



Student Handbook

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Lake Ridge Academy Statement of Philosophy and Mission

Lake Ridge Academy is an independent, co-educational, college-preparatory day school that serves northeastern Ohio by enrolling qualified students in grades K-12 without regard to race, color, religion, nationality or ethnic background. The school seeks a motivated and diverse student population. The Lower, Middle and Upper Schools have particular goals appropriate to their different student bodies, but all share a belief in common intrinsic principles that give the school its distinctive character.

Lake Ridge provides a challenging academic program which prepares students to succeed at rigorous colleges and universities across the nation. The school provides an educational program that includes specialized subject area teaching, interdisciplinary studies and a balance of artistic, athletic and performance experiences. Students develop analytical, creative and problem-solving skills through opportunities across the curriculum for exploration, self-discovery and initiative. Lake Ridge is committed to supporting its academic programs with current technology. Special programs, field trips, extra-curricular activities, leadership and community service opportunities enhance the curriculum. The school encourages students to use their talents in academic and related endeavors in ways that enrich both their own development and the school community.

Though development of intellectual ability is a central element in our program, every effort is made to complement academic rigor with close attention to each student's character and self-esteem. Mutual respect and cooperation in a warm and caring environment form the foundation for meaningful relationships and a spirited sense of community. The dedicated and highly-qualified faculty provides personal attention in small class settings with many opportunities for hands-on experiences. Such opportunities are designed not only to increase skill development and creativity but to foster self-confidence and teamwork. The curriculum seeks to present material in developmentally appropriate ways with pedagogical attention to the different learning styles of students. The faculty instills self-discipline in its students and encourages them to take responsibility for their own learning.

Our mission is to send into a changing world confident young people of integrity who think critically and creatively while embracing the joy of lifelong learning.

The Upper School of Lake Ridge Academy The Mission in Practice

The members of the Lake Ridge Academy community actively engage the school's mission in an environment marked by respect, trust, and affection. The teachers, staff, and administration of the Upper School work with students on:

Cultivating the Intellect

- ◆ acquiring and applying basic knowledge and skills.
- ◆ fostering an informed appreciation of the liberal arts.
- ◆ honing learning skills, including information and computer literacy.
- ◆ practicing oral and visual as well as written communication.
- ◆ learning independently.

Refining the Citizen

- ◆ taking responsibility for one's words and actions.
- ◆ making ethical decisions.
- ◆ developing a broad world view.
- ◆ extending one's self to helping those in need.

Developing the Whole Person

- ◆ cultivating an appetite for lifelong learning beyond the demands of the college classroom.
- ◆ learning to approach problems with patience, perseverance, and creativity.
- ◆ developing physical skills and wellness.
- ◆ expressing oneself artistically.
- ◆ embracing challenges confidently.

THE UPPER SCHOOL MENTORING PROGRAM

PRINCIPLES OF THE UPPER SCHOOL MENTORING PROGRAM

MISSION STATEMENT

The mission of the Lake Ridge Academy Upper School Mentoring Program is to nurture a relationship based on active listening and trust between our faculty and students.

STRUCTURE

- ◆ The entire Upper School - faculty and students - has been divided into four Houses. (Special attention has been taken to identify and place new students, siblings and students with affinity to certain faculty in individual houses.)
- ◆ Each House has been assigned 5 faculty Mentors. Students in each House will be allowed to choose a Mentor. The Mentors are not grade based. Therefore, a Mentor ideally should have students from different grade levels in his/her group. This will facilitate inter-grade community building and allow us to use the invaluable resource of our upperclassmen.
- ◆ Students will be given a ballot listing names of house mentors. He/she will rank choices - a sincere effort will be made to give each student his/her first choice.
- ◆ Once a student has chosen his/her mentor, that faculty mentor will remain with the student for all four years.
- ◆ Each House will also have a Faculty Coordinator whose task will be to coordinate all House activities with Mentors and Advisors.
- ◆ The Head of the Upper School will remain outside the House division in order to serve as final arbitrator.
- ◆ The Dean of Students will serve as Mentor and Grade Advisor in his/her capacity as a faculty member; however, in his/her capacity as Dean will retain the position as mediator and arbitrator with the Head of the Upper School.
- ◆ Each House will have a Captain, Vice Captain, and a Treasurer. The captain must be a senior, the vice-captain a junior, and the treasurer from the sophomore class.
- ◆ Responsibilities of these offices include:
 - Fund raising for events assigned to the House.
 - Organizing a community service program for the House.
 - Ensuring "spirit-related" activities (i.e. encouraging house representation at athletic events, etc.) and organizing a "fun" event for the House.
 - Providing for LEADERSHIP on campus at all times.

PHILOSOPHY

Faculty Segment: The philosophical principles guiding our Mentoring Program underscore the academic and social well being of our students. We commit ourselves to open communication, to develop rapport, and to facilitate the resolution of student concerns.

Student Segment: The philosophy guiding student relations within the Mentoring Program is to foster unity and camaraderie and in doing so to promote leadership, trust, and responsibility.

FAMILY COMMUNICATIONS AND THE MENTORING PROGRAM

In an attempt to support our Mentoring and Advisory Program, a particularly important chain of communication has been established to foster a means of best serving our community. Parents are asked to first communicate any problems or questions directly to the Faculty Member they understand to be involved with the issue or question. That Faculty Member will then communicate with the Advisor, the Dean of Students and the Head of Upper School.

If the issue or concern does not involve a classroom related topic, then parents should contact their child's Advisor who will in turn speak with the Dean of Students and the Head of Upper School and any other appropriate parties.

If for some reason a matter by its very nature cannot or should not pass through the normal channels, the parent is asked to communicate directly with the Dean of Students or the Head of the Upper School.

THE DISCIPLINARY SYSTEM AND SCHOOL RULES

RULE OVERVIEW

Academic Honesty and Personal Honesty: Plagiarism, copying, and cheating is prohibited. Students are expected to be truthful. Stealing is prohibited.

Substance-Free Campus Policy: There is zero-tolerance concerning the use, sale, distribution, or possession of illegal drugs, alcohol, or tobacco products.

Harassment and Rude or Abusive Conduct: The school maintains an attitude of zero-tolerance concerning these matters.

Weapons: The possession of weapons, real or look-alike, is strictly prohibited.

Campus Property and Dress Code: Rollerblades and skateboards are not permitted on campus. Vandalism or theft of school property or the property of others is strictly prohibited. Students may not post or wear signs, slogans, or pictures depicting drugs, alcohol, profanity, or that are discriminatory or hurtful. Students may not, on campus or at school-sponsored events, wear dirty clothing or clothing with rips, holes, paint, or ragged edges. Cut-offs, athletic shorts, swimsuits, bare midriffs, halter tops, tops with spaghetti straps and similarly informal or revealing garments are not appropriate.

Gambling: No form of gambling is permitted on campus.

Off-Campus Permissions: Freshmen may not leave campus during the school day. Juniors and seniors may arrive as late as 9:10 a.m. and leave as early as 2:00 p.m. provided they miss no classes. No student may leave campus before fourth period. Juniors and seniors may be off campus for lunch during fourth and fifth period, provided they miss no classes. All students who are off campus during the school day must sign in or out upon arrival or departure.

Personal Technology: Cell phones, pagers, etc. (including phones set to vibrate, etc.) are not to be used during school hours.

Public Displays of Affection: Permissible amorous gestures are limited to handholding.

THE DISCIPLINARY SYSTEM

The Dean of Students and the Head of Upper School, with the support of the faculty, are responsible for ensuring that the school rules are upheld. The school's disciplinary responses to infractions of the school rules are outlined below.

The Dean of Students is assisted by the Disciplinary Committee, a student advisory committee composed of four seniors—the senior members of student senate. The Student Senate assists with student orientation for school rules in the fall and helps review and revise policies. The Disciplinary Committee meets with students who have disciplinary infractions and suggests appropriate responses within the school's guidelines.

The administration will have the right to set the amount of time a punishment is to cover. This will provide the administration with the needed flexibility to consider appropriate responses to individual situations.

The administration has adopted the following procedures regarding disciplinary action and student rights: No student will be suspended for more than five (5) days or expelled from school without: a) a notice of the charges against him or her; b) an opportunity to appear with his or her parent, guardian or custodian and to present evidence in his or her defense; and c) an explanation of the evidence in support of the charges against him or her.

During conferences investigating the possible violation of major school rules, students will have their house captain and their faculty advisors present. Prior notice of any suspension or expulsion need not be given in a case where the student is posing a significant and present danger to persons or property or is disrupting any school function. **Parents will be informed of any infractions committed by students and any investigations of the said violations.**

The school, however, always acts on the agreed upon understanding that the rules and responses contained in this handbook are meant to serve as guidelines. When the school responds in a disciplinary fashion to a student, the process will typically involve the Disciplinary Committee and the Dean of Students making recommendations to the Head of Upper School. In all cases, however, the Head of Upper School in consultation with the Dean of Students will determine the appropriateness of any response. Therefore, if deemed necessary, there are times when the response given by the school may exceed or be less than defined by the various guidelines.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

Each Student at Lake Ridge Academy has the right:

- ◆ to be informed of the following rights and responsibilities.
- ◆ to acquire a meaningful education in a constructive environment.
- ◆ to review and question educational progress, e.g., how a grade was determined.
- ◆ to seek consultation with an adult in an open-minded atmosphere.
- ◆ to expect confidentiality when he/she reports wrong-doing.
- ◆ to be treated with respect.
- ◆ to express an individual belief without fear of ridicule.
- ◆ to receive fair treatment, including assumed innocence.
- ◆ to be free from mental, physical and social intimidation.
- ◆ to expect respect for property.
- ◆ to be able to petition the administration on issues regarding student life.
- ◆ to be part of a thoughtful and considerate community.

STUDENT RESPONSIBILITIES

Every student at Lake Ridge Academy has the responsibility:

- ◆ to be aware of and comply with the rights and responsibilities.
- ◆ to allow others to teach and learn.
- ◆ to take action to progress educationally to the best of his/her ability, i.e. to inform teachers or to seek help, to complete homework and meet deadlines.
- ◆ to express opinions through proper channels; to follow school rules.
- ◆ to treat all members of the community with respect.
- ◆ to intercede when others' rights are being violated.
- ◆ to be honest.
- ◆ to treat all members of the community with respect.
- ◆ to be accountable for his/her own actions.
- ◆ to respect community and individual property.
- ◆ to respect the authority of administrators, faculty, staff and student leaders.
- ◆ to be involved in our growth as mutually supportive community.

Off-Campus Expectations:

As ambassadors of Lake Ridge Academy in the community, we expect students to conduct themselves in a manner reflecting the core values (**Integrity, Scholarship, Personal Best, and Respect**) of Lake Ridge Academy whether on or off campus. If a student is involved in an off-campus situation that directly diminishes the reputation of Lake Ridge, the school reserves the right to respond in accordance with the policies and expectations that govern behavior at any LRA function.

DISCIPLINARY MEASURES

We expect our students to respond to a violation of a major school rule by:

- ◆ confronting the violation.
- ◆ counseling and encouraging the violators to report themselves.
- ◆ notifying authority of incident.

We emphasize that these steps are taken to promote the welfare of the community. A student is accountable and responsible for his/her own action and must answer honestly with respect to his/her own involvement. A student is encouraged to be honest with respect to the involvement of others.

DESCRIPTION OF CONSEQUENCES

Removal from Office: Should any elected student official violate any major school rule, he/she will be removed from that office.

Friday Detentions: are applied for unexcused absences, tardiness, and other minor disciplinary infractions. Detention is held Friday morning at a time decided upon by the Head of Upper School and Dean of Students. Students are supervised in a classroom and must spend the time working silently, unless the administration deems it necessary to have a conversation with the student at that time.

Restriction of Privileges: Seniors and juniors may lose their off-campus privileges as a consequence of disciplinary actions. Restriction of Privilege may also apply to restriction of technology privileges. This category could also include loss of free periods as deemed necessary by the administration.

In-School Suspension: The student will spend the entire day including lunch in an assigned place under supervision. The student will have no off-campus privileges and will be excused from participation in athletic and extra-curricular activities. The student will receive a ZERO for all in class work for days of suspension and MAY NOT make up the work later.

Out of School Suspension: severs the relationship between the student and the school for a designated period of time. The student MAY NOT come on campus or attend school-related activities. The student will receive a ZERO for all in-class work for the days of suspension and MAY NOT make up the work later. The student is expected to keep current with schoolwork at home.

Citizenship Probation: Students are expected to represent the school according to the standards expressed in this handbook, in school, and at all events and activities sponsored or organized by the school. Citizenship Probation will typically extend for a longer period of time (probably no less than the remainder of an academic year and no longer than until the end of the next academic year). While on Citizenship Probation students are **NOT PERMITTED** to attend extra scholastic activities, except as participants.

For example, a student on probation will NOT be allowed to attend school dances, or other festivities. He/She can ONLY participate in school sports but NOT attend as a spectator. He/She can act in school theatrical productions but NOT attend as a spectator.

Disciplinary transgressions committed while a student is on Citizenship Probation will meet with an extremely severe response from the administration.

Letter of Censure: Some violations by a student that do not fall under the academic arena but violate the spirit of good citizenship and standards of conduct of Lake Ridge Academy may be rebuked by a Letter of Censure by the Disciplinary Committee, co-signed by the Dean of Students and finally authorized by the Head of Upper School. A copy of the letter will be sent to parents and another copy will remain in the student's disciplinary files at school. The spirit of the letter is to display peer dissatisfaction with the moral quality of the student's behavior.

Dismissal: is a separation of the student from the school for one or more semesters. Any student who, through violation of the major school rules or repeated lesser violations, demonstrates an unwillingness to comply with the regulations of the school may be dismissed from school.

Expulsion: is the permanent separation of a student from the school.

The administration reserves the right to deny any student re-enrollment for a new school year, whether or not specific charges have been made, if in the judgment of the administrators and staff, the student or his/her parents did not display a positive attitude and spirit of cooperation during the present school year.

All students and parents should be aware that the accumulation of several minor offenses will be treated as a major school violation.

MAJOR SCHOOL RULES

ACADEMIC DISHONESTY:

Students are expected to be honest and honorable in their responsibilities towards their academic work.

- ◆ All papers, projects, and homework, turned in *must be the student's own work* except where such papers, projects, and homework are designated as collaborative effort by the teacher.
- ◆ *Where ideas and/or quotations are excerpted from other resources, those ideas and quotations must be attributed to the specific sources from which they come.* This includes work copied directly from any source, whatever, which must be properly enclosed in quotation marks and acknowledged by footnote, bibliography, or reference in the paper itself, as well as paraphrasing and the mere restatement of an author's original idea.
- ◆ **An understanding of the concept of plagiarism is included here for further clarification:**
 - **Failure to attribute to the original author ideas that the student has used in the course of a paper, project or homework. Whether a student is quoting an author directly, or paraphrasing or restating the work of an author, it is imperative that he/she includes the proper citation. Rearrangement of the sentence structure is still considered plagiarism.**
 - All work performed on quizzes, tests and examinations will be the student's own work exclusively, with no aids, (*including connection to the Internet*) unauthorized by the teacher to be brought into the examination area. Calculators may be pre-programmed only for those functions designated by the teacher.
 - *Students are expected to refrain from asking others for homework papers to copy.* If there are reasons why a student has not been able to complete homework assignments, those reasons should be discussed with teachers.
 - Should a student see another student cheating in any manner whatsoever, that student should follow the procedures outlined below in "Response to School Rules."

Consequences for violation of the Academic Dishonesty Policy:

- ◆ **First Offense**-Will result in a zero grade on the homework, quiz, test, or project where academic dishonesty occurred, a conference with the student, the teacher, the Disciplinary Committee, and the Dean of Students, who will then make recommendation to the Head of Upper School if any further actions should be taken. The Head will review the information and make the final decision. The parents of the student will be notified in a letter.

