence". The remarks will notify the parents of their son/daughter's current status in the classroom (ex. passing grades, completion of work, etc.)

(See Reverse Side)

**STEP III. SIGNED BY LHS ADMINISTRATOR AFTER TEACHER SIGNATURES**

\_\_\_\_\_ Permission for an excused absence has been granted to:

\_\_\_\_\_  
**(STUDENT NAME)**

\_\_\_\_\_  
**(INCLUSIVE DATES)**

He/she will be on a \_\_\_\_\_ family trip

\_\_\_\_\_ (Other) \_\_\_\_\_

\_\_\_\_\_ Permission for an excused absence has not been granted for the above request.

Administrator's Signature: \_\_\_\_\_

**STEP IV. TO BE COMPLETED BY THE PARENTS:**

I have noted the above remarks regarding the work of my son/daughter.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

When all spaces have been completed, return the completed form to the attendance clerk in building 816.

**LAHS FORM 96 - 0301 Preplanned Absences**



## SCHOOL WIDE COMPUTER USAGE POLICY

### Computer Usage Rules

#### Class I Rules

- Do not make ANY changes to the desktop generic settings (this includes closing or moving the toolbar.)
- Check with the instructor PRIOR to using any personal disks.
- Do not send broadcast or network messages.
- Do not use the computer CD-ROM for listening to music.
- Do not save files to places other than YOUR home directory (H:\) unless told to by the instructor.
- Do not use the Internet without your instructor's permission.
- Do not print without permission.
- No downloading or installing of ANY files without the instructor's permission.
- No listening to music over the Internet.
- No playing on-line computer games.
- No on-line shopping.
- No food or drink at the computers.
- No mail other than the approved Lakenheath mail (each teacher has the right to refuse email access within his/her classroom.)
- No email during class or seminar and at other times **unless** with the instructor's permission.
- All email, both incoming and outgoing, must be "G-rated".

#### Class II Rules

- No chat, role-playing or personal classified ads.
- Do not view/download obscene, offensive or inappropriate materials.

### Consequences

#### For all Rules:

- Each teacher may assign detention to students violating the computer rules.
- Each violation will result in the submission of a Discipline Referral to the Asst. Principal
- Repeated violations and/or severe violations will result in a student losing all school computer usage privileges.

#### Class I Rules:

- **1st Offense:** 10 school day suspension from all computers for non-instructional use (before, during, and after school, to include seminar and lunch) and referral to Administration.
- **2nd Offense:** 20 school day suspension from all computers for non-instructional use (before, during, and after school, to include seminar and lunch) and referral to Administration.
- **3rd Offense:** Removal from all computers for non-instructional use for the remainder of the school year and referral to Administration.

#### Class II Rules

- **1st Offense:** 20 school day suspension from all computers for non-instructional use (before, during, and after school, to include seminar and lunch) and referral to Administration.
- **2nd Offense:** Removal from all computers for non-instructional use for the remainder of the school year and referral to Administration.

I understand that I may lose all computer usage—both instructional (during a class in which I am REQUIRED to work on the computer to receive credit) AND non-instructional (before and after school during seminar and lunch) - for an extreme violation of school computer usage rules. Also, I will be referred to Administration.

I agree to abide by the rules listed above and if I am unclear about a situation, I understand that it is MY responsibility to check for clarification with the instructor

These rules and consequences do not eliminate the possibility of additional disciplinary actions such as detention, suspension and community service for computer related offenses. Rather, the consequences stated in this policy are considered to be the minimum corrective actions that will be imposed in the situations described above.

This policy is to be read and signed by every student that wishes to use any of the computers available at LHS. A signed copy will be provided to the LAN manager before any student will be added to the school LAN/e-mail system.

**Statement of acknowledgment:**

I have read the above rules and will not misuse any computer that I am permitted to use at LHS.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Student Behavior Expectations

# DODDS-Europe Student Activities

SY 2008-2009

School \_\_\_\_\_

Activity \_\_\_\_\_

Student Name \_\_\_\_\_

These expectations are based upon DoDEA Regulation 2051.1 (August 16, 1996) and are designed to make student participation in DoDDS-Europe student activities positive. Each DoDDS-Europe sponsored student activity will incorporate these expectations as a part of their information packet sent to all schools. Activity directors may add to this list but not delete any items. It is required that the list be presented to the students and their parents as a contract to be signed by both parties to insure compliance. Students are expected to comply with these expectations from the time of departure to the time of return from the activity.

Students are expected to observe all activity rules and guidelines to include those of the activity facility (i.e. hotel/conference hall rules).

Students are not move facility furniture unless authorized to do so by the activity sponsors.

Students are expected to participate in all planned activities, reporting promptly to meals, sessions and programs, tours etc.

Students must observe curfew regulations as they pertain to “in the room” and “lights out”.

Students will not have electronic music devices “on” during instruction or after “lights out”.

Students will turn cell phones off during activity instruction and presentations.

Students will be responsible for his/her personal belongings and equipment at all times.

Students shall not possess, use or consume mind-altering substances to include alcoholic beverages, intoxicants, mind-altering inhalants, and controlled substances as defined by United States Code. A substance legal in host nations but controlled in the United States is prohibited (DoDEA Discipline Regulation 2051.1).

Students who bring, buy, or have weapons or weapon replicas either in their possession or amongst their personal property during a DoDDS-Europe sponsored student activity are in violation of DoDEA Regulations regarding “Zero Tolerance for Weapons.” Such items are not allowed at any time during a student activity and will be confiscated. The incident will be reported to the respective school official(s) for disciplinary action and the offense will be treated as a serious infraction.

Students will dress appropriately for the activity. Dress should always be proper and in good taste.

Students will respect that girls and boys rooms are “off limits” to members of the opposite sex.

Students will ensure that the supervisors/chaperones approve of and know of their whereabouts at all times. This is paramount for safety and security.

Students are expected to exhibit mature student decorum throughout the activity. Students are expected to be kind, courteous, and respectful. The words “please” and “thank you” are important and do much to build and maintain a positive reputation of our students with activity staffs and host nation citizens.

Students are expected to satisfactorily complete all required school assignments either prior to or immediately following the activity. This would include, but not be limited to, daily class assignments projects, examinations, and system-wide tests.

Minor infractions will result in restrictions and obligations being placed on the student (i.e. loss of privileges, cleaning tables, etc).

Serious infractions of any of the above items, as well as those discussed at the activity by the supervisors/chaperones will result in student removal from the activity. Except for attending meals, the student(s) will be restricted from the activity. The parents and the principal will be immediately notified. The student will be sent home at the earliest possible. Moment. Since the cost of return travel is not authorized under such circumstances, parents will be responsible for the cost of return travel of students removed from the activity.

We have read these rules, understand them, and agree to comply with their intent.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_

**LAKENHEATH HIGH SCHOOL**  
**STUDENT GUIDELINES FOR SCHOOL DANCES**

1. All school rules apply at the dance including conduct and appearance with a reminder that:  
Smoking is not allowed on campus at any time.  
No use or possession of alcohol or drugs is permitted before or during a dance.  
Possession or use of dangerous or potentially dangerous items including weapons, squirt guns, or aerosol can etc. are prohibited.  
All school rules regarding PDA and sexual harassment apply.  
Guest may only attend with written permission in advance.
2. No improper kissing or kissing for prolonged periods of time.
3. Keep all hands outside of clothing.
4. No removal, unzipping, unbuttoning, etc. of clothing.
5. No sitting on another persons lap.
6. No simulated sexual acts while dancing.
7. Dress should be modest and appropriate for the occasion. Remember no hats or head covering of any kind should be worn inside the building. Homecoming, cotillion, and Prom are semi-formal dances. Gentlemen are expected to wear coat and tie or suits and ladies are expected to wear dresses, gown, or formal pantsuit.
8. No moshing.
9. Students should arrive within one hour of the beginning of the dance if they plan to attend.
10. Students, who are not planning on attending the dance, should not be loitering on the campus.
11. Students who do not conform to accepted dance behaviors might be asked to leave without a refund.

All rules are to be enforced at the chaperones' discretion. That means that the chaperones, not the students, will determine what is provocative and inappropriate.

There are several school-sponsored dances throughout the school year; all students, grades 9-12 are invited to attend these. The sponsors present the rules, dress, cost, and other requirements for each dance.

The Junior-Senior Prom, however, is a very special school-sponsored function. The Juniors (11th grade) sponsor the Prom for the Seniors (12th grade). The Prom is for 11th & 12th graders **ONLY** and their dates. The Prom is a private school function **not** open to all students. The following requirements apply:

**NOTE:**

- Ninth graders and Middle school students are NOT permitted to attend under any circumstances.
- Junior and seniors may invite a tenth grader.
- Juniors and seniors may invite out-of-school guests as their dates prior to prom by Administration approval (special permission forms are located in the SAO).

- Students who have withdrawn from school or who have been expelled or suspended **will not** take part in school sponsored/related activities.
- The above rules are implemented and enforced to ensure the Junior-Senior Prom remains a special event and not merely another school dance for everyone grades 9-12.

### **STUDENT USE OF MEDICATION DURING SCHOOL DAY**

Based on DoDDS Health service Guide, DS Manual, the School Nurse does **NOT** administer medication (to include aspirin, Tylenol, cough drops).

The only exception is the specific individually prescribed medication for chronic conditions such as asthma, heart conditions, bee sting allergy, and attention deficit hyperactive disorder. In these cases, the following are needed:

- a. Written permission from parent. (Forms available from School Nurse)
- b. Written order from the Physician.
- c. Medication in a pharmacy-labeled bottle, marked with the student's name, time to be taken, amount to be taken, and the name of the medication.

