Alma Mater
Lakewood High we’re proud of thee;
All allied in loyalty;
May thy counsels ever be
Within our memory.

Chorus
Hail to thee! O Lakewood High
Thy dear name uphold;
We shall ne’er forget
The purple and the gold.

Honors then to Lakewood High
May her fame reach to the sky,
May we always heed her cry
To bravely do or die.

Repeat Chorus

Fight Song
Fight on, Lakewood High
Ev’rybody’s rooting for you,
Smash right thru that line,
Take that ball right down the field,
Rah, rah, rah.

Roll on toward that goal
Fighting, fighting all the time
We’re all for Lakewood High
And we will win this game.

School Motto
“Carpe Diem” (Seize the Day!)
On behalf of the administration, faculty and support staff, I would like to welcome you to Lakewood High School.

Lakewood High School is an award-winning public school with excellence in academics, the arts, sports and community service. We are a comprehensive four-year school with 1,650 students. LHS offers nearly 200 courses, including 12 Advanced Placement courses, more than 50 clubs and activities and 21 varsity sports.

Lakewood High School is accredited by AdvancED/North Central Association. LHS offers a wide variety of programming, including many AP and college credit courses. We are also home to the West Shore Career-Technical District, providing state-of-the-art technology and career training to students from Lakewood and neighboring school districts.

Our course offerings are intended to challenge and excite students while at the same time preparing them for a future in a variety of fields. We ask you to look the document over closely as you work with your guidance counselor in creating a meaningful schedule and academic plan.

The Course Guide is organized so that students and parents can understand the curricular offerings, sequence of courses, and the logic behind developing a student schedule. Course selection is an important process; we hope you will take the time to review the course guide and work with your child to develop an appropriate schedule, taking advantage of all LHS has to offer.

If you have any questions or concerns please do not hesitate to contact the school.

Sincerely,

[Signature]

Mr. Keith Ahearn, Principal
“A Community of Learners, Committed to Excellence”

LAKEWOOD HIGH SCHOOL
14100 Franklin Boulevard
Lakewood, Ohio 44107
www.lakewoodcityschools.org

Main Number: 529-4028

Principal’s Office: 529-4021
Mr. Keith Ahearn, Principal
Mrs. Bonnie Ritchie, Secretary
Mrs. Debbie Groh, Secretary

House 1: 529-4045
Last Names: A - G
Mr. Bill DiMascio, House 1 Principal
Mrs. Anne Masielle, House Secretary
Mrs. Laura Butterfield, Attendance Secretary

House 2: 529-4128
Last Names: H - N
Mr. Joseph Takacs, House 2 Principal
Mrs. Mona Atfield, House Secretary
Mrs. Rebecca Boatman, Attendance Secretary

House 3: 529-4144
Last Names: O - Z
Mr. Yakoob Badat, House 3 Principal
Ms. Lisa Kiddey, House Secretary
Ms. LouAnn Redaelli, Attendance Secretary

West Shore Career-Technical District: 529-4155
Mrs. Linda Thayer, Educational Coordinator
Mrs. Patty Hayes, Secretary

Guidance Office: 529-4032
Mrs. Emily Adkins, Guidance Counselor
Mrs. Debra Diamond, Guidance Secretary
Mrs. Lyndie Schuckert, Guidance Department Facilitator
Mr. Jim Daley, Guidance Counselor
Mrs. Nina Dechant, Guidance Counselor
Mr. Mike Francu, Guidance Counselor
Mrs. Lyndie Schuckert, Guidance Counselor

Athletic Office: 529-4034
Mr. Sean Jackson, Athletic Director
Mrs. Anne Giffels, Athletic Office Secretary

Security Hotline: 227-5311
Messages can be left 24 hours a day and will alert our district security administrator upon receipt.

Web Sites And Social Media
Please visit our web site regularly for updated information regarding all school-related functions.
The district web site is: http://lakewoodcityschools.org.
Follow the district news on Facebook at www.facebook.com/lakewoodcityschools and on Twitter at @LkwdSchools and @LHSrangers
The Lakewood Times is www.lakewoodtimes.net

Building Newsletter
The “Ranger Roundup” PTA monthly newsletter is available for review online on the LHS page of the district web site listed above.
The Mission of the Lakewood City Schools

In partnership with our families and community, Lakewood City Schools will develop responsible citizens, who are critical and creative thinkers, committed to life-long learning, invested in a diverse society and prepared for technological and global opportunities.

Philosophy of Lakewood High School

The educators of Lakewood High School recognize the uniqueness, worth, and dignity of each individual. The central purpose of this staff is to offer a comprehensive four-year high school program to stimulate each student’s growth to maximum potential. Lakewood High School, in conjunction with parental and societal obligations, accepts the responsibility to provide educational experiences that will encourage each student to become a thinking, caring, and functioning member of society. This faculty and staff believe it is their inherent task to provide a sufficient variety and number of classes to meet the unique needs of each student academically, vocationally, socially, morally, and ethically.

Objectives of Lakewood High School

To achieve these purposes Lakewood High School deems the following objectives essential:

1. To develop students’ knowledge, abilities, and skills in the various subject disciplines.
2. To provide various methods of instruction that meet the unique needs of students according to their intellectual and/or emotional levels.
3. To assist students in their selection of career directions; to provide them with the academic background requisite to attain their career goals.
4. To develop in each student the ability to identify and analyze problems, to comprehend relationships, whether academic or social, and relate these to his/her life in school and in the community.
5. To supply students with communication skills and sound study habits upon which they can build a foundation for continuing learning.
6. To give students, through experience and example, an awareness of the benefits of cooperation as a necessary activity without a complex society.
7. To enhance students’ knowledge and appreciation of America’s social, political, and cultural heritage along with the same for peoples of foreign cultures.
8. To develop in each student the basic skills to be productive citizens and to have an understanding of family relationships and personal management skills.
9. To assist students to develop a positive self-image and a well-defined set of values as a secure foundation for all future intellectual, physical, social, and recreational pursuits.
School Organization

Lakewood High School is a four-year high school and is organized under a “House Plan.” The main purpose of this decentralized plan is to focus on the focused and personalized attention to each individual student at Lakewood High School. The welfare and concerns of each student will be accommodated primarily by the administrative staff assigned in that particular House. Parents are advised and urged to maintain contact with the House Office to which the student is assigned.

Each of the three Houses is led by a House Principal. Students are assigned to each House based on the first letter of the last name. Requests to be reassigned to a different House Office will not be entertained. All student matters are managed through the student’s House Office.

The classroom teachers have the most direct influence on the educational growth and development of each student. In addition, guidance counselors are available to advise and assist students in solving or addressing concerns. The entire staff is dedicated to meeting student needs, including:

• Educational adjustment and classroom success
• Involvement in extracurricular and co-curricular activities
• Planning for the future including college and/or career-technical planning and all the tasks involved in reaching those goals
• Accountability of students – attendance, punctuality, completion of assignments

All students are encouraged to take full advantage of all curricular and extracurricular opportunities that are available to them. Parents may make appointments for conferences with teachers, counselors, and administrators by calling 227-5701 and dialing the appropriate voice mail extension, located on student schedules and report cards. Links to staff email addresses are listed on the LHS web site.

LHS Staff

Lakewood High School has a vibrant, energetic and highly creative teaching administration, faculty and support staff, many of whom have received local, regional and state-level recognition for their accomplishments. Of the faculty, 73.8% have earned a master’s degree, two have doctoral degrees and two teachers on staff are recognized as National Board Certified Teachers. LHS is supported by four certified building principals, two classified administrators including the coordinator of the West Shore Career-Technical District and a full-time athletic director, five licensed guidance counselors, and support services from school psychologists, a post-secondary transition specialist and a licensed social therapist.
The Legacy of Lakewood High School

History

The first Lakewood High School graduating class was in 1885 from the small ivy-covered building on Warren Road now occupied by the Recreation Department. The high school was then moved into a new building, called Grant School, just south of the old Rockport Building, where Lakewood High School made its beginning. In 1903 a high school building was erected across the street from the present site of the Recreation Department Building. The present high school was built in 1917 to accommodate 2,000 students. It was filled and in 1926 overflowed into three junior high schools. In 1928 the first swimming pool was constructed. It has since been replaced by our current natatorium.

A building addition, completed in 1970, was necessary because of increased enrollment, which included bringing the ninth grade to the high school. During the past years, many fine improvements have been made in the physical plant of the school. These facilities made possible one of the finest programs of any comprehensive high school. Improvements have included a planetarium, reading center, improved academic classrooms and offices, cafeterias, greenhouse, enlarged library, five computer labs, additional physical educational facilities, and extensive career-technical program facilities. The installation of a new all-weather P.E./athletic field and the addition of a new swimming pool made Lakewood High School's facilities some of the finest in the state. The music wing was then added to accommodate both the vocal and instrumental programs. The west wing was renovated and re-opened for the 2009-2010 school year as part of a two-phase full-campus renovation project that is still underway.

The curriculum is one of the broadest of any school anywhere, offering a wide selection of courses in technical, career-technical, art, family consumer science, music, and business as well as the academic fields of English, science, mathematics, languages, and social studies.

School Coat of Arms

1942 Artist Draws Shield, Captures Spirit in Design

Honor Day in the spring of 1942 offered special recognition to student Thomas Cole.

The recognition was in gratitude for his artistic talents. In that year Tom designed the Lakewood Coat of Arms, the shield which adorns book covers, notebooks, and various athletic awards. Capturing the spirit of the school, the emblem portrays progress, scholarship, and loyalty of the student bodies who pass through Lakewood High School.

The colors, familiar purple and gold, represent school enthusiasm; the stripes are significant of Lakewood’s proud inheritance. Rolling ever forward is the wheel of progress with the wings of the messenger Mercury on either side. This symbol in the lower right-hand section of the shield is representative of technical subjects.

Following the traditions and examples of ancient civilizations, Tom chose the Roman lamp of knowledge to depict the academic activities. The lamp and book are also mounted in gold on class ring stones.

From the second line of the alma mater comes the cord that binds the coat of arms together: “Omnes in Fide Sociati,” or “All allied in loyalty.”
LHS Alumni

Other notable alumni

Alvino Rey ’27 (1908-2004)  
Inventor of the steel pedal guitar

Earl W. Keyes ’37 (1919-2000)  
Mr. Jingeling at Halle’s 7th Floor

Jane Sapp Scott ’37 (1919-2011)  
Rock and Roll Writer for The Plain Dealer

Jack Buck ’42 (1924-2002)  
Sportscaster and voice of the St. Louis Cardinals

Herb Gold ’42 – Beat poet

Marge Redmond ’42  
Hollywood & Broadway actress

William Schaufele ’42 (1923-2008)  
Ambassador to Poland & U.S. Representative to the United Nations Security Council

Dr. Donald Henderson ’46  
Awarded the 2002 Presidential Medal of Freedom for his work with the World Health Organization effort to eradicate smallpox

Edward Martin ’51  
Led the team of scientists who invented GPS

James Barker ’53  
Chairman of the Interlake Steamship Company, one of the largest Great Lakes freighter companies

Rear Admiral Richard Shafer ’53 (retired) – First Navy dental officer to command a major medical command, The Naval Medical Command and Bethesda Naval Hospital

David Deming ’62  
Nationally recognized sculpture and former President of Cleveland Institute of Art

John Pasquin ’63  
Film/television director: The Santa Clause, Home Improvement (tv), Last Man Standing (tv)

Col. Joyce E. Peters ’64 (retired)  
First woman Staff Judge Advocate at Corps Level

Dee Hoty ’70 – Three-time Tony nominated actress and Broadway leading lady in musicals including Mamma Mia! and Bye, Bye Birdie

The Honorable Michael Summers ’72, current mayor of Lakewood

Lakewood High School upholds a tradition of providing an opportunity-rich environment for its students. In the classroom or on an athletic field, in a science lab or on a performing arts stage, the unique talents of every student are nurtured and the success of our alumni reflect that. LHS alumni have achieved success in all walks of life from distinguished careers in academia, business, entertainment, science, the military and more.

Meet Michelle Sikes ’03  
Rhodes Scholar

She was a scholastic and athletic standout as a student at Lakewood High School, state champion in cross country and two-time state champion in the 3200m race. At Wake Forest University, Michelle won the 5,000m NCAA national championship in a record-breaking time. She earned a bachelor of science in Mathematical Economics and was the third Lakewood High School graduate to be named a Rhodes Scholar.

“Thanks to my four years at Lakewood High School, I am now a PhD student at Oxford University in the UK. After my parents (Bob & Bonnie Petrasik ’74 Sikes), my friends, coaches, teachers and advisors at LHS absolutely shaped the foundation of who I am today! Any success that I have had since high school is due to the combined effect of their profound influence on my beliefs, behavior and confidence. Go Rangers!”

Other Lakewood High School Rhodes Scholars:

The Honorable Richard F. Celeste ’55, 64th Governor of the State of Ohio

Donald Hawthorne ’78, attorney with Debevoise & Plimpton, NY, NY

Meet George Vlosich ’97  
World-Renowned Etch-a-Sketch Artist

“I’ve always acknowledged that art is a God-given talent. I’ve been drawing since I was 2 years old, but the real magic on the Etch A Sketch started in 1989 on our family trip to Washington D.C. My mom pulled out her old 1960s Etch A Sketch so my brother and I would have something to play with in the car. I etched a picture of the U.S. Capitol. When I was finished, my mom and dad were amazed! My dad saw it and immediately stopped at a gas station to take a picture of my creation before I erased it. I could have never imagined that after standing outside the gates of the White House, my artwork on an Etch a Sketch would some day get me invited into the Oval Office.”

His artwork has taken him lots of places – a ball diamond with Cal Ripken, Jr., a basketball court with Michael Jordan, the set of the Oprah Winfrey Show. His work and his story have been featured in countless magazines and on news and entertainment programming around the world. With his brother Greg ’02, George operates GVArt + Design where they market original artwork, prints, Cleveland That I Love apparel, and more.
# LHS Course Selection Guide

## 2014 – 2015

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An Important Message to Parents and Students

One of the unique features of the American comprehensive high school is the wide range of choice it offers to students. With this freedom of choice, however, goes an important responsibility since the courses students select in high school can significantly affect their options for the future. It is the goal of the school staff to help you make informed and wise decisions regarding your high school program. This Course Selection Guide is designed to assist in that effort by providing you with a brief description of each course offered at Lakewood High School. However, before making your requests for next year’s courses we also encourage you to:

- Develop or review your four-year plan and your past academic performance with your counselor;
- Seek additional information about specific courses from your counselor, the area directors, or individual teachers;
- Ask the teacher to provide you with a copy of the course description and any other pertinent information that will help you to learn more about a class;
- Make arrangements to visit the class during your study hall or self-direct;
- Discuss your tentative course selections with your counselor.

Your counselor can play an important part in your selection of courses. Not only can the counselor offer advice on Lakewood’s courses, he or she can also assist you in finding the most current information on careers and colleges across the United States. It is important to emphasize, however, that while your counselor is available to assist you in your course selection, the final responsibility for this selection rests with the student and parents. We urge you to play an active role in this important task, and we stand ready to assist you in whatever way we can.

Finally all students and parents should understand that the Board of Education and staff of Lakewood High School are committed to making Lakewood an exemplary school. In keeping with that goal, we will expect all students to:

- Invest their best efforts in their academic and co-curricular activities;
- Accept responsibility for their learning, decisions and actions;
- Treat the staff and each other with consideration and respect;
- Conduct themselves in a way that contributes to a safe and orderly atmosphere and ensures the rights of others.

Lakewood High School’s reputation and success rest, in large measure, on parent concern and involvement. We seek to afford each student an education commensurate with his or her abilities, relevant to the country’s needs and challenging to a degree that will prompt a love of learning. This is no easy task. We need your cooperation and understanding if this year is to provide a profitable and satisfying experience for your son/daughter. Our school, from its foundation, has stressed academic excellence—in this there is no compromise.
Purpose of the Course Selection Guide

In a typical year, Lakewood High School will offer its students over 150 different courses. The scope of our program, however, narrows considerably when you and your child begin to plan for his or her future. All students, of course, must fulfill the basic graduation requirements of the Lakewood Board of Education. In fulfilling those requirements, students begin to focus on their immediate post-high school needs. For example, students who plan to go to four-year colleges after graduation need to follow certain course patterns. Should you need assistance, contact your child’s Guidance Counselor.

Developing a Four-Year Plan

We encourage all students to reach well beyond the minimum graduation requirements and to make the most of the many educational opportunities that Lakewood High School provides. It is helpful for students and parents to review the courses and programs offered and to develop a plan for which courses will be taken each of their four years. Guidance Counselors can help with this process and will assist in identifying course prerequisites and a recommended sequence of courses. This plan can be flexible as a student’s interest and career plans change but will help provide a roadmap for reaching one’s goals.

Developing an Individual Academic Career Plan

Our school district has developed a career development continuum that includes the development of an electronic Individual Academic Career Plan (IACP). Each student creates this file in 7th grade and it is modified throughout the student’s four years at LHS. The file houses career assessment results, a career planner, a four-year plan, a resume and reflective writing samples such as a career narrative. The file systems also allows for college searches, career research and financial aid opportunities. The IACP can be accessed through a student’s career well beyond high school thus helping a student reach his or her career aspirations. It meets the digital expectations of today’s youth with 24/7 access for ongoing revisions and journaling of learning experiences both inside and outside the classroom. The IACP is found in the online student portfolio within the Ohio Career Information System (OCIS).

To log on, go to: www.ocis.org
User ID: LakewoodHS    Password: ohiocis03

*Note: Use this User ID and Password until you establish your own portfolio User ID and Password.

Course Availability

Classes represented in this Course Selection Guide are reflective of anticipated course offerings for the 2014-2015 school year and are not guaranteed to be available once the school year officially begins. Actual courses offered are based on the number of student course requests, scheduled sections of each course and teacher, facility and fiscal/resource availability.

Schedule Changes

Students and parents are reminded that registration for classes every year is a very serious time of decision making. Once students have signed up for classes, they are committed to those classes. Based on student registrations in the spring, some classes are not offered, others are expanded and teachers are re-appointed. Therefore, only schedule corrections will be made after June.

Corrections Include:

- A scheduling error
- Balancing the schedule
- Summer school adjustment
What It Takes to Earn an Ohio Diploma

Graduating Classes of 2014 and Beyond

Students must meet both testing requirements and curriculum requirements in order to earn a diploma. These requirements apply to students entering their freshman year in 2010 and beyond. See the checklist below for more information about these two diploma requirements.

### Curriculum Requirements

<table>
<thead>
<tr>
<th>CURRICULUM REQUIREMENTS</th>
<th>STATE MINIMUM</th>
<th>ADDITIONAL LOCAL CREDITS</th>
<th>CREDITS EARNED TO DATE</th>
<th>CREDITS REMAINING</th>
<th>HONORS DIPLOMA CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td>4 units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½ unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 units¹</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical education</td>
<td>½ unit²</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>3 units³</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social studies</td>
<td>3 units⁴</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>5 units⁵</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Requirements

- **Economics and financial literacy**³⁶ Requirement met in ____________ class/grade level.
- **Fine Arts**³⁶ Requirement met in ____________ class/grade level.

¹ Mathematics units must include 1 unit of algebra II or the equivalent of algebra II.

² The Ohio Core allows school districts to adopt a policy that would exempt students who participate in interscholastic athletics, band or cheerleading for two full seasons from the physical education requirement. Students must take another course of at least 60 contact hours in its place.

³ Science units must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science.

⁴ Social studies units must include ½ unit of American history and ½ unit of American government.

⁵ Electives units must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

⁶ All students must receive instruction in economics and financial literacy during grades 9-12 and must complete at least two semesters of fine arts taken any time in grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement.

---

### Recommendations for College-Bound Students

Ohio state-supported colleges and universities recommend that high school students take the following courses in addition to the Ohio CORE requirements:

- **Foreign Language** minimum 2 credits
- **Visual/Performing Arts** minimum 1 credit

Students interested in a mathematics or science major in college should complete four high school credits in each area. When making plans for college, students and their parents should consult the college catalogs or web sites for specific requirements. Counselors are available to assist and to advise the students and parents in planning for college. Representatives from colleges visit LHS throughout the year to meet with interested students. Contact your counselor or guidance secretary for further information.

### Factors Colleges Consider in Admitting Students:

- Academic performance/grades
- Rigor of college preparatory courses on transcript, including senior year
- College entrance examination scores
- Counselor and teacher recommendations
- Degree of involvement in school activities
- Demonstration of leadership
- Motivation, citizenship and character
- Community activities and volunteer experiences
- Work references
Educational Options

Advanced Placement (AP) Program

The Advanced Placement Program gives high school students exposure to college-level material through involvement in AP courses. The AP Program promotes critical thinking, independent evaluation, accelerated learning and achievement. The academic rigor of these courses provides students with the opportunity to proceed at a faster pace and develop and strengthen academic talents. Students learn subjects in depth, refine analytical reasoning skills, and form disciplined study habits that will contribute to their success in college. Along with academic performance, the most significant factor in college admissions decisions is the strength and rigor of a student’s curriculum. Advanced Placement courses are recognized and valued for their quality, depth and rigor.

The Advanced Placement Program is for students who possess intellectual curiosity and who seek intellectual growth. Reading and homework assignment expectations for AP classes are extensive. Students are expected to perform at the college level, particularly in the areas of writing, reading for analysis and synthesis, and test taking. Satisfactory completion of research papers and class projects is also an expectation. Students are cautioned to consider what impact the combination of employment, extracurricular activities, home responsibilities and course load might have on their academic success. Students interested in Advanced Placement courses should consult with their teacher and/or counselor.

Students must complete an application process in order to be considered for AP courses. **Academic departments notify students through their classes when AP applications are available,** and students apply in mid-January. In May, following the schedule established by the College Board and the Educational Testing Service, Lakewood High School administers Advanced Placement examinations. Students will be advised early in the spring of the testing schedule, cost of exams, and registration procedures. By participating in the AP Program and taking AP exams, students may earn credit or advanced standing in college. Students enrolled in AP courses are expected to take the corresponding AP exams.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Art History</td>
<td>11-12</td>
</tr>
<tr>
<td>AP Calculus (AB)</td>
<td>11-12</td>
</tr>
<tr>
<td>AP Calculus (BC)</td>
<td>12</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>10-12</td>
</tr>
<tr>
<td>AP English Language &amp; Composition</td>
<td>11</td>
</tr>
<tr>
<td>AP English Literature &amp; Composition</td>
<td>12</td>
</tr>
<tr>
<td>AP European History</td>
<td>11-12</td>
</tr>
<tr>
<td>AP Music Theory</td>
<td>10-12</td>
</tr>
<tr>
<td>AP Physics</td>
<td>11-12</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>10-12</td>
</tr>
<tr>
<td>AP U.S. Gov. &amp; Politics</td>
<td>12</td>
</tr>
<tr>
<td>AP U.S. History (2-year course)</td>
<td>9 &amp; 10</td>
</tr>
</tbody>
</table>
The West Shore Career-Technical District

The West Shore Career-Technical District offers the programs listed in this catalog to students of the Bay Village, Lakewood, Rocky River and Westlake school districts. Our Career-Technical Education programs received all A’s on its last report card and is recognized as one of the finest in the state. Many of our graduates continue their education at two-or four-year colleges while others are employed upon graduation.

Many talented students overlook a career-technical program during their high school years because they believe that, since they are planning to go to college, they need to be on an exclusively “college prep” academic track. While this may have been true a generation ago, it is no longer true today. Many college prep students have found several rigorous career-tech programs actually enhance their college preparation rather than compete with it. These are students who are typically more focused than their peers because they:

- Possess a career direction
- Possess a vision of their lives beyond just today
- Have planned with their counselors how to fit academics and career tech into their four years of high school
- Have developed good time management skills
- Possess the social and emotional maturity that allows them to take advantage of a new educational opportunity

For example, students who think they may want to study business, accounting, finance, marketing or management in college may want to consider one of the programs in the Business section to get a head start on what will be taught in college. This is true as well for students interested in a medical, teaching or engineering career. Is technology your passion? Then consider something in Interactive Media, Electronics or Networking; if you are an advanced biology student who dreams about DNA and microscopes, then look at our Biotechnology program. There are many more opportunities to combine college and career-tech. Look at the possibilities in a West Shore Career-Technical program and dare to dream what you could do.

Employers and college admissions officers like career-technical graduates because they know they have had hands-on training and real-world experience in their chosen field of interest. Learning about something is not the same as learning how to do something. Career-technical programs at West Shore emphasize both. Students graduate from our one- or two-year programs with documented evidence of their academic knowledge, technical skills and experience that will take them to the next step of their education as well as to entry level skilled employment. In addition, many of our programs offer the opportunity for students to obtain industry credentials as a result of their mastery of the topics studied. Please see our web site: http://www.lakewoodcityschools.org/school_home.aspx?schoolid=14 for specific program information.
(CT)2 is a state-wide articulated college credit program. It helps high school career-technical students go to college and enter with college credit. Technical credit saves students money and time and Ohio business and industry will benefit from more employees with higher education and advanced skills. Students are guaranteed the transfer of applicable credits among Ohio's public colleges and universities through (CT)2. To read more about this program go to: http://www.ohiohighered.org/transfer/ct2. From this page you can scroll down and click on Approved Programs and Courses where you can look up what colleges accept the college credits from your specific program.

The West Shore Career-Technical District, in collaboration with Cuyahoga Community College, offers Tech Prep programs as an educational option for students who wish to link their last two years of high school education with a two-year associate degree technology program at Cuyahoga Community College. Students enrolled in a Tech Prep program can earn college credit toward a degree at Cuyahoga Community College. The credits earned can be transferred to some four-year colleges as well.

In addition to the above, the West Shore Career-Technical District has secured articulation agreements with various private schools which will enable students to transfer college credits to that school provided they have met the requirements set by that school.

To view the college credit opportunities available for each of our West Shore programs, you can go to: http://www.lakewoodcityschools.org/content_page.aspx?cid=6506schoolID=14 (or go to the Lakewood main page, then to Schools and scroll down to the West Shore Career-Tech District, then to the Parent Information Page and click on the program under College Information). If you are interested in the possibilities offered in one of our College Link programs, please call the Career Development Coordinator at 216-529-4154.

Articulated College Credit will help students…

- Transition into a Two-Year or Four-Year College Program
- Earn a College Degree
- Get a Great Job

College Link FAQs

What do I need to do to earn college credit while in a career-tech program?

- Earn at least a 3.0 GPA (grade point average) in your career-tech program
- Maintain a 2.0 GPA (grades 9-12)
- Maintain a 95% attendance rate in your career-tech program
- Pass Algebra 2 or equivalent
- Pass all parts of the OGT
- Pass the State of Ohio Career Technical Competency Assessment (OCTCA)

How many credits can I earn?

Each program offers a different amount of credit and set of criteria, so it will vary depending on the college, the career-tech program, or the major you are pursuing after high school. Some colleges may require a “bridge” course, testing, or a portfolio to award credit. You must also meet all the above requirements.

What are SOME of the colleges or universities that have Articulated College Credit* with the West Shore Career-Technical District?

Ashland College
Bryant & Stratton
Cleveland State University
Cuyahoga Community College
Duke University
Hocking College
Johnson & Wales University
Lorain County Community College
Ohio State University
Ohio University
Purdue University
Sinclair Community College
The University of Akron
University of Cincinnati
The University of Toledo
Youngstown State University
Virginia Marti College of Art and Design

*Many articulation agreements waive one or more college requirements because of skills mastered by the student in the West Shore program.
Post-Secondary Enrollment Options

Ninth through twelfth grade students may enroll at a public or private college on a full- or part-time basis to complete nonsectarian courses for high school and/or college credit. When the student earns high school and college credit, neither the student nor the parent/guardian shall be required to pay for tuition, fees, textbooks, or material.

Effective as of October 1, 1999, Substitute House Bill 282 was amended as follows:

“(F) A REQUIREMENT THAT A STUDENT MAY NOT ENROLL IN ANY SPECIFIC COLLEGE COURSE THROUGH THE PROGRAM IF THE STUDENT HAS TAKEN HIGH SCHOOL COURSES IN THE SAME SUBJECT AREA AS THAT COLLEGE COURSE AND HAS FAILED TO ATTAIN A CUMULATIVE GRADE POINT AVERAGE OF AT LEAST 3.0 ON A 4.0 SCALE, OR THE EQUIVALENT, IN SUCH COMPLETED HIGH SCHOOL COURSES.”

Interested students and their parents must discuss this program with their school counselor, decide prior to March 30 of the prior school year and complete an application indicating that they have received the appropriate counseling to make an informed decision. Consult your school counselor for further information about the Post-Secondary Enrollment Option Program.

Parents and Students, Please Note: Students interested in participating in this program for any quarter or semester of the school year need to have approval by March 30 of the prior school year as stated by this law, so that we can plan appropriately for staffing and scheduling. Do not wait until the following fall to propose involvement in Post Secondary Options. It will not be approved. A maximum of 17 semester hours of credit may be taken per semester.
University of Akron Dual Enrollment Classes

Through a partnership with the University of Akron, LHS students can take select classes and receive both high school AND college credit. The student must pay the college application fee, qualify for admission to the University of Akron, and may pay a course fee. Failure of a Dual Enrollment course will result in the student paying the full university cost of the course.

In order to be accepted as a University of Akron Dual Enrollment student, you must meet one of the sets of criteria below:

• 3.3 GPA or higher and an ACT score of a 21 or higher
• 3.5 GPA or higher and any score on the ACT

The following Dual Enrollment classes will be offered at Lakewood High School for University of Akron credit:

Spanish 101/102
Spanish 201/202
Introduction to Psychology

Dual enrollment classes are designated in the course descriptions with “DE” listed after the course name.