- ◆ **Second Offense**-will result in all the above stages and may also result in suspension if so deemed by the Disciplinary System and ultimately the Head of Upper School.
- ◆ **Third Offense**-will result in all the above stages, denial of admission for the following school year, or expulsion from school if so deemed by the Disciplinary System and ultimately the Head of Upper School.

ATTENDANCE

Students are expected to be at school every day that school is officially in session. *Every effort should be made to schedule doctor, dentist and other appointments, as well as family vacations, at times when school is not in session. Please note that unexcused days of absence will result in failing marks for all work missed.*

The school day begins at 8:25 a.m. and students are expected to be in their classes at that time. Chronic tardiness places an undue burden on students and teachers; parents will be notified of such a condition. Dismissal time in Upper School is 3:25 p.m.

Truancy:

All Upper School students are expected to be in class during the academic day. Only seniors and juniors, who do not have first period class, may arrive **NO LATER THAN 9:10 AM and leave NO EARLIER THAN 2:00 PM** if they have no classes or academic appointments.

A STUDENT WILL BE CONSIDERED **TRUANT** IF HE/SHE DOES THE FOLLOWING:

- ◆ Is not in class or on school grounds without informing the office or the teacher.
- ◆ Has chosen to stay at home without informing the school and the school has no knowledge about their whereabouts.
- ◆ A **senior** or junior who does not follow the **late arrival and early departure mandate** will also be considered truant.
- ◆ **Sleeping** in or staying at home to study will be considered truancy.

Consequence:

For **each class period** a student is truant, he/she will lose **ONE day of privileges**. This means complete loss of free periods, and off campus privileges. The student has to be in school by 8:25 and will not be allowed to leave until 3:25. If a student is truant for a whole day, then he/she will lose privileges for 8 days. A pattern of truancy will result in stricter disciplinary actions.

Procedures for Reporting Absence:

- ◆ If a student is absent for school for any reason, including those listed below, *parents must notify the Upper School Office before 9:00 AM.*
- ◆ The office should be notified in writing if the absence is known in advance.
- ◆ *Parents must notify the office at least 24 hours in advance, either in writing or by telephone, if they have scheduled a medical appointment for a student during school hours.*

ABSENCES: EXCUSED AND UNEXCUSED:

Excused absences can be due to **emergencies** such as illness or family emergencies or **planned** for religious holidays, approved educational purposes (college visits, workshops, conferences etc.) family graduations (siblings only), family member weddings, special family events involving grandparents.

A student is allowed 10 excused absences per semester. If a student exceeds those 10 days or misses more than 10 classes in the same subject during a given semester, he/she will be required to petition the school for grades. The advisor, subject teachers and the Head of Upper School will review the petition in order to come to a decision.

Students will have a commensurate amount of days to make up missed work under the excused and planned absence category. For example: For a days' work missed, the student will have one day to make up the work.

Procedure for Planned Absence:

A student requesting a planned absence from school is required to:

- ◆ Obtain a Planned Absence form from the Upper School Office.
- ◆ Fill in a detailed explanation regarding the reason he/she will be absent from school and the number of days he/she will be absent. The Planned Absence form must be signed by a parent.
- ◆ Present the form at this stage to either the Dean of Students. A determination will be made as to whether the requested absence is **Excused** or **Unexcused**. The administration reserves the right to decide what is or is not an excused absence. A PLANNED ABSENCE MAY NOT NECESSARILY BE AN EXCUSED ABSENCE. The administration may excuse a planned absence (for example, in case of a student having to attend a family wedding), while not excusing another sort of planned absence (for example, in the case of a family wanting to leave early for a vacation in the Bahamas). The reason for the absence will determine whether or not missed work may be made up.
 - Once the request has been determined to be **Unexcused, it will go no further.**
 - If the request has been approved as **Excused**, only then will the student be permitted to approach the faculty for further instructions about missed work.
 - The approved Planned Absence form, bearing the initials of all teachers involved, will be turned in to the Dean of Students.
- ◆ All completed forms will remain in the Dean's office for future reference.

Unexcused Absence:

School work **cannot be made up for credit** in case of an Unexcused Absence

- ◆ Repeated unexcused absences may result in a parent conference and suspension from school, and could influence a student receiving course credit.

SLEEPING IN OR STAYING AT HOME TO STUDY IS NOT AN EXCUSED ABSENCE

Tardiness:

- ◆ We strongly believe in the importance of attendance and punctuality. Students coming late to school must sign in immediately upon arrival and obtain a pass to be admitted to class. Excused tardiness includes weather conditions, car trouble, or medical appointments. Tardiness due to sleeping in or staying home to study is unexcused. Lateness to school and lateness to class after the first contact period of the day will be recorded by the teacher.
- ◆ Students with 3 recorded tardies will serve a Friday detention or Morning School.

- ◆ The exact time to report to school on the Friday of detention will be communicated to the student and will depend on individual cases.
- ◆ The length of Friday detention, in hours, will also be communicated to the student and may vary from case to case.
- ◆ If the student continues to have tardies even after serving a Friday detention, he/she will have a second Friday detention after 3 more tardies.
- ◆ If a student receives a 3rd Friday detention within a given semester, he/she will receive a SUSPENSION.
- ◆ The administration reserves the right to decide whether the student receives an “in-school” suspension or an “in-home school” suspension.
- ◆ The student’s tardy record will be wiped clean at the end of each semester.

College Days:

Juniors and seniors may be excused from school for the purpose of visiting colleges. These absences should be limited to no more than **6 days** in an academic year; any additional absences for college visits must be approved by the College Counselor and the Head of Upper School. **Any subsequent absences for college visit days taken without the proper approval will be treated as unexcused and the work missed may not be made up for class credit.** Families are encouraged to schedule college visits during Lake Ride vacations whenever possible in order to minimize class time missed. The student is required to submit a completed College Visitation Absence form (the form must include a parent signature) to the Director of College Counseling a minimum of 48 hours prior to the first date of the absence.

Athletics, Extra-Curricular Participation, and Absences:

In order to participate in athletics or extra-curricular activities, students must be present and accounted for by the beginning of the second period of the school day. Students who arrive after the first period may not participate in after-school activities on that day, unless the tardiness is due to a medical appointment or the student has permission from the Dean of Students or the Head of Upper School to arrive late. The school wishes to give priority to academic commitments and to encourage students who are ill to stay at home to rest and recover.

Attending Interscholastic Sporting Events During School:

Lake Ridge encourages its student body to support and attend interscholastic competitions. Sometimes it is possible that the OHSAA sets playoff games or matches that take place during the hours of a normal school day. When this does happen, it is important that both parents and students be aware of and understand the procedures for missing any class time. A student who is absent from school to be a spectator at sectional, district, regional, or final competition must have permission from the Dean of Students or the Head of Upper School to miss school. The student will not be given extensions for work that was missed. The student will be responsible for all work missed and should prepare all homework due for the day missed and for the day of return to class. If a test is scheduled for the day of return to class, the student should be prepared to take it. If a test is missed because of this absence, the student should be prepared to take it immediately upon return to school. Only if this results in the student having more than two tests on that day will an extension be granted. Students who do choose to attend any sporting event must provide their own transportation to and from the event unless the school chooses to provide transportation to an event.

Attending Interscholastic Sporting Events or Extra-curricular Events After School:

Lake Ridge encourages its student body to attend sports competitions and other after-school activities. However, a student who leaves during the school day due to illness or for any other unexcused reason may not return to attend after-school activities. Consequences for violation of this policy include:

- ◆ **First offense** – student will be asked to leave the event and parents will be notified.
- ◆ **Second offense** – will result in detention.

CAMPUS PROPERTY

- ◆ Cleanliness of the campus is the responsibility of every student and adult who uses the property.
- ◆ Roller blades and skateboards are not permitted on campus.
- ◆ Vandalism or theft of school property or the property of others is strictly prohibited.

Students may not post signs or pictures (on lockers, walls, or any school property) or wear slogans or pictures reflecting drugs, alcohol, profanity, racism or sexism, sexual orientation, or that are discriminatory or hurtful.

CELL PHONES/PERSONAL TECHNOLOGY

Students are NOT ALLOWED to use their cell phones on campus during school hours (this includes LUNCH BREAK). Cell phones may be used before 8:25 a.m. and after 3:25 P.M. There is a phone available in the Upper School Office for use by students for emergency contact during school hours. Parents are welcome to leave messages with the Upper School Office. Messages will be posted on a board outside the Upper School Office. Students are responsible for checking the message board. If a call is an emergency, the student will be contacted immediately. Students using cell phones during restricted times will have their phone confiscated. This policy applies also to other technical devices such as pagers, etc.

CD players and mp3s may be used with headphones but must not in any way create a distraction to others. The use of any other personal technology must be approved by the Head of the Upper School.

COMPUTERS AND NETWORK POLICY

Students are expected to make responsible, ethical, legal and appropriate use of computers and information services at all times. Network and computer services include: use of personal and LRA machines and peripherals, use of the Internet, use of campus e-mail, and use of all associated software and hardware.

The LRA Major Rules, regarding daily life apply to computer and information services:

- ◆ Students may use only their own client ID and password.
- ◆ A student is held responsible for all activity conducted on his/her account or under his/her password.
- ◆ Students are expected to utilize the LRAnet for educational purposes. This prohibits any sort of commercial activity, political lobbying or any other action that is known to be illegal.
- ◆ Students are expected to respect the rights and privacy of others.
- ◆ All electronic communications as well as all materials that students access electronically should not involve profanity, obscenity, offensive language or pornography.
- ◆ Students may not reconfigure or tamper with the network system in any way, nor attempt to access or alter files without proper authority.

- ◆ Students may not unlawfully copy software or information. Students may use software legally licensed to LRA **only**.
- ◆ Specific expectations for students' use of computer and information services vary by division. Students' use of these services is expected to conform to these expectations.
- ◆ Students must cite properly all information that is acquired from electronic sources and used in their assignments. (Improper citation or lack of citation is considered to be plagiarism.)
- ◆ Students should understand that e-mail transmissions are not secure; consequently, personal, private or confidential information should not be sent via e-mail.
- ◆ Students should employ proper e-mail etiquette in all electronic messages.
- ◆ Students should understand that LRA does not employ Internet blocking mechanisms. All LRAnet users are responsible for the accuracy of their Internet searches and the material retrieved from those sites. LRA does employ client-tracking software and all LRAnet users should be aware that their Internet activity can be monitored.
- ◆ Students should understand that as LRAnet registered users on the Internet, they are participants in a global community and any actions they take will reflect upon the Lake Ridge Community as a whole.

All students registered at LRA are expected to adhere to the letter and the spirit of all matters regarding the use of profanity, pornography and/or other abusive material in the Internet whether they direct their use through the LRAnet of any private or public access. No direct link, referral link, or reference of any kind is to be made to, or about LRA, the physical institution or its registered Domain web site, without written consent from the Administration of the Academy. Violation of this tenet by any person registered as a client of the LRA net will be considered a violation of both the LRA Technology User Policy and the school's Code of Conduct, and could result in permanent separation from the school.

As is the case with all Major Rules, students are expected to comply with these standards. Repeated failure to comply can result in a student's separation temporarily or permanently from LRA.

DRESS CODE

We expect students to make appropriate choices in expressing their personal styles in hairstyles and clothing. Students should dress neatly and have clean clothing at school and at school-related functions. The dress code will be strictly followed during the academic year.

The degree of formality in dress will be dictated by the nature of the event. House pins should be worn at all formal occasions. (In the event a house pin is lost, the student will need to purchase a new one.) Some assemblies, field trips or special events may necessitate more formal attire than everyday dress.

- ◆ All clothing should be clean and free of rips, holes, paint and ragged edges.
- ◆ Cut-offs or athletic shorts, swimsuits, bare midriffs, halter tops, tops with spaghetti straps and other too informal or revealing garments are not acceptable.
- ◆ Skirts should not be higher than 3 inches above the knees.
- ◆ We ask that all students refrain from dressing in a manner that could be a safety hazard, a distraction or offensive. Closed shoes are required for science classes.
- ◆ Clothing depicting drugs or alcohol, profanity, racist or sexist signs or slogans is not acceptable.
- ◆ Undergarments should not be visible.
- ◆ Hats and non-religious headwear may not be worn in any building.
- ◆ Hair color is restricted to those colors that are naturally occurring in human hair.
- ◆ Only ear and nose bead piercing are acceptable, not other parts of the face or body. Students will be asked to remove inappropriately placed pierced jewelry

and will not be allowed to attend school while wearing such jewelry. Parents will be contacted in the case of repeat offenses.

- ◆ **First offense** – student will be required to change into proper attire as provided by the school.
- ◆ **Repeated violations** – will result in parents being notified; student will be sent home to change into appropriate clothing and student will be considered unexcused regarding work and time missed.

DRIVING REGULATIONS

- ◆ A student must have the permission of his/her parents or guardian to drive onto the school grounds. This permission must be on record in the Upper School Office. The Student Driving Agreement form may be obtained from the office.
- ◆ Exceptional care and attention must be exercised when driving on/off campus because of the presence of young children.
- ◆ The speed limit of 15 M.P.H. on school property must be observed.
- ◆ There must be compliance with auto safety rules.
- ◆ Students must yield the right-of-way to school vehicles and pedestrians at all times.
- ◆ Autos must be mechanically sound. The school reserves the right to check the automobiles for safe operation.
- ◆ Violation of these rules or evidence of poor judgment may result in withdrawal of permission to drive on school property.
- ◆ The school cannot accept responsibility for a student driver's skill, care and judgment.
- ◆ Students are required to use parking spaces in the lots on the east side of Bettcher Center and Brown Hall in designated areas.
- ◆ Students may not drive themselves to or from off-campus sports practices or matches. They must ride on the team bus or be transported by their parents.
- ◆ Car radios must be played at volumes that cannot be heard outside the car.

To eliminate congestion and ensure the safety of all students, parents who drive students to school in the morning will follow the signs around to the west side of campus and through the Community Resource Center parking lot to one of three zones. The first zone encountered is the new one for grades 6-12. This will be on the south side of campus starting at the sidewalk to Middle School, and will be the most convenient for Middle and Upper School students. When exiting from this area, parents will go through the parking lot area and *not* up the ramp and under the CRC canopy.

GAMBLING

Gambling, including betting pools or any similar activity involving money, is not permitted.

HARASSMENT

Harassment, bullying, or intimidation or others, either by groups or by individuals, either on campus or at school-related functions are prohibited. This includes physical, verbal, social or sexual abuse. Students who violate this rule will appear before the Disciplinary Committee and the Dean of Students, unless otherwise recommended by the Head of Upper School. The Committee will then make recommendation to the Head who will evaluate each individual case based on its nature and severity. Typically consequences may include the following: letter of apology, loss of privileges, letter to parents, suspension or even expulsion from school.

Given the heinous nature of sexual harassment - the Head of Upper School will consider each case individually and decide on the consequences.

OFF-CAMPUS PERMISSION

Every student leaving campus for any reason, including lunch or an off-campus appointment, must sign in and/or out. A student who has no first period class or who arrives late for school must sign in at the Upper School office upon arrival at school.

All students are expected to be on campus from 8:25 a.m. until 3:25 p.m. with the following exceptions:

- ◆ Juniors and seniors who do not have a first period class may arrive at school no later than 9:10 a.m. They may also leave at 2:00 p.m. if they have no classes or academic appointments.
- ◆ On special occasions, like Prom day, when the school is dismissed early, it is expected that students will stay in school until the early dismissal time. Any out-of-school appointments should be scheduled after the dismissal time.

Once on campus, students may not leave campus for any reason until fourth period. Juniors and seniors may be off campus for lunch either fourth or fifth periods if they have no class. Students are expected to remain within five miles of the school unless they have special permission from the division head. No sophomores may leave campus for lunch. No freshmen may leave campus during the school day.

