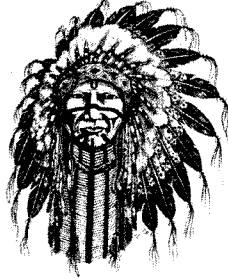


Arapahoe High School  
Student Planner/Handbook  
2013-2014  
Littleton Public Schools



"WARRIORS"

2201 East Dry Creek Road  
Centennial, Colorado 80122  
Main Office – 303-347-6000  
Attendance Office – 303-347-6030  
Attendance Night Line – 303-734-6500  
Main Office Fax – 303-347-6004  
Library Fax – 303-347-6090  
<http://arapahoe.littletonpublicschools.net>

Mrs. Natalie Pramenko, Principal

Mr. Bryan Jesse  
Assistant Principal

Mr. Kevin Kolasa  
Assistant Principal

Mr. Darrell Meredith  
Assistant Principal

Mr. Steven Sisler  
Assistant Principal

**"WARRIORS ALWAYS TAKE CARE OF ONE ANOTHER!"**

THIS CALENDAR BELONGS TO:

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_

IN CASE OF ACCIDENT NOTIFY:

Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

Parent Work/Cell Phone \_\_\_\_\_

If found, please return this book to my English teacher.

Name of Guidance Counselor \_\_\_\_\_

Exhibit No.: 49
Deponent: Pramenko
Date/RPR: 11/15/13 EL
Hunter + Geist, Inc.

## TABLE OF CONTENTS

Use your Student Planner! Write in it often, and fill your pages completely. If you keep your student planner, it will become a **“journal” or “diary” of your high school experiences that you can keep forever.** Someday you can look back upon and relive your memories at Arapahoe High School. Save ALL of your Arapahoe Student Planners and cherish your days as a Warrior.

	Page
Principal's Letter	
AHS Mission & Vision Statement	
Library/Media Center	
Works Sited Model (Bibliography)	
Guidance Center Information	
Warrior “Fight Song”	
The Variable Schedule	
Study Center	
Student Council Officers / Warrior Athletics	
Sportsmanship Guidelines	
Extracurricular Activities	
Eligibility	
Homework Expectations	
Ten Ways to Study	
Graduation Requirements	
Valedictorian/Salutatorian	
Teachers' Unscheduled Hours / PLC Wednesdays	
Post Graduate Center/College Planning Information	
PSAT/ACT/SAT Exam Dates	
Student Attendance	
Student Policies	
Student Safety Precautions	
Title IX/Section 504	

A Message to All Warriors,

You are receiving this STUDENT PLANNER because we believe students do better when they know what is expected, understand how to organize, study and make good use of their time. . . This instructional tool will help, but only if YOU USE IT!

At Arapahoe we truly believe that teenagers make a difference. A strong historical example of this is displayed near the Arapahoe main office entrance in the famous World War II mural of the "Flag Raising on Iwo Jima." Two of the six US Marines were teenagers, and they helped save the world! At Arapahoe we need your help, spirit and commitment to do the right things right.

You should approach your schoolwork with the attitude of doing it because YOU want to learn it, not just because your teacher requested you to do so. Do it for yourself! Doing it well, and to the best of your ability, will not only help you learn, it will help you prepare for college and for life.

Make the most out of your high school experience by getting involved in school activities. There are so many wonderful extracurricular clubs and activities that Arapahoe has to offer! Choose something you enjoy. See it as an opportunity to learn, develop strength and leadership skills, and to make new friends.

Take advantage of the opportunities this new school year has to offer you. We sincerely hope it is both meaningful and enjoyable. Have a great year! And remember . . .

It's always a great day to be a Warrior!

Sincerely,

Mrs. Pramenko  
Principal

### Mission Statement

Our mission is to create an engaging teaching-learning environment that values student individuality and encourages students to:

- recognize and achieve their full potential,
- collaborate in the learning process,
- become lifelong learners, and
- participate actively in their local and global societies.