Ask your guidance counselor for more details.

DeVry University Passport2College Program

DeVry University’s Passport2College program offers you a way to earn college credit while still in high school. During your junior and senior years, you can enroll in college courses which can help prepare you for success in in-demand career fields. Plus, you can still enjoy your high school experience.

The Passport2College program is right for you if you:

• Are a Junior or Senior in high school.
• Have an interest in business and/or technology.
• Maintain a cumulative 2.8 grade point average or better in high school.

(If your CGPA is below 2.8, you must take English and math placement tests to qualify for enrollment in cert courses. You also must be a U.S. citizen or have permanent residency status.)

Ask your guidance counselor for more details.

Lakewood City Academy

Alternative Opportunities for Learning & Success

The Mission of Lakewood City Academy is to provide an education that meets the individual academic, social, and personal needs of students.

The Vision of Lakewood City Academy is to enhance and empower students to reach their potential in an instructional environment that assists students to:

• Improve self esteem
• Accept personal responsibility for their behavior
• Develop interpersonal skills
• Reach personal academic goals

Lakewood City Academy provides alternative opportunities for students and a digital education option.
Independent Study/Credit Flexibility

Individually designed programs are for those students who have demonstrated the ability, interest and maturity to undertake a program of research and investigation in academic and non-academic areas. Independent Study/Credit Flexibility provides students with an opportunity to pursue educational options under the guidance of a licensed staff member. An Independent Study/Credit Flexibility application is available through the Guidance Office for students in grades 9 through 12. An Independent Study/Credit Flexibility application must be obtained, completed, and submitted to the Principal for final approval. For more information, contact your Guidance Counselor.

Out-of-School-Credit

Credit for night school, summer school, correspondence courses, online courses and any other alternative pathway is counted toward graduation requirements only if the student obtains written approval from his/her Guidance Counselor before enrolling. In most cases, Independent Study/Credit Flexibility application will be required.

Foreign Exchange Students

Lakewood High School accepts up to three foreign exchange students per year for enrollment in the district. Exchange students will only be placed with host families that have a student in good standing who attends Lakewood High School. Exceptions will only be made on an emergency basis. Those families interested in hosting a foreign exchange student can contact LHS guidance counselor Melynda Schuckert at 529-4141 for more information.

Studying Abroad

Lakewood High School also works in partnership with the Rotary Exchange Program to provide opportunities for students to study abroad. Each year, students have traveled to a variety of other countries and lived with host families for varying lengths of time while continuing their high school coursework toward a Lakewood High School diploma. Those interested should contact LHS Guidance Department at 529-4141 for more information.

Physical Education Credit Waiver

Students who complete two full seasons of participation on an interscholastic athletic team, marching band or cheerleading qualify to have their participation in physical education classes waived as part of their graduation requirements. Currently, students are required to complete .5 credits of Physical Education for graduation (two semesters of PE where each semester physical education class yields .25 credits.) Both elective and traditional physical education courses require a minimum of 120 hours of course instruction to earn .5 credits.

According to Ohio Revised Code 3313.603(L), the Board of Education of each school district and the governing authority of each chartered nonpublic school may adopt a policy to excuse from the high school physical education requirement each student who, during high school, has participated in interscholastic athletics, marching band, or cheerleading for at least two full seasons for at least two full school years. “Interscholastic athletics” is defined as and limited to only those sports teams that are approved and sponsored by the Lakewood City Schools and the Ohio High School Athletic Association. Participation in other teams or athletic activities does not qualify for PE waiver according to these guidelines.

Given successful completion of two full seasons and the submission and approval of the Application for Waiver of Physical Education Graduation Requirement form, the student shall be required to complete an additional .5 credits, consisting of at least 60 hours of instruction, in another course of study to meet the district’s requirement of 21 credits.
Student Athletes and NCAA Eligibility

Student athletes who are interested in the possibility of competing in sports at the college level need to be aware of NCAA eligibility requirements.

Students must take rigorous courses that meet the NCAA's definition of core academic courses. Throughout high school, student athletes should discuss course selection with their guidance counselors with this in mind.

Prior to the recruiting season, students should register with the NCAA Eligibility Center to have their transcripts reviewed and approved. For more information, see the Athletic Director.

Repeating a Course

Students may elect to repeat a maximum of two courses at LHS to improve their performance (and grade) in the courses. Parent and counselor written permission required.

Special Education

Lakewood High School offers support for students with disabilities. Students are placed in supported settings after an Evaluation Team Report (ETR) and Individualized Education Plan (IEP) Conference. Students with a variety of needs are served in a variety of settings.

Find Your Direction

What direction do you plan to take after you leave Lakewood High School? Whatever it may be, use your time at LHS wisely.

Four-year College Bound:

A Bachelor's Degree is not a career goal. College is a beginning to a diversified future. Exploration of interests is still necessary while you are in high school. The number one reason why students are not successful in college is a lack of discipline and direction.

Two-year College Bound:

An Associate Degree offers specialized technical training in many career areas or provides the first two years of coursework that are transferable to a four-year college. To achieve a two-year technical degree, explore now while in high school. Look into the Tech Prep Options and College Link courses to get a head start on your two-year degree.

Military Options:

The Military is a great alternative for those students who desire training without the cost of college. Two-, three- and four-year options are possible, as well as full-time enlistment or part-time Reserve or National Guard. Officer training is available while attending college, with scholarships paying tuition for all four years. (ROTC - Reserve Officer Training Corps)

Workplace Bound:

If you plan to enter the world of work immediately after high school, you will need some skills. Non-skilled positions are generally low paying with minimal chances for promotion. Use your time at Lakewood High to get skills that will allow you to earn a living wage.

Whatever the direction you choose, use your electives to explore your interests and abilities. Discover your talents through classes, student activities and career experiences.
Art Department

The activities in the art classes are designed to develop skills of perception, problem solving, understanding, and sensitivity through a variety of experiences. The aim of the art curriculum is to give the students an understanding of and appreciation for the endless and constant results of artistic efforts, which surround us in our daily lives.

The unique character of the art curriculum provides students an opportunity to express and nurture their creative instincts and to develop a high sense of appreciation for humankind and nature in an atmosphere where individual expression is encouraged. Courses are offered to meet the varied interests and abilities of the students. Students may be required to purchase specialized supplies and tools for some art classes.

<table>
<thead>
<tr>
<th>Art 1</th>
<th>Art 2</th>
<th>Art 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>7140</td>
<td>7170</td>
<td>7200</td>
</tr>
<tr>
<td>Open to Grades 9-11</td>
<td>Open to Grades 10-12</td>
<td>Open to Grades 11-12</td>
</tr>
<tr>
<td>5 Periods per Week</td>
<td>7 Periods per Week</td>
<td>7 Periods per Week</td>
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</tbody>
</table>

**Art 1**

No Prerequisite

Is a beginning course for a pupil interested in specializing in Art. Composition, various techniques in art plus the use of tools and materials will be emphasized. Basic projects include figure and still life drawings, painting, lettering, printmaking, ceramics, and two-dimensional design. Homework is required. Preference will be given to students who plan to continue to Art 2, 3, and 4.

**Art 2**

Prerequisite: Art 1

Is the second year for an art major who has completed Art 1. This course is a continuation of Art 1 with an emphasis on composition through a deeper development of drawing and painting, two- and three-dimensional design, sculpture and printmaking. Art students will rely on observational drawings that will be developed throughout the school year. Homework is required.

**Art 3**

Prerequisite: Art 2

Is the third year for artists who have successfully completed Art 2. Emphasis will be on advanced two-dimensional projects in design, drawing, and painting for those who want to continue in art and improve their skills. It is also the first part of a special program designed for those interested in preparing a portfolio for college or art school, entrance scholarships, competition or vocational interviews. This is for the serious art student. Homework is required.
Art 4

7230  
Open to Grade 12  
Full Year – 1 Credit  
7 Periods per Week

Prerequisite: Art 3

Is the fourth year, a continuation of Art 3. It is the completion of the portfolio preparation through advanced work and individualized instruction. It is intended for the student who wants to improve his/her skills as well as for those who are preparing for careers in art. Additional expenses may be incurred for supplies that will include an 18” x 24” sketch board. This is for the serious art student. Homework is a requirement.

AP Art History

7710  
Open to Grades 11-12  
Full Year – 1 Credit  
5 Periods per Week

Prerequisite: Students must have a GPA of 3.0 or higher in all English courses in order to apply for AP Art History.

Is open to all juniors and seniors. The AP Art History course involves critical thinking and fosters an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other media. Students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. Students view many beautiful artworks and take field trips to the museum. Research papers are required. Students are expected to take the AP exam in the spring.
Semester Electives

**Art in Focus**

**7320**  
**Open to Grades 9-12**  
1/2 Year – 1/2 Credit  
5 Periods per Week  

*No Prerequisite*

Love art but hate to draw? Then this course is for you! It is a combination of art history and art studio projects. You will see the world of art through slides, movies, lectures, and art history books, along with a studio art experience. Paint like Monet, draw like Leonardo daVinci, and sculpt like the Greeks. Experience history and art together with this thrilling course of study.

**Ceramics 1**

**7410**  
**Open to Grades 10-12**  
1/2 Year – 1/2 Credit  
7 Periods per Week  

*No Prerequisite*

Is an introduction of various construction methods in clay. The methods will include pinch pots, slab, coil, sculpture and wheel thrown pottery. Students will be taught clay recycling, various glazing methods and kiln firing and loading.

**Ceramics 2**

**7420**  
**Open to Grades 10-12**  
1/2 Year – 1/2 Credit  
7 Periods per Week  

*Prerequisite: Ceramics 1*

Is a semester class and Ceramics one is a requirement. This course will be a continuation of Ceramics 1 where the student will use techniques learned from the previous course and be responsible for developing individualized ceramic plans. All students will use prior knowledge to produce a large body of work that they develop on their own. Recycling, wheel throwing, ceramic terminology and project ideas will be discussed and implemented. Learning the Kiln and the procedures of loading and unloading will be a focus in Ceramics 2. A grade of C or higher is needed from Ceramics 1 to advance to this course.

**Fiber Arts and Crafts 1**

**7470**  
**Open to Grades 9-12**  
1/2 Year – 1/2 Credit  
7 Periods per Week  

*No Prerequisite*

Fiber Arts and Crafts is a course in dimensional artwork; papermaking, lino printing, papier-mâché, weaving, batik, silk painting, metal working, and many other craft-oriented projects. This is a great art class for the student who needs an art credit, but is weak in drawing. There will be an additional expense for supplies.

**Photography 1**

**7310**  
**Open to Grades 10-12**  
1/2 Year – 1/2 Credit  
7 Periods per Week  

*No Prerequisite*

Is a semester elective class with an introduction to the use of a 35mm camera, picture-taking skills, and basic black and white darkroom techniques. Strongly recommended for the curious student with good organizational skills. This course emphasizes development of photographic skills, darkroom techniques, and experimental photo printing techniques. A lab fee will cover the use of chemicals and equipment. There will be an additional expense for other materials such as film and photo paper (usually around $60.00). A working 35mm camera with a removable lens is an absolute necessity. Questions about the fee and the quality of the camera necessary for the course should be referred to the photo class instructor.

**Photography 2**

**7315**  
**Open to Grades 10-12**  
1/2 Year – 1/2 Credit  
7 Periods per Week  

*Prerequisite: Photography 1 (a minimum of $75.00 for supplies needed for this course)*

Is a semester class and photography one is a requirement. A Digital Camera is a must! This course is a continuation of skills learned in Photo 1 using the black and white processing lab. Digital Photography will be introduced using past knowledge and terminology from Photo 1. A grade of B or higher is needed from Photography 1 to advance to this course.
Arts & Communications

Interactive Media Design

**Interactive Media Design 1**

0630  
Open to Grade 11  
Full Year – 3 Credits  
15 Periods per Week

Application & interview required.  
Prerequisite: Algebra 1 (completed or currently passing)  
Suggested: Artistic Ability

**College Credit Available**  
*Students must also complete Algebra 2 or equivalent to be eligible for college credit in Ohio.*

**Career Opportunities:**
- Graphic Design  
- Audio/Video Specialist  
- Production Assistant  
- Traditional Media Production  
- Web Page Designer  
- Art Director  
- Interactive Media Producer  
- Illustrator  
- Storyboard Artist  
- Digital Photographer  
- Animator

All two-year programs are part of our college partnership; students can earn college credit in high school if they meet the following criteria:
- Maintain a 2.0 or higher GPA  
- Maintain at least a 3.0 in their Career-Tech program  
- Successfully complete Algebra 2 or equivalent  
- Maintain at least a 95% attendance rate.

**Interactive Media Design 2**

0640  
Open to Grade 12  
Full Year – 3 Credits  
15 Periods per Week

Prerequisite: Interactive Media I.  
Recommended: Algebra 2 or equivalent

DRAW – ANIMATE – CREATE – DESIGN!

This two-year program provides students with the opportunity to learn, in a lab situation, various computer graphic & text applications such as web-page design, video editing, page layout, digital design, digital photography, multimedia, commercial art and graphic design animation. Students will learn to use such software as Adobe Photoshop, InDesign, Illustrator, Dreamweaver, Flash and Final Cut Pro starting at basic levels and work to achieve professional skills.

**Early Placement** – Work experience 2nd semester senior year, 15 hours per week in a related occupation.
Business and Management/Information Technology

The Business and Management Career Cluster is a series of academic and technical courses with a focus on the dynamic world of business. Students in these areas can specialize in such subjects as banking & finance, accounting, administration, management, medical administrative support and hospitality. Informational Technology has opened the doors for many new careers in the technology sector. Programs are offered for those students interested in a career in technology, such as network administrator, multimedia programmer, and web designer.

Two-Year Technical Programs

(Application and Interview Required)

<table>
<thead>
<tr>
<th>Business Management 1</th>
<th>Medical Office Management 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6100</td>
<td>6930</td>
</tr>
<tr>
<td>Open to Grade 11</td>
<td>Open to Grade 11</td>
</tr>
<tr>
<td>6 Credits</td>
<td>Full Year – 2 credits</td>
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<tr>
<td>10 Periods per Week</td>
<td>10 Periods per Week</td>
</tr>
<tr>
<td>Prerequisite: Algebra 1 (completed or currently passing)</td>
<td>Application &amp; Interview required</td>
</tr>
<tr>
<td>Suggested: Computer Applications</td>
<td>Prerequisite: Algebra 1(completed or currently passing).</td>
</tr>
<tr>
<td></td>
<td>Suggested: Computer Applications</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Business Management 2</th>
<th>Medical Office Management 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>6110</td>
<td>6940</td>
</tr>
<tr>
<td>Open to Grade 12</td>
<td>Open to Grade 12</td>
</tr>
<tr>
<td>6 Credits</td>
<td>Full Year – 3 credits</td>
</tr>
<tr>
<td>10 Periods per Week</td>
<td>15 Periods per Week</td>
</tr>
<tr>
<td>Prerequisite: Successful Completion of Business Management 1</td>
<td>Application &amp; Interview required</td>
</tr>
<tr>
<td>Suggested: Algebra 2 or equivalent</td>
<td>Prerequisite: Successful completion of Medical Office Management 1</td>
</tr>
<tr>
<td></td>
<td>Suggested: Algebra 2 or equivalent</td>
</tr>
</tbody>
</table>

This two-year program is designed for students who wish to pursue a career in business. Students will study accounting, entrepreneurship, marketing, human resources, risk management and business law. They will run the Business Management Student Supply Center as a class business. This is a store that sells a variety of items to the student body. Students operate the register, handle sales transactions, prepare deposits and maintain inventory levels.

Students will acquire skills in basic and advanced computer applications using Microsoft Word, Excel, Access and PowerPoint and will take the Microsoft certification exams for each. These experiences help develop marketable skills.

Early Placement – Work experience senior year, 10 hours per week in a related occupation

College Credit Available

Certification – Microsoft Office Specialist in Word, Excel, Access and PowerPoint

Career Opportunities

- Entrepreneur
- Office Manager
- Business Manager
- Office Assistant

Students in this two-year program will learn the skills needed to prepare for employment in a physician's office, clinic or hospital. The typical physician rarely has time to attend to the administrative responsibilities of the office and is turning to administrative assistants to schedule patients, maintain medical communications, manage financial records, and perform front-desk operations. Senior students are scheduled for internships in the medical office field during year two.

Certification – Preparation for Microsoft Word, Excel and PowerPoint

Early Placement – Senior year, 10 hours per week in a related occupation.

College Credit Available

Career Opportunities

- Medical Office Assistant
- Medical Records Management
- Benefits Coordinator
- Claims Processor
- Admissions Specialist
- Physician's Secretary
- Unit Secretary

*Students must complete Algebra 2 or equivalent to be eligible for college credit.*
Networking/Cisco 1
6975 Open to Grade 11
Full Year – 2 Credits
10 Periods per Week
Prerequisite: Algebra 1
Application and interview required

Networking/Cisco 2
6980 Open to Grade 12
Full Year – 2 Credits
10 Periods per Week
Prerequisite: Successful completion of Networking 1
Suggested: Algebra 2 or equivalent
This is a two-year program. Designing, installing and maintaining
computer networks are skills much in demand. Networking is a two-
year college program that prepares students to take both the Cisco
Certified Entry Network Technician (CCENT) exam and the industry-
standard, Cisco Certified Network Associate (CCNA) exam. CCENT
is an optional first step toward earning the Cisco CCNA certification
which is the foundational certification for networking careers. With
Cisco System’s curriculum and hands-on labs, students learn the
latest industry networking standards and technologies, including
network design, set-up, hardware maintenance and administration.
Early Placement – Work experience 4th quarter senior year, 15
hours per week in a related occupation.

College Credit Available
Career Opportunities
- Computer Networking and Enterprise Management
- CISCO Certified Network Associate
- Computer Systems Technician
- CISCO Channel Partner
- Network Operations Center
- Network Engineer
- Sales Support Engineer
- Data Networking Technician

*Students must complete articulation requirements to be eligible for college
credit.

Average Salaries of Popular Certifications
- CCIE R&S $125,800
- CCNA Security $81,400
- Cisco CCNA $79,699
- Cisco CCENT $65,750
- CompTIA A+ $63,699
Source: TechRepublic & Global Knowledge 2013 IT Skills and Salary Report

Semester Electives

Important Note
The content in Personal Finance, Career Connections and Consumer
Math is similar and all meet the Financial Literacy graduation require-
ment; therefore, a student may take only one of these three classes.

Personal Finance
6270 Open to Grades 10-12
1/2 Year – 1/2 Credit
5 Periods per Week
No Prerequisite
This course meets the Financial Literacy graduation requirement.
Personal Finance will assist today’s consumer in budgets, check-
book writing and reconciliation, applying for and securing loans, and
investments. It will explore the effect of interest rates on savers and
borrowers and the roles of people in the economy. Students will learn
about the many financial issues they will face during their lifetime.

Computer Applications
6380 Open to Grades 9-12
1/2 Year – 1/2 Credit
5 Periods per Week
No Prerequisite
Recommended for all students in today’s computer world. This
course will introduce students to word processing, spreadsheet
applications, desktop publishing, database applications, and presen-
tation techniques. The Microsoft Office suite will be used for these
applications.
IT Essentials: PC Hardware and Software

6920  
Open to Grades 9 or 10  
Full Year – 1 Credit  
5 Periods per Week  

No Prerequisite

Get in-depth exposure to computer hardware and operating systems. With hands-on activities, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. It will also help students prepare for the CompTIA A+ certification test, which certifies the competency of entry level computer technicians.

NOTE: Due to the online curriculum for this course, internet access at home is HIGHLY recommended.

Digital Media Technologies

6385  
Open to Grades 9-12  
1/2 Year – 1/2 Credit  
5 Periods per Week  

No Prerequisite

Learn creative, computer-based design with Adobe Photoshop, Illustrator, and InDesign in this hands-on, project-based course including multimedia communication, computer graphics, photo editing, and essentials of web design. Recommended for all students in today’s computer world.

Computer Literacy

6390  
Open to Grades 9-12  
1/2 Year – 1/2 Credit  
5 Periods per Week  

No Prerequisite

Learn a variety of computing concepts including social networking, wikis, media sharing, smart phone applications, hardware, software, and networks. Students will understand Information Technology developments of the past and future along with the many career opportunities in this growing field. Recommended for all students to successfully navigate our digital world.

Introduction to Computer Programming

6395  
Open to Grades 9-12  
1/2 Year – 1/2 Credit  
5 Periods per Week  

No Prerequisite

Suggested: Algebra 1, Computer Literacy, Digital Media Technologies, Computer Applications, or IT Essentials

Students learn creative, collaborative computing along with the fundamentals of programming by designing story boards, computer animations and computer games in a hands-on, lab environment. Students will also explore college and career opportunities in the fields of Computer Science and Information Technology. Understanding computer programming concepts is a recognized 21st century skill for all students.
Engineering & Science Technologies
Manufacturing Technologies & Transportation Systems

Many occupations today require technical expertise. The Industrial and Engineering Department offers programs for the career minded and/or college prep student. If you are interested in such a career, check out the following program offerings.

### Automotive Technology 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Duration</th>
<th>Grade Level</th>
<th>Hours per Week</th>
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</thead>
<tbody>
<tr>
<td>6823</td>
<td>4</td>
<td>Full Year</td>
<td>11</td>
<td>20</td>
</tr>
</tbody>
</table>

**Prerequisite:** Algebra I (passed or currently passing)

Application and interview required

This is the first year of a two-year program which follows curriculum based on ASE/NATEF guidelines (industry based). The first year covers shop and safety practices, tool and equipment handling and operation, as well as automotive detailing. Areas taught in the first year are: Brakes, engines, electrical systems, and steering and suspension. Classroom lessons correlate with active lab experiences using actual vehicles. Students receive a grade for related class and a separate grade for lab.

### Automotive Technology 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Duration</th>
<th>Grade Level</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>6820</td>
<td>3</td>
<td>Full Year</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>

**Prerequisite:** Automotive Technology 1

Suggested: Algebra 2 or equivalent completed prior to or during the 12th grade.

The second year of the Automotive Technology program follows the same guidelines as year one. Areas covered are: heating and air conditioning systems, manual transmission and driveline components, and engine performance. All materials covered from the previous year are continually reinforced. Lessons in the classroom correlate with the active lab. A final end-of-program test is given to all students which aligns with the ASE/NATEF guidelines.

**Early Placement** – Work experience 2nd semester senior year, 15 hours per week in a related occupation for students with a B (3.0) or higher

**Certifications:** This program prepares students for ASE testing after graduation.

**College Credit Available**

**Career Opportunities:**
- Auto Mechanic/Technician
- Auto Dealership Technician
- Parts Departments
- Sales/Management
- Alignment Specialist
- Service Advisor/Writer
- Maintenance Technician

### Construction Trades 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Duration</th>
<th>Grade Level</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>0580</td>
<td>3</td>
<td>Full Year</td>
<td>11</td>
<td>15</td>
</tr>
</tbody>
</table>

Application and Interview required.

This is the first year of a **two-year program**. The junior class will work in the lab at Lakewood High School. Students will focus on new home construction and remodeling. At the completion of the program, successful students will be certified in the core curriculum of NCCER (National Center for Construction and Education Research). Students are required to purchase their own tools and safety glasses.
Construction Trades 2

0590  
Open to Grade 12  
Full Year – 4 Credits  
20 Periods per Week

Prerequisite: Construction Trades 1

The second year of the Construction Trades program is designed to provide skill training in home remodeling and new home construction with an emphasis on carpentry. In the senior year students will do construction projects in the West Shore area.

Youth Organization: Skills USA

Early Placement: Work experience second semester senior year, 15 hours per week in related occupation

Apprentice: Opportunities may be available

College Credit Available

Electronic Technology 1

0740  
Open to Grade 11  
Full Year – 3 Credits  
15 Periods per Week

Application & Interview Required.
Prerequisite Algebra 1 (passed or currently passing)

Electronic Technology 2

0750  
Open to Grade 12  
Full Year – 3 Credits  
15 Periods per Week

Prerequisite: Electronic Technology 1
Suggested: Algebra 2 or equivalent

Electronic Technology is a two-year program that will provide students the opportunity to explore fundamental concepts of electronic technology. Students will receive hands on training in direct current, analog, digital and microprocessor circuit operation and applications as well as communications and consumer equipment. Learning is achieved through lab-centered training and the building of various projects and lab assignments.

Early Placement – Work experience 2nd semester senior year, 15 hours per week in a related occupation

College Credit Available

Career Opportunities:

- Communication Service
- Computer Technician
- Field Service
- Electronics Technician
- Trouble Shooter
- Repair Person
- Security Systems Technician
- Appliance Repair Technician
- Industrial Electronics
- Electronic Assembly
- Electrical Wiring
- Cable Technician
- Engineering Technician
- Illuminating Company
  - Sub Station
  - Lineman

*Students must complete Algebra 2 or equivalent to be eligible for college credit.
Project Lead the Way - 4 Years

PLTW is a 5-course program for young men and women who want to explore careers in the many fields of engineering. Students who begin this program after 9th or 10th grade must take all five courses during grades 10, 11 and/or 12.

College Credit Available

Project Lead the Way 4-Year Pathway:
- 9th Grade - Introduction to Engineering
- 9th or 10th Grade - Robotics
- 10th Grade - Principles of Engineering
- 11th Grade - Digital Electronics
- 12th Grade - Engineering Design and Development

Career Opportunities:
- Industrial Engineering
- Mechanical Engineering
- Civil Engineering
- Electrical Engineering
- Urban Planner/Design

Learn more about this national program by going to www.pltw.org

*Students must complete Algebra 2 or equivalent to be eligible for college credit.

Introduction to Engineering
8810 Full Year – 1 Credit
Open to Grades 9 & 10 5 Periods per Week
Application Required
Prerequisite: Enrolled in or completed Algebra 1

Introduction to Engineering provides students with opportunities to be creative and to apply their decision-making and problem-solving skills to design problems. Students use powerful computer hardware and software (Inventor) to develop 3-D models or solid renderings of objects. Using a Computer Aided Design System, students learn the product design process through creating, analyzing, rendering and producing a model.

Robotics
8815 Full Year - 1 Credit
Open to 9 & 10 5 Periods per Week
Prerequisite: Successful Completion of Introduction to Engineering (or taking Introduction to Engineering and/or Robotics concurrently)

Students will apply the knowledge and skills necessary to program and operate robots, using the teach pendant as the main interface point. The students will learn robotic operations and system configurations. Students will code, compile, and debug programs using the robotic programming language.

Principles of Engineering
8820 Full Year – 1 Credit
Open to Grades 9, 10 & 11 5 Periods per Week
Prerequisite: Successful completion of Introduction to Engineering (or taking Introduction to Engineering and/or Robotics concurrently)

Principles of Engineering is designed to help students understand the field and career possibilities of engineering and engineering technology. Students work on problem-solving skills and the associated mathematics applications that are used at the college level and in the workplace. They also explore engineering systems and manufacturing processes.

Digital Electronics
8830 Full Year – 1 Credit
Open to Grades 10, 11 & 12 5 Periods per Week
Prerequisite: Successful completion of Introduction to Engineering, Principles of Engineering and/or Robotics, and Algebra 2 or equivalent

Digital Electronics is a course in applied digital logic. Students are introduced to the digital circuits found in video games, watches, calculators, digital cameras and thousands of other devices. They use industry standard, electronic design software to build circuits and to export designs to a printed circuit auto routing program. This course is similar to a first semester college course. Students are eligible for credit in many colleges throughout Ohio and the US.

Engineering Design and Development
8840 Full Year – 1 Credit
Open to Grade 11 & 12 5 Periods per Week
Prerequisite: Successful completion of Introduction to Engineering, Principles of Engineering and/or Robotics, Digital Electronics (or taking Digital Electronics concurrently) and Algebra 2 or equivalent

This is an engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the three preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.
English Department

The English Department offers language arts instruction in reading, writing, researching, listening, and speaking all taught through a curriculum recently aligned with the Common Core. Language is both a means of creative expression and a tool for communication. Our classrooms have a literacy-rich environment, including access to a variety of books and other reading materials at appropriate instructional levels. The learning will provide safety nets in order to promote risk-taking by learners and will be presented in an integrated fashion to provide students with the skills needed to participate in the public sphere as citizens and lifelong learners.

For all core level classes, students are required to complete a summer reading assignment. The summer reading assignments are available by June on the district web site at www.lakewoodcityschools.org.