Students are **NOT ALLOWED** to arrive and leave campus for reasons other than those listed above. For example: A student (even those with off-campus privileges) who has first period off but comes to school at 8:25 AM and then decides to go out for breakfast. This is **NOT ALLOWED**. Similarly, if a student has 6th and 7th period off but has an academic commitment 8th period-he/she CANNOT leave campus to return for the last class.

These off-campus permissions guidelines also apply to visiting the All-American Sports Center, located on Center Ridge Road opposite the school. For reasons of safety, students may not at any time go from the school to the sports center on foot.

All students must attend Town Meetings and Advisory Meetings.

Being off campus is a privilege which may be temporarily or permanently suspended. The school cannot be held responsible or liable for the actions of students while off campus during the day or between dismissal and extra-curricular activities.

All off-campus permission forms must be signed by a parent, regardless of the student's age. Lunch and sign-out regulations apply whenever school is in session, including during semester examination periods.

PERSONAL CONDUCT

Rude or abusive conduct in academic or school-related social situations on or off campus is prohibited. Consequences for violation of this policy include:

- ◆ **First offense** – will result in notification of parents and loss of privileges.
- ◆ **Repeated violations** – will result in suspension or expulsion from school.

PERSONAL DISHONESTY

Students are expected to be honest and truthful in their dealings with others. Theft of property belonging to the school or other individuals is prohibited. Students who are in violation of this rule will appear before the Disciplinary Committee and the Dean of Students, who will then make recommendations to the Head of Upper School. Guidelines for consequences of violation of this rule are as follows:

- ◆ **First offense** – will result in notification of parents and restriction of privileges.
- ◆ **Severe or repeated violations** – will result in suspension or expulsion from school.

PUBLIC DISPLAY OF AFFECTION

Public display of affection is limited to handholding in order to maintain the academic environment. Consequences for the violation of this policy include:

- ◆ **First offense** – student(s) will be issued one warning for inappropriate behavior.
- ◆ **Second offense** – will result in a conference with student(s), parents, the Head of Upper School and the Dean of Students.
- ◆ **Third offense** – will result in detention or suspension.

RESPECT FOR SCHOOL PERSONNEL

All Lake Ridge school personnel (administrators, teachers, staff members) are always to be addressed with a title (Mr., Mrs., Dr., etc.) and the last name. No given (first) names are to be used by students when addressing faculty or staff members.

RESTRICTED AREAS

Students may not go to the woods or the lake OR BETTCHER at any time without faculty permission. The parking lots are also off limits except when arriving to or departing from school, **unless you have permission from an administrator**. Other areas may become restricted at various times of the year as designated by the administration. Consequences for violation of this policy include:

- ◆ **First offense** – student will be issued one warning.
- ◆ **Second offense** – will result in detention.

SCHOOL SANCTIONED FUNCTIONS

If guests for any event have been duly approved and registered ahead of time, a Lake Ridge student may bring one friend. Additional guests may be welcome for special events only with prior approval from the Dean of Students or the Head of Upper School and must be introduced upon arrival. The Lake Ridge student will be responsible for the explanation of regulations and the subsequent behavior of his guest(s) at the event.

No alcohol, drugs or tobacco may be brought to or used at school-sanctioned events either on or off campus, **this includes school trips**. No student may attend a school-sanctioned event on or off campus having used, or under the influence of, alcohol or drugs.

When students arrive at the designated location of the event (gym, parents' home, etc.) they must remain at that location until they are ready to go home. No student will be re-admitted to a school function after they have left. Leaving includes going to the parking lot.

All expenses including buses, drivers, and chaperones must be assumed by the sponsoring group. Middle School students may not attend Upper School social events nor may Upper School students attend Middle School social events.

SPORTSMANSHIP AND FAN BEHAVIOR

Lake Ridge wishes to encourage excitement and participation in the sporting events that take place on campus. We also wish to display positive examples of sportsmanship and fair play. Good sportsmanship is viewed by the Ohio High School Athletic Association as:

“a commitment to fair play, ethical behavior and integrity. In perception and practice, sportsmanship is defined as those qualities which are characterized by generosity and genuine concern for others. The idea of sportsmanship applies equally to all activity disciplines. Individuals, regardless of their role in activities, are expected to be aware of their influence on the behavior of others and model good sportsmanship.”

O.H.S.A.A Handbook, pg. 50

Lake Ridge, in keeping with its own mission statement, wishes to abide by the above guidelines of the OHSAA. Individuals who choose not to adhere to the sportsmanship policy will be asked to leave the contest. It is the hope of the athletic department and our school that we can provide

an atmosphere of mutual respect and fair play before, during, and after our interscholastic competitions.

SUBSTANCE-FREE CAMPUS POLICY

Lake Ridge Academy is a substance-free campus. **The use, sale, possession, or participation in distribution, of any form of alcohol, illegal drugs or tobacco by students at school-sponsored activities either on or off the Lake Ridge campus is forbidden.** This policy applies to the inappropriate or illegal use of prescription drugs as well. In order to provide good role models for students, adults are expected to refrain from alcohol, drug or tobacco use at any school-sponsored events that actively involve students on or off the Lake Ridge campus. Special events (such as the Auction) hosted primarily by and for parents off the Lake Ridge campus need not adhere to this policy. This policy applies to look-alike alcohol, drugs and tobacco as well.

In the first instance of a violation of this policy, the parent will be called immediately to remove the student from school or the school-sponsored function and to have a conference at their earliest convenience with the Head of Upper School or Head of School. The student may appear before the Disciplinary Committee and the Dean of Students if instructed by the Head of Upper School, and will make recommendations regarding consequences. The student could be suspended for 1–5 days depending upon the severity of the incident as determined by the Head of Upper School or Head of School. Counseling and volunteer work at a drug or alcohol rehabilitation center may also be required. A second offense will result in dismissal from school.

VANDALISM

Wanton defacing or destruction of property belonging to the school or to another individual is prohibited. Consequences for violation of this policy include:

- ◆ **First offense** – will result in notification of parents and restriction of privileges. The student and his/her family are responsible for payment of any damages incurred.
- ◆ **Repeated violations** – will result in suspension or expulsion from school.

Entering or attempting to enter locked school facilities without proper authorization is not allowed.

- ◆ **Unauthorized Entry** – will result in detention.

VISITORS/GUESTS

Any time a student plans to bring a guest to school or to a social function, he/she must register that guest in the Upper School Office prior to the visit. The guest's attendance must be cleared with the Dean of Students or the Head of Upper School.

In the case where a visitor is not a prospective candidate for the LRA community and wishes to visit during an academic day (and attend classes), his or her permission to visit will be determined by the Head of the Upper School.

WEAPONS

Possession of weapons of any type on campus or at school-related functions is prohibited. Possession of a weapon or firearm or explosive device may result in immediate suspension or expulsion. This policy applies to look-alike weapons and explosive devices as well.

Violation of this rule will result in immediate notification of parents and disciplinary actions taken against the student as decided by the Head of Upper School, with possible consultation of the Dean of Students and the Disciplinary Committee.

ATHLETICS

LAKE RIDGE ACADEMY ATHLETICS MISSION:

That each athlete train, prepare, and compete with discipline, dignity, and excellence.

In addition, and in order to further clarify goals and ideals for the engagement of student-athletes at Lake Ridge Academy, the statement of philosophy is as follows:

We believe that all routines, practices, exercises, and exchanges associated with the Lake Ridge Academy Athletic Program should be conducted and executed in concert with the Mission of Lake Ridge Academy, and with the following ideals:

- ◆ that our students lead their athletic lives by the school's core values of Integrity, Respect, Scholarship, and Personal Best.
- ◆ that our athletes embody and exhibit excellent sportsmanship at all times.
- ◆ that our athletes commit themselves to team, school, and self.
- ◆ that our athletes have the opportunity for excellence in growth and skill development, regardless of their individual ability and experience.
- ◆ that our athletes and teams seek and strive toward high goals in interscholastic sports.
- ◆ that our athletes and teams compete to win with each contest, always within the context of our mission and philosophy.

SPORTS TEAMS

Fall

Boys' and Girls' Golf
Girls' Soccer
Boys' Soccer
Girls' Tennis
Girls' Volleyball

Spring

Boys' Baseball
Girls' Softball
Boys' Tennis
Coed Track and Field

Winter

Boys' and Girls' Basketball
Boys' Wrestling

SCHOOL ACTIVITIES

ARTS EVENTS

Acting/Playwriting Showcase

(a variety of dramatic performances written, directed and performed by students in Acting and Playwriting classes)

Night Scenes

(scenes from well-known plays directed by students)

Write Friends

(a production from the original writings of younger students)

Fall Play

(major production of classic or contemporary plays)

Spring Musical

(major production of musical theater)

Upper School Choir

(performs several concerts at LRA, the Lorain Palace, and nursing homes)

Barbershop Quartet

(male and female traditional barbershop singing)

Upper School Camerata

(instrumental ensemble performs several times annually)

May Fayre

(spring music celebration)

Fine Arts Fest

(annual showcase for student art and music recital)

CO-AND EXTRA-CURRICULAR ACTIVITIES

Amnesty International is a voluntary organization whose focus is defending and promoting human rights worldwide.

Chess Club has as its purpose to encourage interest in the game and to develop student skills and strategy. Students participate in matches and tournaments with other area schools.

Community Service opportunities both on and off campus are offered to interested students. The program is organized by the Community Service Awareness Committee (CSAC) which promotes participation in community service, seeks out opportunities, and facilitates student involvement in the program. The Humanitarian Aid Society is the arm of the CSAC that seeks to raise funds to provide assistance for those in need throughout the world.

French Exchange is a program which allows students to spend two weeks with peers from our partner school in Paris, the Lycée Saint Pierre. Students are hosted by French families and take advantage of their stay to learn about French schooling, family life, and culture, and to explore the city of Paris. French partners are hosted in return for two weeks by Lake Ridge students and families.

Gender Issues Group meets to discuss various topics of interest to both males and females. Articles chosen from magazines, newspapers, textbooks, and other sources are often handed out in

advance and discussed at subsequent meetings. Discussions are often very lively as a result of the different backgrounds and perspectives that are represented.

Humanitarian Aid Society (H.A.S.) is a student organization that strives to raise awareness about humanitarian issues throughout the world; promotes and celebrates the diversity of cultures that are present not only around the world but within our local communities; and raises funds to aid those most affected by humanitarian issues. H.A.S. sponsors the Diversity Forum and Culturefest each year.

Junior Engineering and Technical Society (JETS) is comprised of two teams, varsity and junior varsity. These students, selected by the Math and Science Departments, show outstanding strengths in analytical thinking and solving math-based engineering problems. The groups meet weekly to prepare for a large competition that is held in February.

Junior State of America (JSA) has as its purpose not only to enrich students' knowledge of current politics but also to encourage communication and eliminate inhibitions that accompany expressing personal opinions in front of a group. JSA helps members to form educated opinions and serves as a forum where adolescents' voices can be heard. Conventions, usually held in Columbus, allow members to meet and share ideas with students and political figures around the country.

Knitting Club meets once a week at lunch to work on various projects to donate to Warm Hands. Warm Hands, a program at Elyria Memorial Hospital, collects hats, mittens and teddy bears for children who are in the emergency room. Most of the actual knitting is done outside of school; the lunch meetings are used primarily for teaching and comparing projects. Both beginners and experienced knitters of all ages are welcome to join.

LEGO Robotics is open to all boys and girls in the Upper School who have an interest in robotic construction and/or in software programming. The participants meet once a week at lunchtime during fall term to design, construct and modify a robot in preparation for competition against over 20 different area high schools at Case Western Reserve University during Engineering Week in February. Students are completely in charge of the system and structure design.

Mock Trial is a simulation in which students consider legal cases and assume the roles of attorneys, witnesses, and judges. Students have the opportunity to learn about legal issues and courtroom procedures and to participate in local or regional competitions with other schools.

Model United Nations is a simulation of the United Nations organization. Students acting as delegates from their assigned countries debate current issues on the UN agenda. Through negotiations and diplomacy, the MUN student seeks ways for the world community to deal with complex global concerns such as environment, economic development, refugees, AIDS, peacekeeping,

disarmament, and human rights. The students ultimately participate in the citywide simulation of the United Nations where they are in competition with other schools. The Model United Nations offers an excellent means for one to gain practical experience in a multiracial, multicultural, and multilateral setting.

National Honor Society is a group of outstanding sophomores, juniors, and seniors who have proven their commitment to academic excellence. Students are selected on the basis of scholarship, service, character, and leadership. The group demonstrates its commitment by providing tutoring to all middle and upper school students referred by teachers.

Outing Club is an informal club composed of students who are interested in hiking and camping. The group has historically been interested in primitive backpacking trips into the Allegheny National Forest. The primary focus is a weekend winter camping trip each November.

SADD (Students against Destructive Decisions; formerly Students Against Drunk Driving) has expanded its mission to provide students with information about the dangers of drinking, drinking and driving, driving without a seatbelt, drugs, and other decisions which confront young people today. The club shows awareness videos to the school, encourages students to sign the nationwide Prom Promise, and hands out flowers at formal dances to remind students of their commitment to their own safety and that of others.

Ski Club gives students the opportunity to ski/snowboard during the winter season. Students are transported by bus from school.

Yearbook is a student-run organization that works throughout the year to prepare the school's yearbook. Yearbook work accommodates a variety of interests and develops skills in photography, caption writing, student interviewing, layout design, desktop publishing, and advertising sales. The staff also produces a summer supplement that covers important spring events such as the Prom, spring sports events, and graduation.

Student Senate works to promote school spirit and community-wide cooperation, provide leadership, sponsor social events, and serve as an intermediary between the student body and the faculty and administration. Members are elected by the student body. The **Executive Council**, consisting of the President and Vice President of the Student Senate and the four Class Presidents, coordinates social events and fundraisers among the classes and formulates guidelines for Class and Student Senate elections.

ELECTIONS

The Upper School will hold a multi-tiered election of the various student bodies. The **Student Body Officers** will be elected **FIRST**. Individuals running for the office of **PRESIDENT, VICE PRESIDENT, SECRETARY, & TREASURER** will have to submit their candidacy to the faculty advisor for Student Senate on a date deemed by her. The candidate will have a week to canvas for themselves. The President must be a senior.

The **SECOND** level of elections will be of the **HOUSE CAPTAINS and VICE CAPTAINS**. The Captain and Vice Captain must run as a ticket. The Captain must be a senior and the vice captain a junior. There will be an additional position of a **TREASURER** who should be a sophomore. **There will be no co-captains**. The candidacy of the House Captains and Vice Captains will be posted only after the Student Body Officer elections are published. The candidates will be given ample time to canvas.

The **THIRD** level of elections will be of the **STUDENT SENATORS**. Individuals will submit their candidacy to the faculty advisor after the House Captain and Vice Captain results have been published.

The **FOURTH** level of elections will be of the **CLUB OFFICERS**.

Individuals holding the following offices MAY NOT hold other offices

- 1. Student Body President**

2. **Student Body Vice President**
3. **Student Body Secretary**
4. **Student Body Treasurer**
5. **House Captain and Vice Captain**
6. **Club Presidents**

Senators may hold ANOTHER office in the clubs but it MAY NOT be the office of the President of that club.

This system is designed to avail all students an opportunity to run for an office.