Adopted 12/10/07

### Vision Statement

Arapahoe High School commits itself to continued excellence in education while utilizing the ever-changing innovations in communication and technology. While looking to the future, we also honor our unique and long-held relationship with the Arapaho Tribal Nation by appreciating their values of respect and dignity. Through positive interpersonal relationships, relevant learning, and rigorous curriculum, Arapahoe will continue to produce responsible and empowered participants who make meaningful contributions in the greater society.

We will foster a culture of excellence by:

- Upholding a positive learning environment.
- Promoting physical, emotional, and social well-being.
- Raising self-awareness, positive relationships, and unity through participation in extra-curricular activities.
- Exhibiting self-discipline and embracing responsibility.
- Acknowledging and valuing individuality by celebrating individual efforts and achievements.
- Building open relationships that foster a trusting, thoughtful, caring school community.
- Seeking input from staff, students, parents, and community members and valuing the influence this input can have on every student's future.

## Vision Statement (cont)

We will promote best practices by:

- Continuing to integrate technology to keep pace with 21<sup>st</sup> century learning.
- Fostering and rewarding new, creative, and imaginative approaches and ideas.
- Providing practical, differentiated learning experiences.
- Ensuring meaningful, relevant essential learnings.
- Implementing common assessments to measure academic growth.
- Developing cross-curricular integration.
- Using a variety of resources to solve problems.
- Remaining flexible and adaptable through times of change.

We will develop procedures to:

- Foster collaboration to fuel student achievement and continued school improvement.
- Utilize positive intervention strategies to allow all students to reach their full potential.
- Nurture students to become academic achievers who:
  - Take ownership and pride in their education.
  - Realize and develop their creative talents.
  - Read, write, listen, and speak with purposeful reflection and intent.
  - Develop meaningful communication skills that utilize creativity and technology.

Arapahoe High School dedicates itself to a vision that extends far beyond the walls of the classroom. By recognizing the full potential of each student along with the rapidly changing demands of the 21<sup>st</sup> century, Arapahoe compels its students, staff and community members to achieve a higher level of education—one that weaves together the world of intellectual pursuit with the spirit of responsibility, compassion and courage. Welcoming the challenge of these opportunities, Arapahoe students will not only embrace but enrich the world that awaits them.

Adopted 12/3/08

## LIBRARY/MEDIA CENTER

Mr. Tracy Murphy, Librarian  
Mr. Karl Fisch, Director of Technology  
Mrs. Karla Brachtenbach, Library Clerk

Hours: 6:45 a.m. - 3:30 p.m.

Students seeking to do research or have a place to study may visit the Library/Media Center before school, during unscheduled time, during lunch time or after school. The Library/Media Center provides students with information from a variety of sources and technologies.

### BORROWING PERIODS

- Regular Collection – three weeks
- Reference and Reserved Materials – overnight
- Magazines – one week

### FINE AND FEES

- Regular Collection – .25 per day
- Overnight Materials – \$1.00 per day
- Magazines – .25 per day
- Maximum Fine per item – \$5.00
- Lost Materials – Replacement Cost
- Printing of School Assignments – .10 per sheet after the 2<sup>nd</sup> sheet of one document and for each page of multiple copies of any document.
- Personal Copies – .10 per page
- Color Printing – .50 per page

### SERVICES

The library staff is available to assist with

- Research assignments / Class assignments
- Reading recommendations
- Technology related to completing school assignments
- Reserving materials
- Requesting materials from other LPS schools
- Reference questions
- Faxes / Photocopying

### OPPORTUNITIES

- Students may use the Library/Media Center on their unscheduled hours for studying individually or in small groups.
- The intensive study area is designated as a quiet area where students can work individually.
- Computers, including netbooks, are available for school assignments.

#### EXPECTATIONS

- Food and drink are not allowed in the Library or Computer Labs.
- Use of electronic devices (iPods, MP3 players, cell phones, laptop computers) should not distract others nor call attention to yourself.
- No talking on cell phones is allowed. This includes checking voice mail as doing so may give staff the impression that you are talking on your phone.
- See the Library's webpage for detailed guidelines regarding student behavior expectations and policies on the use of electronic devices in the Library.
- To check out materials, students must show their school I.D. cards.