When short-term illness requires the use of prescription or non-prescription medications, parents should make arrangements for the students to take the medication before or after school.

School Nurse

# Course Description Guide

## AP COURSES

The Advancement Placement provides students with the opportunity for advanced and in depth study in selected courses. AP classes are designed to be equivalent in difficulty to classes taken by freshman in college. In May, students have the opportunity to take the AP Exam from the College Board (the same company that designs and administers the SAT). Based on the score of this AP Exam, some colleges and universities have policies of granting college credit, advancement to upper level classes or entry into honors programs. DoDDS will pay the AP test fee. Only students completing the AP Exam will be awarded an "Honors Grade Point" in their cumulative grade point average. Grade average of "B" in the subject area and teacher recommendation is advised before enrolling in any AP course.

## SPECIAL EDUCATION

Lakenheath High School's special education department serves a diverse student population by providing programs and services for the mildly impaired, moderately impaired, and severely impaired student. Course offerings include resource classes in English and mathematics, learning strategies classes for skill development and enhancement, inclusion classes within the mainstream program with and without support, and a Cooperative Work Experience program. The program includes a staff of special education teachers, counselors, nurse, school psychologist, speech pathologist, and coordinator for the hearing impaired, coordinator for the visually impaired, educational prescriptions, case study committee chairperson, and educational aides working within the school curriculum. The LHS special education program is supported by the RAF Lakenheath Educational Developmental Intervention Services or EDIS Clinic. EDIS Clinic provides services in physical and occupational therapy programs, psychological counseling and testing for students requiring such services.

## DISTANCE EDUCATION (Telecommunication)

Distance Education gives students opportunities to take courses via telecommunications that are not offered at LHS or to solve schedule conflicts. To offer these classes, the computer is used to communicate with the distance education teacher who is stationed at another school in Europe or the Far East. The student is assigned a class period that is used to work on assignments and have computers available to send and receive communications with the distanced education teacher. There will be a supervising teacher working with the student during their assigned period, but this coordinator is not the instructor for the course. The coordinator can help with communications with the distance education teacher, equipment problems and scheduling, but the coordinator may offer limited or no instruction concerning course content. **Distance education classes require the student to be self-motivated and have disciplined work habits.** For more information about distant education courses go to the following website: [www.dlc.dodea.edu](http://www.dlc.dodea.edu)

The following courses are offered in distance education:

AP Computer Science A or AB	Year	Distance Ed Resource (non-credit)	Semester
AP US History	Year	Economics	Semester
AP Physics B	Year	C ++ Programming I and II	Semester
AP Calculus AB or BC	Year	JAVA I and II	Semester
AP Statistics	Year	Visual Basic I and II	Semester
Health	Semester	AP German Language	Year
Science Research	Semester	AP Spanish Language	Year
		Humanities	Semester/Year

## LANGUAGE ARTS

**Honors English Courses** follow the DoDDS Honors Curriculum. These courses:

- study major ideas in depth
- provide for self understanding
- develop critical and creative thinking skills
- enable students to explore constantly changing knowledge in cultural contexts
- expose students to specialized resources
- promote self initiated learning and growth

**All Core English Courses** include instruction in these integrated reading/language arts standards:

- the English language
- listening, speaking, viewing
- literature (reading)
- writing
- accessing and processing information

**All courses except the AP courses require that students read the equivalent of 25 books per year.**

**Language Arts 9** (Year): This course covers grammar, word usage, spelling and vocabulary, creative writing, speaking and listening, technology research and dictionary skills. Literature selections include selected fictional and non-fictional short stories, to include the novel *To Kill a Mockingbird*, Shakespeare's *Romeo and Juliet*, portions of Homer's *Odyssey* and selections from the Language of Literature textbook.

**Honors Literature-World History 9** (Year): This course will stress world literature and its connections to world events up to 1500. There will be a strong emphasis on analytical writing, applied critical thinking, classroom dialogue, and interdisciplinary connections with Honors World History. Extensive reading and writing and an original student research project will be required. Participation in both the Shakespeare Festival and the Speech and Drama Festival are mandatory. *The grade for this class will not be weighted and will be combined with grades received in Honors World History 9. The same grade will be assigned to both Honors World History 9 and Honors Literature 9.*

**Language Arts Grade 10** (Year) This course stresses the acquisition of Standard English prose; the production of which is encouraged in the following ways: the reading of fiction and nonfiction, the practice of language skill development activities, the accumulation of *in-context* vocabulary, the writing of short prose pieces in fiction and nonfiction, and the application of research skills for the purpose of career investigation. In addition, the practice of informal journal writing in response to the assigned reading is evaluated. Readings will include *Antigone*, *Julius Caesar*, *Lord of the Flies*, *Of Mice and Men* and short fiction and nonfiction selections from the *Language of Literature* text.

**Honors Literature-World History 10** (Year): This course will stress World Literature and its connections to historical events from the 1500s to present. There will be a strong emphasis on analytical writing, applied critical thinking, classroom dialogue and interdisciplinary connections with Language Arts. Extensive reading/writing and original student research project will be required. Participation in both the Shakespeare and Speech & Drama Festivals is required. *The grade for this class will not be weighted and will be combined with grades received in Honors World History 10. The same grade will be assigned to both Honors World History 10 and Honors Literature 10.*

**Language Arts 11** (Year): Designed to strengthen skills in a American literature from colonial Puritanism to the present with emphasis on poetry, drama, grammar, reading, and research paper writing skills. Writing emphasis will be on essay development. In addition, students study Shakespeare's *Macbeth*. Students are encouraged to participate in the school wide Shakespeare Festival and the Speech and Drama Tournament.

**Language Arts 12** (Year): Stresses English literature, written assignments, vocabulary, discussions and a major research project. Novels, plays, and poetry from the Anglo-Saxons to the 20th Century will be studied during the year along with Shakespeare's *Hamlet*. Students will be encouraged to participate in the school wide Shakespeare Festival and the Speech and Drama Tournament.

**AP English Language and Composition** 11-12 (Year): This course is for students who are proficient in English and wish to master composition and language skills. The course is organized around the aims (expressive, literary, persuasive, referential) and modes (classification, descriptive, narrative) of writing. Students review exam papers from previous years for strengths and weaknesses and learn to analyze the works of professional writers, both fiction and non-fiction, to determine the rhetorical devices the writers employ. They learn to recognize and use these strategies in their own writing. They also practice the objective portions of the exam, making vocabulary and grammar an important aspect of the course, and experience the stress of timed writings. Daily warm-up exercises include review of common errors in grammar, mechanics, and sentence structure that could adversely affect the AP exam grade. Outside readings are assigned according to grade level. Students are expected to take the AP exam in May (see the AP program description). The first assignments for autumn semester, due the first week of school, will be given out at a meeting in the spring, should students wish to get a head start over the summer. See **AP COURSES** on Page 1

**AP English Literature and Composition** 12 (Year): This is a college level course in the practice of writing in response to literature. Literary analysis will be stressed both in its execution and emulation through exposure to the work of noted literary critics. Students will read, discuss, and write about significant works of English Literature. The writing will be in the form of prepared compositions, in-class timed practices, and research papers, which explore the critical discourse surrounding the work in question. Literary terms and the genres of both poetry and prose will be covered.

An important focus of this course is the successful performance on the Advanced Placement Exam in English Literature and Composition. To this objective, considerable attention is to be given to the strategies involved in successful test taking and the examination of exemplary student essays from previous exams. Students are expected to take the Advanced Placement Exam in English Literature and Composition in May (see AP Program Schedule). Students must participate in both the Speech and Drama and Shakespeare Festivals. It is advisable to see the instructor in the spring about the coursework to be presented in August, so as to be able to move smoothly into the year. Jane Eyre by Charlotte Bronte is the first work covered. See **AP COURSES** on Page 1

**Shakespeare** 9-12: (2nd Sem) Designed to provide more in-depth study of Shakespeare and his time. Emphasis will be on performance and stagecraft more than literary analysis. This class will not meet Language Arts graduation requirements but will be classified as an elective credit.

**English as a Second Language (ESL)** 9-12 (Sem or Year): This course is designed to strengthen the English language skills of students who speak other languages, including the skills of listening, reading, speaking, and writing. This course may be repeated for credit. Referral by teacher or counselor is required.

**Language Arts Labs** 9 – 12 (Sem or Year)

**Major Concept/Content:** To improve reading, writing, speaking, and listening skills of students not achieving at grade level.

Students will read to learn by:

- Connecting text to prior knowledge.
- Understanding text structure to analyze and respond to literature.
- Using text processing strategies “before”, “during”, and “after” reading to build a foundation for a text, make sense of reading as it occurs, and to synthesize, apply, evaluate, or bridge understanding.

Students will increase skill and confidence in writing by:

- Using the Writing Process...prewriting, drafting, revision, editing, and publishing.
- Practicing timed writing.
- Taking notes on literature.
- Reflecting, discussing, and evaluating writing assignments.

Students will increase confidence and ability to articulate and support ideas by:

- Engaging in both formal and informal presentations.
- Learning how to be active listeners.

***Students with a failing from their previous Language Arts Class or who score below the 50 percentile in the Terra Nova test from the previous year will be required to take this class.***

## SOCIAL STUDIES

**World Regions** 9 (Year): World Regions is a study of earth’s physical environment and its impact upon our history. The students will study the world’s geographical regions, landforms, climate, resources, history, political and economic background, cultural developments and life-styles. Areas of the world that are covered are SW Asia, South Asia, Central Asia, East Asia, SE Asia, Europe, and Africa. Current events are a daily project where students present information of importance to the class. Group and individual activities regarding the study of countries, regions and cultures are a mainstay of the curriculum.