STUDENT LEADERSHIP 2007-2008

STUDENT SENATE

STUDENT BODY OFFICERS

President: Rubina Ratnaparkhi '08
Vice President: Sarah Wright '09
Secretary: Sarah Jilbert '10
Treasurer: Amanda Seidel '10

SENATORS

Matt Nahorn '08
Andy Milluzzi '08
Zack Sweebe '08
Rebecca Eastwood '09
Andrew Scheeler '09
Ashley Reese '09
Aidan Mullaney '10

HOUSE LEADERSHIP

DANTE HOUSE

Captain: Alex Hansen '08
Vice Captain: Adam Severs '09
Treasurer: Benjamin Glor '10

Da VINCI HOUSE

Captain: Isaac Jilbert '08
Vice Captain: Rachel Ippolito '09
Treasurer: Britteny Brown '10

LOCKE HOUSE

Captain: Bijal Shah '08
Vice Captain: Megan Leake '09
Treasurer: Stacy Hauff '10

NEWTON HOUSE

Captain: Sara Mays '08
Vice Captain: Sarah Persaud '09
Treasurer: Sarah Ziska '10

CLUBS & ORGANIZATIONS

NATIONAL HONOR SOCIETY

President: Erica Lasky '08
Vice President: Andy Milluzzi '08
Secretary: Matt Nahorn '08
Treasurer: Natasha Morrow '08

JSA

President: Anthony Gentile '08
Vice President: Zack Sweebe '08
Secretary: Diane Colley '08
Sergeant-At-Arms: Neilay Shah '10
Treasurer: Erin Tesny '08

HUMANITARIAN AID SOCIETY

President: Kristi Yu '09
Vice President: Reeya Patel '09
Secretary: Mary Shimko '10
Treasurer: Jillian Rengel '10

COURSE SELECTION GUIDELINES

Students are expected to enroll in a challenging and diverse course load each year. Courses selected should include those required for graduation as well as others chosen based on the student's interests, talents, and future college and career plans. Students are encouraged to gather as much information as possible before making final course selections by consulting with teachers, advisors, parents, students currently enrolled in electives being considered, and the college counselor.

Students should also carefully consider the balance of academic course load and extracurricular commitments. These should be discussed with advisors and parents. After appropriate discussion with the Head of Upper School, course changes will be permitted within two weeks of the beginning of a course (i.e., mid-September or, for second semester electives only, late January), after which it will not be possible to drop or add a course. The only exception to this will be changes of placement level initiated by the teacher. Drop/add deadlines will be announced at the beginning of each semester. Students who fail to register for a sufficient number of sessions will be placed in courses to fill this requirement.

Students should enroll in a minimum of five full-credit courses per year. Course numbers appear in **[bold brackets]** immediately after the course name. It is expected that students carry a course load of at least 30 class sessions per cycle. If a student does not choose a sufficient number of courses, the Head of the Upper School and schedulers will add courses to meet the minimum requirement for number of sessions. Prerequisites for courses should be carefully noted. These are designed to ensure that students enrolling in the course have acquired the basic skills and knowledge required for success at the more advanced levels of study. Students should select only those courses for which they have fulfilled the prerequisites and should consult with teachers and department heads as appropriate.

Students enrolled in Advanced Placement courses are required to take the Advanced Placement examinations in May. There is a fee for each examination determined by the College Board. Students who wish to enroll in three Advanced Placement courses in an academic year must submit a letter of intent to the Head of the Upper School. If a course is offered only in alternate years, this is indicated in the course description. It is possible that an elective might not be offered if enrollment is insufficient. In this case, students who have selected the course will be asked to choose an alternate course.

COURSE REQUIREMENTS FOR GRADUATION

English	4 years of study (including at least two semesters of literature during the junior and senior years)
Social Studies	3 years of study (including U.S. History)
Foreign Language	3 years of study (including Spanish 3 or French 3)
Mathematics	3 years of study (required in grades 9, 10 & 11, including Algebra 2)
Science	3 years of study (Biology, Chemistry, and another lab science)
Fine Arts	3 years of study
Physical Education	1 year of study
Health	1/2 year of study
Electives	2 years of study
Senior Seminar	1 course of study and senior year requirement

A Lake Ridge education includes the course requirements listed above, as well as additional courses chosen by the student that ensure a challenging and diverse load each year. Though course work is central to a Lake Ridge education, we emphasize that academic courses are only part of a larger educational experience. Our school's mission at every level is to educate the whole child, not just the intellect. A Lake Ridge diploma signifies a student's membership in both a graduation class and the larger school community, as well as the completion of a myriad of experiences both inside and outside the classroom. Especially crucial is the senior year, a capstone experience that gives meaning and closure to the Lake Ridge years. Though students may choose to attend another institution before finishing the senior year, those who do so have not completed a Lake Ridge education nor participated fully in the Lake Ridge experience. **Therefore, students must complete the senior year on campus and have a passing grade in all their classes in order to receive a diploma.**

COURSE DESCRIPTIONS

Please note that in the following course descriptions you will find courses designated as "OCEAN." OCEAN (Oberlin College Educational Alliance Network) is a concurrent enrollment program. Oberlin College and participating high schools work together to enroll qualified secondary school students in Oberlin College equivalent courses. These courses are supervised by Oberlin College faculty, and taught in high schools by carefully selected and trained teachers. Students who perform at the high level set in these courses receive both high school credit and OCEAN credit, recorded on an Oberlin College transcript.

Students who have successfully completed OCEAN courses may apply to have those credits accepted as transfer credits by colleges to which they seek admission. Transfer credit is not guaranteed; however, the classes will be represented as honors level classes by Lake Ridge Academy.

ENGLISH

The goals of the English Department are:

- that each student master the essentials of written and oral communication;
- that each student analyze with confidence the techniques, themes and ambiguities of the world's literature;
- that each student respect and contribute to the exchange of opinion in the classroom;
- that each student nurture an appetite for lifelong learning

Course offerings for ninth and tenth grade include courses that emphasize composition and literature as well as an intensive study of grammar and vocabulary. Freshmen take Foundations of English during the Fall Semester. This course hones the fundamental reading and writing skills needed to succeed in all Upper School classes. Literature classes are offered to freshmen and sophomores who have completed the Foundation of English class or with permission from the department chair. Honors English is offered to students who have successfully completed at least one literature course with the recommendation of the teacher. All students in the eleventh and twelfth grades must choose a minimum of two semester literature courses from the electives offered. Eligible juniors and seniors may elect to take Advanced Placement English, a full-year course. Students must take an English course every semester.

NINTH AND TENTH GRADE COURSES

[230] Foundations in English (*first semester; .5 credit per semester; 5 sessions per cycle*)

This course, required of all freshmen, seeks to supply students the arsenal needed to become fluent readers and writers. Students will practice all of the traditional expository modes of development: process, cause and effect, definition, compare and contrast, and persuasion. The class focuses on basic analytical tools including literary terms, study skills, grammar, vocabulary strategies, and rules of discourse. Writing is seen as a recursive process and students are encouraged to revise their work several times before completion.

[231] Literature Electives (*first semester; .5 credit per semester; 5 sessions per cycle*)

These courses, which rotate each semester on a two year cycle, offer ninth and tenth grade students an introduction to literary analyses. Students will read classical literature by the likes of Ovid and Shakespeare and will try their hand at analyzing poems and novels. Students will hone basic analytical tools including literary terms and vocabulary strategies. Grammar will be taught through separate assignments and within the context of writing. Writing assignments include literary analyses, persuasion, poetry, and drama.

[232] Literature Electives (second semester; .5 credit per semester; 5 sessions per cycle)

These courses, which rotate each semester on a two year cycle, offer ninth and tenth grade students an introduction to literary analyses. Students will read classical literature by the likes of Ovid and Shakespeare and will try their hand at analyzing poems and novels. Students will hone basic analytical tools including literary terms and vocabulary strategies. Grammar will be taught through separate assignments and within the context of writing. Writing assignments include literary analyses, persuasion, poetry, and drama.

[233] Honors Literature (first semester; .5 credit per semester; 5 sessions per cycle)

This course strengthens students' skills in literary analysis. The readings include American lyric poetry and selections from such authors as Dickens, Chaucer, Shakespeare, Welty and Wolff. Writing assignments emphasize critical analysis (from essay proposals to drafts to revisions), with some opportunity for creative writing as well. Honors Literature goes at a faster rate than other literature courses and assumes the student has already acquired the basic analytical skills needed to tackle nuanced interpretations of challenging works. In addition, students will be afforded fewer opportunities to revise their written work before receiving their final grade. An Honors Literature course will be a prerequisite to AP English beginning 2007-2008.

[234] Honors Literature (second semester; .5 credit per semester; 5 sessions per cycle)

This course strengthens students' skills in literary analysis. The readings include American lyric poetry and selections from such authors as Dickens, Chaucer, Shakespeare, Welty and Wolff. Writing assignments emphasize critical analysis (from essay proposals to drafts to revisions), with some opportunity for creative writing as well. Honors Literature goes at a faster rate than other literature courses and assumes the student has already acquired the basic analytical skills needed to tackle nuanced interpretations of challenging works. In addition, students will be afforded fewer opportunities to revise their written work before receiving their final grade. An Honors Literature course will be a prerequisite to AP English beginning 2007-2008.

ELEVENTH AND TWELFTH GRADE ELECTIVES

[211] Advanced Placement English (full year; 1 credit; 6 sessions per cycle)

This class prepares students for college level work, honing their abilities to analyze literature and to write clearly and persuasively. The readings will include units on contemporary fiction, the short story and lyric poetry. In addition we will study classic literature, including Homer's *The Odyssey*, Shakespeare's *Hamlet*, and Joyce's *The Dubliners*, and Virginia Woolf's *To the Lighthouse*. We will also read two or three short, intense novels including James's *The Turn of the Screw*, and Kafka's *The Metamorphosis*. Prerequisites: A grade of B+ or higher in previous English courses, including a B+ or higher average on analytical essays; satisfactory performance on an assigned in-class essay, and departmental approval. (Beginning in 2007-2008, students must have had at least one semester of Honors Literature in grade 10.) (*meets literature requirement*)

FALL COURSES:

The following courses meet the Literature requirement:

[241] Honors World Literature (first semester; .5 credit per semester; 5 sessions per cycle)

This course is designed to expose students to a broad range of the world's literature, and is organized thematically. The readings for fall of 2006 are organized around units entitled "The Individual and Society in Times of War" and "Clash of Cultures." These units feature *The Trojan Women*, *Waiting for the Barbarians*, *Beowulf* (using Seamus Heaney's translation), *Typical American*, and selections by Chandar, Tayama, Camus, Neruda, Forster and Sappho. The units for fall of 2007 will be entitled "Women vs. Family & Society," "African Landscapes," and "Insider's Views." The readings include *Antigone*, *The Awakening*, *Fasting, Feasting*, *Angela's Ashes*, and selections by Dinesen, Gordimer, Mathabane, Colette, Castellanos and Bronte. Students will expand their ability to read and write critically, increase their knowledge of literary analysis and criticism, and enhance their grammar skills and working vocabulary. Honors Literature goes at a faster rate than other literature courses and assumes the student has already acquired the basic analytical skills needed to tackle nuanced interpretations of challenging works. In addition, students will be afforded fewer opportunities to revise their written work before receiving their final grade. (*meets literature requirement*)

[206] Honors Literature: OCEAN Shakespeare (OCEAN) (first semester; .5 credit; 5 sessions per cycle)

Students will immerse themselves in the study of four Shakespeare plays and his sonnets. In addition to the text, students read criticism for each play. Classes include discussion and performance workshop techniques aimed at deepening students' critical understanding of the plays and of Shakespearean drama as theatre. Students will view and discuss multimedia versions of the plays (films and television productions), recite and perform chosen scenes, and attend live performances. Students who perform well will receive both high school credit and 3 Oberlin College credits, recorded on an Oberlin College transcript. Student participation fees are \$50 per course. Honors Literature goes at a faster rate than other literature courses and assumes the student has already acquired the basic analytical skills needed to tackle nuanced interpretations of challenging works. In addition, students will be afforded fewer opportunities to revise their written work before receiving their final grade. (*meets literature requirement*)

[215] The Hero (first semester; .5 credit; 5 sessions per cycle)

This course studies the hero and the hero's journey in literature and film by beginning with a study of the qualities of the archetypal hero and archetypal journey as outlined in Joseph Campbell's *Hero with a Thousand Faces*. The students will first read *The Nibelungenlied* and the *The Saga of the Volsungs*, two epics that inspired Richard Wagner's gigantic music drama *Der Ring des Nibelungen* and J.R.R. Tolkien's *Lord of the Rings* trilogy. Next will be a study of the Arthurian legend as students will read excerpts from Thomas Malory's *Le Morte D'Arthur*, Alfred Lord Tennyson's *Idylls of the King*, and T.H. White's *The Once and Future King*. The course will end with an individualized study of heroes in contemporary literature. Essays will be assigned throughout the semester requiring students to identify the heroic qualities found in the literature and to compare and contrast the readings. Films that explore these themes will be used as a further basis of comparison. (*meets literature requirement*)

The following courses do NOT meet the Literature requirement:

[251] Writing for the Stage (*first semester; .5 credit; 5 sessions per cycle*)

This course introduces the student to a variety of play writing formats. Using improvisation from the curriculum developed by Young Playwrights, Inc., of New York City, students will produce their own monologues, one-minute, five-minute and one-act plays. An adaptation of an existing story will also stretch the young playwrights' abilities. Plays written by these students will be performed by a variety of actors and actresses across grade levels and entered into playwriting contests across the country. This course satisfies .5 credit toward the graduation requirement in English. (*does NOT meet literature requirement*)

[209] Debate - Persuasion and Argumentation (*first semester; .5 credit; 5 sessions per cycle*)

Students learn the art of rhetoric and basic researching skills through classroom debates on national and international topics of interest. In addition, students are required to write two rhetorical criticisms of local and national speakers per quarter. (*does NOT meet literature requirement*)

SPRING COURSES:

The following courses meet the Literature requirement:

[254] Literature Elective: American Drama (*second semester; .5 credit per semester; 5 sessions per cycle*)

This course will cover the great American playwrights including, among others Wilder, O'Neill, Miller, Williams, Guere, Wilson, and Kushner. Quizzes and tests are de-emphasized in favor of more open-ended assignments such as literary analyses, reflections, creative writing and role-playing. This course is offered in the spring of 2007. History of Drama, a survey course covering plays ranging from *Oedipus Rex* to *Angels in America* will be offered in the spring of 2008. (*meets literature requirement*)

[205] Honors American Literature: Survey (*second semester; .5 credit per semester; 5 sessions per cycle*)

This course is designed to familiarize students with major American essayists, novelists, playwrights and poets spanning essential periods of American literature. Although the offerings alternate yearly, they consistently provide a survey of representative texts from the 1700's to today. For spring 2007 offerings will include works by the likes of Hawthorne, Poe, Twain and Fitzgerald. During spring 2008, readings will include selections by such authors as Emerson, Thoreau, Hurston, Miller and Anderson. Students will expand their ability to read and write critically, increase their knowledge of literary analysis and criticism, and enhance their grammar skills and working vocabulary. Honors Literature goes at a faster rate than other literature courses and assumes the student has already acquired the basic analytical skills needed to tackle nuanced interpretations of challenging works. In addition, students will be afforded fewer opportunities to revise their written work before receiving their final grade. (*meets literature requirement*)

[207] Honors Literature: OCEAN Shakespeare (OCEAN) (*second semester; .5 credit; 5 sessions per cycle*)

Students will immerse themselves in the study of four Shakespeare plays and his sonnets. In addition to the text, students read criticism for each play. Classes include discussion and performance workshop techniques aimed at deepening students' critical understanding of the plays and of Shakespearean drama as theatre. Students will view and discuss multimedia versions of the plays

(films and television productions), recite and perform chosen scenes, and attend live performances. Students who perform at the high level set in this course will receive both high school credit and 3 Oberlin College credits, recorded on an Oberlin College transcript. Student participation fees are \$50 per course. Honors Literature goes at a faster rate than other literature courses and assumes the student has already acquired the basic analytical skills needed to tackle nuanced interpretations of challenging works. In addition, students will be afforded fewer opportunities to revise their written work before receiving their final grade. (*meets literature requirement*)

The following courses do NOT meet the Literature requirement:

[224] Creative Writing for College (*second semester; .5 credit; 5 sessions per cycle*)

Intended for serious writers, this course emphasizes advanced techniques in argumentation and creative writing. (*does NOT meet literature requirement*)

Desktop Publishing (*first [255] and/or second [256] semester; .5 credit per semester; 6 sessions per cycle*)

This course offers students the opportunity to become actively involved in their learning as they produce several school publications. Students learn various desktop publishing skills including beginning and advanced Adobe PageMaker to produce projects in various formats ranging from the three-page foldout to newspaper to the yearbook. In addition, they will learn journalistic skills such as how to develop a theme, research, interview, write engagingly and design layouts to enhance the content of the publications. Students will serve as the core of the yearbook staff, as well as editors of a student literary magazine and other publications. (*This course does not count toward the graduation requirement in English.*)

SOCIAL STUDIES

The goals of the Social Studies Department are:

- ◆ to help students understand as much of the human experience as possible. Students should understand their own history and culture and the history and culture of those who are different.
- ◆ to help students assume significant ownership of their learning. The Social Studies Department seeks to develop students who are pro-active problem-solvers rather than passive receivers of information.
- ◆ to develop competency in the basic skills of intellectual inquiry and interpersonal communication. Among these skills are reading, writing, speaking, listening, researching, analyzing, and proving.