#### INTERNET OPT-OUT POLICY

Student use of the Internet for purposes of research and retrieval of current information related to curricular content areas is a generally accepted practice and is considered an essential instructional tool, thus it comes under the opt-out category. Littleton Public Schools uses a district wide filtering service. If a student/parent decides that the Internet should not be used as an instructional/learning tool, the parent must so indicate on the LPS Parent Permission Form. The form is included in the August newsletter and available in the AHS Main Office. It is the responsibility of the student to notify his/her teachers that he/she cannot use the Internet for class assignments. It is also the responsibility of the student to refrain from using the Internet at Arapahoe High School.

*Works Cited Model for AHS based on  
The MLA Handbook for Writers of Research Papers,  
Seventh Edition*

- MLA recommends double-spaced citations. (Although examples are shown single spaced, properly formatted should be double spaced.)
- Titles of books, periodicals, websites, and online databases should be italicized rather than underlined.

#### Book by one author

Author's last name, first name. *Title of Book*. City of publication:  
Publisher, year of publication. Medium of publication.

#### *Example:*

Philbrick, Nathaniel. *In the Heart of the Sea: The Tragedy of the  
Whaleship Essex*. New York: Penguin, 2000. Print.

#### Book by two or three authors

Cite the first author by last name, first name and all other  
author names in normal form. *Title of Book*. City of  
publication: Publisher, year of publication. Medium of  
publication.

#### *Example:*

Jacobs, Lynn F. and Jeremy S. Hyman. *Professors' Guide to  
Getting Good Grades in College*. New York: Collins,  
2006. Print.

Book by more than three authors

Cite the first author listed by last name, first name followed by a comma and "et al". *Title of Book*. City of publication: Publisher, year of publication. Medium of publication.

*Example:*

Lambert, Linda, et al. *Who Will Save Our Schools?: Teachers as Constructivist Leaders*. Thousand Oaks, CA: Corwin Press, 1996. Print.

Book with an editor

Editor's last name, first name – followed by a comma and "ed."  
(use eds. for two or more editors). *Title of Book*.  
City of publication: Publisher, year of publication.  
Medium of publication.

*Example:*

Gallo, Donald R., ed. *First Crossing: Stories about Teen Immigrants*. Cambridge, MA: Candlewick Press, 2004. Print.

Multivolume Work with Editor

Editor's last name, first name, followed by "ed." *Title of the Set*. Volume number. City of publication: Publisher, Year of publication. Medium of publication.

*Example:*

Newton, David E. and Lawrence W. Baker, eds. *Chemical Elements*.  
Vol. 2. Farmington Hills, MI: UXL, 1999. Print.

Multivolume Work with Author and Editor

Author of article by last name, first name. "Title of the Article."  
*Title of the Set*. Editor's name with "Ed." before the name.  
Volume number. City of publication: Publisher, Year of publication. Pages where the article is located.  
Medium of publication.

*Example:*

Hobbs, Susan. "Panic Disorder." *Gale Encyclopedia of Mental Disorders*. Ed. Ellen Thackery. Vol. 2. Detroit: Gale, 2003. 717-722. Print.

Print Magazine Article with Author

Note: If no author is given, begin a magazine or newspaper citation with the title of the article.

Author's last name, first name. "Title of the Article." *Title of the Magazine*. Day Month Year of the Issue: Pages where the article is located. Medium of publication.

*Example:*

Brill, Steven. "On Guard, a Year Later." *Newsweek*. 16 Sept. 2002: 38-41. Print.



Print Newspaper Article with Author

Author's last name, first name. "Title of the Article." *Title of the Newspaper*. Day Month Year of the Issue: Pages where the article is located (include section and page numbers).  
Medium of publication.