**Honors World History- Literature 9** (Year): This course offers an exploration of chronological events and geographical influences on history up through the 1500’s. Strong emphasis will be placed on applied critical thinking, analytical writing, classroom dialogue and interdisciplinary connections with Language Arts. Extensive reading/writing and an original student research project will be required. Students must be enrolled in Honors English 9 concurrently. *The grade for this class will not be weighted and will be combined with grades received in Honors Literature 9. The same grade will be assigned to both Honors World History 9 and Honors Literature 9.*

**World History** 10-12 (Year): World History is an exploration of chronological events and geographical influences on history from the Middle Ages to the present. After a review of history up to the Middle Ages, the period from the Middle Ages to the present is studied in greater depth. World History is recommended for college bound students.

**Honors World History-Literature 10** (Year): This course will be an exploration of events that shaped our world dating from the 1500's to present. There will be a strong emphasis on applied critical thinking, analytical writing, classroom dialogue and interdisciplinary connections with Language Arts. Extensive reading/writing and an original student research project will be required. Students must enroll in Honors Literature 10 concurrently. *The grade for this class will not be weighted and will be combined with grades received in Honors Literature 10. The same grade will be assigned to both Honors World History 10 and Honors Literature 10.*

**US History** 11-12 (Year): This is a course required for graduation. There is a review of America's beginnings to the end of the Civil War (1st Quarter). The rest of the class will focus on the Reconstruction period to present times, with an emphasis on the personalities, events, and lessons of the 20th century and how they impact our lives today. "Study history, or be history."

**AP American History** 11-12 (Year): AP US History is a yearlong survey course designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Covering colonization to the present age, students will learn to assess historical materials and weigh the evidence and interpretations presented in historical scholarship. This class will meet graduation requirements for US History. See **AP COURSES** on P. 1.

**AP European History** 11-12 (Year): This college level survey of European History will help the student develop an understanding of the political, social, and economic histories of Europe. This class will cover the key trends and events of European History from the ancient to the modern world, with emphasis placed upon the period 1450 to the present. The course involves the study of key historical concepts, teaching the basic tools of the historian in order to prepare the student to take the AP European exam given in May. See **AP COURSES** on Page 1

**US Government** 12 (Sem): US Government, required for graduation, will provide students with an understanding of American democracy. Particular emphasis will be on the Constitution of the United States and how it applies to us today.

**AP Government and Politics** 12 (Year): AP Government and Politics is a yearlong, senior level class designed to give students a critical perspective on politics and government in the United States. The class provides the student with a learning experience equivalent to that obtained in most college

government and politics courses. This class will meet graduation requirements for US Government. See **AP COURSES** on Page 1

### **Elective Advanced Social Studies**

**Contemporary Issues** 11-12 (Second Sem): Newsweek magazine will be our textbook as we explore important world issues and problems. We will also use radio and television news, the internet and current newspapers as sources. We will debate, argue and enjoy ourselves while becoming more aware of the world around us.

**Model UN** 11-12 (First Sem): MUN is a mini international relations course designed to prepare students for participation in role-playing simulations. Students will do research, write resolutions and debate various issues in an attempt to find solutions to the world's problems. This is a "hands on" course designed for motivated, independent learners.

**Anthropology** 11-12 (Sem): Anthropology deals with the study of humankind. Anthropology seeks to produce an objective understanding of human diversity and those things, which humans have in common. The course will introduce physical anthropology, which explores the biological aspects of being human, and cultural anthropology, which can contribute to the resolution of human problems.

**Sociology** 11-12 (Sem): Sociology deals with the study of society, human interaction, and institutions. Focus will be made in areas such as Sociological Perspectives, Culture and Social Structures, Social Inequality, Social Institutions, and Social Change. There will be much class interaction (role play) and loads of fun dealing with the issues affecting our society.

**Minorities** 11-12 (First Sem): We will explore African-American history from its African beginnings to the current times. Students from all ethnic groups will enjoy learning about this particular aspect of American history. Much emphasis will be placed on the state of race relationships in America today.

**Street Law** 11-12 (Second Sem): This course in law and justice provides students with an opportunity to study legal, judicial, law enforcements and corrections systems in the United States. We will learn how law affects our daily lives. Participation in mock trials is an integral part of the course, and local lawyers and police officers will assist us.

**Psychology** 11-12 (Sem): Do hypnotized people often perform acts they consider immoral? Does a permissive style of parenting lead to the best adjustment in children? Is genius closely related to insanity? Do we seek opposites in forming friendships? Are horoscopes usually correct? Many people would answer these questions with a yes, but evidence from scientific investigations does not support "yes" answers. Psychologists have studied all these questions because they lie within the

realm of psychology. Psychology is commonly defined as “the scientific study of behavior and mental processes” (c) PsycNET 2001 APA). This semester class will give the student the tools to research and develop their own answers to these questions and more.

## MATHEMATICS

**Algebra I** 9 – 12 (Year): The content of this course will include the use of functions, equation solving and geometry. There will be increased use of problem solving techniques.

**Algebra I Lab** 9 – 12 (Year) I: This class is a support class for Algebra I students. As part of this class the computer program Algebra Cognitive Tutor will be used to support the learning of mathematical skills. This class is recommended for students scoring below the 50 percentile on the Math section of the Terra Nova Standardized Test or by a recommendation from a previous math teacher. The credit earned will count as an elective credit and will not be counted towards the DoDDS requirement of math credits. *Concurrent enrollment in Algebra required.*

**Geometry** 9 – 12 (Year) : The content of this course will include the study of polygons and circles. Algebraic concepts will be integrated with the geometric concepts. *Prerequisite: Algebra I*

**Geometry Lab** 9 – 12 (Year): This class is a support class for Geometry students. As part of this class the computer program Geometry Cognitive Tutor will be used to support the learning of mathematical skills. This class is recommended for students scoring below the 50 percentile on the Math section of the Terra Nova Standardized Test or by recommendation from a previous math teacher. The credit earned will count as an elective credit and will not be counted towards the DoDDS requirement of math credits. *Concurrent enrollment in Geometry required.*

**Discrete Math** 10 –12 (Year): This class is concerned with the mathematics of non-continuous sets. Topics covered include graph theory, combinatorics, matrices, bin packing and voting theory. *Prerequisites: Algebra I and Geometry*

**Algebra II** 10 – 12 (Year): This course will emphasize power, roots, radicals, exponential and logarithmic functions, sequences and series, statistics and circular trigonometric functions. *Prerequisites: Algebra I and Geometry*

**Math Analysis** 11- 12 (Year): This course will involve the students in units on circular functions, vectors, polar coordinates, matrices, complex numbers and limits. *Prerequisite: Algebra II*

**AP Calculus AB** 11 – 12 (Year): This course is designed to prepare students to take the AP Calculus AB exam. This course covers differential and integral calculus methods and applications. See **AP Courses** on Page 1. *Prerequisite: Math Analysis*

**AP Statistics** 11 – 12 (Year): The purpose of the AP Statistics Course is to introduce students to major concepts related to data analysis, experimental design, producing and interpreting linear models, and making statistical tests. Preference is given to seniors who have completed Algebra II. Intellectual maturity and good writing and communication skills are as important in the course as fundamental math skills. Students intending to take AP Calculus and an AP science course in their Senior year may want to take Statistics concurrent with Math Analysis in their Junior year, with permission of the instructor. Statistics is an excellent course for students anticipating going on to study education, medicine, business, psychology, engineering, or any of the sciences. See **AP COURSES** on Page 1.  
*Prerequisite: Algebra II*

## SCIENCE

***Laboratory Requirement: Students who take these courses listed below spend a minimum of 30% of their time engaged in laboratory exercises.***

***Biology and at least 1 Physical Science course are required for graduation.***

**Physics Applications in the Community** 9-12 (Year) This entry-level laboratory course presents concepts of physics in relation to world experiences. Information is presented in an integrated approach, linking physics with technology, social perspectives, and the history and nature of science.

**Chemistry Applications the Community** 9-12 (Year): This entry-level laboratory course is designed to help students understand the basic concepts of chemistry integrating physical concepts with societal issues. Emphasis is on inquiry, including traditional and computer technology laboratories, field study sites, investigations, demo, discussions, and hands-on activities.

**Earth and Space Science** 9 - 12 (Year): This entry-level laboratory course uses the inquiry method and lab explorations to discover the forces that shape the world and cause geologic hazards. The earth's crust, the oceans, the atmosphere and space will be explored.

**Biology** 10-12 (Year): The study of life through biochemical activities of living organisms and their relationships with the environment. This course includes laboratory experiments, lectures, discussions and audiovisual presentations. *Recommend to have completed Algebra I. Required course for graduation.*

**Chemistry** 10-12 (Year): This course studies the composition, structure and properties of substances and the transformations they undergo, including atomic structure and chemical bonding. The emphasis is on learning through laboratory experiments, analyzing chemical equations, and studying the text as well as independent research. *Prerequisite: Algebra I*

**Environmental Science** 11-12 (Year) This elective laboratory course is for students with a special interest and high motivation for an in-depth study of environmental science. Information is presented in an integrated approach with science as inquiry, science & technology, science & social perspectives, and the history & nature of science. The course integrates unifying science concepts and processes of systems, order & organization, evidence, models & explanation, change, consistency & equilibrium, and form & function. *Suggested Prerequisite: Biology*

**Human Anatomy and Physiology** 11-12 (Year): An elective course designed for students interested in a possible medical career upon graduation. Topics discussed include all 10-body systems from reproductive to muscular skeletal systems. Labs and dissections will be used where needed. *Completion of Biology I Recommended*

**Physics** 11-12 (Year): This course will cover all the topics in physics: kinematics – the study of motion, electricity and magnetism, wave properties, sound, light, nuclear and thermodynamics. Algebra, geometry and trigonometry will be reviewed to make sure that each student has a good math foundation for success in physics. An understanding of concepts and simple to moderate problem solving strategies are stressed using the IDEA method developed by Lakenheath High School. *Completion of Algebra II recommended.*

**AP Biology** 11-12 (Year): Two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Primary emphasis should be on developing and understanding concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. See **AP COURSES** on Page 1. *Biology I and Chemistry I Recommended*

**AP Chemistry** 11-12 (Year): Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by the students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. See **AP COURSES** on Page 1. *Prerequisite: Chemistry I*

**AP Physics B** 11-12 (Year): The Physics B course provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. It is assumed that the student is familiar with Algebra and Trigonometry. AP Physics B provides a foundation in physics for students in the life science, pre-medicine, and some applied sciences, as well as other fields. The Physics B course includes topics in both classical and modern physics. Understanding of the basic principle involved and the ability to apply these principles in the solution of problems should be the major goals of the course. See **AP COURSES** on Page 1. *Concurrent enrollment in Math Analysis and/or have taken Physics recommended.*

## SECOND LANGUAGE

The main focus of Second Language Program is to prepare students to meet the ever-increasing demands of an interdependent world community by enabling them to recognize the relevance of learning second languages, to value the importance of learning about other cultures, and to develop a speaking proficiency in one or more languages.