NINTH GRADE

[162] World Cultures: Turning Points in World Civilizations (*full year; 1 credit; 5 sessions per cycle*)

This course is a comparative study of the rise and fall of nations from the early times of Egypt, Greece, and Rome to the Enlightenment. The emphasis will be on cultural-historical analysis of the past across time and place. A thematic approach will include traditional political structures, socio-economic evolution and the foundations of world religions. Students will participate in discussions, debates, simulations, and group projects.

TENTH GRADE

[124] Modern World (*full year; 1 credit; 5 sessions per cycle*)

This course will examine the roots of the modern world focusing on the watershed moment from the late 18th century through the 20th century. A global approach will examine the influence of western civilization from the Enlightenment and Revolutionary periods leading to the birth of globalization from the Industrial Revolution to the World Wars. Ultimately, students will use the event markers of the past as a lens to examine the modern times. Specific topics include the Enlightenment, French Revolution, Industrialization, Imperialism, World War I, World War II, the Cold War, and Globalization versus Hegemony.

ELEVENTH AND TWELFTH GRADE ELECTIVES

The following courses are open to students in grades 11 and 12. All students must complete two semesters of United States history prior to graduation. Social studies courses typically require several essays per semester and at least one research paper per year.

[166] United States History (full year; 1 credit; 5 sessions per cycle)

U.S. History in the Upper School completes the survey of American history that a student at Lake Ridge Academy begins in the eighth grade. The course focuses on American politics, society and culture from 1877 to the present. Key themes include the changing roles for women, the rise of the civil rights movement, and the development of America as a world power. The course begins with a study of American Government and the creation of the U.S. Constitution. The remainder of the course is divided into three sections: Industrialization and Imperialism (1877-1914); Prosperity, Depression and the Modern State (1914-1945); Freedom, Democracy and World Power (1945-present).

[190] Advanced Placement United States History (full year; 1 credit; 6 sessions per cycle)

This course prepares students to complete the AP exam in United States History. Students cover the topics of U.S. History with additional emphasis on analytical reading and writing, and mastery of key facts across the entire period of 1607 to the present. Students are asked to read primary sources and evaluate the merits of conflicting scholarly accounts. Strong reading and writing skills are required. *Prerequisite: A grade of B+ or higher in the preceding history course.*

[130] The Vietnam Era (second semester; .5 credit; 5 sessions per cycle)

Through literature, film, and music, this course studies the America's involvement in the Vietnam War and the effects the war had on the citizens of the United States. It also considers the effects that the war had on the Vietnamese. The course explores the ideas of courage, patriotism, honor and loyalty. Beginning with an overview of Vietnamese history, the course first focuses on France's involvement in Vietnam after WWII. It then explores the Cold War policy of the United States and how that policy led to American involvement in Vietnam. The course will also look at the war from the point of view of the Vietnamese and the Americans who fought in it. It will also consider the effects of the war on American society. Literature used includes *The Things They Carried* by Tim O'Brien and *A Vietcong Memoir* by Truong Nhu Tang.

[143] Introduction to Western Philosophy (first semester; .5 credit; 3 sessions per cycle)

This class will examine the major questions and themes that have defined philosophy in the Western world. Philosophers from the Pre-Socrates through modern period thinkers will be read and analyzed. Classic issues such as the existence of God, free-will vs. determinism, the nature of knowledge, truth and so forth will occupy the focus of study.

[140] Financial Life Skills (full year; 1 credit; 6 sessions per cycle)

This is a practical, hands-on study of important financial life and business skills. Major topics include budgeting, money and banking, investing, taxes, career management skills, and business plan writing. Students will prepare a budget for two years, while learning personal financial skills (responsible use of a credit card, handling a checking account and investments, purchasing cars and housing, and handling insurance and taxes). Students will learn how to find data, analyze investment alternatives, and make investment decisions in real time with real money. Career management skills will include interviewing, writing a resume and cover letter, and networking to get the right opportunities. Students will analyze data, identify strengths and weaknesses, and create and present a business plan for Lake Ridge Academy.

[153] Honors - Comparative Politics (*first semester; .5 credit; 5 sessions per cycle*) This course is designed to provide students with the conceptual tools necessary for understanding the different political structures in the world. Students will compare the domestic political structures of several core countries by examining them using the following themes: the source of public authority and political power; the relationship between state and society; the relationship between citizens and states; political institutions and frameworks; political change; and comparative method. The nature and evolution of the political structures of the United Kingdom, France, China, and Russia will be covered to provide a foundation for developing paradigms of different types of political systems. Students will then choose to cover India, Mexico, or Nigeria to understand the political implications of different levels of economic development. The course will cover basic institutions of power such as states, markets, societies, democracy, and authoritarianism. *Course Preparation: At least two years of history or social studies courses with at least a B in the last social studies course.*

[147] (OCEAN) Global Politics: An Introduction to International Relations (*second semester; .5 credit; 5 sessions per cycle*)

This course introduces two kinds of thinking used in the study of international relations: (1) the study of issues, decision makers, and events that shape countries' interactions, and (2) the study of theories used to understand those interactions. Some issues addressed by this course include: how foreign policy is made, how countries seek to insure their security, international economic relations (especially between rich and poor countries) and international organizations (such as the United Nations and the North American Free Trade Association). *Course preparation: At least two history or social studies courses with strong grades (A's or B's), good writing skills and a strong academic record with at least a Junior standing. 3 college credits. There is a student participation fee of \$50 per course per semester.*

[189] Advanced Placement European History (*full year; 1 credit; 6 sessions per cycle*)

This course offers an intensive study of Europe since the Reformation. Students are required to prepare critical reviews of a variety of primary and secondary sources. Strong reading and writing skills are required. *Prerequisite: A grade of B+ or higher in the preceding social studies course. Offered in alternate years; offered in 2006-07.*

[192] Advanced Placement World History (*full year; 1 credit; 6 sessions per cycle*)

Focused primarily on the past 1000 years of global experience, this course builds an understanding of cultural, institutional and technological change over time. The topics selected highlight the nature of change, causes and consequences of change, and comparisons among major societies. The curriculum is truly global in its focus, including the empires of China and Mesoamerica, expansion of Islam, and Mongol dominance, as well as other great world civilizations. Due to the breadth and depth of reading assignments, strong reading and writing skills are required. *Prerequisite: A grade of B+ or higher in the preceding social studies course. Offered in alternate years; offered in 2007-08.*

[955] Operation New World Cultures (*first semester; .5 credit; 5 sessions per cycle*)

Students study the cultural aspects of a developing country selected for the Operation New World trip. Using literature and historical background, students learn about the modern life and culture in the region of study. The course includes field study in the developing country during the spring break. The additional cost of this spring trip is a minimum \$2,500. *Co-requisite: ONW Science. Offered in alternate years; offered in 2006-07.*

FOREIGN LANGUAGES

The goals of the Foreign Language Department are for our students:

- ◆ to acquire the four language skills - listening, speaking, reading and writing - at various levels of proficiency.
- ◆ to develop the ability to communicate with people of other cultures in their language.
- ◆ to have the opportunity to come in direct contact with native people in the target language, so that the students appreciate the contribution that these people have made to history, the arts, literature and their established institutions.
- ◆ to acquire a better understanding of the English language and the US culture through comparison with other languages and cultures.
- ◆ to stimulate their curiosity and imagination and motivate them to continue the study of languages beyond high school to full proficiency.

A student may meet his/her language requirement (three years of high school credit) in either French or Spanish.

The basic program covers three years of either the French or the Spanish language and goes from the elementary level (the first two years) to the intermediate level (the third year).

French 1 [402], 2 [403] & 3 [404] or Spanish 1 [409], 2 [410], & 3 [411] (full year; 1 credit each; 5 sessions per cycle)

Students are presented vocabulary and language structures through dialogues and readings depicting everyday life situations. After mastery of the content, students engage in a variety of communicative activities in pairs and small groups. Situations are designed to imitate everyday encounters so that students achieve a practical level of proficiency, enabling them to communicate efficiently both in speaking and in writing. Students learn to function appropriately both linguistically and socially as they gain a thorough knowledge of the cultures of the French- and Spanish-speaking worlds. As students progress through the levels, classes are conducted increasingly in the target language. *Prerequisite: Advancement to the 2nd or 3rd year of a language requires a second semester grade of C+ or higher in the current year and the recommendation of the teacher.*

Combined Honors French 2 [450]/Honors Spanish 1 [451] (full year; 2 credits; 6 sessions per cycle, 3 for each language)

This combined class studies both languages on a rotating schedule. Students study French 2 one day, Spanish 1 the next, alternating throughout the year. *Prerequisites: Completion of French 8 with a second semester grade of A- or higher and the recommendation of the French 8 teacher.*

Combined Honors French 3 [452]/Honors Spanish 2 [453] (full year; 2 credits; 6 sessions per cycle, 3 for each language. French 3 has a double session.)

This combined class continues the study of both languages on a rotating schedule. Students study French 3 one day, Spanish 2 the next, alternating through the year. *Prerequisites: completion of the Combined French 2 / Spanish 1 course with a second semester B+ or higher average and the recommendation of the teacher.*

Honors French 4 [405] or Honors Spanish 4 [412] (full year; 1 credit; 6 sessions per cycle)

These upper level courses, conducted primarily in the target language, develop a thorough and refined knowledge of either French or Spanish, and an appreciation for a variety of texts: journalistic, scientific, prose, and poetry. They foster a familiarity with the French- or Spanish-speaking worlds, their social and cultural lives, institutions, and influences. There is also a general review and expansion of the grammar learned during the previous three levels. At the completion of this

year, students should be able to read, speak, write, and comprehend spoken French or Spanish with fluency, ease, and pleasure. *Prerequisite: Completion of French 3 or Spanish 3 with a second semester grade of B or higher and the recommendation of the teacher.*

Advanced Placement French [406] or Spanish [413] (full year; 1 credit; 6 sessions per cycle)

These courses, conducted exclusively in French or Spanish, are designed to offer extensive and intensive reading and discussion of modern literature and contemporary magazine articles. In addition there is considerable emphasis on vocabulary building and concentrated conversational activities. Grammar is again reviewed and the various rules are studied in more detail. Special emphasis is placed on those areas most troublesome to English speakers. Weekly compositions are written based on the readings and other topics. One period a week is spent working on advanced audio and video programs to reinforce listening skills. *Prerequisites: Completion of French 4 / Spanish 4 with a second semester grade of B+ or higher and the recommendation of the teacher.*

Honors French 5 [407] or Honors Spanish 5 [414]

The students who select these courses are placed together with the Advanced Placement French [406] or Spanish [413]. The difference will be that the French 5 or Spanish 5 students will do the basic program, and will not take the Advanced Placement Language Exam.

MATHEMATICS

The goals of the Mathematics Department are:

- ◆ to provide all students in all courses with challenging, interesting, and stimulating mathematical experiences;
- ◆ for all students to develop mathematical power: the ability to see the mathematics in real-life situations and to use mathematical techniques to model situations and solve real-life problems;
- ◆ to foster in students an appreciation for mathematics as a fascinating, diverse, and significant area of human inquiry;
- ◆ to prepare students for further study in mathematics and mathematics-related fields.

The Mathematics Department is guided by two principles: first, that all students at Lake Ridge Academy have a successful experience in mathematics; second, that the courses offered and methods of teaching reflect current thinking in the mathematics education community.

[320] Algebra 1 (full year; 1 credit; 6 sessions per cycle)

Algebra 1 serves as the bridge between arithmetic and more generalized, abstract mathematics. The students learn to interpret problems and create appropriate mathematical models as well as develop mastery of the fundamentals involved in the manipulation of expression and equations the “grammar” of mathematics. The topics studied include linear equations and inequalities, factoring and solving quadratic equations, properties of exponents, and radical expressions.

[330] Geometry (full year; 1 credit; 6 sessions per cycle)

Geometry is an exploration of the essential elements of the oldest branch of formal mathematics. Central to the study of geometry is proof and deductive reasoning, which is a distinguishing feature of mathematics as a discipline. Students in geometry learn to conjecture and justify or refute their conjectures with appropriate and precisely stated mathematical arguments. In addition to classical synthetic geometry, coordinate geometry and connections with algebra are explored. *Prerequisite: Completion of Algebra 1 with a grade of C or higher for the year and on the end-of-year exam.*

[340] Algebra 2 (full year; 1 credit; 6 sessions per cycle)

Algebra 2 extends the study of algebraic concepts and techniques. Students refine their understanding of linear and quadratic functions and are introduced to complex numbers, exponential and logarithmic functions, rules of probability, rational and irrational functions and right triangle trigonometry. Students learn mathematical processes used to model and solve increasingly sophisticated problems. Graphing calculators are an integral part of this course, helping students explore abstract mathematical relationships and solve complex and realistic problems. *Prerequisites: Completion of Algebra 1 and Geometry with a grade of C or higher.*

Honors Geometry [331] & Honors Algebra 2 [341] (full year; 1 credit; 6 sessions per cycle)

These courses are offered only to highly motivated and unusually capable students. These sections cover more material in greater depth than regular sections. Formal reasoning and precise mathematical communication are emphasized and students are often expected to go beyond what is covered in class by completing special projects and papers on their own. Qualified students must demonstrate the ability to learn new concepts quickly, understand and communicate with the language of mathematics, and use deductive logic to expand their knowledge of mathematical processes. They must also demonstrate the ability to apply their knowledge and intuition to solving challenging problems. Students are selected for an honors section based on outstanding performance in previous math courses, scores on standardized tests such as the ERB or PSAT, and the recommendation of the current math teacher. *Eligible students will be notified by the department.*

UPPER LEVEL ELECTIVES

Students who have completed Algebra 2 may elect the courses below. In keeping with the recommendations of the National Council of Teachers of Mathematics, these courses offer a range of mathematical topics that are intended both to serve the needs and interests of all students and to broaden their mathematical experience. Successful experiences in any of these courses prepare students to pursue further studies in mathematics at the college level. Students should consult with mathematics faculty members to select courses which best serve their interests and inclinations. Faculty approval is necessary for the Honors Precalculus, and Advanced Placement Calculus courses. Approval will be based on the same criteria used for Honors Geometry and Honors Algebra 2, as outlined above.