*Example:*

Overbye, Dennis. "Physicists Create Anti-atoms." *Denver Post*. 19  
Sept. 2002: A1+. Print.

\*In this example, the plus sign placed immediately after the number one indicates to the reader that the article is not printed on consecutive pages.

Reprinted Article in a Multivolume Work

(commonly associated with research using literary criticism and analysis) \*Give the complete data for the earlier publication and then add Rpt. in (Reprinted in) or Rpt. of (Reprint of), the title of the collection and its publication information.

Book as the Original Source example:

Dessner, Lawrence Jay. "Lawrence Jay Dessner."  
*Contemporary Literary Criticism*. Ed. Roger Matuz.  
Vol. 56. Detroit: Gale, 1989. 359-61. Print. Rpt. of  
"The Salinger Story, Or, Have It Your Way."  
*Seasoned Authors for a New Season: The Search  
for Standards in Popular Writing*. Ed. Louis Filler.  
N.p.: Bowling Green University, 1980. 91-97.

\*N.p. indicates no place of publication given. This abbreviation may also be used if the publisher's name is not available. If no date of publication was known, n.d. would be used.

Magazine as the Original Source example:

Coles, Robert. "Reconsideration: J. D. Salinger." *New Republic* 28 Apr 1973:  
30-32. Rpt. in *Contemporary Literary Criticism*. Ed.  
Roger Matuz. Vol. 56. Detroit: Gale Research, 1989.  
348. Print.

Journal as the Original Source example:

Rosen, Gerald. "A Retrospective Look at 'The Catcher in the Rye'." *American Quarterly* 29.5 (1977): 547-62. Rpt. in *Contemporary Literary Criticism*. Ed. Roger Matuz. Vol. 56. Detroit: Gale Research, 1989. 355-59. Print.

An alternative method from the above examples omits publication data from the original source, treating the citation simply as an entry in a multivolume work. The first example would appear as

Dessner, Lawrence Jay. "Lawrence Jay Dessner."  
*Contemporary Literary Criticism*. Ed. Roger Matuz.  
Vol. 56. Detroit: Gale Research, 1989. 355-59. Print.

\*Check for your teacher's preferred option.

### Online Sources

Note: Uniform standards of citation have not evolved as quickly as the explosive growth of online sources. Although sites have developed devoted to this issue, they often vary slightly in their interpretations of MLA Style. Ultimately, it is important to give the reader, in a clear and concise manner, as much essential information as possible.

#### Web Site

Author or organization responsible for the content. *Title of the web page*. Publisher or sponsor of the site (if not available, use N.p.), Date of publication (if not available, use n.d.). Medium of publication. Day Month Year accessed. <URL>.

#### Example:

Schrock, Kathleen. *Kathy Schrock's Guide for Educators*. Discovery Education, 1 June 1995. Web. 28 Apr 2010. <<http://school.discoveryeducation.com/schrockguide>>.

#### Blogs and Wikis

Name (or alias) of the author. "Title of the Posting." *Title of the Site*. Publisher or sponsor of the site. Date of the Posting. Medium of Publication, Day Month Year accessed. <URL>.

#### Example:

Fisch, Karl. "All Work and No Play..." The Fischbowl. N.p., 1 May 2007. Web. 28 Apr. 2010. <<http://thefischbowl.blogspot.com/2007/05/all-work-and-no-play.html>>.

To indicate a comment to a posting, insert "Re:" before the title of the posting as shown below.

Mmarchino. "Re: All Work and No Play..." The Fischbowl. N.p., 2 May 2007. Web. 28 Apr. 2010. <<http://thefischbowl.blogspot.com/2007/05/all-work-and-no-play.html>>.

#### AHS Online Subscription Services

##### Notes:

- Do not attempt to include a lengthy permanent link address in the citation. Instead, use the database's main or search page URL (web address).
- Identifying the original source of the information provided by the database will determine the best method for creating the citation. You should ask yourself, "Was this information ever published previously elsewhere and, if so, where?"