Four credits of English are required for graduation. Core courses are: English I, English II, and English III.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>1140</td>
<td>Grade 9</td>
<td>1 Credit</td>
<td>Full Year – 1 Credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 Periods per Week</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No prerequisite</td>
</tr>
</tbody>
</table>

English I utilizes Common Core standards with a thematic analysis to improve reading, writing, media, and speech communication. Reading covers selections of both fiction and non-fiction from a variety of genres and time periods that align with the themes of “You are Here,” “My Network,” “Can you Hear Me Now?” and “Reaching Out.” Composition includes expository, narrative, and persuasive essays. The research process is introduced through the completion of projects using MLA format and technology. Effective communication is honed through attention to grammar, mechanics, usage, and style. Additional workbook and/or paperback book expense can be expected.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>English II</td>
<td>1240</td>
<td>Grade 10</td>
<td>1 Credit</td>
<td>Full Year – 1 Credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 Periods per Week</td>
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</tbody>
</table>

Prerequisite: Credit in English I

English II is a thematic analysis of literature and informational texts that encourages students to critically read, apply, analyze, evaluate and create complex ideas. Students will develop their individual and collaborative skills in active reading and listening, oral communication, visual literacy, composition, and language and vocabulary. This course is aligned with and designed to enhance skills required by English/Language Arts Common Core standards. Additional workbook and/or paperback book expense can be expected.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I Advanced</td>
<td>1190</td>
<td>Grade 9</td>
<td>1 Credit</td>
<td>Full Year – 1 Credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 Periods per Week</td>
</tr>
</tbody>
</table>
|              |          |           |           | Prerequisite: Teacher recommen-
dation and “B+” or above in 8th grade ELA |

English I Advanced is designed for students who have successfully demonstrated an above average ability to perform language, reading, composition, and analytical skills. English I Advanced utilizes Common Core standards with a thematic analysis to improve reading, writing, media, and speech communication. Reading covers selections of both fiction and non-fiction from a variety of genres and time periods that examine how environmental factors shape identity. This writing intensive course will focus on expository, narrative, persuasive, and research-based compositions. Students will also focus on vocabulary acquisition, effective grammar, mechanics, usage, and style. Additional workbook and/or paperback book expense can be expected.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>English II Advanced</td>
<td>1290</td>
<td>Grade 10</td>
<td>1 Credit</td>
<td>Full Year – 1 Credit</td>
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<td></td>
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<td>5 Periods per Week</td>
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</tbody>
</table>

Prerequisite: English I Advanced with a “C” average or above and teacher recommendation

The goal of the English II Advanced course is the continued development of the already-proficient reader and writer. By challenging the student to engage qualitatively with reading material, and by engaging in rubric-based writing and speaking that is grounded in evidence from text, the Advanced course seeks to add depth and dimension to the Language Art student’s understanding of the content. The course will exceed the expectations of English II in three distinct ways: writing will be expected to be consistently clear and accurate, reading comprehension will be expected at and above grade level, and each student will interact with complex text and its academic language on a college-bound level. Additional workbook and/or paperback book expense can be expected.
English III

1340  Full Year – 1 Credit
Grade 11  5 Periods per Week

Prerequisite: Credit in English II

English III is a thematic analysis of both literary and informational text. The literature of the course will reflect essential questions like; “What is the relationship between science and nature? What is the price of success? How does culture define our vision of success?” Major literary texts will include Things Fall Apart by Chinua Achebe, Frankenstein by Mary Shelley, The Tragedy of Macbeth by William Shakespeare and The Great Gatsby by F. Scott Fitzgerald. Students will learn to engage in both rhetorical and literary analysis and continue to develop their composition skills. Additional workbook and/or paperback book expense can be expected.

AP English Language and Composition

1910  Full Year – 1 Credit
Grade 11  5 Periods per Week

Prerequisite: Strong recommendation from 10th grade English teacher and completion of either English II with a “B” average or above or English II Advanced with a “C” average or above. Application required.

English Language and Composition is an Advanced Placement course that engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing (AP College Board). Students are expected to take the AP exam in the spring. Additional workbook and/or paperback book expense can be expected.

AP English Literature and Composition

1940  Full Year – 1 Credit
Grade 12  5 Periods per Week

Prerequisite: Strong recommendation from 11th grade English teacher and completion of either AP Language and Composition with a “C” average or above or English III with a “B” average or above. Application required.

AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone (AP College Board). Students are expected to take the AP exam in the spring. Additional workbook and/or paperback book expense can be expected.

English Language Learners

9130  Full Year- 1 Foreign Language Credit
Open to Grades 9-12  5 Periods per Week

Prerequisite: ELL teacher approval and English Language Assessment; offered on 3 levels, placement to be determined by teacher.

ELL is for students new to the English language, or students with very limited knowledge of English. This course will help to build English skills in reading, writing, listening and speaking. Attention will be given to study skills and learning strategies that will support students as English Language Learners in their content area studies. Students will gain communicative competency and social and cultural understanding so that they can function in the mainstream culture.

ELL English I

1148  Full Year – 1 Credit
Grade 9  5 Periods per Week

Prerequisite: ELL teacher approval and English Language Assessment

ELL English I is a sheltered English course for the English Language Learner. Students will earn a 9th grade English credit. Instruction uses the Common Core standards to improve reading, writing, listening and speaking skills. Reading covers selections of both fiction and non-fiction from a variety of genres and time periods. Major works may include modified versions of Greek Myths, The Odyssey, Romeo and Juliet and Of Mice and Men. Composition includes expository, narrative, and persuasive essays. The research process is introduced through the completion of projects. Effective communication is honed through attention to grammar, mechanics, usage, and style.
ELL English II

1248

Full Year – 1 Credit

5 Periods per Week

Grade 10

Prerequisite: ELL teacher approval and English Language Assessment

ELL English II is a sheltered English course for the English Language Learner. Students will earn a 10th grade English credit. Instruction uses the Common Core standards to improve reading, writing, listening and speaking skills. It will include a thematic analysis of literature and informational texts that encourage students to critically read, apply, analyze, evaluate and create complex ideas. Major works may include selections and modified versions from the founding fathers' documents, Edgar Allen Poe and The Harlem Renaissance. Students will continue to develop their individual and collaborative skills in active reading and listening, oral communication, visual literacy, composition, language and vocabulary study.

ELL English III

1348

Full Year – 1 Credit

5 Periods per Week

Grade 11

Prerequisite: ELL teacher approval and English Language Assessment

English III is a sheltered English course for the English Language Learner. Students will earn an 11th grade English credit. Instruction uses the Common Core standards to improve reading, writing, listening and speaking skills. It will include thematic analysis of both literary and informational text. The literature of the course will reflect essential questions like “What is the relationship between science and nature?” “What is the price of success? “How does culture define our vision of success?” Major literary texts may include modified versions of Frankenstein by Mary Shelley, the Tragedy of Macbeth by William Shakespeare and The Great Gatsby by F. Scott Fitzgerald. Students will continue to develop their composition skills.

Collaborative Studies in Theatre

1515

Full Year – 1 Credit

5 Periods per Week

Grades 10-12

Prerequisite: Drama and teacher recommendation

This course would be designed to develop the skills introduced in Drama. Students would focus efforts on analyzing, evaluating, and performing seminal dramatic works. Students would also advance their writing skills by writing critiques and creating original scripts of varying genres. Finally, students would collaborate to produce original productions by taking on individualized roles, such as director, technical director, stage manager, costume designer, lighting designer, and actor. This gives students practical knowledge of the theatre industry, while allowing them to choose the aspects that fit them best. Students interested must have a C average or better in Drama. This course would not be recommended to students with a history of sporadic attendance. Additional workbook and/or paperback book expense can be expected.

Writing for Publication (Times)

1530

Full Year - 1 Credit

5 Periods per Week

Grades 9-12

Prerequisite: Introduction to Journalism or by application with a "C" average in English

Students will work as an editorial board and be responsible for managing all aspects of newsmagazine and web site production. They will begin by determining their publication’s mission, policies and overall design. They will set a year-long production schedule their advertisers can count on. They will plan, write and place all stories in the appropriate section, cover a news beat and be responsible for content and for complete coverage of the school community. These student editors will also proofread all stories for content and use of AP style. They will write and design headlines, captions and page layouts. They will learn to meet deadlines, set budgets, create and secure needed advertising, keep track of accounts, send invoices, and handle all distribution. Students will also be expected to work outside of class selling ads, coaching staff writers, and staying on press night when the paper is being readied for final publication. Not recommended for students with a history of sporadic attendance. This course may be taken all four years. Additional workbook and/or paperback book expense can be expected.

Full-Year Electives

Drama

1510

Full Year – 1 Credit

5 Periods per Week

Grades 9-12

No prerequisite

Drama is a course designed to introduce the student to the various areas of theatre. The course includes academic credits on theatre history, structure and styles of drama, dramatic evaluation, scenic design, and the fundamentals of producing a play. It also included performance credits in pantomime, improvisation, vocal characterization, and acting. The year ends with the students producing a one-act play in class. This course is not recommended to students with a history of sporadic attendance. Additional workbook and/or paperback book expense can be expected.
Broadcast Media

0400 Full Year – 1 Credit
Grades 10-12 5 Periods per Week

**Prerequisites:** No prerequisite, but teacher recommendation required

Broadcast Media is an elective course designed to teach students the basic elements of radio and television production. Students enrolled will learn about the role of modern broadcast media and the development of television and radio news over time. Students will analyze, create and edit scripts. They will also explore basic audio and video recording/editing techniques. Students will use digital equipment to create, edit and produce multiple video segments. These students will be required to assist with pre-production, taping and post-production of the Lakewood High School Video Announcements and other online video projects. The course is extremely project-based and not recommended to students with a history of sporadic attendance. Additional workbook and/or paperback book expense can be expected.

Diversity in Literature

1820 Full Year – 1 Credit
Grades 11-12 5 Periods per Week

**Prerequisite:** A “C” average or above in English

This newly expanded standards based class will emphasize the relationship between issues of social justice and the literature that employs these themes. Students will be asked to critically examine current societal issues in the areas of identity development, racism, sexism, classism, ageism, heterosexism, ableism, and religious oppression as they are expressed in the United States of America. This course will ask participants to thoroughly and critically examine the effects of prejudice, bias, and discrimination as they pertain to the areas listed above and to discuss possible solutions to these problems. Students will be expected to craft and revise essays, read challenging texts, and participate in mature discussions. This course is recommended for students with interests in psychology, sociology, anthropology, gender studies, and minority literature. Additional workbook and/or paperback book expense can be expected.

Semester Electives

Introduction to Journalism

1525 One Semester – ½ Credit
Grades 9-12 5 Periods per Week

**Prerequisite:** Students in grade 9 should have at least “C+” grade in 8th grade Language Arts or teacher recommendation

Introduction to Journalism is an elective course that begins with an overview of the history of American media. This unit includes student press law and ethics and the role/responsibility of the media. Students are expected to analyze and evaluate varying aspects of the journalism profession, think critically, and write often. Students will learn what is newsworthy and develop skills in interviewing, gathering/organizing information, and basic news reporting with accurate source attribution. Working through the writing process, students will create news articles, profiles, features, in-depth reports, and more. Students will also explore, evaluate, and create online news publications, social media reports, photojournalism, and info graphics through the use of desktop publishing software. Weekly grammar instruction is expected, and students should have a strong background in English and writing. Additional workbook and/or paperback book expense can be expected.

Speech

1830 One Semester – ½ Credit
Grades 10-12 5 Periods per Week

**Prerequisite:** 1 year of English

This course promotes self-esteem with the use of formal and informal speech situations. The students deliver speeches, participate in discussion, and learn to advocate for themselves. Students will be evaluated on their public speaking skills, their ability to write for presentation and present information in a formal and unbiased tone. This class is designed to build confidence in one’s speaking ability and to aid in the preparation and in the delivery of speeches. Additional workbook and/or paperback book expense can be expected.
Creative Writing I

1710  One Semester – ½ Credit
Grades 10-12

Prerequisite: A “C” average or above in English

This semester course is geared toward the able and creative writer who wishes in-depth work in writing and analysis of fiction, poetry, drama, and script dialogue. Emphasis is placed upon the student’s ability to communicate the reason for and the method by which each creative effort is produced. Students study and discuss all class creative work. **Excellent attendance is necessary because of group projects.** Considerable reading and writing are required. In addition, there are several individual and group projects assigned. Additional workbook and/or paperback book expense can be expected.

Creative Writing II

1715  One Semester – ½ Credit
Grades 10-12

Prerequisite: Only students who have successfully completed Creative Writing I and teacher recommendation

Although this semester course has a few structured assignments common to all class members, much of the work is individual in nature with one-on-one guidance from the Instructor. Students are also expected to work on design, layout, publication, and marketing/sale of the *Phoenix Literary Arts Magazine*. Students are expected to broaden their writing skills and work independently to design, develop goals/targets, and prepare one or more individual projects, set and adhere to schedules for these projects, and prepare the finished product within the agreed time table. Additional workbook and/or paperback book expense can be expected.

Practical Communication Skills

1730  One Semester – ½ Credit
Grade 12

Prerequisite: 3 years of English

This is a one-half credit elective class designed to respond to the needs of high school seniors who have begun or already begun to discern what they want to do after graduation. During first quarter, you will read a wide range of texts including, but not limited to, short stories, poems, television episodes, and graphic novels that emphasize the theme of Growing Up and Coming of Age. You will explore essential questions like what coming of age experiences have changed your life and shaped you into the person you are today? How will you use all the knowledge you’ve gained and all the gifts you’ve been given to make an impact on your future and the world? Leading into second quarter, you will read and write about the different “texts” we see in everyday life and analyze how the messages they send impact the way we see ourselves and the world. Additional workbook and/or paperback book expense can be expected.

Contemporary Reading Skills

1770  One Semester – ½ Credit
Grade 12

Prerequisite: 3 years of English

Contemporary Reading Skills is designed to enhance and develop students’ reading abilities, skills, and appreciation through the use of contemporary materials. The course includes study of the functions and composition of a newspaper, in addition to the analysis of periodicals. The course requires the reading of at least two full-length works of fiction and/or non-fiction. The class is designed for the student who enjoys and appreciates reading. Additional workbook and/or paperback book expense can be expected.

Humanities

1840  One Semester – ½ Credit
Grades 11-12

Prerequisite: 2 years of English with a “C” average or above in previous courses.

Humanities is an elective course for college bound juniors and seniors interested in comprehensively studying the development of cultures and the human experience through a literary and philosophical perspective. The major texts studied in this course focus on cultural development in ancient societies through the medieval period. Humanities will foster creative and critical thinking skills and is strongly recommended for students planning to take AP Literature and Composition as seniors. Additional workbook and/or paperback book expense can be expected.

Advanced Topics in British Literature

1850  One Semester – ½ Credit
Grades 11-12

Prerequisite: Successful completion of English I and II.

This is a survey course in the British Tradition of literature. Students will study British Literature through the lens of history, recognizing how literature is a reflection of history. Topics may include *Beowulf*, *The Canterbury Tales*, Arthurian Legend, Shakespearean Drama, Romantic Poetry, Victorian prose and contemporary/post-colonial literature. Students will also learn to read literary criticism and to write literary analysis. This course is strongly recommended for students planning to take AP Literature and Composition as seniors. Additional workbook and/or paperback book expense can be expected.
Fantasy / Science Fiction

1860
Grades 11-12
One Semester – ½ Credit
5 Periods per Week

Prerequisite: Successful completion of English I and II

Fantasy / Science Fiction is a semester course designed for students interested in the Fantasy / Sci-Fi genre. Throughout the class, students will uncover the history of the genre while reading, analyzing, and evaluating a variety of novels and short stories. Students will also enhance their writing skills by composing essays and critiques, as well as original short stories. Communication and collaboration are key skills necessary for success in the class, as many assignments will be project-based. Additional workbook and/or paperback book expense can be expected.

Film as Literature

1720
Grade 12
One Semester – ½ Credit
5 Periods per Week

Prerequisite: Successful completion of English III

Film as Literature is a semester course for students interested in film history, language, and production. During the course of the semester, students learn the language of film in order to analyze film. After learning how to “read” film on a literary, dramatic, and cinematic level, students view both film clips and whole films by genre and discuss the films in Socratic seminar fashion. At the end of the course, students are required to create a short film of their own. Teamwork, attendance, oral communication and critical thinking skills are required. Additional workbook and/or paperback book expense can be expected.

Publications

Cinema/Web Page Management

0420
Grades 9-12
Full Year – 1 Credit
5 Periods per Week

Prerequisite: “C” average or above in English

This is an elective course in which students produce the Cinema (LHS yearbook). Students will also be involved in the daily upkeep of Lakewood Times Live web site by writing stories and publishing photos. Students will work in the areas of writing, design, layout, desktop publishing, advertising, artwork, and photography. Credit is based on the successful completion of tasks assigned by the editorial team and the publication advisor. This course may be taken in addition to, but not in place of, senior English and may be taken all four years.

Phoenix Literary Magazine

Is an extracurricular activity that produces the literary magazine of Lakewood High School. The Phoenix meets after school from October through June.
Family and Consumer Studies: Hospitality & Tourism, Education and Training

The Family and Consumer Studies Department hopes to contribute to the students’ overall development and understanding of family and societal issues. Courses are designed to offer students opportunities to develop valuable long-term life skills and to explore careers that help people in different ways.

Education and Training

Two-Year Program

<table>
<thead>
<tr>
<th>Early Childhood Education/Senior Services 1</th>
</tr>
</thead>
</table>
| **0780**  
Open to Grade 11  
**Full Year – 3 Credits**  
**15 Periods per Week**  
*Application & Interview Required*  
*Suggested: Algebra 1* |

<table>
<thead>
<tr>
<th>Early Childhood Education/Senior Services 2</th>
</tr>
</thead>
</table>
| **0790**  
Open to Grade 12  
**Full Year – 3 Credits**  
**15 Periods per Week**  
*Prerequisite: Early Childhood 1*  
*Suggested: Algebra 2 or equivalent* |

This is a two-year program. Experience an exciting and rewarding opportunity to work with young children and the elderly. Daily hands-on involvement is provided at off campus sites, which includes working with infants, toddlers, preschool, kindergarten, first grade, second grade, as well as senior citizens. Students work and acquire skills with a variety of age levels from infancy to geriatrics. Prerequisites for the program include a physical exam, a background check, TB Test and a pre-enrollment Interview.

**Early Placement**  
Work experience 2nd semester senior year, 15 hours per week in a related occupation.

**Youth Organization:** FCCLA

**Certifications:** Child Development Associate Portfolio, First Aid, CPR, Communicable Disease, Abuse Prevention

**College Credit Available**

**Career Opportunities:**
- Preschool Teacher
- Day Care Teacher
- Elementary School Teacher
- Physical Education Teacher
- Special Education Teacher
- Music, Physical, and Occupational Therapist
- Child Life Specialist
- Social Worker
- Recreation Centers for Children
- Nanny
- Teacher’s Aide

*Students must complete Algebra 2 or equivalent to be eligible for college credit.*

Culinary & Food Service Operations

Foundation Program

<table>
<thead>
<tr>
<th>Culinary Arts/ProStart Foundation</th>
</tr>
</thead>
</table>
| **8460**  
Open to Grade 10  
**Full Year – 1 Credit**  
**5 Periods per Week**  
*This is a one-period, one-year program that has been designed for those students who have begun to consider a career in the hospitality field. Students will learn the basics of cooking and foodservice and explore different areas of the culinary field in a classroom, lab and restaurant environment. Basic cooking principles are presented and students learn food safety and sanitation. Students will learn the basics of production and sales in The Ranger Café @ West Shore environment as prep for the ProStart program. Students will also participate in special projects, basic food sales and service opportunities. This course is not a requirement for acceptance into the Culinary Arts/ProStart Internship.* |
Two-Year Program

Culinary Arts/ProStart Internship 1

8555
Open to Grade 11
Full Year - 4 credits
20 Periods per Week

Application & interview required.
Prerequisite: One foods class or food preparation experience.
Suggested: Algebra 1

Culinary Arts/ProStart Internship 2

8565
Open to Grade 12
Full Year - 3 credits
15 Periods per Week

Prerequisite: Successful completion of Culinary Arts/ProStart Internship 1.
Suggested: Algebra 2 or equivalent

ProStart is a two-year curriculum designed by the National Restaurant Association for students who wish to pursue a career in the food service/hospitality industry. During year 1, students will learn the fundamentals of food preparation. Students will prepare food items for the restaurant and catering events to gain real life experiences in the hospitality industry. Students will prepare for certification by the National Restaurant Association (NRA) and the Ohio Department of Health by completing the SafeServ curriculum for food safety training. This will allow students to act as Person-in-Charge for food facilities, schools, churches, etc. This covers the principles of food microbiology, food borne diseases, and standards and measures for prevention of food borne diseases.

Near the end of their junior year students are expected to obtain a work experience and work part-time. During year 2, students are responsible for the production and execution of the West Shore Career-Technical restaurant, the Ranger Café @ West Shore. Students are expected to continue to work in culinary arts and/or a hospitality position and earn a minimum of 200 hours to earn ProStart Certification. Students will also gain on-the-job training working in the Ranger Café. Passage of both the ProStart 1 and 2 exams and the successful completion of work experience can lead to ProStart certification upon graduation. Transportation to work sites is student’s responsibility.

Youth Organization: FCCLA
Certification: ProStart
Early Placement: Work experience senior year, 15 hours per week in related occupation.

College Credit Available
Career Opportunities:

- Pastry Cook
- Kitchen Assistant
- Short Order Cook/Prep Cook
- Assistant Banquet Manager
- Assistant Food and Beverage Manager
- Baker/Chef/Cook
- Dining Room Manager
Semester Electives

Important Note
The content in Career Connections, Personal Finance and Consumer Math is similar and all meet the Financial Literacy graduation requirement; therefore, a student may take only one of these three classes.

Career Connections

8115  1/2 Year – 1/2 Credit
Open to Grade 9-10  5 Periods per Week

No Prerequisite
Career Connections is a recommended elective for freshman or sophomore students. This course will help students with goal setting, exploring college and career options, learning basic job-seeking and job retention skills, as well as, identifying personal values, skills and abilities. Students will use the Ohio Career Information System (OCIS) to identify their individual strengths and interests. In addition, students will utilize OCIS to identify what careers best would suit them. Students will also complete a financial literacy unit and will be exposed to guest speakers in various careers.

Living Well

8110  1/2 Year – 1/2 Credit
Open to Grades 9-10  5 Periods per Week

No Prerequisite
Discover the skills that will help you to live well. Organize yourself in this introductory course of daily living skills and personal development. Examine the importance of a positive self-image, goal setting, basic sewing skills and how to live and work successfully with your friends and family. Also, learn the importance of good nutrition along with a healthy diet through food preparation.

Exploring Childhood

8410  1/2 Year – 1/2 Credit
Open to Grades 10-12  5 Periods per Week

No Prerequisite
Discover more about yourself and your own development by exploring child development stages. Content includes the importance of healthy lifestyles during pregnancy, newborn care, stages of development in infancy, toddler and preschool years, the importance of play, communication, parenting skills, and child care careers. Guest speakers in their areas of expertise will offer insight. If you have any interest in elementary education, childcare careers, learning parenting skills, or learning more about how child development affects adult development, you should take this course. This course would be a good introduction to Early Childhood/Senior Services. Baby Think It Over is an optional project.

Creative Cooking

8310  1/2 Year – 1/2 Credit
Open to Grades 10-12  5 Periods per Week

Prerequisite: One foods class or food prep experience
This course is for the student who wishes to expand their cooking skills beyond the basics. Creative Cooking focuses on food preparation techniques such as broiling, sautéing, baking, and frying. An emphasis is placed on trying new techniques in the kitchen and on making all parts of a meal from scratch. Students will learn the components of food presentation and will have the opportunity to put their creative skills to the test by being involved in a cooking competition. Measuring techniques, and safety and sanitation are other course topics covered. Basic nutrition and meal planning is a reoccurring topic taught throughout the course.

Gourmet Foods

8350  1/2 Year - 1/2 Credit
Open to Grades 10-12  5 Periods per Week

Prerequisite: One foods class or food prep experience
This course is a must if you want to advance your cooking skills beyond the basics. Food preparation includes making appetizers, salads, and pastries including pies, cream puffs, and working with puff pastries. Learn about food preparation and eating customs of other countries though our group foreign foods projects. Explore possible career choices in the foods industry. This course is a good companion with Culinary Arts and/or Creative Cooking and as a supplement to Culinary Arts.
Experience with Foods

8370 1/2 Year – 1/2 Credit
Open to Grades 9-12 5 Periods per Week

No Prerequisite

This is a course for students who wish to learn the basics of food preparation. Labs and classroom activities are centered around the food groups, with other categories included, such as breads and soups. Baking skills, measuring techniques, and safety and sanitation are other course topics covered. Basic nutrition and meal planning is a reoccurring topic taught throughout the course.

Fast Foods

8330 1/2 Year – 1/2 Credit
Open to Grades 9-12 5 Periods per Week

No Prerequisite

Learn to prepare more nutritious & better tasting dishes than McDonald's and Burger King in Fast Foods! This class features timesaving food preparation techniques including use of appliances such as microwaves, food processors, woks, and blenders. Use convenience foods to make creative dishes in less time. Learn meal planning tips and how to prepare delicious meals quickly, using the computer as well as cookbooks for resources.

Sports Nutrition

8360 1/2 Year – 1/2 Credit
Open to Grades 9-12 5 Periods per Week

No Prerequisite

Would you like to improve your physical and nutritional condition? This hands-on course offers the opportunity to analyze your own diet for improvements by using the computer and other means. Learn how to prepare nutritious foods and what foods are needed for peak performance. Learn about your BMI and how many calories you need a day.

Fashion Fundamentals

8210 1/2 Year – 1/2 Credit
Open to Grades 10-12 5 Periods per Week

No Prerequisite

Fashion Fundamentals is highly recommended for anyone interested in pursuing fashion as a college major or career field. For the majority of the semester, students will learn how to sew and construct garments. The course is project-based and students design and create an infinity scarf, pajama pants or shorts, and a final project of their choice approved by the teacher. Students will be responsible for purchasing the fabric and patterns for all of their projects. Additionally, students will learn about different fashion designers who have influenced the fashion industry, as well as, how to analyze runway shows and interpret fashion trends. Other units covered in this course include: fibers and fabric construction, the history of fashion, fashion sketching, and careers in fashion.

Independent Living

8470 1/2 Year – 1/2 Credit
Open to Grades 11-12 5 Periods per Week

No Prerequisite

This course is for students who are planning to attend college and live on campus, or who are planning to work and live on their own after high school. Independent Living teaches students the skills needed to help ease the transition from living at home to living on their own. Topics discussed include: career and college searches, college essay practice, resume building and job interviewing skills, values and goal setting, healthy dating relationships, hand and machine sewing, budgeting, insurance and credit options, and nutrition and food preparation. The machine sewing unit includes construction of a laundry bag (it is the student’s responsibility to purchase fabric for this project) and the food preparation unit includes cooking labs.
Foreign Language Department

Foreign languages are college preparatory elective courses. Prospective students need to be able to study independently and can expect a challenging and dynamic academic environment. In our connected and increasingly integrated world community, knowledge of foreign languages is essential for communication and awareness of cultural diversity: all students who are up to the challenge or who wish to increase their preparedness for university studies should consider taking these classes. In addition, many universities expect incoming students to have at least three years of study in the same language.

*Prerequisites:*
Middle school students wishing to take the first year of a foreign language must have a “B+” or better in their eighth grade English class. Students who studied a foreign language in the eighth grade [“C” or higher] may continue that language by registering for the “level 2” course. These students will most often be in class with other 9th grade students.

Sophomores, Juniors or Seniors who choose to begin a foreign language in high school must have at least a 2.0 GPA. Students with a “C” or higher in foreign language classes may register for subsequent years of study; however, it is recommended that a student earn an “A” or “B” before continuing to the next level. Students who pass a course but desire to improve their understanding of the material may elect to repeat the same course for replacement credit. It is very advantageous to continue a foreign language for as long as possible. All language courses are sequential and are to be taken in order of the course numbering.

<table>
<thead>
<tr>
<th><strong>Chinese 1</strong></th>
<th><strong>Chinese 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5410</td>
<td>5420</td>
</tr>
<tr>
<td>Open to 9-11</td>
<td>Open to 9-11</td>
</tr>
<tr>
<td>Full Year 1 Credit</td>
<td>Full Year 1 Credit</td>
</tr>
<tr>
<td>5 Periods per Week</td>
<td>5 Periods per Week</td>
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This course is an introduction Chinese language course for students who have none or little prior experience in the language. It is designed to develop students’ four skills of listening, speaking, reading, and writing the Chinese language, as well as gaining understanding of Chinese culture.

<table>
<thead>
<tr>
<th><strong>French 1</strong></th>
<th><strong>French 2</strong></th>
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</thead>
<tbody>
<tr>
<td>5110</td>
<td>5130</td>
</tr>
<tr>
<td>Open to Grades 9-11</td>
<td>Open to Grades 9-11</td>
</tr>
<tr>
<td>Full Year – 1 Credit</td>
<td>Full Year – 1 Credit</td>
</tr>
<tr>
<td>5 Periods per Week</td>
<td>5 Periods per Week</td>
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</table>

The first year serves as an introduction to the French language. Emphasis is placed on helping the student gain the ability to understand, speak, read and write simple French. Students will also be exposed to basic French culture. The student should gain the ability to speak French within the limits of the vocabulary and grammar taught, thus creating a good foundation for continued growth through further study of the language. The purchase of a workbook may be required.

The second year of French study has been designed to help the student continue to build basic skills in reading, writing, and speaking. Grammar is stressed and the student is introduced to French history and culture. The purchase of a workbook may be required.
**French 3**

5150  
Open to Grades 10-12  
Full Year – 1 Credit  
5 Periods per Week

The third year of French continues to build basic skills in reading, writing and speaking French. Grammar is stressed and the student is introduced to more French history and culture. Possible purchase of workbook.

**French 4**

5170  
Open to Grades 11-12  
Full Year – 1 Credit  
5 Periods per Week

French 4 will be a combination of grammar review with an introduction to a few new tenses. Our focus will be on the history of France taught in French using the Tresor du Temps book. We will also be reading some authentic pieces of French Literature. We will also focus on communicating mostly in French. Possible purchase of paperback books.