The Second Language Program has been restructured using the draft of the National Standards in Foreign Language Education prepared by the American Council of Teachers of Foreign Language. The emphasis of all courses has shifted to oral proficiency so that students will be able to develop speaking competencies beginning in Year I. Students receive instruction during each class period in the target language since the goal is to improve students' listening and speaking skills with a special focus on communication.

**French I, German I, Spanish I** 9-12 (Year): Students develop speaking, listening, and understanding skills that will enable them to function in everyday situations. The students also develop reading and writing skills appropriate to the level of study. The student demonstrates an appreciation of the culture and people of the target language. Students will learn such things as how to give greetings and introductions; to express likes and dislikes; discuss common activities; to talk about classes and classroom objects; to talk about shopping; and to describe daily routines. Students will be able to read and write postcards, simple dialogs based on course content, descriptions of family and friends, etc.

**French II, German II, Spanish II** 9-12 (Year): Students continue to build and refine oral proficiency skills as well as develop reading and writing skills appropriate to the level of study. The student continues to learn about the culture and people of the target language. More extensive vocabulary development and grammar review are implemented using a variety of strategies and skills. Students will learn to interact with others in a greater variety of participation situations. Classroom activities include listening to folk songs and poetry, paraphrasing main ideas from a spoken presentation, engaging in simple conversations. Students also read and comprehend a variety of authentic material such as menus, maps, and short articles. Students write short compositions based upon course content.

**French III, German III, Spanish III** 9-12 (Year): Emphasis continues on understanding, speaking, listening, reading and writing in the second language. A greater level of sophistication and complexity in the language is the goal of these courses, with students initiating and producing more in the language. Grammar review and vocabulary enrichment is enhanced by the study of literature. Writing skills will be further developed. Students will create and participate in short conversations using the second language and will develop their ability to understand a greater variety of speaking in the second language. ***RECOMMENDED: A GRADE OF B OR HIGHER IN LEVEL II***

**French IV, German IV, Spanish IV** 9-12 (Year): Emphasis is on the development of the student's use of the second language. Students will create meaningful sustained conversations in a variety of situations, narrate and describe events in major tenses, and speak the second language with increasing ease, fluency and accuracy. Literature from a variety of genres will be read. Students will write short compositions, expressing viewpoints and/or comparing and contrasting concepts and ideas. They will experience, at a more sophisticated level, the diversity of the second language culture, e.g. music, art, geography, tradition, history and political systems. ***RECOMMENDED: A GRADE OF B OR HIGHER IN LEVEL III***

**French V, Spanish V** 9-12 (Year): These courses provide special projects and activities for independent study. Students read and write reports on the different classical works written in the target language. Students write original stories, poems and essays, and view films, videos and plays in the target language. Students are encouraged to interact and use the language with native speakers. ***RECOMMENDED: A GRADE OF B OR HIGHER IN LEVEL IV***

**AP Spanish Language, AP German Language by Telecommunications** 11-12 (Year): College level classes with the emphasis on the development of the student's use of the second language. Students will create meaningful sustained conversations in a variety of situations, narrate and describe events in major tenses, and speak the second language with increasing ease, fluency and accuracy. Literature from a variety of genres will be read. Students will write short compositions, expressing viewpoints and/or comparing and contrasting concepts and ideas. See **AP COURSES** on Page 1. ***RECOMMENDED: A GRADE OF B OR HIGHER IN LEVEL IV OR V***

## **PROFESSIONAL TECHNICAL STUDIES**

( Formally CAREER and COMPUTER EDUCATION)

See Page 28 for explanation of Career Pathways and Certificate

### **BUSINESS STUDIES**

*Students are recommended to sign up for business courses that are grouped together as Business Labs. Talk with the business teachers or a counselor concerning exceptions.*

#### **Business Lab I – Personal Finance 1<sup>st</sup> Sem and Entrepreneurship 2<sup>nd</sup> Sem**

**Personal Finance** 9 – 12 (1<sup>st</sup> Sem): This course is designed to make students aware of the financial challenges confronting them in daily living. Included will be such topics as how to make intelligent decisions in spending and saving; how to maintain good financial records; how to avoid financial disasters that result from the unwise use of credit and credit cards; information about banking services, insurance choices, and investment choices; and how to prepare income tax forms.

**Entrepreneurship/E-Commerce** 9 – 12 (2<sup>nd</sup> Sem) This course focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. This course includes planning and strategy concepts, financial and organizational considerations, accounting and financial controls, and other components of business operation. Students will have the opportunity to gain skills in emerging technologies that become the standard for conducting global business (E-Commerce). The course will include workplace skills such as time management, money management, materials management, human resources management, facilities management, teamwork, decision-making, problem solving, negotiations, work ethics, and creative thinking.

#### **Business Lab II - Business Management 1<sup>st</sup> Sem & Business Law 2<sup>nd</sup> Sem**

**Business Management** 10 – 12 (1<sup>st</sup> Sem) This course provides an overview of business as well as the social and economic environments affecting business. Basic principles of organization and management as well as entrepreneurship and management skills and techniques are covered. Units of instructions include economics, finance, marketing, human resources, and global competitiveness.

**Business Law** 10 – 12 (2<sup>nd</sup> Sem) This course provides the student with a survey of the American legal system. This course develops an understanding of law as applied to society and to the individual. Topics include the judicial system, civil law, contracts, warranties, guarantees, consumer protection, real property, landlord and tenant relationships, sole proprietorship, partnerships, and corporations.

#### **Business Lab III – Business Management 1<sup>st</sup> Sem and Marketing 2<sup>nd</sup> Sem**

**Marketing** 10 – 12 (Sem) The marketing course enables students to gain a basic understanding of marketing principles, techniques, and career opportunities. Instruction will include the relationship of products, prices, and promotions to the marketing of goods and services to consumers. Ethics and social responsibilities of free enterprise will be included.

## **Business Lab IV – Accounting full year**

**Accounting I** 10 – 12 (Year): Accounting I includes an introduction to accounting and the basic accounting cycle, accounting for a payroll system, the accounting cycle for a merchandising corporation, accounting for special procedures as well as accounting for partnerships.

### **COMPUTER STUDIES – all of these courses meet computer graduation requirements**

**Computer Applications I** 9-12 (Sem): **(WITH KEYBOARDING SUPPORT)** This course provides a 4½-week focus on alphabetic and numeric keyboarding in preparation for *Word* and *Excel* projects. *Word* projects include creating an announcement, a research paper, a business letter and a resume. *Excel* topics include creating a worksheet and embedded chart, formulas, functions, and formatting worksheets. This course will prepare students to succeed in the software courses described below.

### **Microsoft Office Specialist (MOS)**

Students who complete Word Processing, Presentations, Database or Spreadsheet Software Applications and who meet qualifying practice exam standards are eligible for recommendation to receive a Certiport test voucher paid for by DoDEA (\$75) to take the Microsoft Office Specialist (MOS) exam using the appropriate software. Students who pass the exam gain a professional credential that is recognized around the world and receive an industry recognized Microsoft certificate that certifies proficiency in the utilization of Microsoft Office software. The American Council on Education (ACE) recommends the exam certification for one semester hour of college credit. After passing the MOS exam, students may have their certification listed on an *ACE Credit by Examination Transcript* and then apply for college credit. For more information, please visit [www.certiport.com](http://www.certiport.com).

**Word Processing Software Applications (A MICROSOFT OFFICE SPECIALIST COURSE USING Word)** 10 - 12 (Sem): This course begins with an introduction to *Microsoft Word 2000* followed by instruction on how to use advanced commands and techniques. Beginning *Word* projects include creating an announcement, creating a research paper, creating a business letter and resume. Advanced *Word* projects include creating a document with a table, chart, and watermark; generating form letters, mailing labels and envelopes; and creating a professional newsletter. Basic keyboarding competency is recommended for successful completion of this class and the MOS Exam. Students successfully completing this course may be **eligible** to take the MOS specialist exam for word processing software certification.

**Presentations Software Applications (A MICROSOFT OFFICE SPECIALIST COURSE USING PowerPoint)** 10 – 12 (Sem): This course provides students with the opportunity to develop professional level skills in presentations software. This course covers all of the introductory features of *Microsoft PowerPoint 2000* and most of its more advanced features. Numerous existing presentations are modified and additional presentations are created from scratch to introduce students to continually more advanced features of the application. Student will present individually created presentations to the class, which include timings, transitions, animations, graphics, and sound effects and/or music. Students successfully completing this course will may be **eligible** to take the MOS specialist exam for presentation software certification.