An example of a database reprinting information from another source

- Databases that might fit into this category include, but are not limited to, *Academic Search Elite*, *Global Issues in Context*, *GreenFILE*, *MAS Ultra*, *Newspaper Source*, *Opposing Viewpoints*, *Oxford Reference Online Premium*, *Points of View Reference Center*, and *Science Resource Center*.
- In the example below, the original source is a magazine article.

Author. "Article Title." *Original Source of the Article* Date of the original source: Pages of the original source. *Name of the Database*. Medium of Publication. Most recent date of access. <URL>.

Example:

Begley, Sharon. "True Or False: Global Warming Is A Cause Of This Year's Extreme Weather." *Newsweek* 14 July 2008: 52. *Science Resource Center*. Web. 25 Aug. 2010. <<http://galenet.galegroup.com/>>.

An example of a database providing original information

- Databases that typically publish their own information include, but are not limited to, *American History*, *CountryReports*, *Issues and Controversies*, *Issues and Controversies in American History*, *Maps101*, *Salem Health*, *Teen Health and Wellness*, *Today's Science*, *World and I*, *World Geography*, *World History-Ancient and Medieval Eras*, and *World History-Modern Era*.
- In the example below, no authorship is provided by the database.

Author. "Article Title." *Name of the Database*. Publisher, Date of publication. Medium of publication. Most recent date of access. <URL>.

Example:

"Update: Global Warming." *Issues and Controversies*. Facts on File News Services, 12 Oct. 2009. Web. 28 Apr. 2010. <<http://www.2facts.com/>>.

**In the middle of difficulty lies opportunity!**  
**-Albert Einstein**

**STUDENTS:**

**Many quotes in your STUDENT PLANNER come from  
"The American Patriot's Almanac"  
by William Bennett and John T. E. Cribb**

**In some cases a database will reprint a chapter from a book.**

- Databases where this is most likely to happen include *Global Issues in Context*, *Literature Resource Center*, *Opposing Viewpoints*, and *Points of View Reference Center*.
- In the example below, the citation is treated as a short work from an anthology.

Author of the specific work. "Title of the specific work." *Title of the book in which the work originally appeared*. Editor(s) of the book (include Ed. before the editor's name). City of publication: Publisher, date of publication. Page numbers (if not available, use N. pag.). *Name of the Database*. Medium of publication. Day month year accessed. <URL>.

*Example:*

Howden, Daniel. "Deforestation Contributes to Global Warming." *Opposing Viewpoints: Global Warming*. Ed. David Haugen and Susan Musser. Detroit: Greenhaven, 2010. N. pag. *Opposing Viewpoints Resource Center*. Web. 28 Apr. 2010.  
<<http://find.galegroup.com/ovrc/>>.

**Interviews - conducted by you**

- Interviews can be conducted in various ways: in person, through a telephone conversation, via email, and so on.
- This type of citation is quite simple. It requires the name of the person interviewed, the kind of interview, and the date of the interview.

*Example:*

Fisch, Karl. Personal interview. 28 Apr. 2011.

**Easy Bib School Edition**

\*All AHS students may create their own Easy Bib account, good until they graduate, to assist them with citing sources accurately. In addition, this is an excellent resource for organizing their research information. To make sure you are authenticated as an Arapahoe student, access Easy Bib for the first time at school. Thereafter, the account may be accessed from anywhere in the world.

**THE FOUR SUREFIRE  
RULES FOR SUCCESS**

- #1. Show Up**
- #2. Pay Attention**
- #3. Ask Questions**
- #4. Don't Quit**

## GUIDANCE CENTER

The Arapahoe Guidance Center is open from 7:00 a.m. until 3:30 p.m. daily to accommodate students. Our facility offers opportunities for students to pursue independent college/career/scholarship computer searches. Parent Guidance Office Volunteers assist students daily with these searches.

### COUNSELORS/ADMINISTRATORS

All students are assigned by grade and remain with that same counselor throughout high school. However, you may request to see any counselor.