**French 5**

5180  
Open to Grades 11-12  
Full Year – 1 Credit  
5 Periods per Week

We will be reading authentic selections of French literature, communicating mostly in French and studying the politics and history of modern France. Possible purchase of paperback books.

**German 1**

5210  
Open to Grades 9-12  
Full Year – 1 Credit  
5 Periods per Week

Is designed to introduce the student to the German language. Emphasis is placed on helping the student gain the ability to understand, speak, read, and write simple German. The student should gain the ability to speak German within the limits of the vocabulary and grammar taught so that a good foundation for continued study of the language will be acquired.

**German 2**

5230  
Open to Grades 9-12  
Full Year – 1 Credit  
5 Periods per Week

The second year of German study has been designed to help the student continue to build basic skills in reading, writing, and speaking. Grammar is stressed and the student is introduced to German history and culture.

**German 3**

5250  
Open to Grades 10-12  
Full Year – 1 Credit  
5 Periods per Week

**German 4**

5270  
Open to Grades 11-12  
Full Year – 1 Credit  
5 Periods per Week

**German 5**

5290  
Open to Grade 12  
Full Year – 1 Credit  
5 Periods per Week

Third, fourth, and fifth year German will present a more advanced study of German language and literature. The emphasis will be on reading and conversation rather than the formal study of grammar. The general goal of an advanced study in German is to help students gain proficiency in reading and understanding German with enjoyment and also to converse freely in the German language. Possible purchase of paperback books. The “level 5” class may be taken by application as an Advanced Placement course which will require extra preparation. Taking the AP test is strongly encouraged.
Spanish for Success 1 and 2

5505 1st Semester – 1/2 Credit
5506 2nd Semester – 1/2 Credit
Open to Grades 9 or 10 5 Periods per Week

This semester course is designed for the student who is not quite ready for the rigor and pace of a first-year language course, but would like to learn some basic Spanish. Students will be learning some of the basics of vocabulary, grammar, and culture; with a heavy emphasis on the skills necessary to be successful should they choose to pursue learning any foreign language or other similar course. Students who are currently enrolled in a first-year language course OR have successfully completed a first-year language course are NOT eligible. The second semester course is similar to the first, but with a focus on different grammar, vocabulary and culture. One course is not a prerequisite for the other; therefore, students may choose to take both courses, in any order, or just one.

Spanish 1

5510 Full Year – 1 Credit
Open to Grades 9-12 5 Periods per Week

Serves as an introduction to the language. Listening, speaking, and vocabulary development are stressed during the first year. Reading and writing skills are initiated to aid in transition to second year studies. An awareness of Spanish culture is fostered. The purchase of a workbook may be required.

Spanish 2

5530 Full Year – 1 Credit
Open to Grades 9-12 5 Periods per Week

Prerequisite: A “C” or better in Spanish 1 and teacher approval

Second and third year Spanish has five principal aims: to continue to develop listening and speaking skills; to strengthen and expand vocabulary; to increase ability to read and understand; to develop the ability to write Spanish; to introduce students to the cultural heritage of the Spanish speaking world. The purchase of a workbook may be required.

Spanish 3

5550 Full Year – 1 Credit
Open to Grades 10-12 5 Periods per Week

Prerequisite: A “C” or better in Spanish 2 and teacher approval

Second and third year Spanish has five principal aims: to continue to develop listening and speaking skills; to strengthen and expand vocabulary; to increase ability to read and understand; to develop the ability to write Spanish; to introduce students to the cultural heritage of the Spanish speaking world. The purchase of a workbook may be required.

Spanish 4 DE

5570 Full Year – 1 Credit
Open to Grades 11-12 5 Periods per Week

Prerequisite: A “C” or better in Spanish 3 and teacher approval

Fourth year Spanish is advanced. Students read literature, review grammar, write original compositions, converse freely, and give presentations in Spanish. The general objective is to work toward fluency in comprehension and expression in both spoken and written Spanish. In addition, students with a 3.3 GPA and an ACT score of 21 or higher [or] a 3.5 GPA and any score on the ACT may apply for 8 hours of university credit with the University of Akron for the courses Spanish 101 and 102. Significantly discounted fees do apply; contact Mr. Heslep with the Spanish department for more information.

Spanish 5 DE

5600 Full Year – 1 Credit
Open to Grade 12 5 Periods per Week

Prerequisite: A “C” or better in Spanish 4 and teacher approval

Fifth year Spanish builds on the strong foundations of previous years to work toward increased fluency in Spanish. In addition, students who enrolled in Spanish 101 and 102 with the University of Akron may apply for 6 hours of university credit for the courses Spanish 201 and 202. Significantly discounted fees do apply; contact Mr. Heslep with the Spanish department for more information.

English as a Second Language

9130 Full Year – 1 Credit
Open to Grades 9-12 5 Periods per Week

Is for students new to the English language, or students with very limited knowledge of English. The objectives of this course are to provide communicative competency, academic proficiency, and cultural competence. The focus will be in the skill areas of listening, speaking, reading, writing, and English literacy plus functioning appropriately in social and cultural ways in mainstream culture.
Health & Physical Education Department

The emphasis in Health Education is on the practical aspects of Personal and Community Health. One year of Physical Education is required for graduation. Students are encouraged to participate in the Physical Education program each semester during the ninth grade.

**Health**

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Credit</th>
<th>Grade(s)</th>
<th>Periods per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>4840</td>
<td>1/2 Year</td>
<td>1/2 Credit</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Open to Grade 10</td>
<td></td>
<td>No Prerequisite</td>
<td></td>
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</tr>
</tbody>
</table>

Credits include: wellness and prudent life style factors; fitness for life; first aid and CPR; nutrition and weight control; mental and emotional health; human sexuality; AIDS and other STDs; tobacco; alcohol and substance abuse. Course requirements include reading, weekly homework assignments, credits tests and quizzes, and a well maintained notebook. It is required to fulfill the graduation requirement for Health.

**Physical Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Credit</th>
<th>Grade(s)</th>
<th>Periods per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>5860</td>
<td>1st Semester</td>
<td>1/4 Credit</td>
<td>Open to Grades 9 &amp; 10</td>
<td></td>
</tr>
<tr>
<td>5870</td>
<td>2nd Semester</td>
<td>1/4 Credit</td>
<td>Grades 10, 11 &amp; 12, may take as an elective (one semester only)</td>
<td></td>
</tr>
</tbody>
</table>

Activities are rotated on a regular basis and may include: individual activities (physical fitness, table tennis, recreational games, tennis, weight training); team sports (basketball, floor hockey, touch football, ultimate Frisbee, badminton, soccer, softball, and volleyball). Swimming is also offered. NOTE: Proper attire is required for all activities. Semester credit is given for completing sequential quarters successfully.
Health Science

Health Careers Technology 1

6950
Open to Grade 11
Full Year—3 Credits
15 Periods per Week

Application & interview required

Prerequisites: Algebra 1 (completed or passing) and Biology/Lab; meeting graduation requirements; must have a serious interest in learning to provide care to individuals with health issues.

Health Careers Technology is a two-year program that introduces students to medical careers involving hands-on patient care in a variety of settings including hospitals and nursing homes. The program provides State Tested Nurse Aide training – leading to entry level employment in the health care field. Admission into this program is highly competitive.

Health Careers Technology 2

6960
Open to Grade 12
Full Year—3 Credits
15 Periods per Week

Prerequisite: Completed/passed Health Careers Technology 1; completed or enrolled in Algebra 2; meeting graduation requirements; passed OGT

Suggested: Anatomy & Physiology; Chemistry

Students use their training and skills in the clinical setting at Lakewood Hospital and other facilities in order to gain real experience. In addition, an emphasis on the study of disease, medical terminology and health care ethics provides the opportunity to earn college credit.

Additional opportunities include:

Youth Organization: HOSA (Health Occupation Students of America)

Certifications: First Aid, CPR, State Tested Nurse Aide (STNA)

College Credit Available

Career Opportunities with Further Education:
- Nursing: RN, LPN
- Pre-Medicine
- Pharmacist, Pharmacy Technician
- Physical or Occupational Therapy
- Radiologist, Radiology Technician
- Health Science Technologies (Ultrasound, Lab, EKG, Phlebotomy, Medical Assisting, Emergency Medical Tech)

*Students must complete Algebra 2 or equivalent to be eligible for college credit

Biotechnology

6970
Open to Grade 12
Full Year—2 Credits
10 Periods per Week

Prerequisites: 9th, 10th, and 11th Grade Science requirements
- Advanced Biology
- Chemistry or AP Chemistry
- Physics or Calculus (completed or in senior year)
- Additional science course
- Algebra 2 (completed or in senior year)

Biotechnology is a four-year progression of coursework designed for biological science majors. An emphasis is placed upon developing laboratory and research skills. Topics covered in this lab intensive course include: biochemistry, energetics, microbiology, cell biology, and bioinformatics. Theory and practice of recombinant DNA methodologies are highlighted. Past, present, and future applications including ethical, political, and economic impacts of the biotech industry are presented.

College Credit Available

Note: Students must complete an exit exam in May of their senior year, complete Algebra 2 or equivalent, and maintain a B or higher GPA in all the pathway courses to be eligible for college credit. Students must complete Algebra 2 or equivalent to be eligible for college credit.

Career Opportunities:
- Biomedical Laboratory Technician
- Biomedical Engineer
- Research Scientist
- Agricultural Biotechnology
- Genetic Engineering
- Pharmaceutical Industry
- Forensics
- Regulatory Agencies
- Healthcare
- Food Production
- Marketing and Sales
- Bioinformatics
- Manufacturing
- Medical Field
Lakewood High School Mathematics

Mathematics Course Sequence Options

There are many math course options available to students at Lakewood High School. The table shown below includes some of the more typical options; however there are other options that a student might be interested in following. Students are encouraged to discuss other options with their Guidance Counselor and/or math teacher.

Electives:

There are several electives that are available to students after Algebra 2. A few of these are highlighted below:

- **Statistics**: an introduction to statistics where students are introduced to the theories and techniques for collecting, analyzing, and drawing conclusions from data.

- **AP Statistics**: an introduction to statistics that covers more content in more depth than the Statistics course. Students are expected to take the AP Statistics examination in the spring.

- **College Algebra**: an algebra course for college-bound students that strengthens algebra skills and prepares students for further math study.

- **Advanced Quantitative Reasoning**: a class for students who love math and want to solidify and deepen their mathematical skills. This course is only offered during Summer School.

Notes:

Currently, all students must pass the Ohio Graduation Test in order to graduate. The traditional path listed above will cover the required math topics from the Ohio Graduation Test by the time the test is administered during student’s Sophomore year. Math courses at Lakewood High School are designed to meet curriculum requirements and be challenging. A student must have a willingness to work and good study habits to succeed. Students should NOT enter a math class that is above and beyond their preparation from previous courses. Teachers will recommend an appropriate math course based on student ability and work ethic.

Students from the class of 2014 and beyond will require four credits in math, including Algebra 2 or its equivalent. Students should review Requirements for Graduation from LHS to ensure that they are on a path that will lead to graduation.

All students are required to have a Texas Instruments graphing calculator. (We recommend a TI-83 Plus or higher.)
Math Department

To prepare students for real work in the 21st Century, the Mathematics Department offerings are designed to help students to become confident in their ability to reason and communicate mathematically. The courses will enable students to develop a mathematical understanding to prepare them for global opportunities. These curricular choices will foster problem-solving capabilities with the use of technological resources. These skills and techniques will serve the student in future career and educational undertakings. Four credits of mathematics, including Algebra 2 or its equivalent are required for graduation.

Math Intervention

3100 Full Year – 1 Elective Credit
Open to Grades 9-12 5 Periods per Week

Prerequisite: Selection based on math assessment scores

Math Intervention is a course for students who struggle with basic math concepts. Math Intervention is taken in addition to a core math course. Math Intervention is designed to improve math fact fluency and accuracy through a variety of hands on curriculum. The student will be expected to work individually and with small groups. This class is a full-year, 1-credit class. The credit counts as an elective; it does not count as a math credit.

Algebra

3140 Full Year – 1 Credit
Open to Grades 9-11 5 Periods per Week

No Prerequisite

Is the entry point for the majority of incoming 9th graders. This course is the foundation for all future math courses. In this course, algebra topics are integrated with applications, statistics, probability, and geometry. Graphing lines, and the study of functions, systems of equations and inequalities, polynomials, and square roots are elements of the course. Many topics are woven together with the study of geometry, and applications are emphasized throughout. Reading and daily practice are critical to student success in this course. Demonstration of Math proficiency is required. Students taking this course are required to have a graphing calculator (We recommend TI-83 Plus or higher).

Advanced Geometry

3290 Full Year – 1 Credit
Open to Grade 9 5 Periods per Week

Prerequisite: One year of Algebra in Grade 8, “B” Average

Is an elective course. Reading is a major emphasis of this course, and daily practice is critical to student success. Content areas include the study of properties of geometric figures, coordinates, measurement, transformations, similarity, congruence, three-dimensional, and proof writing. Student projects are possible in this course. Students taking this course are required to have a graphing calculator (We recommend TI-83 Plus or higher).
Consumer Mathematics

3410 Full Year – 1 Credit
Open to Grade 12
5 Periods per Week
Prerequisite: One year of Algebra, one year of Geometry

Consumer Math is an elective course open to seniors only. It concentrates on practical applications of mathematics. Some of the topics included in the course are money management, budgeting, car purchases, house purchases, taxes, investments, and insurance. Students should have taken an Algebra and Geometry course before this course. This is not a college preparatory course. Students taking this course are required to have a graphing calculator (We recommend TI-83 Plus or higher).

Survey of Algebra

3515 Full Year – 1 Credit
Open to Grades 11-12
5 Periods per Week
Prerequisite: One year of Algebra and one year of Geometry (‘C’ average or less)

Survey is an elective course developed for the student who is not ready to take Algebra 2 and needs to strengthen math skills. Students will continue their education in algebra and geometry (with an emphasis in algebra) to prepare them for an Algebra 2 course. Students taking this course are required to have a graphing calculator (We recommend TI-83 Plus or higher).

Algebra 2

3440 Full Year – 1 Credit
Open to Grades 9-12
5 Periods per Week
Prerequisite: One year of Algebra and one year of Geometry (‘C’ average or better)

This is a required course, designed for those students with above average ability in mathematics who are planning to attend a 2-year or 4-year college. This course focuses on working with algebraic expressions, particularly linear and quadratic forms, logarithmic, trigonometric, and polynomial functions, and powers and roots. Algebra concepts are frequently shown in real-world situations and the concepts of measurement and transformations learned in geometry are utilized. The expectation is that students have built a strong foundation in both Algebra and Geometry. Students taking this course are required to have a graphing calculator (We recommend TI-83 Plus or higher).

Algebra 2 – Models & Applications

3480 Full Year – 1 Credit
Open to Grades 11-12
5 Periods per Week
Prerequisite: both Algebra and Geometry, with minimum individual grades of D- and minimum composite grade of D+; or Algebra 2 with a minimum grade of D-

This course approaches Algebra 2 through practical application, and is centered on real-world problem solving using the construction of mathematical models. Problems are solved by choosing and using an appropriate mathematical model, such as: graphical, statistical, financial, exponential, trigonometric, geometric, or spatial. Writing and oral presentation are emphasized, as is the use of calculators and computers. Students taking this course are required to have a TI-nspire graphing calculator; and must also have access to a computer outside school, either at home or the library.

Advanced Quantitative Reasoning

3490 Summer Term only – 1 Credit
Open to Grades 10-12
5 Periods per Week
Prerequisite: Algebra 2, with a minimum grade of B-

This course is for students who love math, and want to spend some time during the summer solidifying and deepening their mathematical skills and knowledge. Topics will include numerical reasoning, statistical reasoning, discrete and continuous modeling, vertex-edge graphs, fractals, geometric modeling and spatial reasoning. Writing and oral presentation are emphasized, as is the use of calculators and computers. Students taking this course are required to have a TI-nspire graphing calculator; and must also have access to a computer outside school, either at home or the library.

Statistics

3460 1 Year – 1 Credit
Open to Grades 10-12
5 Periods per Week
Prerequisite: One year of Algebra 2 (‘C’ average or better)

Is an elective course wherein students are introduced to major theories and techniques for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. The direct application of statistical techniques on standard problems and the analysis of graphical representations will be emphasized. More class time will be used to practice the basic concepts of the course. Technology will be used to develop understanding. Students taking this course are required to have a TI-83+ or higher graphing calculator.
### AP Statistics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3470</td>
<td>1 Year – 1 Credit</td>
</tr>
<tr>
<td>Open to Grades 10-12</td>
<td>5 Periods per Week</td>
</tr>
</tbody>
</table>

Prerequisite: One year of Algebra 2 (B average or better) and application; see requirements for AP courses in this catalog.

Is an elective course wherein students develop major theories and techniques for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. Solving real-life problems that require the use of statistical inference and a combination of statistical techniques will be emphasized. Technology will be used to develop understanding, and work on large datasets. Students will present, defend, and critique statistical arguments. Students taking this course are required to have a TI-83+ or higher graphing calculator. Students are expected to take the AP Statistics examination in the spring.

### Pre-Calculus with Trigonometry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3540</td>
<td>Full Year – 1 Credit</td>
</tr>
<tr>
<td>Open to Grades 10-12</td>
<td>5 Periods per Week</td>
</tr>
</tbody>
</table>

Prerequisite: Algebra 1, Geometry, and Algebra 2 (with a grade average of B- or better in all three courses)

This course is for the college-bound student. The course stresses the application of algebraic concepts and functions. Topics covered include conic sections, complex numbers, sequences and series, exponential and logarithmic functions, and the graphing of relations and functions. Topics also include the study of the six trigonometric functions, graphs, trigonometric equations, identities, the use of radian measure, and the use of formulas. Students taking this course are required to have a graphing calculator (preferably a TI-83 or higher).

### Advanced Pre-Calculus with Trigonometry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3550</td>
<td>Full Year- 1 Credit</td>
</tr>
<tr>
<td>Open to Grades 10-11</td>
<td>5 Periods per Week</td>
</tr>
</tbody>
</table>

Prerequisite: Algebra 1 and Geometry (minimum grade of B- in each) and Advanced Algebra 2 (minimum grade of B-) or Algebra 2 (minimum grade of A-).

This course is for students intending to take AP Calculus AB next year. The course stresses the application of algebraic concepts and functions. Topics covered include conic sections, complex numbers, sequences and series, exponential and logarithmic functions, and the graphing of relations and functions. Topics also include the study of the six trigonometric functions, graphs, trigonometric equations, identities, the use of radian measure, and the use of formulas. Students taking this course are required to have a graphing calculator (preferably a TI-83 or higher).

### AP Calculus (AB)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3910</td>
<td>Full Year – 1 Credit</td>
</tr>
<tr>
<td>Open to Grades 11-12</td>
<td>7 Periods per Week</td>
</tr>
</tbody>
</table>

Prerequisite: Pre-Calculus with Trigonometry (with a minimum grade of B)

Is recommended for advanced track math students. Application must be made through course teachers and counselors. This course deals with the study of limits and the limiting processes. The topics of differentiation, integration, and continuity are included. This course will include topics of statistics. Students taking this course are required to have a TI-83 or higher graphing calculator. Students are expected to take the AP examination in the spring.

### AP Calculus (BC)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3920</td>
<td>Full Year – 1 Credit</td>
</tr>
<tr>
<td>Open to Grade 12</td>
<td>7 Periods per Week</td>
</tr>
</tbody>
</table>

Prerequisite: Calculus AB and application; see requirements for AP courses in this catalog.

Is recommended for the highly successful advanced track math student. This course deals with the BC content of the Advanced Placement Curriculum beyond that of the Calculus AB sequence above. Additional topics include sequences, infinite series, indeterminate forms, improper integrals, solutions to differential and parametric equations, and advanced techniques, of integration. Students taking this course are required to have a TI-83 or higher graphing calculator. Students are expected to take the AP examination in the spring.

### College Algebra

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3510</td>
<td>Full Year – 1 Credit</td>
</tr>
<tr>
<td>Open to Grades 11-12</td>
<td>5 Periods per Week</td>
</tr>
</tbody>
</table>

Prerequisite: Algebra 2 or its equivalent

This is an elective course for college-bound students. Math topics include real numbers, equations and inequalities, linear and quadratic functions, exponential and logarithmic functions, systems of equations, matrices, determinants, and permutations and combinations. Students taking this course are required to have a TI-83+ or higher graphing calculator.
Music Department

Music study helps students develop skills in comprehending, creative problem solving, working as a team, logical reasoning, using symbols, conceptualizing, making value judgments, and communicating. It promotes cultural awareness and provides unique opportunities for self-expression and creativity. The Music Department offers a variety of classes that allow students to continue – or begin – a strong sequential program of music study. Courses are offered in Instrumental Music, Vocal Music, and Non-Performance classes.

<table>
<thead>
<tr>
<th>Chamber Orchestra</th>
<th>Men’s Chorus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chamber Orchestra</strong></td>
<td><strong>Men’s Chorus</strong></td>
</tr>
<tr>
<td>7980</td>
<td>7840</td>
</tr>
<tr>
<td>Open to Grades 9-12</td>
<td>Open to grades 9-12</td>
</tr>
<tr>
<td>Full Year – 1 Credit</td>
<td>Full Year – 1 Credit</td>
</tr>
<tr>
<td>5 Periods per Week</td>
<td>5 periods per week</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Audition</td>
<td><strong>Prerequisite:</strong> Audition</td>
</tr>
</tbody>
</table>

Explores and performs standard chamber orchestra literature of various styles during the school year. It is open to all students who have had previous orchestral experience and demonstrate proficiency in technique and musicianship during the audition. This ensemble will travel, perform publicly, and participate in orchestral competitions. Students in this ensemble may be required to rehearse outside of school. Dedication and commitment are essential. Members of this ensemble are required to take private lessons. Students in this ensemble are also strongly encouraged to enroll in Symphonic Orchestra. A uniform fee will be assessed for each student.

<table>
<thead>
<tr>
<th>Choir 1</th>
<th>Concert Band</th>
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</thead>
<tbody>
<tr>
<td><strong>Choir 1</strong></td>
<td><strong>Concert Band</strong></td>
</tr>
<tr>
<td>7810 – Freshman</td>
<td>7910</td>
</tr>
<tr>
<td>Open to Grade 9</td>
<td>Open to Grades 9-11</td>
</tr>
<tr>
<td>Full Year – 1 Credit</td>
<td>Full Year – 1 Credit</td>
</tr>
<tr>
<td>5 Periods per Week</td>
<td>5 Periods per Week</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Recommendation from a middle school teacher (either vocal or instrumental)</td>
<td><strong>Prerequisite:</strong> Middle School Band or permission of director</td>
</tr>
</tbody>
</table>

Is for freshmen, sophomores, and juniors who sing tenor or bass and qualify musically and vocally to study and perform works for lower voices both accompanied and unaccompanied. Public performance and choir competition requirements are additional responsibilities for students. Freshmen may also participate based on a recommendation from their 8th grade music teacher and/or audition. A uniform fee will be assessed for each student.

<table>
<thead>
<tr>
<th>Concert Band</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7910</td>
<td>Full Year – 1 Credit</td>
</tr>
<tr>
<td>Open to Grades 9-11</td>
<td>5 Periods per Week</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Middle School Band or permission of director</td>
<td></td>
</tr>
</tbody>
</table>

Is for freshmen, sophomores, and juniors who play a woodwind, brass, or percussion instrument. A variety of concert band literature (Marches, Overtures, Classical Transcriptions, standard concert band classics, Broadway, movie and television scores, jazz, pop, and rock scores) will be explored and performed. Members are required to participate in evening and weekend public performances, concerts, contests, and festivals. However, the frequency of these outside performances is not as great as the higher-level bands. Sometimes there are sectional rehearsals after school. Ninth grade students whose schedules allow them to take this course for only three days per week will receive 1/2 credit for the class. Fee for rental of school-owned instruments.
### Class Piano

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Schedule</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>7915</td>
<td>Class Piano</td>
<td>Semester – 1/2 Credit</td>
<td>5 Periods per Week</td>
<td>None</td>
</tr>
</tbody>
</table>

Class Piano is designed for any student interested in learning to play piano. Any student may enroll, regardless of experience. Music reading skills will be taught to students with no experience. All students will learn proper playing technique and practice skills. Students may repeat the course as often as they would like for more advanced levels of performance, and may be recommended for Rehearsal Techniques.

### Concert Choir

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Schedule</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>7830</td>
<td>Concert Choir</td>
<td>Full Year – 1 Credit</td>
<td>5 Periods per Week</td>
<td>Audition</td>
</tr>
</tbody>
</table>

Concert Choir is open to sophomores, juniors, and seniors with singing experience who qualify musically and vocally. The group is also open to freshmen based on audition and/or recommendation from their middle school choir teacher. Continued emphasis is on the development of each choir member’s voice and the ability to read music vocally. The choir performs at the annual holiday and spring concerts, and participates in choral competition. Opportunities are provided for solo and small ensemble singing. Members will be selected by audition. A uniform fee will be assessed for each student.

### Jazz Band & Jazz Workshop

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Schedule</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>7940</td>
<td>Jazz Band &amp; Jazz Workshop</td>
<td>No Credit</td>
<td>Meets before/after school</td>
<td>Previous instrumental/choral experience through school or private lessons; director approval</td>
</tr>
</tbody>
</table>

This ensemble will be a functionally performing jazz ensemble with varied instrumentation, open to all musicians who sing, play a wind or string instrument, or who play guitar, electric bass, and drum set. Wind/Percussion/String players, and vocalists, should be members of a band/choir/orchestra. Focus of the course will be a history of jazz development and overview of jazz/rock/pop styles, with a required aspect covering performance techniques in these styles. Ear training and improvisational skills, as well as some basic music theory concepts, will also be taught. Public performances, jazz festivals, and spring concerts may be required of all members. A uniform fee will be assessed for all students.

### Pop Music

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Schedule</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>7760</td>
<td>Pop Music</td>
<td>Open to Grades 10-12</td>
<td>1/2 Year – 1/2 Credit</td>
<td>No Prerequisite</td>
</tr>
</tbody>
</table>

Pop Music will focus on popular music styles and their interactions with, and influence on, contemporary pop culture. Styles discussed and explored will include Blues, Jazz, and many aspects of Rock – leading to analysis and discussion of today’s popular music. Listening and analytical skills will be developed.

### Music Theory 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Schedule</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>7765</td>
<td>Music Theory 1</td>
<td>Open to Grades 10-12</td>
<td>1/2 Year – 1/2 Credit</td>
<td>Teacher recommendation</td>
</tr>
</tbody>
</table>

Is a yearlong course that stresses the fundamentals of music reading, notation, ear training, scales, keys, and chords. Music Theory is a requirement for the student who wishes to acquire a music major and strongly recommended for anyone considering a career involving music.

### AP Music Theory

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Schedule</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>7770</td>
<td>AP Music Theory</td>
<td>Open to Grades 10-12</td>
<td>Full Year – 1 Credit</td>
<td>Teacher recommendation and application; see requirements for AP courses in this catalog</td>
</tr>
</tbody>
</table>

Is a semester course, focusing on traditional harmonic analysis, part writing, advanced ear training, form recognition, and sight singing. Students enrolled in this course are expected to take the AP exam in the spring. Credit will be given to students who take the AP Music Theory exam. This class is strongly recommended to students who wish to major in music or anyone considering a career in music. If you are planning to take AP Calculus your senior year, you should take AP Music Theory either your sophomore or junior year. Students are expected to take the AP examination in the spring.

### Music History

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Schedule</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>7780</td>
<td>Music History</td>
<td>Open to Grades 10-12</td>
<td>Full Year – 1 Credit</td>
<td>No Prerequisite</td>
</tr>
</tbody>
</table>

Music History is a year-long course that covers mostly classical, western musical styles, composers and compositions, from the ancient to the present. Music history provides an excellent background for those students who wish to major in music or pursue a career in music.
Camarata

7965
Open to Grades 9-12
Full Year - 1 Credit
5 Periods per Week

Prerequisite: Audition or director approval

Explores and perform arrangements and originals of standard chamber orchestra literature of various styles during the school year. This is a training orchestra for chamber orchestra. It is open to all students who have had previous orchestral experience and demonstrate proficiency in technique and musicianship during the audition. This ensemble will travel, perform publicly, and participate in orchestral competitions. Students who audition should have some experience in private lessons and be willing to take or continue private lessons. Sometimes there are rehearsals after school. A uniform fee will be assessed for each student.

Philharmonia Orchestra

7975
Open to Grades 9-12
Full Year – 1 Credit
5 Periods per Week

Prerequisite: Audition or director approval

The Philharmonia Orchestra is open to all students who have had previous orchestra experience and demonstrate proficiency in technique and musicianship. This ensemble explores and performs music of a variety of styles, which include standard and contemporary orchestra literature, as well as popular styles like rock, Broadway, and jazz. Concerts and adjudicated performances are required responsibilities of each member of this ensemble. Students in Philharmonia Orchestra are highly encouraged to take private lessons. A uniform fee will be assessed for each student.

Symphonic Orchestra

7970
Open to Grades 9-12
Full Year – 1 Credit
5 Periods per Week

Prerequisite: Audition or director approval

Explores and performs standard orchestral literature of various styles during the school year. It is open to all students who have had previous orchestral experience and demonstrate proficiency in technique and musicianship during the audition. Students are strongly encouraged to take private lessons. Public performance and orchestra competition requirements are additional responsibilities for the students. Sometimes there are rehearsals after school. A uniform fee will be assessed for each student.