### **Database Software Applications (A MICROSOFT OFFICE SPECIALIST COURSE USING ACCESS)**

(Year) This course provides students with the opportunity to develop professional level skills in database management. Upon completion of the selected application, students will be able to use database management software to demonstrate a thorough understanding of creating and using databases. They will be able to create and modify tables, queries, and forms. In addition, they will be able to view and organize information, define relationships, produce reports, and integrate their results with other applications. Students successfully completing this course may be **eligible** to take the MOS specialist exam for database certification.

### **Spreadsheet Software Applications (A MICROSOFT OFFICE SPECIALIST COURSE USING EXCEL)**

10 – 12 (Sem) This course begins with an introduction to Microsoft *Excel 2000* including creating a worksheet and embedded chart, formulas, functions, formatting and Web queries. Other introductory elements include what-if analysis, charting, and working with large worksheets. Advanced *Excel* projects include financial functions, data tables, amortization schedules, and hyperlinks along with creating, sorting, and querying a worksheet database followed by creating templates and working with multiple worksheets and workbooks. Students successfully completing this course may be **eligible** to take the MOS specialist exam for spreadsheet software certification.

**C++ PROGRAMMING I** 10-12 (Semester) This introductory course in computer programming is in effect, a course in logical deduction and systematic problem solving, using the C++ language. A structured approach will be employed as the function and use of the major components of the language editor are learned. Students will use appropriate language statements for data input, output, storage, and retrieval. Effective looping and branching structures, using conditionals, and counters will be employed to manipulate both numeric and string variables.

**C++ Level II/Telecommunications** 10-12 (Sem): This course is a continuation of C++ I. Along with learning the features inherent to C++, students will learn fundamental and intermediate control structures, data types, arrays, graphics, and input/output procedures. Students should use this course as preparation for Visual Basic, JAVA, and AP Computer Science. See **Distance Education** on Page 1.

**Visual Basic I & II/ Telecommunications** 10-12 (Sem each): Visual Basic is an excellent tool for solving a variety of problems and can be used with graphics as well. Professional programmers use Visual Basic every day to meet a range of needs in business, industry, and science. Visual Basic can be used to solve mathematical problems and to write programs for drawing graphics. When you have completed this course, you will be able to write applications for home, school, or any of your outside interests. See **Distance Education** on Page 1. *Completion of C++ I and II are recommended.*

**JAVA I & II/ Telecommunications** 10 – 12 (Sem each) Programming in Java is a one-semester course designed to teach students Java programming concepts using a structured approach. Students will develop Java applications and applets. Problem solving and program documentation will be emphasized. Students will analyze a problem, design a solution, write the program needed to solve the problem, test the program and make the necessary corrections in the program. Activities will include hands-on programming, group and individual assignments and special projects. Students may demonstrate the ability to communicate with instructor and peers via communications software. Students will use electronic learning services to access additional resources. See **Distance Education** on Page 1. *Completion of C++ I and II are recommended.*

**AP Computer Science AB/Telecommunications** 11-12 (Year): This course is designed to prepare students to take the AP Computer Science AB exam. This course emphasizes C++ programming

methodology to include specification, design, coding and documentations. This course also includes the study of data structures, algorithms, computer systems and computer ethics. See **Distance Education** on Page 1. *Prerequisite: Experience in C++ Programming.*

**Web Site Development and Management** 10-12 (Semester) In this course, students will design, implement, and manage a web site. This is a hands-on laboratory course designed to teach students the concepts, skills and processes involved in web site development and management. Students will demonstrate appropriate web site evaluative techniques. They will design and implement inter-active web sites following a theme or project, utilizing appropriate software.

## **ENGINEERING & SCIENTIFIC TECHNOLOGY**

*all of these courses meet computer graduation requirements except for Auto Tech and Robotics*

**Auto Tech** 9 -12 (Year): This class affords students with an opportunity to acquire basic skills and knowledge in the service, inspection, repair and maintenance of the automobile. Emphasis is placed on the safe and proper use of automotive products, shop tools and shop equipments. The student will discover and develop personal aptitudes, interests and abilities in the automotive field. Auto Tech Education can be used as a automotive repair class, to train entry level or apprentice technicians or prepare more experienced technicians for ASE certification areas and to enter community college programs who although they have met the course prerequisites. Today many Car Dealerships offer entry-level positions and scholarships with qualification for A.S. Degree in Technical Colleges. This can be help to be a bridge for 4-year college degree in future.

**Engineering Drawing/CADD** 9 – 12 (Year) The engineering drawing/CADD (computer aided drawing and design) course is designed to provide beginning students with instruction and skills in drawing and design fundamentals through the use of CADD workstations. The content includes, but is not limited to, orthographic projections, pictorial drawings, working drawings for construction and manufacturing, graphical solutions, measurements in both metric and customary systems. Student will be required to perform measurements in both the metric and U.S. customary systems and use math standards and scientific principles and information to solve problems. It is strongly recommended that this course be taken by aspiring engineering students, architects, and drafting technicians. Students will be required to plan, design, and produce projects; develop solutions to problem solving activities, present ideas and information orally and in writing; investigate content-related occupations; make visits to industries; assume leadership roles and work cooperatively. *Skills learned in this class will prepare students to be successful in Architectural Drawing and Computer Animation.*

**Architectural Draw/CADD 10 – 12 (Year)** The architectural drawing course is designed to provide students with instruction and skills in computer aided drawing (CAD) fundamentals commonly used in the production of residential and commercial buildings. The course includes the study of the basic fundamentals of design, and the skills related to the production of architectural designs. Student will be required to perform measurements in both the metric and U.S. customary systems and use math standards and scientific principles and information to solve problems. The content includes, but is not limited to, designing interior and exterior elements of structures in both two-dimensional and three-dimensional representations. Students will prepare presentations of designs created using CAD technology. It is recommended that future architects, engineers, drafting technicians, interior decorators, and homeowners take this course. Students will be required to plan, design, and produce projects; develop solutions to problem solving activities, present ideas and information orally and in writing; investigate content-related occupations; assume leadership roles and work cooperatively. *Students should completed Engineering Drawing as preparation for Architectural Draw/CAD.*

**Emerging Technologies** 9-12 (Semester): This class will give students the opportunity to explore technologies in a way that will allow them to be responsible for their own learning. Students must be **self-disciplined** and able to meet deadlines independently to success in this class. Students will examine a new or recent technological development via individual or group research, small group or whole-class discussion, and the production and presentation of projects or other culminating activities. Students will use electronic learning services to access additional resources.

**Technology Leadership in the Community** 10-12 (Year) Recommendations: Experience with PCs, strong working knowledge of applications used in school (*Word, Excel, PoswerPoint*) and capacity to learn newest technologies, interest in education and teaching. Students must be **self-motivated** and have a high level of personal responsibility. The TLC class merges learning the newest computer technologies with learning how to effectively teach others those technologies. Students collaboratively study and learn new software packages and computer skills while learning how to become effective trainers and educators. In addition to raising the technological knowledge of the school community, TLC students examine their own roles as teachers and learners, increasing their learning abilities in all other classes. This course is designed to train students to become effective teachers and learners by complementing the technology support in their school community.

**Computer Service and Support (A+)**: 9-12 (Year) This program is intended to prepare students for computer support careers. Students enrolled in this course will learn how to perform shop maintenance, repair computers, install operating systems and software, acquire employment skills, as well as operate a service and support business. The course will provide students with concepts and skills necessary to achieve certification in PC Repair and Technical Support. This distributed learning model of instruction provides a blend of instruction with hands-on experiences that reflects current industry practices. During the course, students will identify and use hand tools, PC hardware and software, and will explore electronics theory. Installation, upgrade and repair will be explored in new and older personal computer systems. A number of operating systems also will be reviewed. Students will train in a simulated work environment using a distributed learning instructional model.

**Cisco Networking I** 10-11 (Year): This course prepares students to become network engineers and prepares them for entrance into a technology career field or further technology study. The program includes a complete range of basic and advanced networking concepts--from pulling cables through such complex concepts as subnet masking rules and strategies. Successful completion of this course and the Cisco Networking II course should prepare the student to pass the Cisco Certified Network Associate (CCNA) examination.

**Cisco Networking II** 11-12 (Year) *Prerequisite: Cisco Networking I* Continuation of networking skills learned in Cisco I. Successful completion of this course should prepare the student to pass the Cisco Certified Network Associate (CCNA) examination.

**Robotics/Mech Engineering** 10-12 (Year) Course provides a bridge for students between high school and what lies beyond with a focus on career planning and many job related to the manufacturing and engineering industries. This course helps students to decide whether they want to enter the workforce through entry-level jobs, or go on to college to qualify for professional careers.

This course is Computer Based Training (CBT) with Multimedia Curriculum and Six different engineering applications comprising the Robotics / Mech. Eng. Course curriculum include:

- \*Design, (AutoDesk Inventor & Mechanical Desktop programs)
- \*Quality Control,
- \*Electricity and Electronics,
- \*Mechanical Systems, (Hydraulic, Pneumatic)
- \*Automation and Material Handling (Robotics),
- \* Manufacturing Processes (CNC Program Machines)

## **HEALTH & HUMAN SERVICES**

**Nutrition Fit & Well** 9-12 (First Sem): This course is designed to develop students' range of nutritional understandings for application to a career in the food, nutrition, and wellness industries, as well as development of quality of life competencies. Students will explore dimensions of sound nutrition, analysis of nutritional content, and develop skills to plan nutritional meals that contribute to fitness and wellness. An understanding of how food production, distribution, and consumer marketing affect our buying and eating habits will be developed. Course content includes the concepts of workspace management, food preparation basics, food supplements, brain/nutrition interface, dietary planning, consumer purchasing, cultural food influences and exploration of careers in the food, nutrition, and wellness industries.