[350] Functions (full year; 1 credit; 6 sessions per cycle)

This course focuses on the study of the major families of functions. Particular attention is paid to the graphical representations of functions and to helping students translate among their graphical, algebraic and numeric representations. A major part of the year is spent studying circular and trigonometric functions. *Prerequisite: Completion of Algebra 2 with a second semester grade of B- or higher and departmental approval.*

[355] Honors Precalculus (full year; 1 credit; 6 sessions per cycle)

This course prepares students to study AP Calculus AB or BC (or Calculus in college) the following year. Students extend their understanding of the major families of functions and their ability to use them to model a variety of situations. Students also study analytic trigonometry, vectors, sequences and series, conic sections, and polar and parametric equations. *Prerequisites: Completion of Honors Algebra 2 with a second semester grade of B or higher and departmental approval.*

[362] Introduction to Calculus (full year; 1 credit; 6 sessions per cycle)

extends the students' precalculus background and introduces them to calculus. For about half the year, students will study sequences and series, conic sections, polynomials and rational functions. The remainder of the year will focus on the techniques and applications of differential calculus. *Prerequisites: Completion of Functions with a second semester grade of B- or higher.*

[373] Transition to College Mathematics (full year; 1 credit; 5 sessions per cycle)

This course is for students who would benefit from more experience and practice with algebra and geometry before entering Functions or another precalculus course. Algebraic topics will include linear, quadratic, and exponential functions. Geometric topics will include areas of polygons and circles, the Pythagorean theorem, right triangle trigonometry, proportions and similarity. Students will be engaged in various activities, including experiments with the Calculator-based Ranger, in order to see how these topics are applied in the real world. *Prerequisites: Completion of Algebra 2 with a grade of C or better and departmental approval.*

[360] Advanced Placement Calculus AB (full year; 1 credit; 7 sessions per cycle)

This course is a college-level course which introduces students to the concepts and techniques of differential calculus and its applications, and to the basics of integral calculus, following the syllabus published by the College Board. Attention is given to learning the applications of these techniques to model problems such as arise in economics or the physical sciences. Students in this course are expected to take the College Board AB Calculus Advanced Placement examination, which may result in college credit, depending on the score achieved and the school attended. *Prerequisites: Completion of Honors Precalculus AB with a second semester grade of B or higher and departmental approval.*

[361] Advanced Placement Calculus BC (full year; 1 credit; 7 sessions per cycle)

This course is an intense and demanding course which includes all the topics covered in the Calculus AB plus additional topics such as divergence and convergence of series, applications using polar coordinates and parametric equations, vector valued functions and improper integrals. Students in this course are expected to take the College Board BC Calculus Advanced Placement examination, which may result in college credit, depending on the score achieved and the school attended. *Prerequisites: Completion of Honors Precalculus BC with a second semester grade of B or higher and departmental approval.*

SCIENCE

The goals of the Science Department are:

- ◆ to instill an understanding and knowledge of the world, of matter, of biological systems, of the laws of the universe, and of the complex interaction between inanimate and animate concerns;
- ◆ to develop critical and analytical thought processes which enable students to interrelate the theoretical model and experimental observations;
- ◆ to train students in basic laboratory techniques and procedures;
- ◆ to relate the science of the textbook to an increasingly scientific and technological world, and to encourage students to understand that scientific, political, and ethical decisions are often part of the same package, and that they must keep abreast of the changes and growth in scientific knowledge to make responsible decisions.

***Beginning with the class of 2007, science units must include 1 unit of biological science and 1 unit of physical science.**

****Science electives are only available to those students who have met the above requirement or who are concurrently taking the required science with the elective.**

[502] Biology (full year; 1 credit; 6 sessions per cycle)

Biology seeks to prepare students for more advanced science courses through the development of knowledge of biological topics as well as appropriate laboratory techniques. Topics covered include: Methods of science; Ecological concepts including population biology and diversity; Cytology and cellular energetics; genetics and basic molecular biology; evolution; and classification of living things. Laboratories are conducted to reinforce class content and to work in scientific methodology. The subsequent reports are written in appropriate scientific format and facilitate the development of writing, analyzing and graphing skills. *Required for grade 9.*

[501] Honors Biology (full year, 1 credit, 6 session per cycle)

This course is a laboratory-oriented introductory biology course; it provides an intensive study into the nature of living things and their characteristics. Topics covered include: Cytology and cellular energetics; genetics; molecular biology; the characteristics, evolution, and classification of living things; and ecology. Students will complete at least one independent research project during the year. Students taking Honors Biology should realize that there is an obligation to do a considerable amount of work outside the classroom, both in individual studies and group work. *Criteria for invitation to join this course include top grades in Science 8 (an A year long average), recommendations from the student's 8th grade science, math and language arts teachers,*

high standardized test results (high ERB scores in reading and math), a sample of their scientific writing and a strong work ethic (science homework completed and turned in, prepared for class, excellent preparation for quizzes, tests and presentations in science class, motivated to work every day). Students must have recommendation from current science teacher and departmental approval to enroll in this course.

[520] Chemistry (full year, 1 credit, 6 session per cycle)

This course covers the fundamental topics of chemistry with the emphasis being more descriptive or qualitative. The topics in chemical nomenclature, writing formulae and equations, extensive mathematical application of the mole concept and stoichiometry, the ideal gas laws, development of the modern atomic theory, the periodicity of chemical properties, chemical bonding and molecular geometry, equilibrium and the energy concepts applied to the chemical reaction. The laboratory component involves hands-on experiences of the theories covered in class. The experiments are more qualitative in nature but graphing skills will play an important role in data analysis. *Prerequisites: Student must have completed Algebra 1 with a grade of C+ or better each semester. Student must have departmental approval to enroll in this course.*

[504] Honors Chemistry (full year; 1 credit; 6 sessions per cycle)

This course covers the fundamental topics of chemistry with the emphasis on the quantitative aspects. Topics include chemical nomenclature, writing formulae and equations, extensive mathematical application of the mole concept and stoichiometry, the ideal gas laws, development of the modern atomic theory, the periodicity of chemical properties, chemical bonding and molecular geometry, equilibrium and the energy concepts applied to the chemical reaction. Each topic is investigated using mathematical models and determinations. The laboratory component involves hands-on experiences of the theories covered in class. The work emphasizes quantitative measurements and calculations, instrumentation applications, such as spectrophotometry and titration equipment, graphing skills and interpretation of data. *Prerequisites: The student must have completed or be concurrently enrolled in Algebra 2. Students who have completed Algebra 2 must have achieved a grade of B- or better each semester as the prerequisite. Students taking Algebra 2 concurrently with Chemistry must have achieved a grade of B or better in both semesters of Algebra 1. Students must have recommendation from current science teacher and departmental approval to enroll in this course.*

[521] Physics (full year; 1 credit; 6 sessions per cycle)

This course covers the fundamental topics of physics with the emphasis being more descriptive or qualitative. The laboratory component involves hands-on experiences of the theories covered in class. The topics considered are mechanics, heat and thermometry, waves, optics, acoustics, and electricity and magnetism. The experiments are more qualitative in nature but graphing skills will play an important role in data analysis. *Prerequisites: Student must have completed Algebra 2 with a grade of C+ or better each semester. Student must have departmental approval to enroll in this course.*

[505] Honors Physics (full year; 1 credit; 6 sessions per cycle)

This course is designed to supply the student with a strong basis in most areas of classical physics. Special emphasis is placed on laboratory skills which include a wide range of experimental applications, laboratory mathematics, error investigation, and practical proofs of the theories and phenomena learned in the theory section. The topics considered are mechanics, heat and thermometry, waves, optics, acoustics, and electricity and magnetism. *Prerequisite: Completion of Algebra 2 with a grade of B or higher each semester. Open to grades 11 and 12, with departmental approval.*

[510] Animal Behavior (first semester; .5 credit; 6 sessions per cycle)

This elective studies endangered species. In this “hands-on” ethnology course, the students will conduct numerous experiments exploring animal behavior, including photo taxis in fruit flies, thermal effects on crickets, sign stimuli in male Siamese fighting fish, and imprinting with Ave. The culminating project involves student selection of an endangered species found at the Cleveland Zoo or within the state of Ohio. Students will research the animal to establish its *unwelt*. A reconnaissance survey of the animals in the field or zoo would follow, establishing a familiarity with the different animals and their terrain. Students must then design a project that will allow them to measure group interactions, travel routes, dominance hierarchies, and territorial behaviors. *Open to grades 11 and 12. Offered in alternate years; offered in 2006-07.*

[529] Forensic Science (full year; 1 credit; 6 sessions per cycle)

This elective course focuses on various aspects of forensic science and modern criminal investigation analysis. Topics in Forensic Science include: structures and functions of the human body, and the skeletal structure. This knowledge will be applied to forensic investigation and the identification of remains. In addition the course will cover selected topics in toxicology, drug and alcohol abuse, serology, ballistics, forensic DNA analysis, fingerprint and trace evidence interpretation, explosive incident and arson investigation. *Open to students in grades 11 and 12 who have successfully completed biology and chemistry.*

[952] Operation New World Science (second semester; .5 credit; 6 sessions per cycle)

Operation New World students study the ecology of a developing country which they will visit over spring break. The trip is considered a mandatory part of the course. Students conduct a research project on site and present their results to an audience as a culminating project. The additional cost of this spring break trip is a minimum of \$2,500. **Our destination is to be determined. Co-requisite ONW Social Studies.** *Open to grades 11 and 12. Offered in alternate years; offered in 2006-7.*

[506] Advanced Placement Biology (full year; 1 credit; 9 sessions per cycle)

This course challenges scientifically-oriented students to apply the understanding gained in their previous chemistry or ecology course to living systems. Topics include molecular and cellular geology, genetics and evolution, organism biology, ecology, and behavior. Advanced laboratory work utilizes equipment such as gel electrophoreses apparatus, spectronic 20's, and advanced microscopes with oil immersion objectives. Dissection of the fetal pig, computerized human physiology experiments, and genetic research are examples of laboratory investigations. *Prerequisites: Students must have completed Biology and Chemistry with a B or better each semester and obtain departmental approval in order to enroll in this course*

[580] Advanced Placement Environmental Science (full year; 1 credit; 7 sessions per cycle)

This course meshes environmental science with the world around us. Advanced studies in the areas of aquatic and terrestrial ecosystems, pollution and population dynamics are the major themes of this course. Field studies and hands-on experimentation are the focus of the laboratory studies. *Prerequisite: Completion of the following with an average grade of B or higher: Biology, Chemistry, with departmental approval. Open to grades 11 and 12.*

[509] Advanced Placement Chemistry (full year; 1 credit; 9 sessions per cycle)

This course is comparable to a college level introductory Chemistry course in both theoretical and experimental topics. The course content addresses the same topics as in Honors Chemistry but in decidedly more depth of content and mathematical development of the theories and their application while emphasizing the sophisticated development of problem solving skills. The laboratory component includes one semester of quantitative analytical chemistry including compound synthesis, determination of R constant for gases, freezing point depression, neutralization titration, solubility product constant, determination of Beer's law and one semester of qualitative analysis of cations and anions. *Prerequisite: Students must have completed Honors Chemistry with a B or better each semester, completed Algebra 2 with a B or better and obtain departmental approval in order to enroll in this course.*

[508] Advanced Placement Physics, Course B (full year; 1 credit; 9 sessions per cycle)

This course is for students who wish to pursue a career in the life sciences, pre-medicine, and some applied sciences. Although most colleges and universities consider this course a one-year terminal course and not the usual preparation for more advanced physics or engineering courses, it provides a good preparation for these disciplines. The course provides a systematic but broad introduction to the main principles and theories while emphasizing the development of problem solving ability. Hands-on lab work is a component of this course. Topics of study including Newtonian mechanics, thermal physics, electricity and magnetism, waves, acoustics, optics, and atomic and nuclear physics. *Prerequisite: Completion of Honors Algebra 2 or Functions with a grade of B+ or higher each semester or departmental approval. Open to grades 11 and 12 with departmental approval.*

[511] Advanced Placement Physics, Course C (full year; 1 credit; 9 sessions per cycle)

This is a very intensive one-year college course. The course forms the first part of a two-year college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The course is, by far, more intensive and analytic than the B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. Topics covered in this course are mechanics and electricity and magnetism with equal emphasis on these two components. Hands-on lab work is included in the course. *Prerequisite: Completion of or concurrent enrollment in Calculus BC. Open to grade 12 with departmental approval.*

TECHNOLOGY

The goals of the Technology Department are:

- ◆ to instill in students a sense of ethics and an appreciation for the uses of computer technology;
- ◆ to encourage critical thinking and reasoning through the use of the computer;
- ◆ to provide a variety of hardware and software avenues for students to express themselves creatively;
- ◆ to recognize students' integrity and individuality, and to respect differences in learning rates and styles.

The Technology Department recognizes a responsibility to offer a curriculum that supports the various and diverse curriculum areas in an interdisciplinary approach to teaching and learning. As the long-range plan for technology continues to evolve over time, the curriculum will also change and expand to take advantage of new resources.

[667] Digital Media 1– Imaging (first semester; .5 credit; 5 sessions per cycle)

In this course students explore the fundamentals of digital imaging through extensive use of digital cameras and scanners. Significant time is devoted to the exploration of software programs such as Adobe Photoshop, the analysis and manipulation of digital image file formats, and the role of digital imaging in today's society. Student performance is primarily assessed through a series of independent projects. All work will be considered for publication on the Lake Ridge Intranet and Web Site. *Open to grades 9-12. This course satisfies half a graduation requirement in Fine Arts.*

[668] Digital Media 2 - Graphic Design (second semester; .5 credit; 5 sessions per cycle)

In this course students explore the fundamentals of classical design layout, production, and creative use of digitized images, as well as conceptual modeling in cyberspace. Students will use programs such as Adobe Illustrator and Bryce 3D. Student performance is primarily assessed through a series of independent projects. All work will be considered for publication on the Lake Ridge Intranet and Web Site. *Open to grades 9-12. This course satisfies half a graduation requirement in Fine Arts.*

[669] Digital Media 3 – Presentation (first semester; .5 credit; 5 sessions per cycle)

This course will be focused on website design using Macromedia Dreamweaver MX, a web development application. Since student performance is primarily assessed through a series of independent projects, other types of presentations may be studied using programs such as Adobe PageMaker, and Microsoft PowerPoint. Topics covered will include basic web page creation, working with text and graphics, and creating effective computer presentations. All work will be considered for publication on the Lake Ridge Intranet and Web Site. *Open to grades 9-12. This course satisfies half a graduation requirement in Fine Arts.*

[670] Digital Media 4 - Sound and Motion (second semester; .5 credit; 5 sessions per cycle)

In this course students will explore the fundamentals of digital sound and animated computer graphics. Emphasis will be placed on strategies for integrating digital sound and motion into other forms of digital media. Students will learn to record and process audio in a digital environment through the use of programs such as Adobe Audition. Additionally, students will discover how to combine digital audio, motion and graphics using programs such as Macromedia Flash. Topics such as multitrack recording, file formats (mp3, wav), sound mixing, soundtracks, voice-overs, audio CD creation, Flash animations, and Quicktime movies will be covered. *Open to grades 9-12. This course satisfies half a graduation requirement in Fine Arts.*

[655] Digital Photography 1 (first semester; .5 credit; 5 sessions per cycle)

This is an introductory photography course. In the process of understanding images and making critical choices based on design elements and photo techniques, students will use digital cameras supplied by the school. Beginning with studies in black and white composed for thematic impact, students will progress to utilizing the multiple mega-pixel 2.1 colors available with digital processing. Adobe Photoshop will be used as the fundamental software. Students will participate in a review of the work and techniques of historically recognized photographers for comparative study. The strengths of film photography will be studied, but the course will highlight the advantages offered by the latest technology in digital image capture. A brief history of photography from its earliest methods to the present day will be integrated into the project curriculum. *Prerequisite: Open to grades 10-12. Completion of 2 digital media courses or permission of department head. This course satisfies half a graduation requirement in Fine Arts.*

[657] Digital Photography 2 (second semester; .5 credit; 5 sessions per cycle)

This course is designed to enable and encourage individual work in photography. A portfolio is required and individual needs, investigations, and directions are nurtured. For those needing more direction, an individualized curriculum is planned between the instructor and student. Quality, originality, proficiency, and time accountability are key elements in determining the grade. Students are required to display their work. *Prerequisite: Completion of Digital Photography I. Open to grades 10-12. This course satisfies half a graduation requirement in Fine Arts.*

Advanced Digital Projects - Out of the Technology Toy Box (first [677] and/or second [678] semester; .5 credit per semester; 5 sessions per cycle; may be taken for two semesters)