Ranger Marching Band

7920
Open to Grades 9-12
No Credit
Meets before/after school

Prerequisite: 8th Grade Band or director recommendation

Is a co-curricular activity composed of freshmen, sophomores, juniors, and seniors who play band instruments (woodwinds, brasses, and percussion) and who twirl flags and dance. Flags, Rangerettes, and percussionists must audition in the spring for membership. Instrumentalists are encouraged to be a member of a regular curricular band (Concert Band, Symphonic Band or Wind Ensemble). The Ranger Marching Band rehearses 7:00–7:45 a.m. Monday through Friday and Tuesday evenings 6:30–9:00 p.m. during the football season. There are summer rehearsals for two weeks prior to the 4th of July and 2-1/2 weeks prior to the start of school. There is a pay-to-participate fee and a separate uniform fee. All members are required to participate in weekend and evening performances, concerts, contests, and festivals.

String Orchestra

7985
Open to Grades 9-12
Full Year – 1 Credit
5 Periods per Week

Prerequisite: Director approval

Is an ensemble which stresses technical development on a string instrument. This group is comprised of mainly freshmen and is open to all who wish to enroll and have previous orchestral experience or director’s permission. Public performance and orchestral competition requirements are additional responsibilities for the students. A uniform fee will be assessed for each student.

Symphonic Band

7930
Open to Grades 9-12
Full Year – 1 Credit
5 Periods per Week

Prerequisite: Concert Band and/or audition

The Symphonic Band is open to all students who have had previous band experience and demonstrate proficiency in technique and musicianship. This ensemble explores and performs music of a variety of styles, which include standard and contemporary band literature, as well as popular styles like rock, Broadway, and jazz. Concerts and adjudicated performances are required responsibilities of each member of this ensemble. Students in Symphonic Band are highly encouraged to take private lessons. A uniform fee will be assessed for each student.
Wind Ensemble

7950 Full Year – 1 Credit
Open to Grades 9-12
5 Periods per Week
Prerequisite: Audition
The Wind Ensemble is comprised of woodwind, brass, and percussion students who demonstrate a high degree of technical and musical proficiency during the audition. This ensemble explores and performs standard wind band literature of various styles throughout the school year. Wind Ensemble will travel, perform publicly, and will participate in district/state-level competitions. Students in this ensemble may be required to rehearse outside of school. Dedication and commitment are essential. Students in the Wind Ensemble should be enrolled in private lessons on their primary instrument, or should be willing to enroll. A uniform fee will be assessed for each student.

Symphonic Mixed Choir

7850 Full Year – 1 Credit
Open to Grades 10-12
5 Periods per Week
Prerequisite: Audition
Is composed of mostly juniors and seniors who qualify musically and vocally to study and perform master works of choral literature, both unaccompanied and accompanied. The choir meets daily and the membership is determined by the audition. As a competition choir, public performance requirements are additional responsibilities for the students. A uniform fee will be assessed for each student.

Chamber Choir

Is a 20-voice Chamber Ensemble which specializes in choral chamber music of a variety of periods, including Renaissance and vocal jazz. These students perform during the school day for community and area events, especially during December. Performance at all concerts and the Solo & Ensemble Adjudicated Event are required. Chamber Choir rehearses three mornings a week before school.

Vive L'Four

Is composed of sophomores, juniors and seniors who sing alto or soprano and qualify musically and vocally to study and perform works for treble voices both unaccompanied and accompanied. Public performance and choir competition requirements are additional responsibilities for the students. A uniform fee will be assessed for each student.

Fourtes

The Fourtes is an SSAA quartet, which is auditioned from within Chamber Choir. The members of the Fourtes are required to be in both ensembles. Public performances, concerts, and the Solo & Ensemble Adjudicated Event are required for this ensemble. Rehearsals are set according to availability of director and singers. Some weekend rehearsals may be required. A pay-to-participate fee will be assessed for Chamber Choir/Fourtes, as well as a uniform fee.
Science Department

Students are required to have three (3) credits of Science, of which one must be physical and one biological. All ninth and tenth graders are expected to be enrolled in a Science course.

Advanced Courses

Lakewood High School is privileged to offer two advanced courses in Science: Advanced Geophysical (9th grade) and Advanced Biology (10th grade). The purpose of advanced science courses is to allow students with a particular interest in science and strong academic skills to reach their full potential by participating in accelerated and enriched content.

These courses are available by teacher and counselor recommendation. Grades in advanced courses ARE NOT weighted. Enrollment in advanced courses IS NOT required for acceptance in to AP Science courses in the future.

Students who have been successful in advanced science courses have the following characteristics:

- highly interested in science
  - willing to enroll in at least 4 credits of science during high school
  - willing to design, implement and report on scientific research (Science Fair Project)
- strong reading and writing ability
  - complete and comprehend daily reading of college-level texts
  - complete and comprehend required reading of science journal articles
  - prepare and submit extensive written laboratory reports
  - prepare and submit a scientific research paper
- highly motivated
  - able to maintain the pace of an accelerated and enriched content
  - takes personal responsibility for one’s learning
- strong time-management skills
  - able to balance all course (including other advanced), extra-curricular, employment and home responsibilities
  - able to plan ahead and follow-through on tasks
  - willing to meet deadlines
- strong communication and interpersonal skills
  - able to articulate questions, answers and concerns
  - willing to work well with lab partners to teach, learn and perform at an advanced level
  - able to seek and accept help in a mature, responsible manner

Students interested in advanced courses should contact their science teacher and counselor. Student and parent should be aware of the prerequisites for the course and accept responsibility for completing course requirements. Students will be unable to move to a regular section of science once they have begun the advanced course. Acceptance is based on grades in Science, Math and Language Arts as well as scores on the Ohio Achievement Assessment (OAA).
Advanced Physical Science

4190  Full Year – 1 Credit
    Open to Grade 9
    7 Periods per Week

By teacher/counselor recommendation and B+ or above in Science; see expectations for advanced science courses in this catalog.

Advanced Physical science is an accelerated course which satisfies the Ohio Core science graduation requirements. The course introduces students to key concepts and theories that provide a foundation for further study in other sciences and advanced science disciplines. Advanced Physical Science comprises the systematic study of the physical world as it relates to fundamental concepts about matter, energy and motion. A unified understanding of phenomena in physical, living, Earth and space systems is the culmination of all previously learned concepts related to chemistry, physics, and Earth and space science, along with historical perspective and mathematical reasoning. Extensive reading, writing of lab reports and a Science Fair Project is required.

Physical Science

4140  Full Year – 1 Credit
    Open to Grade 9
    No Prerequisite
    7 Periods per Week

Physical science is a high school level course which satisfies the Ohio Core science graduation requirements. The course introduces students to key concepts and theories that provide a foundation for further study in other sciences and advanced science disciplines. Physical Science comprises the systematic study of the physical world as it relates to fundamental concepts about matter, energy and motion. A unified understanding of phenomena in physical, living, Earth and space systems is the culmination of all previously learned concepts related to chemistry, physics, and Earth and space science, along with historical perspective and mathematical reasoning.

Introduction to Physical Science

4611 (1st semester)  1/2 Year – 1/2 Credit
    Open to Grade 9
    5 Periods per Week

By counselor recommendation only

Introduction to Physical Science fulfills the Ohio core physical science graduation requirements. It provides the fundamentals of science content and process for subsequent science courses. It is taught using the investigative, inquiry, and problem-solving approach. Emphasis is placed on the physical nature of our planet and the forces and motions governing the universe. Introduction to Physical Science explores the materials, processes, history and environment of the earth and the practical application of science to everyday life.

Advanced Biology

4290  Full Year – 1 Credit
    Open to Grades 9-10
    7 Periods per Week

By teacher/counselor recommendation and B+ or above in Science; see expectations for advanced science courses in this catalog.

Advanced Biology is an accelerated biological science course which satisfies the Ohio Core science graduation requirements. It provides the fundamentals of science content and process for subsequent advanced courses. The course uses a college text that includes accelerated and enriched content in the areas of ecology, biochemistry, cells, genetics, evolution and classification. Learning experiences include inquiry problem-solving and critical thinking. Laboratory experiences, including considerable dissection are emphasized throughout the course. Extensive reading, writing of lab reports and science research papers are required. Students are encouraged to take the SAT II Biology Test in the spring.

Biology

4240  Full Year – 1 Credit
    Open to Grade 10
    Prerequisite: one credit of physical science; may be taken concurrently
    7 Periods per Week

Biology is a high school level biological science course which satisfies the Ohio Core science graduation requirements. The subject matter provides an introduction to the study of the fundamentals of living things: ecology, biochemistry, cells, genetics, evolution and classification. Learning experiences include inquiry problem-solving and critical thinking. Laboratory experiences, including moderate dissection are emphasized throughout the course.
Horticulture & Plant Science

4570
Open to Grades 11-12
Full Year – 1 Credit
5 Periods per Week

Prerequisite: one credit of physical and one credit of biological science

Horticulture is an elective biological science course which satisfies the Ohio Core science graduation requirements. Course content includes plant physiology, propagation, classification, and identification, genetics, soil and nutrition studies, gardening and home landscape maintenance. Exploratory experiences utilizing the LHS greenhouse and school grounds are included. A notebook and participation in outdoor projects are required.

Introduction to Life Science

4631 (1st semester)
1/2 Year – 1/2 Credit
4632 (2nd semester)
1/2 Year – 1/2 Credit
Open to Grade 10
5 Periods per Week

By counselor recommendation only. One credit of physical science; may be taken concurrently.

Introduction to Life Science fulfills the Ohio core biological science graduation requirement. The subject matter provides an introduction to the study of the fundamentals of living things: ecology, biochemistry, cells, genetics, evolution and classification. Learning experiences include inquiry problem-solving and critical thinking. Applications to everyday life are emphasized throughout the course.

Chemistry

4340
Full Year – 1 Credit
7 Periods per Week

Open to Grades 10-12
Prerequisite: credit in one biological and one physical science; “C” or higher in Algebra 1. Passed Science Ohio Graduation Test.

Chemistry is an elective physical science laboratory course that fulfills the recommended core for college preparation. This course applies problem-solving and algebra skills to chemical concepts found in industry and society. Classroom experiences emphasize cooperation, collaboration and critical thinking to engage in the content. Daily review and practice is essential. Goggles, scientific calculator, 3-ring notebook and lab manual are required.

AP Chemistry

4390
Full Year – 1 Credit
10 Periods per Week

Open to Grades 10-12
Application: see requirements for AP courses in this catalog.

Prerequisites: (1) concurrently Advanced Algebra II or higher and (2) “B” or higher in previous math and science courses.

AP Chemistry is an elective physical science course which satisfies the recommended core for selective colleges. Two periods per day allows for extensive laboratory and academic experiences. AP Chemistry includes the following accelerated and enriched topics: stoichiometry, spectroscopy, quantum theory, quantitative and qualitative analysis, bonding and molecular geometry, kinetics, thermodynamics, electrochemistry, acids and bases, and an introduction to organic chemistry. One year of high school chemistry prior to enrollment is recommended but not required. Goggles and a scientific calculator are required; an AP Chemistry review book is recommended; and students are expected to take the AP exam in the spring.

Honors Chemistry

4350
Full Year – 1 Credit
7 Periods per Week

Open to Grades 10-12
Prerequisite: credit in one biological and one physical science; “C” or higher in Algebra 1

Chemistry is an elective physical science laboratory course that fulfills the recommended core for college preparation. This course applies problem-solving and algebra skills to chemical concepts found in industry and society. Classroom experiences emphasize cooperation, collaboration and critical thinking to engage in the content. Daily review and practice is essential. Goggles, scientific calculator, 3-ring notebook and lab manual are required. Honors chemistry will challenge students will accelerated pace and depth.
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade Levels/Periods</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Science Chemistry</td>
<td>4580</td>
<td>11-12</td>
<td>1</td>
<td>Prerequisites: one credit of physical and one credit of biological science; up to a C+ in Algebra 1. Materials Science Chemistry is an elective physical science course which satisfies the Ohio Core science graduation requirements. It explores the basic concepts of Chemistry and extends these ideas to real world applications. Materials Science consists of 5 main groupings; Crystals, Metals, Polymers, Glass/Ceramics, and Composites. These categories are explored through the application of chemistry, leading to many exciting, high quality experiments and investigations.</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>4590</td>
<td>11-12</td>
<td>1</td>
<td>Prerequisite: “C” or higher in one biological and one physical science. Passed Science Ohio Graduation Test. Anatomy &amp; Physiology is an elective biological laboratory science course that fulfills the recommended core for college preparation. This course emphasizes a comprehensive study of the human body including structure, function, development, care and disease. Learning experiences include inquiry, problem-solving and critical thinking. Students participate in extensive dissection, collaborative and individual projects and optional career shadowing experiences. Purchase of lab and classroom supplies is required. In addition, students may apply for six University of Akron credits. Contact Mrs. Smith in the Science Department for more information.</td>
</tr>
<tr>
<td>Physics</td>
<td>4450</td>
<td>Open to Grade 12</td>
<td>1</td>
<td>Prerequisite: “C” or higher in Algebra 1. Physics is an elective physical laboratory science course that fulfills the recommended core for college preparation. Mathematical analysis is used to study motion, forces, vectors, projectile motion, rotational mechanics, fluids, waves and sound. Projects may include construction of rubber band vehicles, cardboard boats and roller coasters. Students participate in Physics Day at Cedar Point. A scientific calculator, notebook and project materials are required.</td>
</tr>
<tr>
<td>AP Physics</td>
<td>4910</td>
<td>Open to Grade 12</td>
<td>1</td>
<td>By application; see requirements for AP courses in this catalog. Prerequisite: AP Calculus (AB or BC); may be enrolled concurrently. AP Physics is an elective physical laboratory science course that fulfills the recommended core for selective colleges. It is designed to prepare students for the AP Physics C (Mechanics) exam in May. This course is recommended for advanced math students interested in engineering or other science-related careers. Calculus is used to analyze topics including: kinematics, Newton's laws, work, energy, power, momentum, rotation, oscillation, static equilibrium and gravity. Students participate in Physics Day at Cedar Point. A graphing calculator, ruler, protractor and notebooks are required. Students are expected to take the AP exam in the spring.</td>
</tr>
<tr>
<td>Fundamental Physics</td>
<td>4430</td>
<td>Open to Grade 12</td>
<td>1</td>
<td>By application only; see the Health Science section of this catalog. Prerequisite: credit in one physical science, one biological science and a “C” or “D” in math courses lower than Algebra 2. Seniors (only) may take Algebra 2 concurrently. FUN Physics is an elective physical science course which fulfills the Ohio Core science graduation requirements. This course, students explore how the universe works. Inquiry-based activities utilize moderate math skills, problem-solving and manipulation of variables to understand motion, forces, energy, rotational mechanics, fluids, waves and sound. Students participate in events such as rubber band vehicles, the Cardboard Boat Regatta, the Roller-coaster Open House and Physics Day at Cedar Point. The purchase of a scientific calculator, notebook and project supplies is required.</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>6970</td>
<td>Open to Grade 12 only</td>
<td>2</td>
<td>By application only; see the Health Science section of this catalog. Biotechnology is a four-year progression of coursework designed for biological science majors. An emphasis is placed upon developing laboratory and research skills. Topics covered in this lab intensive course include: biochemistry, energetics, microbiology, cell biology, and bioinformatics. Theory and practice of recombinant DNA methodologies are highlighted. Past, present, and future applications including ethical, political, and economic impacts of the biotech industry are presented. Extensive reading and preparation of laboratory reports is required.</td>
</tr>
</tbody>
</table>
Social Studies Department

The Social Studies Department offers a wide variety of subjects to meet the needs and interests of all Lakewood High students. Students are required to take three (3) years of Social Studies including one year of United States History, one year of World History, (the two-year Advanced Placement U.S. History course satisfies this requirement) and a semester of Government. Students have the option of choosing a semester elective from a list that includes many popular courses like Psychology, Sociology, Human Rights and Conflict, Current Events and Pop Culture. In addition to the two-year Advanced Placement U.S. History course, the Social Studies Department offers full-year Advanced Placement courses in European History and U.S. Government.

**World History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
<th>Periods per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>2140</td>
<td>9</td>
<td>Full Year</td>
<td>5</td>
</tr>
</tbody>
</table>

No Prerequisite

In this one-year course students study global political, diplomatic, economic and intellectual change from 1775 into the 21st Century. Students use a range of social studies skills and methods to evaluate the impact of key global events on the human experience within the context of world events.

**US History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
<th>Periods per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>2240</td>
<td>10</td>
<td>Full Year</td>
<td>5</td>
</tr>
</tbody>
</table>

No Prerequisite

This one-year course covers United States History from 1877 to the present. The purpose of the course is for students to examine the key political, diplomatic, intellectual and economic changes that have shaped the American experience over time. Students use social studies skills and methods to better understand contemporary American society, politics, and economics. The course aims to prepare students to achieve their personal best score on Ohio's Graduation Test.

**Government**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
<th>Periods per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>2571</td>
<td>12</td>
<td>1/2 Year</td>
<td>5</td>
</tr>
</tbody>
</table>

No Prerequisite

Is a one-semester requirement for graduation. The course will introduce the student to the fundamental principles and processes of our government and to the inner working of our American political system. This course will be activity oriented and will attempt to prepare students to be voting participants in our democracy.

**Year Electives**

**AP US History 9**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
<th>Periods per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>2190</td>
<td>9</td>
<td>Full Year</td>
<td>5</td>
</tr>
</tbody>
</table>

Prerequisite: Enrollment in Adv. English and application; see requirements for AP courses in this catalog.

Is a challenging two-year sequence designed to give ninth grade high school students an introduction to college-level studies from the colonial period through 1877. Instructional experiences include a term paper, critical thinking skills, lectures, student presentations, essay writing, and oral participation. Students selected for this course will continue by taking Advanced Placement US History 10 in 10th grade.

**AP US History 10**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
<th>Periods per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>2930</td>
<td>10</td>
<td>Full Year</td>
<td>5</td>
</tr>
</tbody>
</table>

Prerequisite: Recommendation of the 9th Grade AP US History teacher

Is the second year of the two-year sequence of Advanced Placement US History and will focus on the time period of 1900 to the present day. There will be an extensive exam preparation in this course as well as work on writing DBQ essays, term papers, and essay writing. Students are expected to take the AP exam in the spring.

**AP European History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
<th>Periods per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>2940</td>
<td>11-12</td>
<td>Full Year</td>
<td>5</td>
</tr>
</tbody>
</table>

Prerequisite: By application; see requirements for AP courses in this catalog.

Is designed for advanced students capable of doing college-level work. It provides an in-depth study of the social, political, artistic, intellectual, and economic movements of European History from the High Renaissance to modern times. It is an excellent preparation for the various “Western Civilization” courses required at many universities. Students are expected to take the AP exam in the spring.
AP Government and Politics
2960 Full Year – 1 Credit
Open to Grade 12 5 Periods per Week

Prerequisite: By application; see requirements for AP courses in this catalog.

Is a yearlong course designed to be a detailed and inclusive study of political science, which focuses on the national community as a product of human interaction and compromise. This course takes the place of the senior requirement of Government and Economics as well as the senior elective. Students are expected to take the AP exam in the spring.

Semester Electives

Current Events
2510 1/2 Year – 1/2 Credit
Open to Grades 9-12 5 Periods per Week

No Prerequisite

Students will be expected to demonstrate knowledge of current topics at the local, state, national, and international levels. Students will need to work in-groups, use the computers, and discuss ideas and present projects. A series of weekly quizzes will be given. Additional information will come from U.S. news, documentaries, and resources from the library.

Economics
2660 1/2 Year – 1/2 Credit
Open to Grades 11-12 5 Periods per Week

Prerequisites: None

This course will provide an overview of the general principles of micro and macroeconomics with an emphasis on the modern world economy. Topics covered will be economic thinking; economic systems; markets; supply and demand; money; credit; trade; government and the economy; and savings and investment. Financial literacy will also be examined through introduction of concepts on money, banking, credit, debt, and wealth. A variety of supplemental activities and modules will be used.

Human Rights and Conflict
2630 1/2 Year – 1/2 Credit
Open to Grades 9-12 5 Periods per Week

No Prerequisite

Examines the social, political, economic, and cultural causes of human rights violations during times of war and conflict. Why do societies turn to violence, hate, and “cleansing” during times of conflict? What factors cause injustice and intolerance? What causes obedience to totalitarian and authoritarian governments? What can be done? The course makes use of materials from “Facing History and Ourselves.”

Intro to College Psychology DE
2655 1/2 Year
Open to Grades 11-12 5 Periods per Week

In addition, students may apply for three University of Akron credits. Contact Dr. Greenoff in the Social Studies Department for more information.

Pop Culture: A Social History of America
2640 1/2 Year – 1/2 Credit
Open to Grades 9-12 5 Periods per Week

No Prerequisite*

This is a one-semester elective course, which encourages students to think critically about past and current American culture. The overall objective is to explore how pop culture, in all of its various forms, not only reflects the world around us, but also how it influences the way we perceive the world. Students will examine American culture from 1950 through the present and will be asked to analyze how the various aspects are shaped by events happening at the time. Topics will include, but are not limited to: Advertising, Music, Television, Film, Urban Legends and Conspiracy Theories, and Race and Gender. Class discussions, daily activities, videos, use of the Internet and projects are key components of this class. Students will be required to complete a project for each of the main units of study, along with a final project.

*Parents/guardians, please be advised that some class discussions, materials and film and television viewing may contain mature themes and subjects including language use, violence, sexuality et al. Students will be required to have a permission slip signed by a parent or guardian acknowledging that they are aware of the content studied in this course.

Psychology
2651 1/2 Year – 1/2 Credit
Open to Grades 10-12 5 Periods per Week

No Prerequisite

Is a one-semester elective that encompasses broad areas of research about human behavior, information that helps high school students understand themselves and their world better. Areas receiving attention include child and adolescent development, motivation and self-esteem, perception, neurotransmission, learning, memory and intelligence, consciousness, addiction, theories of personality and mental illness. Major contributors to the field, significant experiments are blended together with informative films to give the mature college-bound student a solid foundation.

Sociology
2690 1/2 Year - 1/2 Credit
Open to Grades 9-12 5 Periods per Week

No Prerequisite

Is the study of human behavior in-groups. Topics considered for discussions during the semester are social research, socialization, minority groups, the contemporary American family, crime and delinquency, alienation, and social class. The student is expected upon entering the course to participate in all aspects of the class activities, which include discussions, reading, simulations, role-playing, writing, and personal growth. This course is intended for mature students although open to students in grades 10-12.
Specialized Career-Technical Programs

Service Occupations Training

Full Year – 4 Credits
20 Periods per Week

Recommended: Career Assessment Evaluation

Today’s hospitality industry is looking for people who enjoy variety and challenge. Service Occupations Training (SOT) is a two-year program that provides students with classroom learning and real-life work experiences needed to take advantage of the many opportunities in this field. The program is housed at Lakewood Hospital where students train in food service, housekeeping, materials management, and clerical positions. Guest service, career exploration, and professionalism are other important components of this program.

Transition to Work Program (TTW)

Full Year – 3 Credits
15 Periods per Week

Recommended: Career Assessment Evaluation

This program is a one-year job training program for Lakewood students. Students work under the auspices of a teacher and aide in a variety of school settings including the cafeteria, Ranger Café@ West Shore laundry area and the TTW classroom. This program is a preparatory class for students considering community based job training programs after their sophomore year. A team decision determines appropriateness of programs.

Community Based Job Training Programs

Bonne Bell (18 yrs. or older) Full Year – 4 Credits
20 Periods per Week

Recommended: Career Assessment Evaluation

The Bonne Bell program is a work training experience that meets daily at the Bonne Bell facility in Westlake. Students work in the returns department. They perform many tasks including opening, sorting, weighing, and labeling returned cosmetic products. Students learn to master the hand tools necessary for these jobs. This work experience is open to students 18 years and older. They work with a teacher and aide, focusing on social skill as well as employment competencies.

Marriott Hotel Full Year – 4 Credits

Recommended: Career Assessment Evaluation

Lakewood students work in the afternoon at this facility. The goals of this program are for students to gain experience in specific work skills and to develop independence and interest areas for future employment. With supervision, students receive training in the following departments:

- Food Service
- Laundry/Housekeeping
- Clerical
- Maintenance Department
- Grounds Keeping

Winking Lizard Full Year – 2 Credits

Recommended: Career Assessment Evaluation

Lakewood students work in the morning before the restaurant is open. The goals of this program are for students to gain experience in specific work skills and to develop independence and interest areas for future employment. Students, with supervision receive training in the following areas:

- Basic food prep
- Pre-bussing prep
- Table set-up
- Basic custodial duties

On-the-Job-Training/Work Study

Full Year – 0-4 Credits
5 to 20 Periods per Week

Recommended: Career Assessment Evaluation

Students learn their occupational skills on the job. A job coach is provided if needed. The work involved is usually in single skill or entry-level positions. Credits are awarded as determined by the time spent on the job and approval of the Career-Technical Director.
Specialized Intervention Programs

### Reading Lab

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Grade Levels</th>
<th>Credit Type</th>
<th>Credit Hours</th>
<th>Periods per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>9475</td>
<td>Reading Lab</td>
<td>9-12</td>
<td>Elective</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

**Prerequisite:** Selection based on reading assessment scores.

Reading Lab is a course for students who struggle with basic reading skills. Reading Lab is taken in addition to a core English course. The student will be expected to work individually and with small groups. This class is a full-year, 1-credit class. The credit counts as an elective; it does not count as an English credit.

Students are assigned to this class based on identified significant weaknesses in this curricular area. Once assigned, students are not permitted to drop this course without demonstrating performance at expected levels and teacher recommendation.

### Math Intervention

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Grade Levels</th>
<th>Credit Type</th>
<th>Credit Hours</th>
<th>Periods per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>3100</td>
<td>Math Intervention</td>
<td>9-12</td>
<td>Elective</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

**Prerequisite:** Selection based on math assessment scores.

Math Intervention is a course for students who struggle with basic math concepts. Math Intervention is taken in addition to a core math course. Math Intervention is designed to improve math fact fluency and accuracy through a variety of hands on curriculum. The student will be expected to work individually and with small groups. This class is a full-year, 1-credit class. The credit counts as an elective; it does not count as a math credit.

Students are assigned to this class based on identified significant weaknesses in this curricular area. Once assigned, students are not permitted to drop this course without demonstrating performance at expected levels and teacher recommendation.

### Study Skills

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Grade Levels</th>
<th>Credit Type</th>
<th>Credit Hours</th>
<th>Periods per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>9180</td>
<td>Study Skills</td>
<td>9-12</td>
<td>Elective</td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

Want to be a good student? Want to learn what it takes to improve your performance in classes and on tests? This class is for you! Study Skills is a hybrid (combination online and face to face) class focusing on helping you improve your “student” skills. You can start in the fall and use this course to help you develop skills in tandem with your classes during the year. Topics include:

- Task organization
- Time management
- Resource management
- Test preparation

Meeting time for face to face sessions will be arranged between the instructor and the student. Instruction will be individualized to meet the student’s needs.

### Student Class Load

All students will be scheduled for *six or more class periods* in accordance with Board policy. Students may not drop classes if it causes them to have fewer than six periods. Lunch, study hall, tutoring, etc. are not counted in the minimum class load. Students in all grades are encouraged to select more than the minimum load.

### Course Credit

A class designated as a year-long course must be completed to earn the credit. Credit will not be granted for the first semester of a year-long course until the entire course is completed. (Cases involving January completion or other unique circumstances will be decided by the building principal.)

### Credit Flexibility

Pursuant to Ohio Revised Code 3313.603(J), the Lakewood City Schools and Lakewood High School have developed policy and operating standards to include a uniform method for recording demonstrated proficiency on high school transcripts and award high school credits in accordance with the plan developed by the State Board of Education and Ohio Board of Regents.

### Course Credits Not Earned at LHS

High school course credits earned outside of Lakewood High School will be accepted only if they are comparable to courses provided by LHS and/or deemed of appropriate content and rigor. Courses must be taught by a high school licensed teacher and follow a high school level course of study. Final determination of credit acceptance or rejection is made by the building principal.
Grading Scale and Quality Points

<table>
<thead>
<tr>
<th>Quarter Percentage Range</th>
<th>Quarter Letter Grade</th>
<th>G.P.A. Quality Points Regular Courses</th>
<th>G.P.A. Quality Points A.P. Courses</th>
<th>Course Final Point Value Range Regular Courses</th>
<th>A.P. Courses</th>
<th>Course Final Point Value Range A.P. Courses</th>
<th>Course Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.500 - 100.000</td>
<td>A+</td>
<td>4.333</td>
<td>5.333</td>
<td>4.170 - 4.330</td>
<td>5.170 - 5.330</td>
<td>A+</td>
<td></td>
</tr>
<tr>
<td>92.500 - 96.490</td>
<td>A</td>
<td>4.000</td>
<td>5.000</td>
<td>3.830 - 4.160</td>
<td>4.830 - 5.160</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>82.500 - 86.490</td>
<td>B</td>
<td>3.000</td>
<td>4.000</td>
<td>2.830 - 3.160</td>
<td>3.830 - 4.160</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>79.500 - 82.490</td>
<td>B-</td>
<td>2.667</td>
<td>3.667</td>
<td>2.500 - 2.820</td>
<td>3.500 - 3.820</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>76.500 - 79.490</td>
<td>C+</td>
<td>2.333</td>
<td>2.333</td>
<td>2.170 - 2.490</td>
<td>2.170 - 2.490</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>72.500 - 76.490</td>
<td>C</td>
<td>2.000</td>
<td>2.000</td>
<td>1.830 - 2.160</td>
<td>1.830 - 2.160</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>69.500 - 72.490</td>
<td>C-</td>
<td>1.667</td>
<td>1.667</td>
<td>1.500 - 1.820</td>
<td>1.500 - 1.820</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>66.500 - 69.490</td>
<td>D+</td>
<td>1.333</td>
<td>1.333</td>
<td>1.170 - 1.490</td>
<td>1.170 - 1.490</td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>62.500 - 66.490</td>
<td>D</td>
<td>1.000</td>
<td>1.000</td>
<td>0.830 - 1.160</td>
<td>0.830 - 1.160</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>59.500 - 62.490</td>
<td>D-</td>
<td>0.667</td>
<td>0.667</td>
<td>0.500 - 0.820</td>
<td>0.500 - 0.820</td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>00.000 - 59.490</td>
<td>F</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000 - 0.490</td>
<td>0.000 - 0.490</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>

Incomplete grades will be changed to “F” if not completed by the end of the following quarter.