**Family Consumer Science** 9-12 (Second Sem): The personal and family consumer science course is designed to provide students with basic constructs, skills, and competencies essential to living in the 21st Century. Students will explore the roles they will assume as adults and acquire skills needed in life. Included will be the importance of food selection and nutrition. Also included will be units on quality of life, personal relationships, family living, parenthood, infant care, early childhood development, adolescence, courtship, conflict resolution, and personal environment design.

**Cosmetology I, II, III, IV** 9-12 (Year): These courses provide students with a defined basic understanding of the beauty business. The students begin the first year studying salon business management, human relations and client retention, as well as business ethics. As the students progress in each of the sequential classes, they also progress in theory basics and practical hands on skills necessary for lab procedures. Nails, hair, and skin care are required areas of study for this field and each year the students learn the various required units. At the end of each school year every student receives a certificate stating their units of study and the hours they attended the theory and lab classes. Students are able to work on live models as well as mannequins in a real salon setting. Guest speakers present their specialties of work and each year the student are able to attend a spectacular hair show in London.

**Fashion Modeling** 9-12 (Semester) This semester long class emphasizes professional image, physical appearance, and presentation. Students learn what it takes to be a model in today's ever-changing fashion business. Some areas of study include runway walking and turning, posing for professional photographs, and writing a business resume and cover letter to an agency. The students learn professional tips by studying the lives of famous models, history of the field, and a unit in etiquette. One required project is the design of each student's photo portfolio, which involves using computer graphics. There is a small fee for the photo shoot, which is held on a Saturday to be announced each semester. Another required project is the fashion show participation (usually in November), which is a charity benefit to help raise money for the BBC Children In Need Campaign. In December, the student will be able to attend the World's Largest Fashion Show open to the public; The Clothes Show at the NEC.

**Career Practicum Levels I & II** 11-12 (Sem or Year): Course teaches student experience and skills training through "on-the-job" experiences at off campus settings (requires 2-3 periods). Some jobs in the school may be completed in one period. Students must submit career interests to CP teacher before the start of the semester. This class may be repeated for credit.

**COMMUNICATIONS TECHNOLOGY** - all of these courses meet computer graduation requirements except for Yearbook Production

**Interactive Multimedia** 9 – 12 (Year) The course is designed to provide students with instruction and skill in the use of technological resources and systems commonly found in the communications sector. The content includes, but is not limited to, digital photography, desktop publishing, animation and 3-D graphics, and virtual reality simulations. The students work with digital photography, scanned photographs; and work extensively with Adobe Photoshop CS learning to do print manipulation and print design. Students will work with desktop publishing using Adobe InDesign CS learning how design, layout and print pages of student work. Also, they will work with Adobe Illustrator CS an art design program to enhance and highlight student work. Instructional activities are provided in the technology education laboratory setting, using hands-on experiences with tools, equipment, and materials related to course content. Students will be required to plan, design, and produce projects; develop solutions to problem solving activities, present ideas and information orally and in writing; investigate content-related occupations; assume leadership roles and work cooperatively. *Students should have use of a digital camera; also it is suggested to take this class prior to taking Yearbook Production.*

**Computer Animation 10 – 12** (Year): This course is designed to provide students with the instruction and skills to create digital illustrations, modeling and animation, character animation, digital motion imagery, and game design. The content includes, but is not limited to, 3D modeling using **discreet 3D Max**, materials and textures, rendering, and computer animation. Students will also create, record, and edit digital audio, video, and photographic imagery. This course will utilize software programs to develop animation, morphing, 3-D graphics, and virtual reality projects. It is recommended that aspiring graphic designers, computer animators, electronic game designers, engineers, CAD technicians, architects, interior decorators take this course. This course may be used as an Applied Engineering Technology major as part of the School-to-Work transition guidelines. Instructional activities are provided in the laboratory setting, using hands-on experiences with tools, equipment, and materials related to course content. Students will be required to plan, design, and produce projects; develop solutions to problem solving activities, present ideas and information orally and in writing; investigate content-related occupations; assume leadership roles and work cooperatively.

***Recommended for students to complete Engineering Drawing as preparation for Computer Animation.***

**Presentations & Publications** 10 – 12 (Sem) Presentations and Publications is an introductory course designed for students with an interest in special topics to include desktop publishing, electronic presentations, imaging, web page design and graphics. This course will equip the student with the necessary technology tools for personal use, employment and advanced education. Instructional activities will be provided in a classroom or a lab utilizing individualized instruction and electronic learning services. Students will use modules to learn a variety of software applications and create projects. Students will be required to complete core modules based upon interest and need for creation of desktop publications, electronic presentations, web page creations and design, graphic layout and design, and multimedia presentations.

**Video Communications I** 10-12 (Year): The Video Communications course is designed to introduce students to the concepts and equipment related to video production. Through a hands-on, project oriented approach, students will apply knowledge on filming, composition, linear/non-linear insert editing, lighting, storyboarding, audio and computer graphics/effects in order to communicate effectively using the video communication medium.

**Yearbook Production I and II** 10 – 12 (First Sem) The yearbook production course is a practical course designed to produce the official yearbook for the school. All phases of yearbook production, including photography, copy writing, page layout, and advertisement sales are included. The concept of accurate photojournalism is balanced with the need to present the events, activities, and personalities of the school year in a positive manner. Instructional activities will include teaching students the basics of yearbook production. Students will photograph people, places, and events important to the school year, write copy, lay out pages, meet publisher deadlines and care for all financial aspects of yearbook production. ***It is suggested to take the Interactive Multimedia class prior to taking Yearbook Production.***

### **Air Force Junior Reserve Officers Training Corp**

The AFJROTC Curriculum integrates five themes: Aviation, National Defense, Careers, Space, and Leadership. Each of these themes is interwoven throughout the four-year high school program. Each year's course consists of Aerospace Science and Leadership Education. The Aerospace Science course provides the introduction to the scientific and technical aspects of aerospace. Leadership Education provides the experiences, which will acquaint the cadets with discipline, responsibility, and citizenship. Cadets learn necessary leadership fundamentals to prepare them to assume leadership responsibilities within the cadet corps. Leadership also includes wearing the uniform, engaging in Air Force customs and courtesies, participating in drill and ceremonies, giving and receiving instructions, and acting as leaders and members of an organization. The practical activities associated with the corps include drill teams, an awards dinner, military balls, and curriculum related field trips.

**ROTC I** 9-12 (Year): This course covers the early legends of flight and contributions of flight through World War I, the advances made in aviation and the role of air power through World War II, the importance of flight in the post-World War II, Korea, and Vietnam eras, the National Defense Policy and the organization of the military. Many of the hours dedicated to leadership studies relate directly to academic subject matter, with study habits and time management. Additionally, wear of the uniform, Air Force customs and courtesies, and basic drill skills are introduced.

**ROTC II** 10-12 (Year): This course covers the changes in atmospheric environment (weather) including the nature of this part of aerospace, the basic principles of flight physiology including the contributions of aerospace medicine and human engineering, aerodynamic forces and their relationship to atmospheric properties, an examination of the structure of aircraft, aircraft mechanisms, flight characteristics, principles of navigation, aircraft instruments, and flight and navigation procedures. Listening skills, nonverbal communication, speaking before a group, understanding individual and group behaviors, and basic leadership concepts are included in this block of study. Students are placed in positions of responsibility that directly contribute to the running of their cadet corps.

**ROTC III** 11-12 (Year): This course covers our solar system and the challenges facing space explorers, United States, Russian and international space exploration efforts, technology used to exploit the unique properties of space, rocket boosters and basic orbital mechanics are introduced. Details of US manned space flight from Mercury to the present and space law are also covered. The Life Skills textbook will be helpful to students deciding which path to take after high school. Information on how to apply for admission to college or to a vocational or technical school is included. Information on how to begin the job search is available to students who decide not to go to college or vocational school. Available also is information about financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, and personal bills. Citizen responsibilities such as registering to vote, jury duty, and draft registration will be helpful too. For those students who may be moving into an apartment of their own, information is presented on apartment shopping and grocery shopping skills. If there are students who are interested in a career in the military, with the federal government, or an aerospace career, information is also provided for them.

**ROTC IV** 12 (Year): The cadets run the entire Corps during the fourth year. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. They practice their communication, decision-making, personal interaction, managerial, and organizational skills by planning, organizing, coordinating, directing, and controlling activities of the cadet corps. The Principles of Management textbook is used as a guide to understanding the fundamentals of management, managing yourself, and others. Emphasis is placed on allowing the student to see himself/herself as a manager. Every organization, regardless of size, faces the challenge of managing operations effectively. No matter how well a manager carries out his or her job, there are always ways of doing at least part of the task more effectively. There are four building blocks of leadership considered in this text from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead others--something that can be very valuable to you for the rest of your life. The four areas are management techniques, management decisions, management functions, and managing self and others.

## **FINE ARTS**

**Fundamentals of Art** 9-12 (Year): A foundations course that stresses the elements and principles of design and the development of basic skills, methods and techniques. Drawing (first quarter), printmaking (second quarter), painting (third quarter), and sculpture (fourth quarter) represent 80% of the learning activities. The remaining 20% is composed of art history and appreciation.

**Studio Art Levels I, II & III** 10-12 (Year): *Prerequisite: Fundamentals of Art* A course giving a more in-depth application of the elements and principles of design as used in drawing, printmaking, painting and sculpture. Art history and art appreciation make up 10% of the course. Students who take a second or third year of Studio Art work independently and may focus on a specific art form (drawing, printmaking, painting, ceramics or sculpture) for the entire semester of the school year. This class may be repeated for credit.