This course is project-oriented as students utilize various software and hardware tools in the creation of a highly complex project of their choosing. Projects may be chosen from a wide variety of technologies including, but not limited to, Digital Imaging, 3-D Animation, Digital Sound, and Web Design. Available applications include Adobe Photoshop and Illustrator, Macromedia Dream-weaver and Flash, Bryce 3D and Poser, Adobe Audition, as well as others. All work will be considered for publication on the Lake Ridge Intranet and Web Site. *Prerequisite: Completion of 2 Digital Media courses and Digital Photography 1, or permission of the instructor. Open to grades 10-12. Each semester of this course satisfies half a graduation requirement in Fine Arts.*

[681] Video Production 1 (first semester; .5 credit; 5 sessions per cycle)

This course is designed to be an introductory video production course. The class will study and then create different types of video productions. Non-fiction forms such as news reports and documentaries are emphasized. One of the goals of the course is that students become more educated consumers of mass media, develop a more critical eye when viewing mass media, and learn

how to apply this knowledge when producing a video that communicates in different ways. Students can expect to do extensive work at school outside of class time. *This course satisfies half a graduation requirement in Fine Arts. Open to grades 9-12.*

[682] Video Production 2 (second semester; .5 credit; 5 sessions per cycle)

This course is designed for students with previously demonstrated skills in single camera (or film-style) video production. The curriculum is largely organized around the many different aspects of fiction production such as narrative videos, commercials, and music videos. Emphasis is on the process of video production and not exclusively on a final product. Good script writing and story-boarding are held to be as important as shooting film footage and/or studio editing. Students can expect to do extensive work at school outside of class time. *Prerequisites: Completion of Video Production I and permission of the instructor. Open to grades 9-12. This course satisfies half a graduation requirement in Fine Arts.*

Desktop Publishing (first [255] and/or second [256] semester; .5 credit per semester; 6 sessions per cycle) This course offers students the opportunity to become actively involved in their learning as they produce several school publications. Students learn various desktop publishing skills including beginning and advanced Adobe PageMaker to produce projects in various formats ranging from the three-page foldout to newspaper to the yearbook. In addition, they will learn journalistic skills such as how to develop a theme, research, interview, write engagingly and design layouts to enhance the content of the publications. Students will serve as the core of the yearbook staff, as well as editors of a student literary magazine and other publications. *Open to students in grades 9-12. This course does not count toward the graduation requirement in English.*

FINE ARTS

The goals of the Fine Arts Department are:

- ◆ to develop students' creative interests and talents and to provide the opportunity for artistic expression and performance;
- ◆ to encourage participation in the arts as an important component of a well-rounded education;
- ◆ to provide a greater appreciation of the arts through enhanced understanding of art forms.

ART

[706] Foundations of Art (one full year; 1 credit; 5 sessions per cycle)

Foundations of Art is an introductory course with a concentration in drawing in which students explores the four disciplines of art: art history, art criticism, aesthetics, and studio production. Practical experience will be gained by using a variety of art drawing processes and media (pencil, charcoal, print-making, clay etc.). Students will learn the importance of composition and the elements of drawing (line, shape, perspective shading, etc.) through a variety of exercises and projects. Sketchbooks will be kept and artworks will be displayed and critiqued. *This class is a prerequisite for freshman and open to everyone.*

[727] Painting 1 (first semester; .5 credit; 5 sessions per cycle)

This course is designed for students interested in developing skills working in watercolors and acrylics in traditional and unique ways. Aesthetics, art history, and the critical interpretation and evaluation of works of art will also be included with the classroom projects. Lessons include work from still life, landscape, figure studies, direct observation and your imagination. Sketchbooks will be kept and artworks will be displayed and critiqued. *Prerequisite: Art 1.*

[728] Painting 2 (second semester; .5 credit; 5 sessions per cycle)

Building on the skills from Painting 1, this course teaches further painting techniques and styles unique to acrylics and oils in traditional and unique ways. Aesthetics, art history, and the critical interpretation and evaluation of works of art will also be included with the classroom projects. Lessons include work from still life, landscape, figure studies, direct observation and imagination. Some paintings will explore sculptural techniques. Sketchbooks will be kept and artworks will be displayed and critiqued. *Prerequisite: Painting 1 or permission of the instructor.*

[721] Ceramics 1 (first semester; .5 credit; 5 sessions per cycle)

This course is designed as an introduction for students interested in developing skills working with clay. A variety of ceramic techniques (slab, coil, pinch pots, tile making, and intro to throwing on the wheel) and firing techniques (kiln, pit firing) will be learned. The use of drawing and painting, as they apply to three-dimensional art forms, will be examined. Aesthetics, historical art knowledge, and the critical interpretation and evaluation of works of art will also be included with the classroom projects. Sketchbooks will be kept and artworks will be displayed and critiqued. *Prerequisite: Art 1.*

[722] Ceramics 2 (second semester; .5 credit; 5 sessions per cycle)

This course will build on the skills learned in ceramics 1. A variety of ceramic techniques (slab, coil, pinch pots, throwing on the wheel) and firing techniques (kiln, pit firing) will be learned with further emphasis on self-expression and problem-solving. The use of drawing and painting, as they apply to three-dimensional art forms, will be examined. Aesthetics, historical art knowledge, and the critical interpretation and evaluation of works of art will also be included with the classroom projects. Sketchbooks will be kept and artworks will be displayed and critiqued. *Prerequisite: Ceramics or permission of the instructor.*

[719] Sculpture 1 (first semester; .5 credit; 5 sessions per cycle)

Sculpture class gives students an opportunity to learn the principles and elements of three-dimensional design, and the methods and properties unique to working in a variety of sculpture materials. There will be an emphasis on developing creative and critical thinking. The class will begin with a series of drawing exercises to learn the principles and elements of three-dimensional design. The rest of the course is devoted to learning methods of creating in a variety of materials. Metals, wood, found objects and natural materials are some of the materials used in this class. Sketchbooks will be kept and artworks will be displayed and critiqued. *Prerequisite: Art 1.*

[720] Sculpture 2 (second semester; .5 credit; 5 sessions per cycle)

Second semester Sculpture class continues to teach the principles and elements of three-dimensional design, and the methods and properties unique to working in a variety of sculpture materials. There will be an emphasis on developing creative and critical thinking. In this second semester we continue to learn new methods of creating in a variety of materials. Metals, wood, found objects and natural materials are some of the materials used in this class. Though this class will build on skills from Sculpture 1, each material used has its own properties and so this class can be joined at this time. Sketchbooks will be kept and artworks will be displayed and critiqued. *Prerequisite: Art 1 or Sculpture 1.*

DRAMA

[750] Theater 1 (full year; 1 credit; 5 sessions per cycle)

This course addresses all of the basic theatrical skills. Students will engage themselves in a variety of exercises and projects centered on the development of acting, directing, and play production skills. These students will perform in the October one act plays, *NightScene* and *Give Me the Works*.

[751] Theater 2 (full year; 1 credit; 5 sessions per cycle)

Learning about characterization, acting style, and directorial problem solving, this course will concentrate on the monologue and one act play formats. The skills of projection, enunciation, sharing the space and listening, will be addressed in greater depth. These students will perform in the October one act plays, *Write Friends*, *NightScene* and *Give Me the Works*. *Prerequisite: Completion of Acting 1 or permission of the instructor.*

[752] Advanced Theater (full year; 1 credit; 5 sessions per cycle)

Use of improvisation to heighten spontaneity and responsiveness on stage will be the core of the Advanced Theatre class. Creating drama and community in a wide variety of projects and performances will challenge even the most creative of students. How to audition, in-depth script

analysis and directorial problem solving are some of the areas in which the student will polish skills from previous dramatic experiences. These students will perform in a one act for the Diversity Forum in the Fall, *Kaleidoscope*, *NightScene* and *Give Me the Works*. *Prerequisite: Completion of Acting 2 or permission of the instructor.*

MUSIC

[711] Choir (full year; 1 credit; 5 sessions per cycle)

The approach to music is holistic, including study of the cultural context of pieces performed and movement appropriate to the style of music studied. The members rehearse five class periods per week in preparation for various concerts both on and off campus. Participation in the group requires basic musical knowledge, a high interest level, and the desire to work toward professional performances. *Open to grades 9-12.*

Music Theory (first [714] and/or second [718] semester; .5 credit per semester; 5 sessions per cycle)

Fundamentals of Western music theory and harmony are presented in addition to aural training exercises in preparation for students to compose original pieces. Students will become familiar with the keyboard in order to assist them in their composition and theory understanding. Traditional composition methods will take place using manuscript paper and Sibelius, a music-writing program. Garage Band and Adobe Audition will also be used for composition purposes to give students experience with manipulating sound and recordings.

[731] Instrumental Music (full year; 1 credit; 5 sessions per cycle)

The opportunity to play in an instrumental ensemble is offered to students who are proficient on an instrument. Participation in the group requires basic musical knowledge, a high level of interest and a willingness to work toward a professional performance. The ensemble has several opportunities to perform on and off campus throughout the year. Various types of music are studied and performed including classical, jazz and contemporary. Students also learn transposing, orchestrating and arranging skills, and attend other concerts to improve listening skills. *Prerequisite: A minimum of one year of private instruction or two years of group instruction. Open to grades 9-12.*

TECHNOLOGY (Fine Arts)

[667] Digital Media 1 – Imaging (first semester; .5 credit; 5 sessions per cycle)

In this course students explore the fundamentals of digital imaging through extensive use of digital cameras and scanners. Significant time is devoted to the exploration of software programs such as Adobe Photoshop, the analysis and manipulation of digital image file formats, and the role of digital imaging in today's society. Student performance is primarily assessed through a series of independent projects. All work will be considered for publication on the Lake Ridge Intranet and Web Site. *Open to grades 9-12. This course satisfies half a graduation requirement in Fine Arts*

[668] Digital Media 2 - Graphic Design (second semester; .5 credit; 5 sessions per cycle)

In this course students explore the fundamentals of classical design layout, production, and creative use of digitized images, as well as conceptual modeling in cyberspace. Students will use programs such as Adobe Illustrator and Bryce 3D. Student performance is primarily assessed through a series of independent projects. All work will be considered for publication on the Lake Ridge Intranet and Web Site. *Open to grades 9-12. This course satisfies half a graduation requirement in Fine Arts.*

[669] Digital Media 3 – Presentation (first semester; .5 credit; 5 sessions per cycle)

This course will be focused on website design using Macromedia Dreamweaver MX, a web development application. Since student performance is primarily assessed through a series of independent projects, other types of presentations may be studied using programs such as Adobe PageMaker, and Microsoft PowerPoint. Topics covered will include basic web page creation, working with text and graphics, and creating effective computer presentations. All work will be considered for publication on the Lake Ridge Intranet and Web Site. *Open to grades 9-12. This course satisfies half a graduation requirement in Fine Arts.*

[670] Digital Media 4 - Sound and Motion (second semester; .5 credit; 5 sessions per cycle)

In this course students will explore the fundamentals of digital sound and animated computer graphics. Emphasis will be placed on strategies for integrating digital sound and motion into other forms of digital media. Students will learn to record and process audio in a digital environment through the use of programs such as Adobe Audition. Additionally, students will discover how to combine digital audio, motion and graphics using programs such as Macromedia Flash. Topics such as multitrack recording, file formats (mp3, wav), sound mixing, soundtracks, voice-overs, audio CD creation, Flash animations, and Quicktime movies will be covered. *Open to grades 9-12. This course satisfies half a graduation requirement in Fine Arts.*

[655] Digital Photography 1 (first semester; .5 credit; 5 sessions per cycle)

This is an introductory photography course. In the process of understanding images and making critical choices based on design elements and photo techniques, students will use digital cameras supplied by the school. Beginning with studies in black and white composed for thematic impact, students will progress to utilizing the multiple mega-pixel colors available with digital processing. Adobe Photoshop will be used as the fundamental software. Students will participate in a review of the work and techniques of historically recognized photographers for comparative study. The strengths of film photography will be studied, but the course will highlight the advantages offered by the latest technology in digital image capture. A brief history of photography from its earliest methods to the present day will be integrated into the project curriculum. *Prerequisite: Open to grades 10-12. Completion of 2 digital media courses or permission of department head. This course satisfies half a graduation requirement in Fine Arts.*

[657] Digital Photography 2 (second semester; .5 credit; 5 sessions per cycle)

This course is designed to enable and encourage individual work in photography. A portfolio is required and individual needs, investigations, and directions are nurtured. For those needing more direction, an individualized curriculum is planned between the instructor and student. Quality, originality, proficiency, and time accountability are key elements in determining the grade. Students are required to display their work. *Prerequisite: Completion of Digital Photography I. This course satisfies half a graduation requirement in Fine Arts.*

Advanced Digital Projects - Out of the Technology Toy Box (*first [677] and/or second [678] semester; .5 credit per semester; 5 sessions per cycle; may be taken for two semesters*)

This course is project-oriented as students utilize various software and hardware tools in the creation of a highly complex project of their choosing. Projects may be chosen from a wide variety of technologies including, but not limited to, Digital Imaging, 3-D Animation, Digital Sound, and Web Design. Available applications include Adobe Photoshop and Illustrator, Macromedia Dream-weaver and Flash, Bryce 3D and Poser, Adobe Audition, as well as others. All work will be considered for publication on the Lake Ridge Intranet and Web Site. *Prerequisite: Completion of 2 Digital Media courses and Digital Photography I, or permission of the instructor. Open to grades 10-12. Each semester of this course satisfies half a graduation requirement in Fine Arts.*

[681] Video Production 1 (*first semester; .5 credit; 5 sessions per cycle*)

This course is designed to be an introductory video production course. The class will study and then create different types of video productions. Non-fiction forms such as news reports and documentaries are emphasized. One of the goals of the course is that students become more educated consumers of mass media, develop a more critical eye when viewing mass media, and learn how to apply this knowledge when producing a video that communicates in different ways. Students can expect to do extensive work at school outside of class time. *Open to grades 9-12. This course satisfies half a graduation requirement in Fine Arts.*

[682] Video Production 2 (*semester; .5 credit; 5 sessions per cycle*)

This course is designed for students with previously demonstrated skills in single camera (or film-style) video production. The curriculum is largely organized around the many different aspects of fiction production such as narrative videos, commercials, and music videos. Emphasis is on the process of video production and not exclusively on a final product. Good script writing and storyboarding are held to be as important as shooting film footage and/or studio editing. Students can expect to do extensive work at school outside of class time. *Prerequisites: Completion of Video Production 1 and permission of the instructor. Open to grades 9-12. This course satisfies half a graduation requirement in Fine Arts.*

PHYSICAL EDUCATION & HEALTH

Ninth grade students will take Health Education for one semester, 4 classes per cycle and Lifetime Fitness for the corresponding semester; during the same class schedule.

[865] Grade 9 Health Education (*one semester; .5 credit; 4 sessions per cycle*)

Lake Ridge Academy views the development of the total individual essential to preparing students for a fast-changing world. In keeping with the school's philosophy, Health puts an emphasis on desirable health habits. Our goal in the Health class is to go far beyond the basic lessons in hygiene that once made up the major part of the curriculum. We aim at the broader and more difficult goal of helping young people achieve overall well being; mentally, physically, and socially. This class will cover many health topics that occur in our everyday lives and help students to become health literate. Topics include: growth and development, nutrition, physical fitness, first aid and safety, diseases, medicine and drugs, alcohol and tobacco.

[830] Grade 9 Physical Education (*one semester; .5 credit; 4 sessions per cycle*)

Foundations of Lifetime Wellness and Personal Fitness is a semester course designed to provide an overview of exercise concepts and related content areas associated with overall personal health, wellness, and physical fitness. Students are encouraged to apply concepts and principles within the framework of a positive lifelong decision-making model. The course is also designed to provide both individual and group experiences that reinforce learned concepts and allow opportunities for lifetime personal fitness and wellness planning and development.