Mr. Bast/Mr. Sisler	Freshmen
Mr. Wadsworth/Mr. Jesse	Sophomores
Ms. Gillespie/Mr. Meredith	Juniors
Mrs. Talen/Mr. Kolasa	Seniors

Dr. Song – School Psychologist  
Mrs. Lewallen – Post Grad Center Coordinator

### GUIDANCE SERVICES:

<b>Counseling</b>	Personal, Social, Developmental
<b>Guidance</b>	College, Career, Academic, Military
<b>Testing Availability</b>	Preparation, Administration and Interpretation
<b>Registration</b>	Course Selection and Scheduling
<b>Special Programs</b>	Alternative Education Opportunities
	Community Referrals
<b>Liaison</b>	Home, Faculty

Parent appointments and phone calls are welcome.  
Please call 303-347-6010.

ARAPAHOE HIGH SCHOOL SCHOOL CODE FOR COLLEGE AND TESTING REGISTRATION: 060928  STUDENTS MAY REGISTER FOR THE ACT AND SAT TESTS ON-LINE AT: <a href="http://www.act.org">www.act.org</a> <a href="http://www.collegeboard.com">www.collegeboard.com</a>
---

ARAPAHOE HIGH SCHOOL  
GRADUATES RECOMMEND

**HOMEWORK AT ARAPAHOE IS ESSENTIAL!**

Not all learning takes place in class. With the Variable Schedule homework ties the days of instruction together. Homework prepares you for college rigor, offers opportunity for review of class instruction, teaches self-discipline, autonomy and study habits, reinforces focus on learning and is good for you! Our teachers may not all grade homework every day, but it will be reviewed and valued.

- **Do homework Sunday through Thursday.**
- **Take Friday and Saturday off!**
- **Average nearly two hours of homework** each night. Our Variable Schedule requires it.
- **When you don't have homework–** REVIEW notes, tests, etc.
- **Prepare questions to ask in class.**

**"Once students begin with a strong commitment to academics they tend to stay strong".**

ARAPAHOE HIGH SCHOOL

**"WARRIOR FIGHT SONG"**

Whenever we compete we want our opponents to hear our  
Warrior Pride!

Very few high schools have a Student Body who knows its  
fight song. Warriors, learn it!

**We're Warriors of the Tribe Arapahoe**  
Courageous, loyal braves where e'er we go  
Beneath our colors bold, the black and gold  
**We'll cheer our team to victory!** Fight! Fight!  
Dear alma mater, now we sing to thee,  
**A symbol brave and strong you'll always be.**  
Our pride in you will ever grow  
**'Cause that's t**he spirit of Arapahoe!

## THE VARIABLE SCHEDULE A Privilege – Not a Right!

The Variable Student Scheduling system was established at Arapahoe High School in 1967. It enables students to gain a more diversified educational background, to become independent learners, as well as more self-disciplined, to deal with responsibility and develop time management skills. The scheduling system is similar to the college semester system. Class periods are less than one hour; however most classes meet fewer than five periods each week. The periods per week vary with the time demands of the course. For example: Western Civilization meets Monday, Wednesday, and Friday for three periods every week; Chemistry Labs meets for two consecutive periods on Tuesday or Thursday for a total of two periods a week; Mythology meets on Tuesday and Thursday, two periods every week. Credit is awarded on a semester hour basis; the number of credits is equal to the number of class periods the class meets. Thus, Western Civilization, which meets Mon.-Wed.-Fri., is worth three semester hours of credit.

### UNSCHEDULED TIME

Variable Scheduling allows students the opportunity for "unscheduled time." Students should use unscheduled time for working on class assignments, seeking out teachers for additional help, meeting with counselors about course and career planning, visiting the Study Center, computer labs or the Library/Media Center, and pursuing other endeavors. (Unscheduled time is not synonymous with "Free Time!") When unscheduled, teachers are generally available in their departmental offices. Variable Scheduling affords students unscheduled time during the school day so students may become independent learners, develop self-discipline and experience some control over the school day. Violators of unscheduled time may lose this privilege. Freshmen-Sophomores are required to take a minimum of four courses everyday. Juniors-Seniors are expected to take a minimum of three courses everyday.