Quarter Letter Grades are calculated using the teacher assignments and the Quarter Percentage Range.
Course Final Letter Grades are calculated using the Course Final Point Value from the quarter grades, semester exam grade and final exam grade.

\[
\begin{align*}
2 \times [Q1 \times 2] + (Q2 \times 2) + (SE \times 1) & \quad \text{8 POINT VALUE FOR 1st SEMESTER COURSES} \\
& \quad (Q1, Q2 and SE is the Quality Point value) \\
2 \times [Q3 \times 2] + (Q4 \times 2) + (FE \times 1) & \quad \text{8 POINT VALUE FOR 2nd SEMESTER COURSES} \\
& \quad (Q3, Q4 and FE is the Quality Point value) \\
(Q1 \times 2) + (Q2 \times 2) + (SE \times 1) + (Q3 \times 2) + (Q4 \times 2) + (FE \times 1) & \quad \text{6 POINT VALUE FOR YEAR-LONG COURSES} \\
& \quad (Q1, Q2, SE, Q3, Q4 and FE is the Quality Point value)
\end{align*}
\]

**Important Note**

In addition to achieving the above listed calculated Course Final Letter Grade, a student’s final grade will be impacted by the following:

Students MUST pass 3 out of the 6 grade opportunities to be given a passing grade for a year-long course. (Cannot have 4 “F” grades in the year.)

Students MUST pass 2 out of the 3 grade opportunities to be given a passing grade for a semester course. (Cannot have 2 “F” grades in the semester.)

Students will NOT be given a passing grade for a year-long course if the 4th quarter grade AND the Final Exam Grade is an “F”.

Teachers are permitted to increase or decrease (with administrative approval) student grades from the calculations based on individual circumstances.
Grade Level Promotion Policy

The minimum credits needed for homeroom class designation/privileges are:

- Freshman (9th Grade) = 0-4 credits completed
- Sophomore (10th Grade) = minimum of 5 credits completed
- Junior (11th Grade) = minimum of 10 credits completed
- Senior (12th Grade) = minimum of 14 credits completed

Criteria for Diploma with Honors

Students need to fulfill all but one criterion for any of the following Diplomas with Honors:

<table>
<thead>
<tr>
<th>Subject</th>
<th>High School Academic Diploma with Honors Graduating Classes 2011 and Beyond</th>
<th>Career-Technical Diploma with Honors for Graduating Classes 2011 and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content</td>
<td>4 credits, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content</td>
</tr>
<tr>
<td>Science</td>
<td>4 credits, including physics and chemistry</td>
<td>4 credits, including physics and chemistry</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3 credits, including at least 2 credits in each language studied</td>
<td>Not counted toward requirements</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 credits</td>
<td>Not counted toward requirements</td>
</tr>
<tr>
<td>Career-Technical</td>
<td>Not counted toward requirements, and may not be used to meet requirements</td>
<td>Now counted in Electives</td>
</tr>
<tr>
<td>Electives</td>
<td>Not counted toward requirements</td>
<td>4 credits of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post secondary credit.</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
</tr>
<tr>
<td>ACT/SAT Score [excluding scores from the writing sections]*</td>
<td>27 ACT / 1210 SAT</td>
<td>27 ACT / 1210 SAT</td>
</tr>
<tr>
<td>Additional Assessment</td>
<td>Not applicable</td>
<td>Achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent</td>
</tr>
</tbody>
</table>

*Writing sections of either standardized test should not be included in the calculation of this score.
A Diploma with Honors requirements pre-supposes completion of all high school diploma requirements in Ohio Revised Code.
Honor and Merit Rolls

Any student who has a 4.000 or higher average has obtained Highest Honors.

Any student who has a 3.500-3.900 average is considered an Honor Roll student.

Any student who has a 3.000-3.490 average is considered a Merit Roll student.

Students must be taking a minimum of 3 credits at LHS to be considered for Highest Honors, Honor Roll and Merit Roll in the given quarter.

LHS Chapter of National Honor Society

Selection Process:

The National Honor Society is a national organization for the recognition of students with outstanding accomplishments in the areas of scholarship, leadership, service, and character.

To be considered for selection into the National Honor Society, a Lakewood High School junior or senior must meet the following criteria:

- Student has earned a cumulative grade point average of 3.500.
- Student has submitted a letter of interest and a resume of activities to support leadership and service (by an established deadline).

Candidates will be rated by LHS staff based on leadership, service, and character. Final selection into the National Honor Society shall be by a majority vote of the Lakewood High School NHS Faculty Advisory Council, the members of which are appointed annually by the principal.

Please note: To be eligible for consideration, students must be enrolled at LHS for at least one semester immediately preceding the selection process.

Dismissal Process:

Members who fall below the standards, which were the basis for their selection, shall be promptly warned by the chapter advisor or principal and given a reasonable amount of time to correct the deficiency (poor grades and/or lack of participation in chapter’s activities). In the case of flagrant or continued violations of school rules or civic laws, a member does not necessarily have to be warned prior to being dismissed. However, in all cases of impending dismissal, a member shall have the right to a hearing before the NHS Faculty Council.

Celebration of Excellence Criteria

Students who receive a 4.000 or higher grade point average for each of the first three quarters of the school year will be recognized at the district “Celebration of Excellence.”

ProgressBook

At the midpoint of each grading period, an automated telephone reminder is provided to parents encouraging them to review their students’ academic progress. Official progress reports are NOT mailed or given to the student. Students and parents can see academic progress at any time via the ProgressBook online grade book program provided by the district. The parent/student username and password is distributed at the beginning of each school year and the link is provided on the Lakewood City Schools web page. Please contact individual teachers for more information regarding class progress.

Report Cards

Report cards are issued four times a year at nine-week (quarterly) intervals.

If, due to an extended excusable absence, a student has not completed his/her work for the grading period, an “Incomplete” grade may be issued. The student is expected to complete this work by arrangement with his/her teachers. Incomplete grades will be changed to “F” if not completed by the end of the following quarter.

Semester Exams

Semester exams are scheduled during the final week of the first semester and are designed to assess student knowledge and comprehension of course material through the first half of year-long courses or though the end of a first semester course. The daily schedule is modified to permit extended testing periods and students are permitted, with parent permission, to leave campus during periods where they do not have a scheduled class. Grades achieved on the semester exams are included on the report card and account for 1/10th of a student’s final letter grade in the course. An unexcused absence from a semester exam results in the student receiving a failing grade. Semester exams can only be given early with administrative approval.
Final Exams

Final exams are scheduled during the final week of the second semester and are designed to assess student knowledge and comprehension of course material through the end of year-long courses or through the end of a second semester course. The daily schedule is modified to permit extended testing periods and students are permitted, with parent permission, to leave campus during periods where they do not have a scheduled class. Grades achieved on the final exams are included on the report card and account for 1/10th of a student's final letter grade in the course. An unexcused absence from a final exam results in the student receiving a failing grade. Final exams can only be given early with administrative approval. Students with extenuating circumstances should make an appointment to see the Principal for consideration.

Grades and Credit During Expulsion

Students who are expelled are withdrawn from school. Those students returning from expulsion prior to the end of the school year will receive grades of “0” (no credit) for all graded assignments due during the duration of the assigned expulsion. For these students, quarterly, semester, and/or year-end final grades will be calculated and assigned upon the end of the school year or the student’s re-enrollment from expulsion (whichever comes first.) Students expelled during the fourth quarter will receive failing grades for all year-long and second-semester-only courses taken.

Grades From Other Schools

Other schools are not required by law to enroll a student expelled from Lakewood High School. However, if a student enrolls, is accepted, and completes coursework at another school while under expulsion from the Lakewood City Schools, those credits will be reviewed for possible credit at LHS upon completion of the expulsion period and the student’s re-enrollment at LHS. Credits will be accepted only if they are comparable to courses provided by LHS and/or deemed of appropriate content and rigor. Final determination of credit acceptance or rejection is made by the building principal.

Steps in Registration for Grades 9 – 11

- The selection of courses should be based upon careful consideration of your goals, interests, and abilities. These decisions are primarily the responsibility of you and your family, but your teachers and counselor are here to help.
- Refer to the Course Planning Sheet located on the next page.

A. Four-Year Plan
   1. Indicate all the courses you’ve taken since 9th grade.
   2. Indicate the courses you are taking this year.
   3. Indicate the required courses you must take next year.
   4. Indicate the electives you want to take next year.
   5. Include any plans to go to summer school.

B. Discuss your career plans with your parents.

C. Show your parents what you need to graduate from LHS.

D. Show your parents how your selection of courses for next year will move you closer toward graduation and your career goals.

E. Once you have made your final decision you may proceed with the online registration process.

F. Once your course requests have been finalized online, print a confirmation copy, have your parent sign it and turn it in to your 7th period class teacher.

- In April, we will mail home to you and your parents the list of classes you requested. If there is an error, or if you have changed your mind, ask a parent to indicate on this form what changes should be made. Have your parent sign the form and return it to the Guidance Department secretary as soon as possible.

- After this, if you change your mind about a course, see your Guidance Counselor as soon as possible, but before the end of school in June. After school is out in June, counselors are unable to make course changes except to make corrections.

- Make sure you are enrolled in at least six periods per semester. Two courses with lab classes may count as three class periods.

- Students must be scheduled for lunch unless written permission to drop lunch is provided by the parent.

- High School Guidance Counselors are:
  Mr. Daley 529-4124
  Mr. Francu 529-4170
  Ms. Adkins 529-4141
  Ms. DeChant 529-4040
  Mrs. Schuckert 529-4272

- Middle School Guidance Counselors are:
  Mrs. Marcuse Garfield 529-4186
  Debra Hallberg Harding 529-4261, ext. 6627
### Course Planning Sheet

**Student's Name ____________________________________________ House _________ H.R. _________**

- Credits Needed to Graduate: 21
- Must pass ALL Required State Tests

***All students must take six (6) classes (each semester) that meet everyday***

<table>
<thead>
<tr>
<th>Freshman – 9th grade</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Literature ................................................. 1.0</td>
<td></td>
</tr>
<tr>
<td>Mathematics – Algebra ............................................... 1.0</td>
<td></td>
</tr>
<tr>
<td>Science ................................................................. 1.0</td>
<td></td>
</tr>
<tr>
<td>World History .............................................................. 1.0</td>
<td></td>
</tr>
<tr>
<td>P.E. (either in 9th or 10th grade) ......................... .25 or .5</td>
<td></td>
</tr>
<tr>
<td>Career Connections (strongly recommended) ............... 5</td>
<td></td>
</tr>
<tr>
<td>ELECTIVES: .............................................................. 1.0 - 2.0</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: __________________________**

<table>
<thead>
<tr>
<th>Sophomore – 10th grade</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – American Literature ........................................... 1.0</td>
<td></td>
</tr>
<tr>
<td>Mathematics – Geometry ..................................................... 1.0</td>
<td></td>
</tr>
<tr>
<td>Science ................................................................. 1.0</td>
<td></td>
</tr>
<tr>
<td>US History (either in 9th or 10th grade) ................. .25 or .5</td>
<td></td>
</tr>
<tr>
<td>Health (semester) .............................................................. 5</td>
<td></td>
</tr>
<tr>
<td>ELECTIVES: .............................................................. 1.5 - 2.5</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: __________________________**

<table>
<thead>
<tr>
<th>Senior – 12th grade</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math ................................................................. 1.0</td>
<td></td>
</tr>
<tr>
<td>Senior English ............................................................. 1.0</td>
<td></td>
</tr>
<tr>
<td>Govt. &amp; Econ .............................................................. 5</td>
<td></td>
</tr>
<tr>
<td>Social Studies (elective) ................................................. 5</td>
<td></td>
</tr>
<tr>
<td>ELECTIVES: .............................................................. 4.0 – 5.0</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: __________________________**

**Final Total of Credits: __________________________**

**Reminder:**
The following is a list of required coursework for high school graduation:

- 4 years of English (World Literature, American Literature and British Literature should be taken consecutively)
- 4 years of Mathematics (Including Alg 2 or equiv.)
- 3 years of Science (1 yr. Biological & 1 yr. Physical, 1 yr. Advanced Study)
- 1 semester of Health
- 2 semesters of P.E.
- Must receive Financial Literacy Instruction

- 3 years of Social Studies (1 year of World History, 1 year of US History, 1 semester of Govt. & Econ., 1 semester of Social Studies elective)
- One sequence or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, or English language arts, mathematics, science, or social studies courses not otherwise required, for a total of five credits.

21 Total Credits
Estimated General Fees

These fees are determined each year by the Lakewood Board of Education and are subject to change.

High School - General Instruction:

Regular and Special Education ........................................... 26.00
ID Card - Required of all students ......................................... 5.00
Replacement ID Card (as needed) ......................................... 5.00
Parking Permit ................................................................. 10.00
Transcript ...................................................................... 4.00
Instrument Rental ............................................................... 25.00

Career-Technical:

Family and Consumer Sciences
Fast Foods ................................................................... 20.00
Gourmet Foods ............................................................... 20.00
Sports Nutrition ............................................................. 20.00
Customer Service ......................................................... 20.00
ServSafe ..................................................................... 20.00
Experience with Foods ................................................... 20.00
Creative Cooking ........................................................... 20.00
Living Well ................................................................... 10.00
Independent Living ......................................................... 10.00

Workforce Development Programs
Auto Technology I & II .................................................... 20.00
Electronics I & II .............................................................. 20.00
Medical Office Management I & II .............................. 20.00
Business Management I & II ......................................... 20.00
Early Childhood Education/Elder I & II ....................... 20.00
Project Lead the Way I, II, III, IV ................................. 18.00
Biotechnology ................................................................. 18.00
Health Careers Technology I & II ................................. 20.00
Intro. to Technology ....................................................... 10.00
IT Essentials ................................................................. 10.00
Computer Applications ................................................. 10.00
Cisco Networking I & II ................................................ 20.00
Interactive Media I & II ................................................ 20.00
Culinary Arts ................................................................. 20.00
Culinary Arts Foundation ............................................. 20.00
Construction Trades I & II ............................................. 20.00

Other CTA Foundation Classes
Electronics ................................................................ 18.00

Optional High School Fees:

Cinema Yearbook (subject to change) .......................... 55.00

Special Elective High School Course Fees:

Art Courses (semester) except Ceramics ..................... 11.00
Art Course (year) ............................................................ 22.00
Ceramics (semester) ....................................................... 17.00
Photography (semester) ................................................. 11.00
Fibers Arts and Crafts (semester) ................................. 11.00

It is important to understand that the only fees waived under a district-approved fee waiver are the LHS General Instructional fee and the cost of any workbooks, paperback books, etc. which are required to purchase for a class. Fee waivers do NOT include student ID card fees, parking permits, transcript costs or instrument rental. Fee waiver applications must be completed at the beginning of each school year and are not retro-active to prior years or previous fees.
Daily Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>8:00 am - 8:40 am</td>
</tr>
<tr>
<td>2nd</td>
<td>8:46 am - 9:26 am</td>
</tr>
<tr>
<td>3rd</td>
<td>9:32 am - 10:12 am</td>
</tr>
<tr>
<td>4th</td>
<td>10:18 am - 10:58 am LUNCH</td>
</tr>
<tr>
<td>5th</td>
<td>11:04 am - 11:44 am LUNCH</td>
</tr>
<tr>
<td>6th</td>
<td>11:50 am - 12:30 pm LUNCH</td>
</tr>
<tr>
<td>7th</td>
<td>12:36 pm - 1:16 pm</td>
</tr>
<tr>
<td>LHS Update</td>
<td>1:16 pm - 1:28 pm</td>
</tr>
<tr>
<td>8th</td>
<td>1:34 pm - 2:14 pm</td>
</tr>
<tr>
<td>9th</td>
<td>2:20 pm - 3:00 pm</td>
</tr>
</tbody>
</table>

Early Release Gold Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>8:00 am - 8:32 am</td>
</tr>
<tr>
<td>2nd</td>
<td>8:38 am - 9:10 am</td>
</tr>
<tr>
<td>3rd</td>
<td>9:16 am - 9:48 am</td>
</tr>
<tr>
<td>4th</td>
<td>9:54 am - 10:34 am</td>
</tr>
<tr>
<td>5th</td>
<td>10:40 am - 11:20 am</td>
</tr>
<tr>
<td>6th</td>
<td>11:26 am - 12:06 pm</td>
</tr>
<tr>
<td>7th</td>
<td>12:12 pm - 12:44 pm</td>
</tr>
<tr>
<td>LHS Update</td>
<td>12:44 pm - 12:54 pm</td>
</tr>
<tr>
<td>8th</td>
<td>1:00 pm - 1:32 pm</td>
</tr>
<tr>
<td>9th</td>
<td>1:38 pm - 2:10 pm</td>
</tr>
</tbody>
</table>

LHS Guidance Center Services

The counselors at LHS work with teachers and parents to help students make an effective adjustment to high school. Parents and students are urged to meet often with their assigned counselor throughout the four years. Students may make an appointment to meet with their assigned counselor by signing up on the appointment sheet posted on their counselor’s door. Students may not meet with a counselor during a class period unless it is an emergency; students may visit the Guidance Office during study hall, lunch or self-direct periods to work on guidance-related tasks and must enter on time or with a pass.

Guidance Activities

The following are activities that are provided through the Guidance Department.

- Consultation with parents and teachers regarding student performances.
- Meet individually with students new to the district.
- Consult and coordinate with outside agency personnel.
- Participate in IEP meetings.
- Assist teachers in identifying and working with students who are not achieving.
- Work with ESL/foreign exchange students as they transition into LHS.
- Inform teachers of students having special learning needs and/or health considerations.
- Prepare National Merit Finalist candidate materials.
- Process college applications and write counselor recommendations.
- Administer/proctor/organize standardized testing.
- Disseminate college, scholarship and career information.
- Coordinate the class scheduling of all students for the following year.
- Provide scheduled time for college and military representatives to meet with students.
- Provide scheduling services to the parochial school’s incoming 8th graders.

All students are to be off campus 15 minutes after dismissal unless involved in an approved school activity or given special permission.

All students with Early Dismissal must leave school grounds unless involved in an approved school activity or given special permission.

Modifications to the Daily Bell Schedule will occur as needed to accommodate assemblies, activities, etc.
Available Technology and Resources

The Guidance Center has student computers with several helpful programs, including:

- OCIS is a powerful program to help students with their college, scholarship, technical school, or career searches.
- SAT and ACT tutorials are available for test-taking practice.
- There are tutorials in several math and science subjects.

Counselors will be happy to assist students with any computer need.

Recruiting Opportunities and Suggestions

Juniors and seniors have a variety of opportunities to meet with recruiters representing colleges and the military. A key opportunity to meet with representatives of colleges, universities, tech/trade schools and the military services is available during the annual College Night format held throughout Northeast Ohio. This format allows the students to have informal conversations with numerous representatives in order to learn about their colleges or military opportunities.

The ASVAB Career Exploration Assessment is designed to help you learn more about yourself and the world of work, identify and explore potentially satisfying occupations, and develop an effective strategy to realize your goals.

While these opportunities are provided to our students to help them with making decisions regarding their future plans, we discourage students from making any long-term commitments until both student and parent(s) are thoroughly informed about the commitment. We also encourage students to look into all opportunities that are available to them as a graduating senior.

Appointments

Students are asked to make appointments to see their Guidance Counselor.

The Guidance Center is located on the 2nd floor of the “A” building.

The LHS Guidance Counselors are Mr. Daley, Mr. Francu, Ms. Schuckert, Mrs. Adkins, and Mrs. DeChant.

Ms. Diamond is the Guidance Secretary.

The Guidance Center telephone number is 529-4032.
LHS Student Services

Health Center

The Health Center is open the entire school day for the convenience of any student or staff member who becomes ill or is injured. Students becoming ill during school MUST request a pass to the Health Center from the classroom teacher whose class will be missed. ALL students using the Health Center MUST SIGN IN AND OUT with the school health aide. There may not be a licensed nurse or doctor in the Health Center.

School Release forms are issued by the health aide when a student has been injured or becomes ill. When a School Release is issued because of illness or injury, a parent or guardian is always notified, approves, and arranges for transportation and medical care if needed. Students should not use cell phones to contact a parent about health concerns. All parental contact must be done through the health center. It is imperative that the school has a record of an emergency phone number. The school health aide assumes responsibility only until the parent, guardian, or family physician takes over.

Medication Procedures

Lakewood Schools has adopted medication procedures in compliance with the Ohio Revised Code. These procedures have been designed for the safety of all students. Prescription and over the counter medications are handled in the same manner.

Administration of medication to students will be available to those who complete the following:

- Parent must complete the Release of Medical Liability (TOP of form)
- Doctor must complete and sign section II (BOTTOM of FORM)
- Medication needs to be brought to the school Health Center in the original container by an adult

All medications will be dispensed from the Health Center, with the exception of inhalers and epi-pens. These emergency medicines should be with the students, for immediate use. Both inhalers and epi-pens require the same medication procedure and paperwork outlined above.

Please call the school health aide (529-4019) with any questions or concerns about medications at school.

Emergency Medical Authorization Forms

All students are to fill out the Emergency Medical Authorization forms. The purpose of this form is to authorize emergency treatment for children who become ill or injured while under school authority, when parents cannot be reached.

The Health Center processes extended excuses from physical education (more than three days) due to medical reasons. A written statement from the appropriate professional, i.e. doctor, dentist, podiatrist, is brought to the Health Center by the student where he/she is given the exclusion to be taken to the Physical Education Department. Students with exclusions for less than 4-1/2 weeks will report to physical education classes as scheduled. Students with exclusions for 4-1/2 weeks or longer may be scheduled into study halls. A medical excuse is not retroactive. It is the responsibility of the student to take the exclusion into the Health Center and to the appropriate teacher.

Health Center forms are available on the district web site. Click on Lakewood High School, then click on Health Center on the left hand side of the page.

Learning Resource Center

The Learning Resource Center is located in the mods and holds a collection of over 20,000 books, periodicals, audiovisual and software items. Students and teachers are encouraged to make maximum use of the print and non-print materials in the Learning Resource Center. Teachers may schedule classes for curriculum-related units. Students may check books out at the circulation desk before the bell rings. Most books can be loaned for two weeks. Students may access the online databases such as Encyclopedia Britannica, Electric Library, and OCIS. These databases may also be accessed from home. Please see a librarian for the passwords.
The LRC is designed to house the resources in both the main building and the mods.

The Learning Resource Center is open from 7:30 a.m.–3:30 p.m.

LRC Rules and Procedures

- Student ID cards are required for access and materials check out.
- Students are required to conduct themselves in a quiet and orderly manner.
- Students must cooperate with all LRC staff.
- Students are expected to arrive on time and remain in the LRC for the entire period.
- Students are required to remain seated until the bell rings at the end of each period.
- Each student must sign out all materials before leaving the LRC.
- Students are expected to use the proper EXIT doors.
- Students may not bring food or beverages of ANY kind into the LRC.
- Any student damaging or abusing LRC property, books, or equipment will be disciplined and charged for the damage.
- Students are responsible for all borrowed materials and their return.
- A copy machine is available for student use in the LRC.

Tutoring

Tutoring assistance may be arranged by request in the Teaching and Learning Center (TLC) in Mod 5 or through a student’s Guidance Counselor.

Students wishing to serve as a peer tutor may be granted community service and/or elective credit.

No course credit for private tutoring is given.

Payment of Fees Upon Withdrawal

Each student withdrawing from Lakewood High School must return all issued books and/or pay all outstanding fees prior to his/her withdrawal. Failure to do so will prevent the sending of certain records until all fees are paid.

LHS Operation Resolution

(A peer mediation/conflict resolution program)

Operation Resolution provides an opportunity for individuals to discuss and resolve their conflicts with others in a controlled, safe environment. Trained staff and students act as mediation teams who provide a process for people in conflict to sort out their feelings and misunderstandings, and communicate what they need to feel better about the conflict situation. Generally, adult teams work with adults in conflict, and student teams work with students in conflict. The content of a mediation is kept confidential unless it reveals information that is illegal or threatens harm to others. Then (and only then) an administrator will be notified of the situation.

Anyone may be referred to mediation by an administrator, staff member, or another student. A person may also request his/her own mediation. Request forms are available in all House Offices. Once a person completes the form, he/she should return it to the House Secretary who will forward it to Operation Resolution for mediation scheduling.

Lost and Found

The Lost and Found for all articles except books is located in the L-Room. It is open during the lunch hours and after school. Students reporting lost/stolen articles are requested to fill out a form that may be obtained from their House Principal. Lost textbooks are returned to the Bookroom and may be claimed there.

Public Address and Video Announcements

The public address system and video network is used for announcements that have all-school interest. An announcement must be approved by a member of the administrative staff, must be on the appropriate form, and be submitted to the student activities secretary before 7:30 a.m. the day before the broadcast. Notices of club meetings are made only in case of a change in the regular procedure. Students in good standing may audition to be an announcer.

Summer School

A high school summer school of six weeks is held each summer. The summer school curriculum at Lakewood High School has been designed to benefit all students entering grades 9, 10, 11, and 12 in addition to August graduates. Summer school provides an opportunity for every student to pursue some interesting line of study or to strengthen a weak skill. Young adults should be encouraged to use their summer leisure to study subjects which interest them, to enroll in practical courses which they cannot fit into their regular schedule, and to take courses failed during the academic year. A fee is charged for all summer school courses.

Summer school information is available in April of each school year in the Guidance Center. Classes taken at other summer school programs should be pre-approved by a Guidance Counselor. Grades from other summer school programs should be mailed to the student’s counselor in order to receive credit and be added to the transcript.

Student Services / 69
Attendance Information

City of Lakewood – Daytime Curfew

The ordinance states that:

No minor shall be in any public place within the City except for attendance at school during regular school hours on any day unless:

(1) The minor has written proof from the school authorities that he or she is excused from school attendance at that particular time; or

(2) The minor is accompanied by his or her parent or legal guardian or a responsible adult selected by the parent or legal guardian to supervise the child; or

(3) The minor is participating in a bona fide, approved work-study program during the hours of such work-study assignment; or

(4) The minor is on an emergency errand or conducting some other legitimate business

This includes students who are out of school on either out-of-school suspension or expulsion.

If a juvenile is found to be in violation of the ordinance police officers have the discretion and different options to handling the juvenile. If the juvenile is supposed to be in a Lakewood school arrangements can be made with the school and the juvenile can be transported to the school. If they are not supposed to be in school they will be transported to the police station or home to an adult if that option is present. Parents could also be held responsible if they knew the child was out or are disinterested in where they are.

Approved Reasons for Absence

The Ohio Revised Code lists only the following legal reasons for absence or tardiness:

- Personal illness or injury (written documentation from physician required after 10th day)
- Illness in the family (written documentation from a physician)
- Quarantine of the home (written documentation from a physician)
- Death in the family (written documentation)
- Religious holiday (written documentation from religious official)

Students who are absent from school for any other reason may be counted as absent and academic credit for missed class work will be denied. Extraordinary circumstances will be considered on a case-by-case basis and final determination made by administration.

Attendance Expectations and Regulations

Daily attendance is part of the permanent record. In order for the learning process to be most effective, daily attendance is imperative. The daily work in the classroom is important, and all absences are detrimental to academic success. Any time a student is absent from school there is a possibility that all the work missed cannot be made up. Discussions, lectures, guest speakers, labs, group work, audiovisual programs, etc. cannot be made up. As a result, the student falls behind in key educational concepts and experiences.

Punctuality and daily attendance are expected. Arrangements for dental and medical appointments, personal errands, etc. should be made outside of school hours, on Saturdays, or during school holidays.

Students are expected to attend classes regularly and to be on time in order to receive the full benefit from our instructional program and to develop habits of punctuality, self-discipline, and responsibility. Continuity in the learning process is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more, and are more employable after leaving high school. For these reasons, a student must satisfy academic and attendance requirements.

In order for a student to satisfy the academic and attendance requirements, the following attendance guidelines must be followed:

Absences from School

1. All absences must be authorized by the parent/guardian by phone call to the House Attendance reporting voice mail line prior to, or the day of, the absence from school.

2. **Written notice from a physician will be required to authorize any absence in excess of 10 days in a school year.** It is recommended that ALL absences due to a doctor’s visit be documented by a written note from the physician and submitted to the school office.

3. Students who are habitually or chronically truant per Ohio Revised Code may face academic consequences and disciplinary action up to and including failure of classes, retention, and/or expulsion.