**AP Studio Art** 11-12 (Year) The AP 2-D Design is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means. Many works of painting, printmaking, and mixed media, as well as abstract, observational, and inventive works, may qualify. Students will develop an AP Portfolio to be completed by early May for evaluation. See **AP CENTRAL** on Page 1

**Art Appreciation** 9 – 12 (Year) The art appreciation course is designed for students who want a broad introduction to the world of art, with or without exploratory work in the studio. The course includes a brief overview of the major styles and periods of world art, facilitated by the use of slides, films, and reproductions. Emphasis will be placed on understanding and relating artworks to the environment and time in which they were created.

**Drama I** 9-12 (Year) This foundation course is designed to study basic acting skills including improvisation, mime, and scene work/script analysis. Solo, duet, and small group scenes are performed and critiqued. Basic theatrical jargon and acting/directing theory make up about 20% of the course work. Line memorization and meeting deadlines are essential for success in this course. Participation in the school's annual Speech and Drama Festival is a course requirement.

**Drama/Theater II** 10-12 (Year) Building upon the work in Drama I, this course is designed to encourage greater development of acting skills by introducing more acting theories/styles through rigorous scene work and script analysis. Includes basic directing techniques, technical theatre theory, and play production organization/chain of command. Line memorization and meeting deadlines are essential for success in this course. Participation in the school's annual Shakespeare Festival and Speech & Drama Festival is a course requirement. *Prerequisite: completion of Drama I.*

**Drama/Theater III** 10-12 (Year) Building upon the work of Drama I and Drama/Theater II, this course is designed to encourage develop acting skills by studying specific period style problems (ie., Restoration Comedy, Greek Tragedy, Comedy of Manners, etc). Through rigorous scene work and analysis. Includes directing short one acts, basic technical design, and theatrical history and criticism. Line memorization and meeting deadlines are essential for success in this course. Participation in the school's annual Shakespeare Festival, Speech and Drama Festival, and Night of the Arts are a course requirement. *Prerequisite: completion of Drama II.*

**Drama/Theater IV** 11-12 (Year Only) With the solid foundation of Drama I plus Drama/Theater II & III, this course is designed to develop a series of audition solos as well as continue exploring acting theories through duet and group scene work. Includes advanced work in technical design and theatre history/criticism. Students in this course will be expected to produce and direct a one act play each semester. Line memorization and meeting deadlines are essential for success in this course. Participation in the school's annual Shakespeare Festival, Speech and Drama Festival, Night of the Arts, and two other public performances is a requirement for this course. *Prerequisite: completion of Drama III.*

**Intermediate Band** 9 – 12 (Year) Incoming freshman are encouraged to enroll in intermediate band during first year. Students will continue to develop pedagogical and performance techniques through the performance of scales, rhythmic studies, and musical repertoire between easy –medium difficult levels (Grade 2-3). Students will be required to perform at various school functions, community festivities, and concerts during academic year. *Prerequisite: Beginning, Intermediate, and/or Advanced Junior High Band (6-8) and/or recommendation from Junior High music director*

**Advanced Band** 9 – 12 (Year) Students will continue to develop pedagogical and performance techniques through the performance of scales, rhythmic studies, and musical repertoire between medium-difficult to difficult levels (Grade 3-5). Students will be required to perform at various school functions, community festivities, and concerts during academic year. This class may be repeated for credit. *Prerequisite: 2-3 years of Instrumental Junior High Band (6, 7, & 8) and/or recommendation from High School music director.*

**Jazz Ensemble** 9 – 12 (Year) Students will develop basic-advanced pedagogical and jazz performance techniques through the performance of blue scales, rhythmic studies, syncopated rhythms, and musical repertoire between medium-difficult to difficult levels (Grade 3-5). Students will be required to perform at various school functions, community festivities, and concerts during academic year. This class may be repeated for credit. *Prerequisite: 2-3 years of Instrumental Junior High Band (6, 7, & 8) and/or recommendation from High School music director.*

**Guitar 1** 9 – 12 (Semester) Course is designed to introduce students to the study of basic music theory and basic acoustical guitar performance. Performance and theory techniques will incorporate staff and rhythmic notation recognition, basic strumming, chord analysis, and group ensemble performance. Students are encouraged to provide own instrument within the first week of class. Students unable to provide own instrument will be allowed to use school guitars but are limited in numbers and therefore will be given only to those on a first come basis. This course may not be repeated.

**Beginning Chorus** 9 - 12 (Year) Course is designed for first time students interested in developing vocal techniques. Course will incorporate the study of basic music theory and choral performances through vocal pedagogical training, staff and rhythmic notation recognition, and performance of two, three, and four part choral repertoire. Students will be required to perform at various school functions, community festivities, and concerts during academic year.

**Advanced Chorus** 9 - 12(Year) Course is designed to enhance experienced basic sight-singing skills, music analysis, and vocal pedagogical techniques through the performance of 3 and 4-part choral repertoire. This course may be repeated for credit. *Prerequisite: 2 years of Instrumental Junior High Chorus (6, 7, & 8), and/or 1 year of High School Beginning/Intermediate Chorus, and/or recommendation from High School music director.*

## HEALTH & PHYSICAL EDUCATION

**Health** 11-12 (Sem): This is designed to provide students with comprehensive information about contemporary health topics such as mental health, family/social health, growth/development and substance use/abuse.

**PE/Personal Fitness** 9-12 (1st Sem): This course is designed to provide students with knowledge and opportunities to make personal decisions about their fitness. This is accomplished through a combination of classroom and activity experiences. Students learn information, which enables them to plan their own personal fitness program.

**PE/Lifetime Sports** 9-12 (2nd Sem): Lifetime Sports is an activity course designed to help students develop skills in activities they will be able to enjoy for a lifetime. A variety of sports activities are offered.

**Conditioning (Advanced PE)** 10-12 (Sem or Year): This elective course of helps develop the movement skills and conceptual knowledge in a variety of sports and activities as well as the opportunity to learn how to condition and keep fit throughout the students lifetime. This course will meet the new graduation requirements for PE for the Class of 2007. *Pre-requisite: 1 year of High School PE*

## OTHER ELECTIVE COURSES

**Journalism** 10-12 (Year) This course is designed for students who want to improve their writing skills while publishing work in the school newspaper. Students will learn the conventions and nuances of writing news, features, columns, editorials, reviews and sports. While working on the monthly articles, students will also study concepts essential in a good paper: the history of Journalism, ethics in the media, the 1<sup>st</sup> amendment, photography and balanced reporting. This course may be repeated for credit.

**Speech** 9-12 (1<sup>st</sup> Sem): This course prepares students to create speeches that reflect careful thought in planning, organization, and delivery.

**AVID (Advancement Via Individual Determination)** 9-12 (Year): AVID is a program, (not just a class), which is specifically designed to help students prepare to enter and succeed in four-year colleges and universities. The AVID program meets the needs of students who are serious about college, by providing academic preparation for entrance into college, study skills for college-level work, strengthening organization and time management skills, assisting in coping with college-prep curriculum (rigorous courses), strengthening test-taking skills, as well as writing skills. Career awareness is through guest speakers and career and cultural field trips. Interested students must meet the criteria for participating in the AVID program. Students must have at least a “C” average GPA as well as middle to high average Terra Nova scores in math and written language. Students should display good citizenship skills and attendance in school, and be recommended by their teachers. This class may be repeated for credit.

**American Sign Language 9-12 (Semester)** This course introduces the student to basic knowledge about American Sign Language and deaf culture. Emphasis in the course is upon acquisition of both comprehension and production skills as well as upon knowledge of the deaf community and the development of cultural awareness. The student will begin with visual readiness activities and then progress through a group of targeted lexical items (signs and nonverbal cues) taught within meaningful contexts that stress use of questions, statements, commands, and conversational rules such as attention-getting and turn-taking. Basic finger spelling skills will also be stressed.

**Reading Lab 9 – 12** (Sem or Year) This class will improve reading achievement for students not reading at grade level through the use of a whole group instructional model with small group rotations. Screening tests are used to determine eligibility for entry into this class.

**Language Arts Lab 9 – 12** (Sem or Year)

**Major Concept/Content:** To improve reading, writing, speaking, and listening skills of students not achieving at grade level.

Students will read to learn by:

- Connecting text to prior knowledge.
- Understanding text structure to analyze and respond to literature.
- Using text processing strategies “before”, “during”, and “after” reading to build a foundation for a text, make sense of reading as it occurs, and to synthesize, apply, evaluate, or bridge understanding.

Students will increase skill and confidence in writing by:

- Using the Writing Process...prewriting, drafting, revision, editing, and publishing.
- Practicing timed writing.
- Taking notes on literature.
- Reflecting, discussing, and evaluating writing assignments.

Students will increase confidence and ability to articulate and support ideas by:

- Engaging in both formal and informal presentations.
- Learning how to be active listeners.

**Learning Strategies 9, 10, 11 or 12** 9 – 12 (Year) This class will meet individual student needs as documented by that student’s Individual Education Plan. Enrollment is by counselor permission only.

## NON CREDIT COURSES

**Staff Assistant** 11 – 12 (Sem or Year) During the class students will perform tasks to aid a teacher in their classroom. Staff Assistants may be asked to file, photocopy, organize classroom materials, tutor, perform light cleaning and run errands on the school campus. Students will be graded but no credit can be earned for this class. Students must acquire the approval of the teacher they will work for before signing up for this class.