Because half of the classrooms are being used during lunch periods, it is important that students not use the hallways near occupied classrooms. Congregating or loitering in the hall during class time is discouraged. The Library is open from 7:00 a.m. to 3:30 p.m. Students may have unscheduled hours which may not occur during the same time as their classroom teachers. It is important to remember **TEACHERS ARE AVAILABLE TO ASSIST STUDENTS IN EACH DEPARTMENTAL OFFICE THROUGHOUT THE SCHOOL DAY.**

### **STUDY CENTER**

All students are encouraged to use the resources provided in the Study Center. This includes teacher and peer tutors, computers and study space. The Study Center is designed to provide **academic assistance** to any student in addition to help available through departmental offices.

The student may choose to simply drop-in or he/she may register for the Study Center class through their counselor for credit. The Study Center is located at the west end of the building in the glass atrium next to the gymnasiums.

### **Reducing Stress**

- Exercise and eat regularly
- Avoid excessive caffeine
- Communicate
- Make prioritized lists of assignments and tasks
- Estimate the amount of time you think each task will require and add 15% to accommodate for unplanned delays and interruptions
- No negative self-talk! Challenge yourself to think positive or neutral thoughts: "Things are hard now, but they will get better as I complete my work and get some help."
- Procrastination almost never pays off; don't wait for additional information to come your way. Start working as soon as possible, especially on large projects.
- Take a break from stressful situations: listen to music, play an instrument, walk, workout, hang with family and friends, draw, write, whatever your passion is!
- Build a great support network from family, friends, teachers, or staff at school who will help you cope in a positive way.



## STUDENT COUNCIL OFFICERS

Executive Officers:

President	Megan Moore
Vice President	Grace Marlowe
Secretary	Taylor Hamilton
Treasurer	Madeline Jekot
Publicity Officer	Garrett Daly

Senior Class – Class of 2014

President	Lauren Carpenito
Vice President	Hannah Bailey
Secretary	Maggie Hurlbut
Treasurer	Adam Quiat
Publicity Officer	Savannah Carlson

Junior Class – Class of 2015

President	Sanjay Patil
Vice President	Jayla Hodge
Secretary	Erica Petersen
Treasurer	Chris Foster
Publicity Officer	Jaylin Hodge

Sophomore Class – Class of 2016

President	Sam Bartolome
Vice President	Aly Decolati
Secretary	Atlee Witt
Treasurer	Zach Hall
Publicity Officer	Capri VanGilder

Freshman Class – Class of 2017

Elected in Fall 2013

Do not let what you cannot do interfere with what you can do!

–John Wooden

## WARRIOR ATHLETICS

(M=Male, F=Female)

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Cross Country (f/m)	Basketball (m/f)	Baseball (m)
Football (m)	Wrestling (m)	Golf (f)
Golf (m)	Swimming (f)	Lacrosse (f/m)
Soccer (m)		Soccer (f)
Softball (f)		Swimming (m)
Tennis (m)		Tennis (f)
Volleyball (f)		Track (f/m)
	<u>YEAR-ROUND</u> – Cheerleaders (f) and Tom Toms (f)	

## WARRIOR ATHLETICS – CENTENNIAL LEAGUE

### Philosophy

At Arapahoe High School, we believe that the athletic/activity programs are an integral part of the total school program. There are educational values and experiences in athletics that cannot be found in the classroom. Athletes are subject to mental and physical discipline, make decisions, exhibit courage, and work hard. Even in team sports, athletes compete against themselves, striving always to improve their own performances.

We ask that every athlete give 100% when making a commitment to an athletic program. We believe our primary objective is to teach wholesome attitudes: An appreciation for physical fitness, personal health, team loyalty, personal sacrifice, teamwork, cooperation, dependability, and the ability to accept challenges. A winning program depends upon effort and attitude as well as performance.