Attendance Numbers

**Absence Call-in:**

- House 1: 227-5991
- House 2: 227-5992
- House 3: 227-5993

**Secretary:**

- 529-4391
- 529-4392
- 529-4393
Tardiness to School

1. Students are expected to arrive at school at least 10 minutes prior to the start of their first class.
2. All students are to be in their assigned seats with all materials prior to the start of each scheduled class. Any student who reports to class after the start of class will be marked tardy.
3. Progressive discipline will be implemented for any student accruing five or more tardies to school. Progressive discipline may include such penalties as detention, in-school assignment, out-of-school suspension, attendance hearings, and possible expulsion from school.
4. Students who arrive before 8:10 am are to report to first period class.
5. Students who need a temporary ID are to get the temporary ID in the East Cafeteria until 8:20 am. After 8:20 am, report to the House Office.

Reporting Absences

Parents are asked to call the student’s House Attendance Office between 7:30 a.m. and 10:00 a.m. on the morning of the absence. **For the absence to be excused, parents must call the House Attendance Office within 24 hours of the absence.** When reporting an absence, please give the student’s name, reason for the absence, your name, relationship to the student, and date of absence. Partial day absences (e.g. doctor appointment) must be reported to the House Attendance Office prior to the student’s release.

If the call to excuse the absence is made after 3 p.m., the student should report to his/her House Attendance Office to get an admit slip before returning to classes.

*The House Attendance Offices will not accept written notes from parents to excuse absences.*

*Again, written notice from a physician will be required to authorize any absence in excess of 10 days in a school year.*

Early Release Permit

If the need arises that a student must leave the building during the school day (e.g. doctor appointment), he/she must obtain a school release permit from his/her House Attendance Office or, if ill, be released through the Health Center. This permit verifies the reason for leaving the building. Students must report to their House Attendance Secretary upon return. **Failure to follow this procedure may result in the student receiving an unauthorized absence and possible disciplinary action.**

Planned Absences

Family trips or vacations during the school year are **strongly** discouraged. Missed work will not be re-taught by the teachers. However, upon request, teachers may prepare a general list of assignments to be completed in advance of the absence or while absent if the following procedure has been followed: A Planned Absence form obtained from the House Office should be completed at least one week before the absence, signed in the proper order by the parent, all of the student’s teachers, counselor, and house principal, then returned to the student’s House Attendance Office.

Make-Up Work

**Authorized absences:** Acquiring make-up work is the responsibility of the student. Make-up work should be completed within the number of days the student was absent plus one. For example, a student absent for two days should complete and submit all make-up work in the following three days. Teachers may extend this timeline at their discretion. Alternative arrangements may be made with the teachers for extended, consecutive absences. Full credit will be provided for work completed and submitted to teachers within these guidelines.

**Unauthorized absences:** Students are encouraged to continue their learning during periods of unauthorized absences (e.g. out-of-school suspension.) Under these circumstances, missed work may be provided and graded upon submission for students with unauthorized absences; however, **students receive no credit for class work, quizzes, tests, projects, etc. assigned or due during periods of unauthorized absence.** Again, acquiring make-up work is the responsibility of the student.

Disciplinary Actions: Building Level Procedures

In order to promote increased attendance and punctuality to school, the following protocol regarding absences from and tardiness to school will be followed in all buildings of the Lakewood City Schools.

Absences from School

1. **On the 5th absence from school** a warning letter may be sent to the parents unless a physician note or any other emergency documentation has been provided to the school.
2. **On the 10th absence from school** a warning letter may be sent notifying parents that a physician’s note will be required to excuse all subsequent absences. A meeting with the student and the parent may be requested to determine if there are legitimate health concerns causing the excessive absences.
3. On the 10th consecutive absence the driver's license may be revoked until the student is 18 years of age.

4. On the 15th absence from school an attendance hearing may be held and a student may be expelled for up to 80 school days and have their driving privileges revoked.

Tardiness to School
1. On the 5th tardy to school a detention or other appropriate consequence may be assigned and a warning letter sent to the parents.
2. On the 10th tardy to school an ISA/or other appropriate consequence may be assigned and another warning letter will be sent home.
3. On the 15th tardy to school an OSS or other age appropriate consequence may be assigned and parents will be notified of the students continued violation of the Student Code of Conduct.
4. On the 20th tardy to school an attendance hearing or expulsion hearing may be recommended.

Tardiness to Classes at LHS
Being on time to all classes at Lakewood High School is essential to receiving the full benefits of each class. Students are to be in class before the tardy bell. Students tardy to school and/or class more than three times are not eligible to receive a perfect attendance award. Students will receive disciplinary action for tardiness to class from teachers and/or from administrators. “Hall Sweeps” will be regularly conducted to stress the importance of being on time to class. Students caught during “Hall Sweeps” will receive progressive disciplinary action.

Students with Self-Direct are also expected to be at their designated location prior to the tardy bell.

Consequences for Truancy
Leaving school without a school release, skipping classes and unauthorized absences are Truancy and will result in disciplinary action or other interventions. Ohio Revised Code provides the following definitions.

“Habitual truant” is a student who is unauthorized for:
“Chronic truant” is a student who is unauthorized for:

<table>
<thead>
<tr>
<th>Habitual truant</th>
<th>Chronic truant</th>
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</thead>
<tbody>
<tr>
<td>5-7 consecutive school days,</td>
<td>7 or more consecutive school days,</td>
</tr>
<tr>
<td>7-10 school days in one month, or</td>
<td>10 or more school days in one month, or</td>
</tr>
<tr>
<td>12 or more school days in a school year</td>
<td>15 or more school days in a school year</td>
</tr>
</tbody>
</table>

Appropriate disciplinary measures may range from detentions, to state-mandated loss of driver’s license, to recommendation for expulsion.

Attendance and Extracurricular Activities
Students participating in extracurricular activities may not be absent for more than four periods on the day that they plan to participate in that activity. Participation is defined as taking part in practice, rehearsal, performance, or contest. Students who serve in-school assignment are eligible to participate in all extracurricular activities. Students who are suspended out-of-school are prohibited from participating in or attending any school function or activity for the duration of their suspension. Administrators may deny a student’s participation in extra-curricular activities due to their levels of tardiness and/or absence from class and school.

Transfer of Residence/Relocation
Students moving out of the school district/city of Lakewood during the school year should contact their House Office prior to moving. Failure to notify the school district of relocation could result in the student being charged tuition for attendance. Students moving, but remaining in the school district/city of Lakewood should also contact their House Office prior to moving to update address and telephone information. Students will not be withdrawn until it can be verified they have enrolled elsewhere.

Perfect Attendance Recognition
Students will be recognized as having “Perfect Attendance” if they have: No absent days or periods (regardless of authorized or unauthorized), no late arrivals or early dismissals for any reason (unless they are part of your schedule), no (N) periods sent home ill from the Health Center, no (O) out-of-school suspensions, and no (X) day pending status. Acceptable attendance codes include (S) for school related absence and (ISA) In-School Assignment. Students tardy to school or class more than three times are not eligible to receive a perfect attendance award. A student will be eligible each quarter for a drawing to win a prize valued at $500 if he or she has perfect attendance.
I. CODE OF CONDUCT

Student conduct will be based on respect and consideration for the rights of others.

Control of pupil conduct should be such that procedures used will assist in advancing the purpose of education as approved by the Board of Education. Rules and regulations for this purpose shall be consistent with policies of the Board and applicable state laws. The intent of all disciplinary proceedings should be the development of student growth and responsibility and should be carried out in the spirit that students and staff shall treat one another with dignity.

It shall be the duty of principals and teachers to enforce such rules for school and class control as the school administration may establish and to make efforts with parents and students to change unsatisfactory behavior patterns.

The pupil has a right to know that removal from school, suspension, expulsion, driver’s license revocation, permanent exclusion, or legal prosecution may result from the following acts of misconduct and/or violation of these rules in the school, on school grounds, at school functions, or on the way to or from school.

A student shall not encourage, instigate or conspire with others to commit the acts prohibited in items A-O.

A. DISRUPTION OF SCHOOL

A student shall not engage in the use of violence, force, noise, coercion, threat, or other expressions of behavior or dress to cause or potentially cause material disruption or obstruction to normal operation of the classroom or the school day. Examples include but are not limited to:

1. dress code policy violations,
2. electronics violations,
3. violations of classroom or school rules
4. setting off firecrackers, smoke bombs, or incendiary devices,
5. making noise or acting in any manner so as to interfere with the teacher’s ability to conduct his/her class,
6. falsifying information,
7. tampering with safety devices.

B. DAMAGE, DESTRUCTION, ARSON, SETTING FIRES, OR THEFT OF SCHOOL AND/OR PRIVATE PROPERTY

A student shall not cause or threaten damage to, or steal, school property or property belonging to others. Students and their parents or guardians will be held responsible for any vandalism, damage, or destruction that the student commits on school property. Remuneration for the complete restoration of the damage to school property will be required.

C. ASSAULT

A student shall not cause physical injury, sexual harm, or behave in such a way which could cause physical injury to other persons.

D. HARRASSMENT/THREATS

A student shall not intimidate, harass, coerce, or threaten other persons so as to cause them emotional, social, or physical distress.

E. PHYSICAL ALTERCATION

A student shall not engage in fighting, hitting, unauthorized touching, disruptions or attempt to use physical force on another person for the purpose of intimidating, insulting, abusing, menacing, or physically injuring such person. A student shall not act or behave in such a way as to cause another person to believe that the student will inflict physical harm to the person or property of such other person. A student shall not act or behave in reckless disregard for the physical safety and well-being of other persons. A student shall not encourage, instigate or conspire with others to commit any of the aforesaid prohibited acts.

F. VERBAL/WRITTEN ALTERCATION

While at school functions, whether or not on school premises, a student shall not use profanity or obscenity, either verbal or written, in communication with, or in the presence of another person, nor shall any student use obscene gestures or signs in communication with or in the presence of another person.
G. DANGEROUS WEAPONS OR INSTRUMENTS
A student shall not possess, handle, transmit, or conceal any weapon or instrument capable of harming another person. This list includes, but is not limited to, guns, knives, ice picks, clubs, brass knuckles, explosives, noxious irritation or poisonous gases, fireworks, and matches and lighters of any kind, or any other device that may be used as a weapon. Any student with direct knowledge of or who witnesses a violation of this rule and who fails to bring it to the attention of a school employee may be held accountable to the same degree as the other student(s) involved.

H. NARCOTICS, DRUG PARAPHERNALIA, ALCOHOLIC BEVERAGES, AND OTHER DRUGS
A student shall not possess, use, exhibit evidence of use, transmit, or conceal narcotics, drug paraphernalia, alcoholic beverages, counterfeit or look-alike drugs, or any other prescribed or over-the-counter drugs. Any student with direct knowledge of or who witnesses a violation of this rule and who fails to bring it to the attention of a school employee may be held accountable to the same degree as the other student(s) involved.

I. DEFIANCE OF AUTHORITY AND/OR REPEATED VIOLATIONS
A student shall not defy appropriate authority or repeatedly fail to comply with directions of any authorized school personnel.

J. PROFANITY AND/OR OBSCENE GESTURES
A student shall not use profanity or obscene gestures in any form.

K. TOBACCO
The use or possession of tobacco in any form by students in any area under the control of the school district or at any activity supervised by any school within the district is expressly prohibited. Any student with direct knowledge of or who witnesses a violation of this rule and who fails to bring it to the attention of a school employee may be held accountable to the same degree as the other student(s) involved.

L. GANGS/GANG-LIKE ACTIVITY
No person shall participate or otherwise be involved in gangs or gang-like activity on school property or at school-sponsored activities. Gang and gang-like activities that are prohibited include, but are not limited to, recruiting or initiating members, wearing clothes or symbols that identify a person as a gang member, fighting, assaulting, haz ing, defacing property with gang or gang-like graffiti, and establishing “turf.”

M. ATTENDANCE
Students must comply with state laws and school regulations regarding attendance. Repeated acts of truancy or tardiness will be considered violations of this section. Leaving campus without permission may be considered a violation of this section.

N. UNAUTHORIZED USE OF SCHOOL PROPERTY, PRIVATE PROPERTY OR THE INTERNET
Student access to the Internet and the district computer network is a privilege, not a right, which may be revoked at any time for improper use as identified in the Internet Acceptable Use Policy adopted by the Board of Education. Students and parents of students under the age of 18 must sign forms or acknowledge online via Infosnap their understanding of the risks and the district’s expectations for appropriate use of technology, electronic resources, and the Internet and to indicate their agreement to comply with this policy and its rules and regulations. The forms will be kept on file by the district as binding legal documents.

O. BULLYING AND OTHER FORMS OF AGGRESSION
Bullying, as indicated in Board Policy 5517.01, is defined as behavior that is continued and repeated and includes an imbalance of power. Aggressive behavior toward a student, whether by other students, staff or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, psychological abuse, sexual violence and stalking as well as violence within a dating relationship. The schools will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation.

It is understood that a violation of rules specific to individual schools, which are considered not so serious in nature as the above offenses, will result in less severe disciplinary action.
II. DISCIPLINARY PROCEDURES

The progressive disciplinary procedures listed below may be utilized but are not all inclusive of actions which may be taken.

A. PARENT/GUARDIAN CONFERENCE
Parents or guardians may be requested to attend a conference with school personnel if attendance or discipline problems arise relating to a particular student.

B. COMMUNITY SERVICE WORK
Based upon the recommendation of a Principal or Administrator, in lieu of being excluded from school, community/school service may be assigned.

C. IN-SCHOOL ASSIGNMENT/REMOVAL
In lieu of being excluded from school, the offender is scheduled for detention in an isolation study room for a specific length of time. Parents are given prior notification if the detention extends more than 15 minutes beyond the regularly scheduled school day.

D. DETENTION
In lieu of being excluded from school on suspension, the student may be assigned detention outside of regular school days/hours.

E. REMOVAL BY TEACHER
If a pupil’s presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, then the teacher may remove the pupil from curricular or extracurricular activities under his/her supervision.
1. Students are not to be removed from the school premises. They are to be sent to the office of the Principal.
2. Removal of students shall be limited to no more than one school day for any single incident. The teacher will attempt to contact the student’s parent or guardian within one school day to discuss the reasons for the removal.
3. The specific reasons for removal by the teacher will be submitted to the Principal in writing as soon after the removal as practicable.

The Principal will notify the teacher of the disposition.

F. REMOVAL BY ADMINISTRATOR
If a pupil’s presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, then the Superintendent, Principal, or Assistant Principal may remove the pupil from curricular or extracurricular activities or from the school premises.
1. An attempt will be made to notify his/her parent or guardian immediately by telephone of the removal and reasons for it. If it is intended that the pupil be removed from a curricular or extracurricular activity for more than one school day, or from the school premises, a due process hearing must be held within three school days after the removal is ordered. Written notice of the hearing and the reason for the removal and any intended disciplinary action must be given to the pupil as soon as practicable prior to the hearing.
2. When a pupil is removed from a curricular or extracurricular activity for less than one school day, due process requirements do not apply. However, if suspension or expulsion is intended, the due process requirements of the law must be followed.

G. LOSS OF DRIVING PRIVILEGES
Students under age 18 shall have their driving privileges suspended or denied by the State of Ohio, Bureau of Motor Vehicles for:
1. Excessive Absence - absence without legitimate excuse for more than ten (10) consecutive school days or for fifteen (15) total school days.
2. Unauthorized Withdrawal - whenever a student of compulsory school age has stopped attending school (withdrawn) for a reason other than the change of residence and is not enrolled in and attending a school with an approved program to obtain a diploma.
3. Drug/Alcohol Suspension/Expulsion
4. Firearm/Knife/Weapon Suspension/Expulsion

Whenever the Superintendent of Schools receives information that a student is not attending school as required by law, the Superintendent shall notify the Registrar of Motor Vehicles and the Juvenile Court Judge of Cuyahoga County.

Whenever a student is suspended or expelled for drug/alcohol use/abuse in accordance with Board of Education Policy 5114, the Superintendent of Schools may notify in writing the Registrar of Motor Vehicles and the Juvenile Judge of Cuyahoga County of such suspension or expulsion. The notifications shall be given within two (2) weeks after the suspension or expulsion.

Whenever a student is suspended or expelled for misconduct involving a firearm, knife or other weapon in accordance with Board of Education Policy 5114, the Superintendent of Schools shall notify in writing the Registrar of Motor Vehicles and the Juvenile Judge of Cuyahoga County of such suspension or expulsion. The notifications shall be given within two (2) weeks after the suspension or expulsion.
H. SUSPENSION

Only the Principal and/or the Superintendent may initiate suspension proceedings. Removal from school for suspension shall not exceed ten (10) school days.

1. The pupil is informed in writing of the intended suspension and the reasons for the proposed action.
2. The pupil is provided an opportunity for an informal hearing to discuss the reason for the intended suspension and/or otherwise explain his/her actions.
3. An attempt is made to notify his/her parent, guardian, or custodian immediately of the impending action and the reasons for it.
4. Within one school day, a letter is sent to the parent, guardian, or custodian stating the reasons for the suspension and including notice of their right to appeal such action to the Board of Education or to its designee, to be represented in appeal proceedings, to be granted a hearing before the Board or its designee, to request such hearings be held in executive session, and in some cases that the Superintendent may seek permanent exclusion.
5. Simultaneous written notice of the suspension is sent to: 1) Superintendent of Schools, 2) Treasurer of the Board of Education, and 3) pupil's school record.

I. EXPULSION

A pupil may be expelled by the Superintendent of Schools in accordance with procedures outlined by Ohio statutes.

Prior to the expulsion, the Superintendent will enact the following procedures:

1. Give the pupil and the parent(s), guardian, or custodian written notice of the intention to expel and the reasons for the intended expulsion. That notice will advise the pupil and his/her parent, guardian, custodian, or other representative of their right to appear in person before the Superintendent or designee and challenge the reasons for the expulsion. That notification will carry the place and time of the hearing, which will take place no earlier than three (3) school days and no later than five (5) school days after the notice is sent. The Superintendent may grant an extension of time upon request provided all parties involved are notified.
2. Conduct a hearing when practicable under appropriate guidelines of hearing procedures within the above stated period.

Within one school day of the expulsion, the Superintendent must notify the parent, guardian, or custodian and Treasurer of the Board of the action to expel the pupil. The notice must include the reasons for the expulsion; the right of the parent, guardian, or custodian to appeal to the Board of Education or its designee; the right to be represented at the appeal, to be granted a hearing before the Board or its designee, and to request the hearing to be held in executive session; and in some cases that permanent exclusion may be sought. In addition, the notice will refer students under long-term expulsion (more than twenty days) to information about social service agencies that work toward the improvement of attitudes and behavior.

If any student who is seeking admission to the district has been expelled from another school district, the district may deny admission until the term of his/her expulsion has expired.

J. WEAPONS EXPULSION

The Superintendent will expel any student who brings a firearm or knife on school property, in a school vehicle, or to any school-sponsored activity for one calendar year. The Superintendent has sole discretion to reduce the period of any such expulsion.

K. VIOLENT CONDUCT EXPULSION

The Superintendent may expel any student for one calendar year who commits an act at school, on other school property, at an interscholastic competition, extra-curricular event, or any other school program or activity and the act (a) would be a criminal offense if committed by an adult; and (b) results in serious physical harm to person(s) as defined in R.C. 2901.01 (A)(5), or to property as defined in R.C. 2901.01 (A)(6). The Superintendent has sole discretion to reduce the period of any such expulsion.

L. BOMB THREAT EXPULSION

The Superintendent may expel any student for one calendar year who makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat. The Superintendent has sole discretion to reduce the period of any such expulsion.

M. PERMANENT EXCLUSION

A pupil who is age sixteen or over and a convicted or adjudicated delinquent may be permanently excluded from school for the following offenses:

- Conveying deadly weapons, possessing deadly weapons, or carrying a concealed weapon on school property or at a school function,
- Trafficking in drugs on school property or at a school function,
- Murder or aggravated murder, voluntary or involuntary manslaughter, or assault or aggravated assault on school property or at a school function,
- Rape, gross sexual imposition, or felonious sexual penetration on school property, at a school function, or when the victim is a school employee,
- Complicity in any of the above offenses, regardless of location.

Permanent exclusion is implemented by the State Superintendent of Public Instruction upon recommendation of the district Superintendent and local Board of Education.
III. STUDENT SEXUAL HARASSMENT POLICY

It is the policy of the Lakewood City Schools to maintain a learning environment that is free of sexual harassment.

Sexual harassment shall consist of unwelcomed sexual advances, requests for sexual favors, or other inappropriate verbal or physical conduct of a sexual nature by a member of the student body to another person. Sexual harassment may include, but is not limited to, unwanted touching, patting, pinching, verbal or written comments of a sexual nature, pressure for sexual activity, sexual gestures and jokes.

Students who engage in sexual harassment during school or at any school-sponsored event will be subject to appropriate discipline which may include suspension and expulsion.

IV. SEARCH AND SEIZURE

Administrators may, with reasonable cause, search students and student possessions. These searches should not be conducted unless the administrator has reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school.

Lockers are the property of the Board of Education. Lockers and the contents of all lockers are subject to search at any time without regard to whether there is reasonable suspicion that any locker or its contents contain evidence of a violation of a criminal statute or a school code. (ORC 3313.20)

NOTE: The district will follow provisions outlined in the Ohio Revised Code, Federal Statute, the Individuals with Disabilities Education Act (IDEA), and the Ohio Model Policies for Children with Disabilities.

Student Services
Rev. 5/96
Rev. 9/01
Rev. 9/07
Rev. 9/23/13
Board of Education Policy Regarding Bullying and Other Forms of Aggressive Behavior

5517.01 – BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while enroute to or from school, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school’s control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, District employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education’s Model Policy (as adopted per HB 276 and HB 19).

Harassment, intimidation, or bullying means:

A. any intentional written, verbal, graphic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); or

B. violence within a dating relationship.

“Electronic act” means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student’s educational, physical, or emotional well-being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name calling, taunting, making threats, and hazing. This policy’s use of the terms intimidation, harassment and bullying includes aggressive behavior, as set forth above.

Harassment, intimidation, or bullying also means cyberbullying or electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

Any student or student’s parent/guardian who believes s/he has been or is the victim of harassment, intimidation, bullying or aggressive behavior should immediately report the situation to the building principal or assistant principal, or the Superintendent. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be harassment, intimidation, bullying or aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about harassment, intimidation, bullying or aggressive behavior that may violate this policy shall be promptly investigated. The building principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, bullying, or cyberbullying by an electronic act or otherwise, has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include suspension (including for cyberbullying) or up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, or bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as harassment, intimidation, or bullying. Deliberately or making intentionally false reports about harassment, intimidation, or bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and deliberate or intentionally false reports may result in disciplin-
ary action as indicated above or as indicated in the Administrative Guidelines.

If a student or other individual believes there has been harassment, intimidation, or bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of harassment, intimidation, or bullying against a specific student are verified, the building principal or appropriate administrator shall notify the custodial parent/guardian of the victim of such finding. In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, or bullying.

If after investigation, act(s) of harassment, intimidation, or bullying or cyberbullying by an electronic act or otherwise, by a specific student are verified, the building principal or appropriate administrator shall notify in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification. Discipline, including discipline for cyberbullying, may include suspension or up to expulsion for students.

The District shall protect victims from additional harassment, intimidation, bullying, or cyberbullying and shall also protect other students or individuals involved in making a good faith report of harassment, intimidation or bullying (including cyberbullying). Additionally, the District shall implement any other necessary intervention strategies (as set forth in Administrative Guidelines) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review, investigation, and action.

Students, parents/guardians, and school personnel may make informal complaints or anonymous complaints of conduct that they consider to be harassment, intimidation, or bullying by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal complaint or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member and/or administrator to the building principal for review, investigation, and appropriate action.

Individuals who make informal complaints as provided above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. Anonymous complaints shall be reviewed and reasonable action shall be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation, and/or bullying.

When an individual making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Privacy/Confidentiality

The District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board’s legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Reporting Requirement

At least semi-annually, the Superintendent shall provide to the President of the Board a written summary of all reported incidents and post the summary on the District web site, (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. District personnel shall cooperate with investigations by such agencies.

Immunity

A District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy and R.C. 3313.666 if that person reports an incident of harassment, intimidation, or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, or bullying.
Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks.

At least once each school year a written statement describing the policy and consequences for violations of the policy shall be sent to each student’s custodial parent or guardian.

The statement may be sent with regular student report cards or may be delivered electronically.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the District and to their custodial parents or guardians.

State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Employee training materials must also include information on this policy.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying and violence within a dating relationship. The Superintendent or designee shall provide appropriate training to all members of the District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board’s policy and administrative guidelines and aggressive behavior and bullying in general will be age and content appropriate.

Annually, the District shall provide all students enrolled in the District with age-appropriate instruction regarding the Board’s policy, including a written or verbal discussion of the consequences for violations of the policy to the extent that State or Federal funds are appropriated for this purpose.

Students in grades seven (7) through twelve (12) shall receive age-appropriate instruction in dating violence prevention education, including instruction in recognizing dating violence warning signs and characteristics of healthy relationships. Parents, who submit a written request to the building principal to examine the dating violence prevention instruction materials used in the school, will be afforded an opportunity to review the materials within a reasonable period of time.

To the extent that State or Federal funds are appropriated for these purposes, the District shall provide training, workshops, and/or courses on this policy for school employees and volunteers who have direct contact with students.

In accordance with Board Policy 8462, the Superintendent shall include a review of this policy on bullying and other forms of harassment in the required training. Additionally, the District shall provide training on their anti-bullying policies as a part of the inservice training for all teachers, administrators, counselors, nurses, and school psychologists. These designated employees must receive in-service training in (1) the prevention of child abuse, violence, and substance abuse, (2) school safety, (3) the promotion of positive youth development, and (4) in the case of middle school and high school employees, the prevention of dating violence. Employees must complete at least four hours of the inservice training within two years after commencing employment and every five years thereafter.

The Superintendent shall develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the Superintendent shall be followed.

R.C. 3313.666, 3313.667
State Board of Education Model Policy (2007)
Jessica Logan Act
Revised: 12/3/07
Revised: 2/16/10
Revised: 1/17/12
Revised: 10/22/12

Sexual Assault, Dating Violence and Stalking

Lakewood High School is committed to preventing and intervening in situations where students are involved in sexual violence, dating or domestic violence and/or stalking. These are complex public health and safety problems that require a comprehensive, interdisciplinary approach to ensure that students and staff can learn and work in a safe, secure and peaceful school climate. Lakewood High School is in a unique position to address these issues, which may occur within the school community, whether that community is on school property or not.

Sexual Violence includes sexual assault (rape or attempted rape), sexual harassment (any unwanted sexual attention including catcalls, verbal or written comments about a person’s body or sexual conduct, sexual gestures, spreading sexual gossip or graffiti), or inappropriate sexual behavior (unwanted sexual contact including sexual battery, touching, kissing, caressing, and rubbing).

Dating Violence is a pattern of behavior where one person uses threats of or actual physical, sexual, and/or emotional abuse to control his or her partner.

Stalking is willfully and repeatedly following or harassing another person and/or making a threat with the intent to place that person in fear for his or her safety, or the safety of his or her family.

All incidents of abuse shall receive an appropriate response from the school. In some instances, such as physical assault, sexual battery, rape or stalking, the appropriate response is an immediate call to law enforcement. The school will provide victims with supportive services, including referrals to community social service agencies. Those who choose to be abusive or violent will be held accountable. Interventions may include verbal warning, education, disciplinary action, counseling, and risk or psychological assessments.
LHS Rules, Rights, and Responsibilities

Philosophy and Development

Lakewood High School provides many opportunities for the continued development and reinforcement of personal and social responsibility. A responsibility-oriented school provides an orderly, supportive, and safe environment. Students, parents, and staff at Lakewood High School want to foster an attitude of concern and respect for one another. Positive attitudes are essential for good health, successful achievement, and the development of responsible individuals.

Acceptance and day-to-day application of the following will result in producing an environment that is fair to all and conducive to learning:

- Give and earn respect from all members of the Lakewood High School community.
- Lakewood High School is an alcohol, drug, and tobacco free environment.
- Students must wear IDs at all times.
- The use of positive and appropriate language is expected.
- Students should attend school daily and arrive on time.
- Students should come to school prepared to learn, with homework completed and the necessary supplies.
- Be respectful and courteous to and from school and in the community.
- Students should dress for success and safety.
- Students should follow their written schedule.

Questions regarding the interpretation of the rules on these pages may be addressed to any one of the House Principals.

The Four Expectations

In 2009, a year-long series of focus groups involving together students, staff, administration, parents and members of the community were held to develop core expectations for all members of the Lakewood High School family. The resulting framework has allowed all involved to share a common approach to seeking excellence in all that we do. At LHS, we will: “Be prompt, Be prepared, Be responsible, Be respectful.” We hold each other accountable for these expectations and apply them to our daily work.

West Shore Career-Technical District (WSCTD)

The West Shore Career-Technical District is an extension of the Lakewood High School program; therefore, students who elect to attend West Shore are subject to the disciplinary action based upon the Student Code of Conduct of either Lakewood High School and/or the West Shore Career-Technical District. Consequently, conduct and/or involvement in any activity that may or does result in disciplinary action by one school may be grounds for similar disciplinary action by the other school.

Student Journalism

Official student publications (newspaper, yearbook, magazines, web sites, etc.) are a part of the school curriculum and final editorial control remains with school. Non-school sanctioned publications may not be posted or distributed on school property or at any school related activity.

Scope of Jurisdiction

The student code of conduct is in effect while students are under the authority of school personnel or involved in any school activity. This includes but is not limited to school buses and property under the control of school authorities, and while at interscholastic competitions, extracurricular events, commencement exercises, class trips, prom, or other school activities or programs.