## SPECIAL PROGRAMS

### **Transition to Success (After School Tutoring)**

A homework club-type environment is available on Wednesday afternoons from 3-5 pm. A quiet, supervised area is provided with access to computers, tutors and support. Students are able to take the activity bus home at 5:30 if they stay and work with the entire time. Students formally sign in and out to verify their attendance.

### **Talented and Gifted Program**

The purpose of the Gifted Education Program at Lakenheath High School is identify students who demonstrate high academic ability, and to provide them with differentiated instruction and appropriate academic challenges. The students in the program also receive advisory services. Eligible students

perform at 97th percentile or above on standardized tests. Students who perform well in testing may also be referred through nomination.

**Department of Defense Dependent Schools  
Graduation Requirements For Class of 2008 and beyond**

**Cumulative Grade Point Average (GPA) of 2.0 is required for graduation.**

MINIMUM REQUIREMENTS FOR GRADUATION: 26 Carnegie Units as follows:

<b><u>SUBJECT AREA REQUIREMENTS</u></b>	<b><u>CREDITS</u></b>
LANGUAGE ARTS (English 9, 10, 11, 12 or 2 years of ESL may be substituted for 2 years of English)	4
SOCIAL STUDIES (1 credit of US History and 1/2 credit of US Government required)	3
MATHEMATICS (Completion of Algebra II recommended for college preparation)	3
SCIENCE	3
SECOND LANGUAGE (Must be the same language. Recommend 3-4 credits for college preparation)	2
PROFESSIONAL TECNICAL STUDIES (PTS) One half credit must be in computer technology (Business, Computer, Tec & Scientific, Health & Human, AFROTC or Other PTS)	2
FINE ARTS (art, instrumental or vocal music or drama)	1
PHYSICAL EDUCATION (1/2 credit of Personal Fitness, 1/2 credit of Life Time Sports and 1/2 Other PE)	1.5
HEALTH	0.5
<b>TOTAL REQUIRED CREDITS</b>	<b>20</b>
<b>ELECTIVES</b>	<b>6</b>
<b>TOTAL CREDITS</b>	<b>26</b>

**PROFESSIONAL TECHNICAL STUDIES**  
**PATHWAY CERTIFICATION**

Students made choose to select a group of related classes (PTS Clusters) and work towards a PTS Pathway Certificate. This Certificate will attest to the skills a student has acquired in a PTS Cluster. A PTS Certificate requires a student to earn four credits from the Required and Recommended Courses offered at LHS. To earn a PTS Certificate a student will need to carefully map out a four year high school course of study plan that will permit the student to earn the credits they wish to have as part of their Pathway program.

Talk to your counselor for more information or go to the following websites:

**Department of Defense Education Activity**  
(Professional Technical Studies Link)

[www.dodea.edu/instructions/curriculum/tech/](http://www.dodea.edu/instructions/curriculum/tech/)

**MyRoad**  
(see your counselor for sign up info)

[www.myroad.com](http://www.myroad.com)

**National Career Clusters Website:**

[www.careerclusters.org](http://www.careerclusters.org)

**Career Voyages**

[www.careervoyages.gov](http://www.careervoyages.gov)

**LHS PTS CLUSTERS AND PATHWAYS**

<b>CLUSTER</b>	
<b>Human Services</b>	
<b>PATHWAY</b>	
<b>PERSONAL CARE SERVICES</b>	

<b>Required Courses</b>	
Cosmetology I	1
Cosmetology II	1

<b>Recommended Courses</b>	
Fashion Modeling	0.5
Cosmetology III	1
Cosmetology IV	1
Business Management	1
Career Practicum (Pathway related)	1

<b>Related Courses</b>	
Computer Applications I	0.5
Marketing	1
Entrepreneurship/E-Commerce	0.5

<b>CLUSTER</b>	
<b>Arts, A/V Technology &amp; Communications</b>	
<b>PATHWAY</b>	
<b>JOURNALISM &amp; BROADCASTING</b>	

<b>Required Courses</b>	
Speech or Journalism	1
Video Communications I	1

<b>Recommended Courses</b>	
Drama	1
Speech	1
Journalism	1
Video Communications II	1
Word Processing Software Apps	0.5
Career Practicum (Pathway related)	1

<b>CLUSTER</b> <b>Information Technology</b>	
<b>PATHWAY</b> <b>INFORMATION SUPPORT &amp; SERVICES</b>	

<b>Required Courses</b>	
Computer Services & Support	1
C++ Programming I or Visual Basic I or Java I	0.5

<b>Recommended Courses</b>	
C++ Programming I & II	0.5-1
Java Programming I & II	0.5-1
Word Processing Software Apps	0.5
Database Software Applications	1
Spreadsheet Software Applications	1
Career Practicum (Pathway related)	1

<b>Related Courses</b>	
Emerging Technologies	0.5
Entrepreneurship/E-Commerce	0.5
Technology Leadership	1

<b>CLUSTER</b> <b>Business, Management Administration</b>	
<b>PATHWAY</b> <b>ADMINISTRATION &amp; INFORMATION SUPPORT</b>	

<b>Required Courses</b>	
Word Processing Software Apps	0.5
Presentation Software Applications	0.5

<b>Recommended Courses</b>	
Accounting I	1
Computer Applications I	0.5
Database Software Applications	0.5
Spreadsheet Software Applications	0.5
Business Management	0.5
Presentation and Publications	0.5
Web Site Development/Management	0.5
Career Practicum (Pathway related)	1

<b>Related Courses</b>	
Personal Finances	0.5
Business Law	0.5
Technology Leadership Community	1

<b>CLUSTER</b> <b>Business, Management &amp; Administration</b>	
<b>PATHWAY</b> <b>MARKETING</b>	

<b>Required Courses</b>	
Business Management	1
Entrepreneurship/E-Commerce	0.5
Marketing	0.5

<b>Recommended Courses</b>	
Accounting I	1
Computer Applications I	0.5
Word Processing Software Apps	0.5
Presentation Software Applications	0.5
Database Software Applications	1
Spreadsheet Software Applications	1
Presentations & Publications	0.5
Business Law	1
Career Practicum (Pathway related)	1

<b>Related Courses</b>	
Personal Finance	0.5
Interactive Multimedia	1

<b>CLUSTER</b> <b>Business, Management Administration</b>
<b>PATHWAY</b> <b>MANAGEMENT</b>

<b>Required Courses</b>	
Business Management	0.5
Entrepreneurship/E-Commerce	0.5
Marketing	0.5

<b>Recommended Courses</b>	
Accounting	1
Business Law	0.5
Word Processing Software Apps	0.5
Presentations Software Application	0.5
Data Base Software Application	0.5
Spreadsheet Software Application	0.5
Computer Applications I	0.5
Career Practicum (Pathway related)	1

<b>Related Courses</b>	
Personal Finance	0.5
Interactive Multimedia	1
Emerging Technologies	

<b>CLUSTER</b> <b>Business, Management Administration</b>	
<b>PATHWAY</b> <b>BUSINESS MANAGEMENT AND ACCOUNTING</b>	

Required Courses	
Accounting I	1
Accounting II	1

Recommended Courses	
Business Management	0.5
Business Law	0.5
Word Processing Software Apps	0.5
Presentations Software Application	0.5
Data Base Software Application	0.5
Spreadsheet Software Application	0.5
Computer Applications I	0.5
Career Practicum (Pathway related)	1

Related Courses	
Personal Finance	0.5

<b>CLUSTER</b> <b>Arts, A/V Technology &amp; Communications</b>	
<b>PATHWAY</b> <b>AUDIO/VIDEO TECHNOLOGY AND FILMS</b>	

Required Courses	
Video Communications I	1
Video Communications II	1

Recommended Courses	
Video Communications Seminar	1
Video Comm Production Center	1
Interactive Multi-Media	1
Career Practicum (Pathway related)	1

Related Courses	
Computer Animation	1

Drama	1
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<b>CLUSTER</b> <b>Information Technology</b>	
<b>PATHWAY</b> <b>INTERACTIVE MEDIA</b>	

Required Courses	
Interactive Multimedia	1
Website Development and Management	1
Presentation and Publications	1

Recommended Courses	
Emerging Technologies	1
Computer Animation	1
Video I	1
Marketing	0.5
Journalism	1
Yearbook Productions	1
Fundamentals or Art	1
Career Practicum (Pathway related)	1

<b>CLUSTER</b> <b>Information Technology</b>	
<b>PATHWAY</b> <b>PROGRAMMING/SOFTWARE ENGINEERING</b>	

Required Courses	
Full year of a Computer Programming Language C++ or Visual Basic or Java or Comp Sci A or Comp Sci AB	1
Advanced Computer Studies	0.5

Recommended Courses	
C++ Programming I and II	1
Visual Basic Programming I and II	1
JAVA I and II	1
Web Site Development and Management	1

Computer Service and Support	1
Career Practicum (Pathway related)	1

Related Courses	
Psychology	0.5
Sociology	0.5

<p>CLUSTER  <u><b>Information Technology</b></u></p> <p>PATHWAY  <b>NETWORK SYSTEMS</b></p>
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Required Courses	
CISCO Networking I	1
CISCO Networking II	1

Recommended Courses	
Computer Service & Support	1
Emerging Technology	0.5- 1
C++ Programming I & II	0.5-1
Java Programming I & II	0.5-1
Visual Basic Programming I& II	0.5-1
Career Practicum (Pathway related)	1

Related Courses	
Technology Leadership Community	1

<p>CLUSTER  <u><b>Government and Public Administration</b></u></p> <p>PATHWAY  <b>NATIONA SECURITY (JROTC)</b></p>
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Required Courses	
JROTC I	1
JROTC II	1

Recommended Courses	
JROTC III or IV	1
ROTC Summer Experience	0.5
Street Law	0.5
Business Law	0.5
Career Practicum (Pathway related)	1

## School Campus