[830] Grade 10 Physical Education (*one semester; .5 credit; 4 sessions per cycle*)

Our desire as a Physical Education Department is to assist students in the area of physical fitness and recreation. Students in this course have the opportunity to participate in a wide range of sports and activities to enhance athletic skills, knowledge of rules and strategies, understanding and applying fitness concepts, and learning to manage physical activity and exercise in terms of studies, interests, and abilities. A variety of health-enhancing physical activities are taught and explored in short mini units that the students will find fun and useful. Students will be learning to use technology to assess their fitness and activity levels. Students will have the opportunity to learn, create and share games and activities with others, as well as, enjoy some traditional games and sports.

SENIOR ETHICS SEMINAR

[150] Senior Ethics Seminar (*full year; pass/fail; 1 session per cycle*)

The course will begin with a focus on the students' own journeys. Individuals will be encouraged to articulate for themselves their own personal standards of moral and ethical behavior. Opportu-

nities to implement their thinking will be provided as the class looks at some of the common dilemmas students face. This exploration of personal ethics will be followed by a survey of established ethical and religious perspectives. Finally, students will bring their hopefully widened perspective to bear on common ethical issues such as racism, medical ethical dilemmas, business ethics, and the responsibilities and ethics of citizenship. Realizing that the best discussions are the result of the combination of personal introspection and informed awareness, students will complete readings from several different sources. *Required for students in grade 12.*

FRESHMAN SEMINAR

[149] Freshman Seminar (full year; pass/fail; 1 session per cycle)

All 9th graders entering Lake Ridge Academy will be enrolled in the Freshmen Seminar. The seminar will introduce incoming students to the fundamental values that characterize the Upper School. It will enable students to sharpen their critical reasoning and interact with the faculty and fellow students as intellectual colleagues. It will also be an excellent way to supplement the learning that happens in classes. The seminar will make in-coming students aware of the academic expectations of the Upper School and empower them to be critical advocates of their own learning. *Required for all students in grade 9.*

ACADEMIC INFORMATION

GRADING SCALE

Grading is based upon the following numerical scales:

Achievement

A+	= 4.33	97-100	C+	= 2.33	77-79
A	= 4.0	93-96	C	= 2.0	73-76
A-	= 3.67	90-92	C-	= 1.67	70-72
B+	= 3.33	87-89	D+	= 1.33	67-69
B	= 3.0	83-86	D	= 1.0	63-66
B-	= 2.67	80-82	D-	= 0.67	60-62

For purposes of computing the G.P.A. (Grade Point Average), courses are weighted on the basis of credit awarded (.5 or 1). Honors grades are increased by .33 quality points and Advanced Placement grades by .67 quality points for the purpose of the G.P.A.

Effort

In addition to an achievement grade, an effort grade is given in each subject. The standards are:

E = Excellent	I = Inconsistent
S = Satisfactory	U = Unsatisfactory

Incompletes: Students are responsible for setting up a plan of action with each teacher for completing work missed due to extended illness or injury. Work should be completed within a two-to-three-week time frame unless there are unusual circumstances requiring consultations with the division head. Failure to complete work within this time frame may result in an F on the paper or project.

Honor Roll is computed at the end of each semester. High Honors requires a grade point average of at least 3.67 with no grade below C. Honors requires a grade point average between 3.00 and 3.66 with no grade below C. Individual Honor Roll certificates are issued to students meeting the academic requirements.

NATIONAL HONOR SOCIETY

The National Honor Society was founded in 1921 when the National Association of Secondary School Principals passed a resolution to form a society whose objectives were to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in the nation's secondary school students. The Lake Ridge Academy chapter of National Honors Society is a group of outstanding sophomores, juniors and seniors who have proven their commitment to academic excellence. Students are selected on the basis of scholarship, service, character and leadership. The group demonstrates its commitment by providing tutoring to Middle and Upper school students who are referred by their teachers.

Membership eligibility: Members are chosen by a five-member Faculty Council. They use the following guidelines for the selection process:

Scholarship: Students must have a *cumulative* scholastic average of 3.5.

Leadership: Students must have leadership experience in school or in the community. A student leader is one who takes initiative in promoting school activities, exemplifies positive attitudes, is actively involved in various extra-curricular activities, is thoroughly dependable in any responsibility accepted and exercises a positive influence on peers. A student leader has successfully held school offices and/or positions of responsibility.

Service: Students must have contributed to the school or community through voluntary service. The requirement for this service is that it contributes in some way to the improvement of the school or community and that no pay or other monetary benefits are received for the service. Examples of this service include working with church groups, scouting, tutoring, and volunteering at a hospital, as a teacher's aide or a library aide. The typical NHS inductee has completed over 12-15 hours of community service.

Character: A person of character demonstrates these qualities: respect, responsibility, kindness, self-control, trustworthiness, fairness, caring and citizenship. Further, a person of character takes criticism willingly and accepts recommendations graciously, complies with school regulations on a consistent basis and demonstrates the highest standards of honesty. They must be in good standing with the US administration. A student who has been suspended will not be eligible for the year of the suspension and possibly in future years.

Membership: Active members must maintain the standards as set forth by the national organization and meet other obligations as determined by the chapter. Failure to do so can result in probation or dismissal from the NHS.

Induction into the Society will take place at a special ceremony in the spring.

SEMESTER EXAMINATIONS

A comprehensive examination will be given at the end of each semester in every course. This examination will be cumulative in nature and will require students to demonstrate mastery of course skills and content as well as the ability to analyze and synthesize these. In some cases a final project, similarly cumulative and comprehensive in nature, may be substituted by the teacher for the semester examination in a course with the approval of the department head.

ADVANCEMENT PLACEMENT EXAMINATIONS

Advanced Placement students who take the Advanced Placement Examination(s) in May are not required to take a second semester examination in that course. Any student who is, exceptionally, exempted from the AP exam is expected to take a rigorous final exam in that course during the school's regular exam period. In the second semester, a teacher may elect to exempt seniors from the final exam. Seniors must have a minimum grade average of B (83) in order to be eligible for exemption from the exam in that course.

All students taking an AP course will be required to take the AP Examination. Failure to do so will result in the removal of the course from the student's transcript. The AP course will not default into the regular version of that course.

REPORTING STUDENT PROGRESS

Grades are computed quarterly. Progress is also checked at mid-quarter, and mid-quarter reports are written for students averaging C- or lower. A report card is sent home at the end of each quarter. Advisory letters will be written for all students during the second semester. During the

first semester each teacher will gather information and produce a communication he/she deems helpful by the time of parent conferences. This first semester approach is meant to allow for a greater personal connection between parents and faculty.

PARENT CONFERENCES

Student progress is reviewed in November and again in February during parent/teacher conferences on campus. Parents are invited to call teachers and/or advisors at any time during the year concerning student progress.

ACADEMIC PROBATION AND ACADEMIC MONITORING

- ◆ Students receiving the following grades will be placed on academic probation:
 - 2 Ds
 - 1 D and 1 F
 - Or lower.
- ◆ The probation will last 1 quarter and if the student's academic standing improves they can graduate out of probation. They, however, have to be in probationary status for that quarter.
- ◆ If a student has been on academic probation for more than 2 quarters then his/her contract may be withheld. If, however, the probation occurs after the contract was sent out, it may still be reviewed.
- ◆ Students will sign a contract with their advisor and subject teachers that will outline the terms of the expectations.
- ◆ A copy will be sent home to parents for their information and record keeping.
- ◆ Students will be expected to attend structured study periods that will be monitored rotationally by various upper school faculty members.
- ◆ If a subject teacher so desires they can have the student work with them directly, however, they will have to contact the faculty monitor for that period.
- ◆ If a student does not attend their structured study period without a valid explanation he/she will face disciplinary actions. (Refer to "cutting classes" section in the handbook).
- ◆ Structured study periods will be open only to individuals placed on academic probation, not for students who do not want to effectively use their free time.
- ◆ It is the philosophy of Upper School as articulated by the division head, that students become responsible and proficient in managing their free time effectively.

STUDY HALLS

Students in good academic standing are not assigned to supervised study halls and are responsible for not disturbing classes or the library and for not congregating in the halls. Students may use the library or the Commons during free periods. Being outside in designated areas is a privilege which may be accorded or withdrawn at the discretion of the administration.

HOMEWORK

Homework is assigned regularly for all courses. The guideline for length of homework assignments is approximately 45 minutes per course per night, although this may vary according to the individual student's aptitudes and work habits. Honors and Advanced Placement courses may require longer assignments.

SPECIAL NEEDS

On occasion, a student may have learning, emotional or behavioral needs that require more than the resources at LRA can properly accommodate. Although we will assist in ways available to us, we reserve the right to require professional testing or assistance through another agency at the parent's expense. When it is clear that either the child or school will not be best served by the child's continued enrollment at Lake Ridge, the child's contract for the following school year will be withheld. In extreme cases, a child may be dismissed mid-year.

GENERAL INFORMATION

DRIVING AND CAR POOLS

To eliminate congestion and ensure the safety of all students, parents who drive students to school in the morning should drop them off only at designated areas. Parents picking up students in the afternoon should queue in the same designated area. Students will wait on the sidewalk adjacent to the car pool lane.

Unless students are participating in athletics, a school-sponsored activity or have made special arrangements with the Upper School Office, they should be picked up promptly at the end of the school day.

Parking is not allowed in the drop-off/pickup area. If you need to go inside a building for any reason, for even a short period of time, you **MUST** park in the designated Parent or Visitor parking lot.

Speed limits, stop signs, arrows, parking signs and traffic control personnel must be obeyed for safety reasons. The speed limit on campus is a maximum of 15 m.p.h. at all times.

HEALTH CONCERNS

Illness: In an effort to diminish the large number of illnesses among both the students and faculty resulting from the premature return of children who have been ill from colds and other communicable diseases, we request that your child not return to school until completely well.

If a child becomes ill or injured at school, we will contact a parent and require that the child be picked up. As appropriate, we will call necessary health professionals or rescue squad.

All instances of communicable diseases among both students and faculty/staff, including, but not limited to, head lice, infectious mononucleosis, tuberculosis, strep throat, chicken pox, and other communicable diseases, must be reported to the Head of the appropriate division or to the Head of School. The Administration will maintain procedures that are consistent with federal, state and local laws.

In the event of any known communicable conditions (i.e., strep throat, chicken pox, lice, etc.) we will notify the parents of students in that grade by way of a memo. Students who have the communicable condition will not be allowed to attend school until an appropriate medical professional gives permission to do so and the school accepts that permission.

Medical Examination: All new students and all athletes are expected to have a medical examination. We strongly request that special attention be given during the examination to vision and hearing. Please also be sure that the section on immunization is completed. If immunization is contrary to parents' belief, please provide us with a letter or form so stating. All students participating in after-school sports are required to have an annual physical examination prior to the first practice.

Annual Medical and Emergency Information Form: This form is **required for each child** and should be on file in the Upper School Office. It is most important that we have one form for each student so that the appropriate school personnel can obtain medical treatment in emergencies.

Nurse: A full-time qualified nurse is available on campus daily. The nurse's office is located adjacent to the Lower School Office.

LISTSERV

The school publishes updates to the calendar, changes in sports practices and games, and information about changes due to inclement weather on its Listserv. The Upper School Weekly Bulletin is also distributed via the Listserv. Parents who have provided an e-mail address are registered on the Listserv and will automatically receive these notifications. If a parent does not have access to the Internet, he/she may ask to have hard copies of the Weekly Bulletin mailed home by contacting the Upper School Office.

LUNCH AND SNACKS

Vending machines and microwave ovens are available in the Upper School Commons. One container of milk or juice is available to each student each day. Eating is permitted in the Commons, designated classrooms and outdoor picnic areas. Eating in the Bettcher Convocation Center is only acceptable for special occasions with teacher permission.

Students are responsible for properly disposing of all food and beverage containers and are responsible for keeping the Commons and the hallways clean. Failure to meet these responsibilities will result in loss of privileges and/or after-school assignments.

MESSAGES

Delivery of messages or forgotten items for students should be made to the Upper School Office. Telephone messages for students will be posted on a message board outside the Upper School office. Students are responsible for checking this board. In case of an emergency, messages will be delivered directly to the student. Messages for changes of transportation at the end of the day as well as for other purposes must be given to the Upper School Office by 2:30 p.m. After 2:30 p.m. we cannot guarantee that students will receive messages prior to their departure for the day.

PARENTS AND VOLUNTEERS

We encourage and provide ample opportunity for parents (and other adults) to volunteer in daily school activities. LRA parents have been a significant factor in the successful implementation of various activities. Research shows that parental involvement usually has positive effects on student achievement, yet for some students having a parent too readily accessible at school may be detrimental.

Volunteering at school is under the direct guidance of faculty or staff. Being sensitive to the confidentiality and professional needs of teachers, parent volunteers must be cautious to be non-intrusive while at the same time helpful. Any questions about this fine line should be addressed to the division head.

Parents are welcome to visit classes, but we ask that they coordinate this through the division head. As we wish to keep interruptions to a minimum, parents are not permitted to enter the classroom unexpectedly or without the permission of the teacher. We sometimes make special invitations to parents to participate in various events. We expect all parents to attend curriculum nights and parent conferences.

When parents have questions or concerns involving their child, they should first contact the professional closest to the situation, usually the classroom teacher. This includes questions of curriculum and classroom policies. If satisfaction is not gained through that process, the Division Head should then be notified and the proper chain of command followed. We value clear communication and welcome suggestions by our parent body.

SCHOOL CLOSINGS

In the event that the school is closed due to inclement weather, etc., closings will be reported to the following television and radio stations:

<u>Television Stations</u>		<u>Radio Stations</u>	<u>Radio Stations</u>
Channel 3	WKYC	WHLO 640 AM	WMMS 100.7 FM
Channel 5	WEWS	WEOL 930 AM	WCRF 103.3 FM
Channel 8	WJW	WTAM 1100 AM	WMJI 105.7 FM
Channel 19	WOIO	WCPN 90.3 FM	WMVX 106.5 FM
Channel 23	WVPX	WAKS 96.5 FM	
Channel 25	WVIZ	WGAR 99.5 FM	
Channel 43	WUAB	WKKD 98.1 FM	

and posted on the web at www.cleveland.com and www.wtam.com. If school is closed, there will be a recorded message at the switchboard confirming this to callers - (440) 327-1175, Elyria line; (440) 777-9434, Cleveland line.

Since the Lake Ridge community encompasses a wide geographic area, weather conditions may vary. Conditions in your area may be severe while those at Lake Ridge are not. Therefore, schools in your area may close while Lake Ridge remains open. Please pay close attention to the decisions your local school system makes regarding closings, especially if their bus system provides transportation for your child to Lake Ridge. Under questionable conditions, parent discretion will be the final determination whether or not your child attends school. While you must call in your child's absence, the absence will be considered an excused absence.

If it begins to snow while school is in session, we will attempt to keep school open. In the rare case that conditions warrant that school must be dismissed early, parents will be notified by telephone and via the Listserv.

STUDENT RECORDS

Student records, employee records, and school records are the property of Lake Ridge Academy. In compliance with the Buckley Amendment, student records may be accessed by students, parents and educational personnel according to established procedures. Release of records to colleges and other institutions requires written permission by students or their guardians.

TELEPHONES

A phone is available in the Upper School Office for essential student calls (e.g., speaking to a parent, arrangement of transportation, college admissions calls).

TOWN MEETINGS

Town Meetings are held ONCE per cycle, on A days in the Bettcher Auditorium. The meetings are run by the President of Student Senate and they are a forum for information sharing by both students and faculty. All students meet on D days for House meetings or advisory meetings. Student attendance to the meeting is mandatory.

WEEKLY BULLETIN

The Upper School Weekly Bulletin is published each Friday and is designed to consolidate communication to parents and to keep them up to date about what is happening in the Upper School. The Bulletin contains information about academic matters, sports, the arts, technology, and special events. When the school and/or students are recognized for achievements or contributions to the community, this information is included in the Bulletin as well.

The Weekly Bulletin is distributed to parents via e-mail on the school's Listserv. Printed copies are available for families who do not subscribe to the Listserv.