In addition, this code of conduct includes:

- Misconduct by a student that occurs off school district property but is connected to activities or incidents that have occurred on school district property; and
- Misconduct by a student that, regardless of where it occurs, is directed at a district official or employee or the property of an official or employee

Video Surveillance

All students, parents, and staff are advised that as a public school facility, individuals should not always expect privacy in connection with their actions and activities while on or about the campus. In an effort to increase school district security, provide greater safety for students, parents, staff, and building visitors, and to reduce vandalism and theft, many areas of the high school campus, both internally and externally, will be under video surveillance up to 24 hours a day/7 days a week. The digital recordings are available for administrative use only and may be used to enforce the Student Code of Conduct, provisions by the school district, and law as necessary. Recordings will not be shown to others except where required by court proceedings or as required by law enforcement.
Security Hotline

A security hotline exists for individuals to make anonymous tips to our security and administration in an effort to maintain the highest levels of safety for our students. The Hotline number is: 216-227-5311. Messages can be left 24 hours a day and will alert our district security administrator upon receipt.

Safety

The following miscellaneous items should also be followed. Additional rules and policies will be enforced as needed to ensure the safety of all.

• Running, carrying sharp objects, throwing items, pushing, and any other activities that may endanger students are not permitted.
• Students are not to sit on railings, stairs, desks or tables.
• Students must follow any additional safety guidelines set by class instructors.
• Possession of matches, lighters, and all flammables is prohibited.
• Students are not permitted to have bicycles in the building.
• Skateboards must be placed in lockers upon arrival to school and may not be used in the building.
• Students are not permitted to carry medications except prescribed inhalers (with medication form on file in the Health Center).
• Possessing/discharging spray gas (mace, stink bombs, pepper gas, etc.) is prohibited.
• Possession of weapons or look-alike weapons will result in referral to law enforcement agencies and could lead to permanent exclusion from all Ohio schools.
• Students shall not engage in unwanted or inappropriate physical contact with staff or other students.

Bullying and Other Forms of Aggression

Board Policy 5517.01
The Lakewood City Schools is committed to providing a safe, positive, and nurturing educational environment for all of its students. We encourage the promotion of positive interpersonal relations between members of the school community. Aggressive behavior toward a student, whether by other students, staff or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, cyber and psychological abuse. The schools will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities on school property or while en route to or from school and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school’s control, or where an employee is engaged in school business.

 Civility Policy

Board Policy 8105
Maintaining an environment supportive of learning and free of disruptive conduct is important to the success of our children’s education. To further this goal, it is the intent of Lakewood City Schools to promote, through this policy, mutual respect, civility and orderly conduct among the district employees, parents/guardians and students, and members of the public. It is also the intent of this policy to encourage positive communication and to discourage disruptive, volatile, hostile or aggressive communications or actions. Furthermore, this policy is intended to maintain a safe, harassment-free environment for teachers, students, other staff, parents/guardians and the public. It is not the intent of the district to deprive any person of his/her right to freedom of expression. Furthermore, it is not the intent of the district to deprive any person of his/her rights and/or responsibilities under law, other policies of the Lakewood City Schools, collective bargaining agreements and/or administrative guidelines. The district encourages the public’s cooperation with and adherence to this policy.
Unacceptable/Disruptive Behavior

Any conduct that disrupts or interferes with the discipline, good order, lawful conduct or administration of any district class or activity constitutes unacceptable behavior. This conduct includes but is not limited to:

- Disruption of or threats to disrupt district classrooms, activities, and/or operations;
- Threats to the health and safety of students, district employees or other persons;
- Use of obscenities or demanding, loud, insulting and/or demeaning speech; and/or
- Unauthorized entry onto district premises and grounds.

Recourse of District Employees in Handling Unacceptable/Disruptive Behavior

- **Informal Request to Cease and Desist Behavior:** The district employee shall give a verbal warning to the offending party and advise the offender that further incidents will result in formal action by the district.

- **Formal Request to Cease and Desist Behavior:** The district employee shall request the person engaging in unacceptable or disruptive behavior to cease such behavior, shall verbally notify the offending person that the meeting, conference, telephone conversation, or any other activity being engaged in at the time is terminated, and shall report such person to the Principal. The Principal shall forward a copy of the Civility Policy to the offending party if one cannot be given in person. If necessary, the offending party shall be requested to promptly leave district property.

- **Security/Police Notification:** If the offending party’s unacceptable/disruptive behavior continues after a formal request by the district employee to cease such behavior (Subsection B.2. above), or if the offending party’s initial behavior exceeds the level of threat or harm associated with the behavior described in Section A above, the district employee shall notify the Principal, who shall notify the police as appropriate. If the Principal is unavailable, the district employee shall notify the police as appropriate.

Documentation

Any violation of this policy by any person after receiving a verbal warning from a district employee (Subsection B.1. above) shall be recorded by the district employee on a Civility Policy Incident Report and given to the Principal.


ID Cards

Each student will be issued a photo ID and lanyard. All students enrolled at Lakewood High School are required to wear an Identification Card. The Identification Card must be worn on a lanyard of appropriate length around the neck so that it will be visible at all times. This is important because it allows for the identification of LHS students. The ID is school property and may be requested at any time by a staff member. Failure to properly wear the Identification Card may result in disciplinary action. Defacing or altering the ID card is not permitted.

Students must present Identification Cards to enter the building, gain access to the cafeterias, L-Room and the LRC, to purchase a type A lunch, to leave or re-enter campus for career-technical programs, to vote in school elections, to check out books from the LRC, to be issued textbooks, and to purchase tickets and gain entrance to dances and other school activities. Additional requirements may be added at any time. Replacement ID cards can be ordered through the student’s activity Office at a cost of $5 each. The cost of replacement cards will be added to the student’s fees.

Lockers

All lockers are the property of the Board of Education and are subject to inspection by authorized school personnel and law enforcement officers. Lockers and the contents of all lockers are subject to search at any time without regard to whether there is reasonable suspicion that any locker or contents contains evidence of a violation of a criminal statute or a school code. (Ohio Revised Code 3313.20) Searches of lockers may include the assistance of dogs trained to detect the presence of drugs.

Anything posted in or on lockers that graphically or symbolically promotes sex, drugs, alcohol, or violence is prohibited. Lockers are not to be written on, scratched, or otherwise defaced. Anyone found responsible for locker damage will be held financially accountable.

Students are responsible for all books, clothing, and other items stored in the locker. It is recommended that students not bring valuable items to school. LHS assumes no responsibility for lost or stolen items. However, the administration does urge students to notify their House Office and file a theft report if necessary.

Students may register for a locker in the L-Room. Only ONE student will be assigned per locker. All students are expected to use school lockers in an appropriate manner. **If locker problems arise, immediately contact an administrator.** A combination lock is required for lockers in the Main Building. **Students are cautioned not to give their lock combinations to other students.** The locker number and combination should be registered in the L-Room. Lockers in need of repair must be reported immediately to the student’s House Office.
Sale, Distribution, or Posting of Items

Students are prohibited from selling, distributing and/or posting any items without the prior authorization of administration.

Textbooks - Issued and Returned

Textbooks are furnished by the Board of Education to each student attending school. They are issued by the Bookroom (room A105) with the student’s current ID card. These books should be handled with care and returned to the Bookroom at the end of the school year, when the subject has been completed, or when the student withdraws.

Books Not Returned/Lost/Damaged

Payment will be required for lost or damaged books. If a student loses a textbook, he/she should report this to the Bookroom where unclaimed textbooks are returned. If the book has been returned, the student will be issued another textbook. If the book has not been returned, the student must obtain a written request for a second issue and acknowledgement of responsibility for the original lost book from the student’s House Office. Books not returned are added to students’ fees. If the lost/paid book is then returned to the Bookroom, the amount paid will be refunded by the Lakewood Board of Education. Any damage to textbooks will be assessed and costs for replacement or repair (at the discretion of the school district) will be added to the student’s fees.

Fee Statements and Payment of Fees

Fees are collected in the Bookroom. Students are assessed for an ID card ($5) and a General Instructional Fee ($26) each year. In addition, some courses require fees to cover the cost of consumable materials used in the class. A fee statement is issued in the fall and is to be paid as soon as possible. Fee statements will also be distributed and/or mailed home periodically throughout the school year. Failure to meet financial obligations may restrict ability to participate in school-related activities (ex: athletics, dances, etc.) and/or cause report cards (student grades) or transcripts to be withheld. Diplomas will not be released to students who have outstanding fees.

In addition, graduating seniors are permitted to participate in the Commencement ceremony, but do not receive their diploma at Commencement. Finally, transcripts will not be sent until all fees are paid in full.

It is important to understand that the only fees waived under a district-approved fee waiver are the LHS General Instructional fee ($26), the cost of any workbooks, paperback books, etc. which are required to purchase for a class, and the fees associated with special elective courses (such as art classes, family consumer science electives, career-technical courses, etc.

Fee waivers do NOT include student ID card fees ($5), parking permits, transcript costs, instrument rental, etc. not directly related to courses. Fee waiver applications must be completed at the beginning of each school year and are not retro-active to prior years or previous fees.

School Resources

All school resources are the property of the Board of Education and are to be used appropriately. Any damage will be assessed and costs for replacement or repair (at the discretion of the school district) will be added to the student’s fees.

Acceptable Use Policy

All students will be required to review and sign an Acceptable Use Policy (“AUP” – Board Policy 7540) prior to using technology resources at Lakewood High School. Failure or refusal to do so will prohibit students from taking certain courses and restrict participation and learning opportunities in most classes. Copies of the Acceptable Use Policy will be provided to students during the first few days of school and should be reviewed, signed, and returned immediately to the student’s House Office.

Electronic Devices

Unauthorized use of personal electronic devices is prohibited during the school day without permission from school personnel. Electronic devices invite and are subject to theft, loss, and damage. Staff members may confiscate and search these items when deemed necessary. Recording of any kind is not permitted unless specifically approved by administration or faculty. Lakewood High School is not responsible for the loss, theft, or damage of electronic devices.

Emergency Messages

The House Offices will process only emergency messages to students from parents. Casual and routine messages are disruptive to the educational process and therefore cannot be processed.

Telephone and Cell Phone Use

Students wishing to place calls during school hours should report to their House Office to request permission and use of the House Office phone. Cell phones are not to be used as a communication device (voice calls, text messages, photo emails, etc.) during the school day unless under the direction of LHS staff or administration.
Recording of any kind is not permitted unless specifically approved by administration or faculty. Other use of cell phones must be approved by administration. Inappropriate use may be subject to confiscation, search and/or disciplinary action. Lakewood High School is not responsible for the loss, theft, or damage of electronic devices.

Visitor’s Pass Procedure

Parents are encouraged to visit Lakewood High School to observe the work of students and staff members providing prior arrangements are made through the House Office. Unauthorized persons are not permitted to enter the school.

All visitors will be expected to:

• Sign the visitor register and state the purpose of the visit at the Main Visitor Entrance.
• Obtain a visitor’s pass and obtain a host or escort if necessary.
• Report to the appropriate office or area.
• Return the visitor’s pass to the original point of entry.

Visitors Under 18

Visitors under 18 who are not enrolled at LHS are not permitted on campus during the school day. Parents of students considering enrolling in Lakewood High School who would like to discuss attending LHS or schedule a student shadowing opportunity may call the Guidance Office Secretary at 529-4032.

Student Dress Code

Students at Lakewood High School are expected to adhere to the following dress code policy. The basic school mission includes the fostering and development of social skills, respect for all people, and understanding and respecting diverse viewpoints, all with the goal of providing a safe, secure, friendly and productive learning environment for all students. The purpose of this dress code is to enhance school safety, improve the learning environment, promote good behavior, reduce discipline problems, improve test scores, improve children’s self-respect and self-esteem, bridge socioeconomic differences between families, help eliminate stereotypes, create unity, strengthen school spirit and pride, produce a cost savings for families, and focus attention upon learning and away from distractions. This dress code does not regulate any particular viewpoint but merely regulates the types of clothes that students may wear. Furthermore, this dress code does not regulate the exercise of an individual’s sincerely held religious beliefs. The objective of this dress code is to provide an appropriate educational environment while allowing students to dress comfortably within limits to facilitate safety, security, and learning. Students’ attire can have a positive or negative effect on the learning process, contribute to students’ success, and generate a safe and positive learning environment. We expect students to maintain the type of appearance that is not distracting or disruptive to students, teachers, or the educational process of the school. Parents/guardians and students are equally responsible for proper dress and appearance at school. There is appropriate and inappropriate attire for all of life’s activities. Keeping these ideas in mind, the following dress code requirements will be enforced during school hours (students remain free to dress as they – and their parents/guardians – wish outside school hours):

General Guidelines

• All clothing must be of appropriate size and fit neatly.
• Oversize, saggy, baggy or tight fitting clothing will not be permitted.
• Low necklines will not be permitted.
• Tops and bottoms must overlap at all times, including when arms are raised.
• School athletic team uniforms may be worn only upon permission of the administration.
• Clothing that is in disrepair, worn out, ripped, or contains holes is not permitted.
• Any material that is sheer or lightweight enough to be seen through is not permitted.
• Shoes, sandals, or boots must be worn.
• Hats, bandanas, sweatbands, or other headwear may not be worn.
• Jackets, coats, and hooded tops may not be worn during the school day and must be kept in a locker.
• Visible body piercing, other than in the ears, may not be worn.
• Sunglasses may not be worn.
• Unnaturally colored hair, including but not limited to blue, green, purple, etc., is not permitted.
• Any article of apparel, clothing, and/or accessory that promotes drugs, alcohol, tobacco, sex, violence or is offensive or degrading is not permitted.
• Any article of apparel, clothing, and/or accessory that presents a hazard to the individual or to other people is not permitted.
• Anything that may cause a distraction to the educational process or is deemed inappropriate by administration is not permitted.
Dresses

• Must meet all guidelines in this dress code including, but not limited to, color, fit, length and style.

Pants, Shorts, Skorts, Capris, Skirts

• All pants, shorts, skorts, capris, and skirts must meet all guidelines in this dress code including, but not limited to, fit, length and style.
• Shorts and skorts must be mid-thigh or longer.
• Skirts must be slightly above the knee or longer.
• Pants, shorts, skorts, capris and skirts made of mesh, nylon, spandex, flannel, fleece or similar materials (such as pajama-style bottoms, sweatpants, jogging pants, running shorts, etc.) are not permitted. Athletic clothing in the form of pants, shorts, skorts, capris and skirts is not permitted.

Shirts, Sweatshirts, Sweaters, Vests, Pullovers

• Tops must meet all guidelines in this dress code including, but not limited to, fit, length and style.
• Hooded tops may not be worn during the school day.
• Tops must have sleeves and be of comparable style to those pictured below.

Board Approved: June 6, 2005
Revised: July 11, 2005, May 8, 2006
Student Parking and Driving

Students driving cars to school have the responsibility of maintaining safety standards and observing the following regulations:

- **Student parking is only permitted in the north lot behind the modular campus.** Student vehicles found parked in any other high school area, during the school day, WILL be towed at the vehicle owner’s expense.

- Students may purchase parking registration stickers, at a cost of $10.00 per vehicle, in the Bookroom. Parking stickers are non-transferable.

- Students MUST complete the Application for Student Parking Permit and furnish all information requested on the application including the signature of the parent/guardian. Failure to complete all areas of the application will result in the request for a parking sticker to be denied.

- Students MUST produce a valid Ohio Operators license when submitting the application.

- Parking stickers for the current school year must be affixed to the lower right corner of the vehicle's windshield. Prior year stickers should be removed. Parking stickers affixed to any other area of the vehicle may result in security not noticing the sticker and could cause the vehicle to be towed at the vehicle owner’s expense.

- Students are expected to obey all State of Ohio Traffic and Criminal Statutes and City of Lakewood Traffic and Criminal Codified Ordinances. Reckless operation, excessive speed, illegal parking, etc. WILL result in the student having his/her parking privileges revoked. The $10.00 permit fee WILL NOT be refunded.

- Upon arrival at school students are not to loiter in the parking lot or drive around the campus. Students should remove their books and personal items needed during the school day, lock their vehicle, and report to class. Students are not to return to their vehicle until the end of his/her school day. Students needing to visit their vehicle during the school day MUST obtain written permission from his/her House Office.

- Vehicles MUST be parked within the designated parking spaces.

- All parking on Lakewood City School properties is at the vehicle owner/drivers own risk. Lakewood City Schools assumes no responsibility for damage to or theft from any vehicle. Unauthorized vehicles will be towed at vehicle owner expense.

- The school will not assume responsibility for any damage to the car or its contents.

- Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of school rules. A search may also be conducted to protect the safety of others. Searches may include the assistance of dogs trained to detect the presence of drugs. Applying to drive and park on school premises constitutes acceptance that there is no expectation of privacy for materials stored in the car while on school premises.

Academic Dishonesty and Cheating

Students are expected to complete their own work at all times, whether in traditional, electronic, or field-based settings. Any type of academic dishonesty, including but not limited to plagiarism and cheating, will result in serious academic consequences, possible loss of privileges, and disciplinary action, depending on the extent and severity of the offense. A first offense will result in a “zero” grade for that assignment, quiz, test, lab or project. A second offense may result in a failing grade for the marking period. Further offenses will result in a grade of “F” in the course posted to the student’s transcript and immediate removal from the class.

Plagiarism is the act of presenting, as one’s own the ideas, opinions, writings, or work of another person without appropriate scholarly attribution. Plagiarism also includes the fabrication, intentional falsification or invention of data, citation, or other authority in an academic exercise.

Examples of cheating include but are not limited to:

- Copying another person’s work on assignments, quizzes, tests, labs, or projects
- Theft and/or alteration of another person’s/source’s materials
- Unauthorized collaboration
- Plagiarism (stealing and passing off as one’s own the words or ideas of another)

Falsifying Documents/Information

Students may not falsify, modify, or reproduce, or be in possession of tickets, passes, or other school documents without permission. Falsification of information is any act of providing false information, lying, or misrepresenting the truth, including falsely reporting incidents, making false accusations, or providing false statements which may adversely affect the welfare of others. This includes, but is not limited to, false absence excuses, passes, or other communications.
Hall Traffic/Hall Passes

Students are to stay out of the halls before school, during all class periods, and after school hours unless they have a pass from a staff member. Respectful behavior, including appropriate language and volume, is expected during class changes and all other times while in the building.

Intimate Behavior

Students are expected to refrain from public displays of affection and/or intimate behavior on school property and while attending school sponsored activities. Inappropriate conduct will result in progressive disciplinary action.

Assembly Behavior Guidelines

Lakewood High School enjoys an excellent reputation because students and staff work hard and respect others. Different kinds of performances warrant different kinds of behavior. What is acceptable at an athletic contest is not appropriate at a choral concert or school assembly. Please observe the following guidelines during our school assemblies. Help us to continue the LHS tradition and outstanding reputation.

• Students should report immediately to the Civic in order to be seated before the program begins.
• Students should remain seated as assigned until they are dismissed.
• Feet belong on the floor and not on or draped over adjoining seats.
• The audience should be quiet and avoid unnecessary comments or noises so as not to detract from the program or prevent others from enjoying it.
• Food and beverages are not permitted at any assembly.

Self-Direct Rules and Procedures

Learning to use time responsibly is part of a high school education. Self-Direct is a privilege that gives eligible juniors and seniors the opportunity to choose how to spend scheduled Self-Direct periods. To be eligible, students of junior or senior status must have 14 or more credits and an accumulative G.P.A. of 2.0 or higher. Freshmen and sophomores are not eligible to participate in the Self-Direct program.

Self-Direct options: administrator conference, college conference, career/job placement information, L-Room, Learning Resource Center, teacher conference, auditing a class, volunteer job in the school, counselor conference, aiding for a teacher or other approved use of time.

When on Self-Direct, students must choose an option for the entire class period and must report either to the L-Room, Guidance Center, or LRC prior to the ringing of the tardy bell for that period. If movement is necessary, students must acquire a hall pass. Loitering in the halls, lobbies, or stairwells is not permitted. Disregard of Self-Direct rules, poor academic performance or other inappropriate actions may result in removal of privileges. Students must show their properly marked ID as they enter the L-Room, Guidance Center or LRC and whenever requested by a staff member.

Lunch/Cafeteria Expectations

Students must display their student ID to be permitted into the cafeterias. School officials have the right to correct student behavior by relocating students to a different area, designating seating assignments, removing students from the cafeteria, or changing a student’s lunch period as deemed necessary. Students may not leave the building during their scheduled lunch period. Backpacks, book bags, etc. are to be placed at a table before entering the lunch lines. All food eaten at Lakewood High School must be eaten in the cafeteria or in areas designated by administration. Food and drinks are not to be carried out of these areas without permission.

Students are expected to:

• Display polite and orderly behavior
• Take a place in line without cutting in
• Deposit trash in the barrels provided
• Refrain from littering and throwing food or any object
• Respect the rights of those who will be using the same facilities.

Students who have no lunch period scheduled will be accommodated on an individual basis. Students are not permitted to wander through the corridors or go to lockers during lunch periods. Students may go to the LRC, the cafeteria, or to the L-Room (juniors and seniors only) for the entire period. Students may not go from one lunch area to another during the period. Students are expected to be in a cafeteria or lunch area by the time the tardy bell rings. Violations of any of the above guidelines may result in disciplinary measures and/or revocation of privileges.
L-Room

The L-Room is available to juniors and seniors during the lunch hours and during certain periods of the school day. A valid student ID card is required to enter. Students who are caught up on their schoolwork may wish to socialize. It is expected that all students using this unique and pleasant facility will behave in a socially acceptable manner and exhibit respect and care for its furnishings at all times. Those who violate the proper use and spirit of the room will be asked to leave. Continual violations will result in loss of L-Room privileges.

To be eligible to be in the L-Room during the school day, students of junior or senior status must have 15 or more credits and an accumulative G.P.A. of 2.0 or higher. Freshmen and sophomores do not participate in the Self-Direct program.

Students in 9th and 10th grade who have early dismissal who need to remain at the building for an after-school activity may wait in the L-Room.

Athletics

Lakewood has a statewide reputation for a high caliber of play and spirited sportsmanship in the field of interscholastic athletics. All students have the opportunity to participate in freshman, junior varsity, and varsity competition in the following athletic activities:

**FALL SEASON:** Football, Cross Country, Volleyball, Soccer, Golf, Girls’ Tennis

**WINTER SEASON:** Gymnastics, Swimming/Diving, Basketball, Ice Hockey, Wrestling

**SPRING SEASON:** Baseball, Boys’ Tennis, Outdoor Track, Softball

In addition, there are opportunities in club competition.

Eligibility

To be eligible a student-athlete must have received passing grades in a minimum of five one-credit courses, or the equivalent, in the immediately preceding grading period. This requirement is strictly enforced by the Ohio High School Athletic Association and no exceptions will be permitted for any reason.
Spectator Code of Conduct

- I will cheer for my team - not against my opponent.
- As a spectator, I am here as a guest of the school and will conduct myself with respectful enthusiasm.
- I will respect the decisions of game officials (who have a difficult job) even when I don’t agree with them.
- I will not demean coaches or players.
- I will respect the welfare of players, other spectators, and the faculty. I will realize that any action that threatens this welfare (throwing objects, physical or verbal attacks, and game disruptions) will be cause for ejection from the premises.

Stadium Behavior

Home side = Press box (west) side
LHS students are to remain on the “Home” side at all times
Student section is located on the south end next to the band
No backpacks, skateboards, bottles, cans, balls, etc. may be brought into the stadium
No “loitering” – Watch the game and cheer on the team!

School Spirit

School spirit may be divided into three categories:
1. COURTESY toward faculty, fellow students, other spectators and the visiting team and their spectators
2. PRIDE in everything our school endeavors to accomplish and has accomplished
3. SPORTSMANSHIP - the ability to win and lose gracefully

Extracurricular Activities

Your high school years should provide some of the best times of your life. The administration and staff at LHS have developed an extracurricular program to help you do this. The LHS Activity Directory is a tool for you and your parents to use when deciding which of the clubs and activities are right for you. Talk to your teachers, club advisors, and other students. Drop in at a meeting or attend an activity to see which ones you enjoy. We have something for everyone!

Lakewood High School does more than teach academic subjects; we socialize adolescents toward adulthood. The diversity of our extracurricular program has the potential to provide you extra opportunities to gain skills to function in a complex, competitive world.

Organization

The control and government of the various clubs are vested in student officers, aided and counseled by faculty members, with the approval of the LHS administration.

Standards of Leadership

To hold a position of leadership in an organization sponsored by Lakewood High School for LHS students, a student must maintain a 2.0 cumulative GPA or better and behave responsibly as outlined in the LHS Rules, Rights & Responsibilities section of this handbook.

Policy Regarding Attendance, Conduct, and Extracurricular Participation

Participation in our extracurricular activities is a privilege that is regulated by LHS Rules, Rights, and Responsibilities and the Code of Conduct established by the Lakewood Board of Education.

Students participating in extracurricular activities may not be absent due to illness for more than four periods on the day that they plan to participate in that activity. Participation is defined as taking part in a practice, rehearsal, performance, or contest. Students who serve in-school assignments are eligible to participate in all extracurricular activities. Students who serve out-of-school suspensions are not permitted to attend or participate in any school functions or activities during the suspension period. Failure to maintain these standards will result in temporary removal, suspension, or exclusion from the activity as determined by the club advisor and Activities Administrator, after appropriate due process.

Club Regulations

In addition to regulations shared with advisors at the beginning of each school year, the following regulations govern student participation in school activities:

- A student may be elected officer of not more than two clubs.
- A student may be president of only one club.
- Students holding a Student Government office may not run for a Senior Class Office while they are holding that office; or Senior Class officers may not run for a Student Government office during their tenure.
- All club activities shall be held under the direction of the advisor for the club.
Club Listings

Lakewood High School has a wide selection of clubs that meet the interests of our diverse student population. These are the clubs that were available to students in the 2013-2014 school year. The list is subject to change each year.

Action Team
American Youth Foundation Leadership
Anime Club
Art Club
Auto Tech I & II
Barnstormers/Thespians
Boys Rugby
Boys Volleyball
Business Management I & II (Bus. Mgmt. Students)
Bus. Professionals of America (BPA)-Cisco
Bus. Professionals of America (BPA)-Medical Office Mgmt
Card and Board Game Club
Chamber Choir (Auditioned from Symphonic Mixed)
Cinema (Yearbook)
Class Clubs (e.g. Class of 2013)
Constructions Trades
Creative Writing Club
Dance Group
Dance Squad
Dead Tree Society (Book Club)
Diversity Club
Drill Team (Truth)
Doughnut Club
Eaters of Lakewood
El Circulo Espanol (Spanish Club)
Electronics Skills USA-VICA (Elec. Students)
FCCLA - Culinary
FCCLA-Early Childhood Ed/Senior Services I & II
FCCLA - Family, Career & Community (Pro Start)
FCCLA - Serv. Occ. Training - Job Club
FCCLA - Work & Family Life
Four Seasons String Quartet (Auditioned Group)
French Honor Society (Honorary only)
Future Educators of America (Career Paths to Teaching)
Gamers Club
German Club
Girls Rugby
H2O
Horticulture Club (for Horticulture Students)
Interact
Interactive Media Design 1 & 2 - VICA (IM students)
Jazz Band (Auditioned Group)
Jazz Workshop (Auditioned Group)
Key Club
LHS Debate Club
Lakewood Lit Connection
Lakewood Project (Auditioned Group)
Lakewood Ski and Board Club
Lakewood Poetry Slam
Le Cercle Français (French Club)
Leadership Academy (Career & Tech Education)
Marching Band
Math Club
Medical Office Mgmt. 1 & 2
Model U.N.
Movie Club
National Career Technical Honor Society
National Honor Society
Operation: Resolution (Peer Mediation)
PA Staff
Pep Band
Phoenix Literaray Magazine
Physics Club
Poetry Slam
Pretentious Club
Puerto Rican Dance Group
Race & Diversity
Rocket Team
Scrubs (Health Careers Technology I & II)
Spark
Student Council
Times (Student News Magazine)
Vive L'Four (Auditioned Group)
Walkers of Lakewood
Watters Science Seminar
Young Democrats
Young Life
FERPA and the Release of Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Lakewood City School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Lakewood City School District may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures.

The primary purpose of directory information is to allow the Lakewood City School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

In all cases, the Lakewood City Schools reserves the right to control, limit, or otherwise approve of the use of directory information by outside organizations should this use be considered to jeopardize the privacy of a student. This includes, but is not limited to, the use of directory information for profit, advertising, promotion, broadcast, web presence or other activities that would expose the privacy of a student to a larger audience.

In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. [These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.]

If you do not want the Lakewood City School District to disclose directory information from your child’s education records to Armed Forces recruiters without your prior written consent, you must notify the District by submitting the Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information and Release to Armed Forces Recruiters form to the LHS Principal’s office.

In accordance with O.R.C. 3319.321 (B) (1), the Lakewood City School District has designated the following information as directory information: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, date of graduation and awards received.
Lakewood City Schools Board of Education

Linda Beebe, President
Emma Petrie Barcelona, Vice President
Tom Einhouse
Edward Favre
Betsy Bergen Shaughnessy

The Lakewood City School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities, employment policies or admission policies and practices and provides equal access to Boy Scouts and other designated youth groups. The following person has been designated as Coordinator to handle inquires regarding non-discrimination policies:

Director of Human Resources
Lakewood City School District
1470 Warren Road
Lakewood, Ohio 44107
(216) 529-4215