The LPS Athletic Code of Conduct will be in effect 24 hours a day, 7 days a week for 365 days a year. ("24/7/365") It applies to all athletes whether in season or out of season, on school property, at school sponsored/sanctioned events, on or off campus. Consequences of code violations may carry over from year to year and may be in effect for the duration of the athlete's high school participation.

### Sportsmanship

Because athletics must operate within the framework of sound educational principles, it follows that:

1. athletic teams at Arapahoe High School come under the jurisdiction of, and are required to abide by, the rules of the Colorado High School Activities Association, so that all athletes may compete under identical standards.
2. those who take advantage of the privilege of athletics either as a participant or spectator are expected to conduct themselves in a manner that does not detract from the educational principles, which direct the basic organization.
3. athletes and officials are human beings—they are not perfect and never will be. Everyone involved in a contest may make a mistake. Competitors, coaches, officials and spectators enter into competition knowing that errors are a normal part of an activity and are likely to happen.

Fans and Spectators are expected to:

1. show Warrior Spirit and encourage our team without insulting our opponents.
2. stand and remove head gear during the National Anthem.
3. cheer for their team rather than against their opponents.
4. maintain self-control at all times while conducting themselves as responsible citizens.
5. show RESPECT for opponents in every way possible.
6. bring School I.D. card for admission.
7. be humble in victory, and gracious and not bitter in defeat.
8. leave the site of an activity—including the parking lot—as soon as possible after the activity is completed.
9. wear appropriate clothing at sporting events (no body paint).

Fans and Spectators will not:

1. use negative chants, which focus on or exploit mistakes.
2. participate in chants or behaviors, which use obscene or insulting language, gestures, or which mention or imply topics, which would tend to ridicule, taunt, harass, intimidate, humiliate, demean or embarrass others in attendance, incite or abuse opponents, or bring disrespect upon game officials.
3. engage in any action that endangers the safety of participants, spectators, or officials.
4. bring music devices, or radio equipment to athletic contests or make use of noisemakers in the stands.
5. throw anything onto the playing surface or at players, coaches, officials, cheerleaders, band members, supervisors, police, fans or guests.
6. leave an athletic event before it is over and expect to return at a later time.
7. wear costumes, including but not limited to; masks inappropriate representations of the warrior mascot or barrels.

#### EXTRACURRICULAR ACTIVITIES

Arapahoe offers students membership in a wide variety of school sponsored activities, clubs and organizations.

Academic Peer Coaches	Key Club
Art Club	LINK Crew
Color Guard	"MUSE"
DECA (Assoc. of Marketing Students)	National Honor Society
Drama Club	Journalism
Enrichment Programs	Spanish Club
FBLA (Future Business Leaders)	Speech & Debate
FCCLA (Family/Career Leaders)	Student Council
French Club	TSA (Technology Student Assoc.)
Instrumental Music	Vocal Music

## Academic Eligibility

Eligibility for competition in interscholastic athletic and spirit squads at Arapahoe High School is determined in accordance with the rules and regulations of CHSAA (Colorado High School Activities Assoc.), the Centennial League, and Littleton Public Schools requirements. In order to participate in activities sanctioned by the CHSAA, a student must be actively enrolled in a minimum of 2.5 Carnegie units of credit. Eligibility will be checked once a week and will be effective for the following week. To maintain eligibility, a student cannot fail more than .5 Carnegie units of credit. To translate Arapahoe High School Variable Scheduling hours to Carnegie Units:

<u>Variable Scheduling Hours</u>	<u>Carnegie Units</u>
3, 4 or 5 hour course	.5
2 hour course	.25

There has been a growing concern over the increasing number of athletes with D's and F's. Athletes who are ineligible, of course, cannot compete, but it is felt that a more positive approach is needed to remedy this situation.

## Student Activity Tickets

All students are encouraged to purchase Activity Tickets which are good for most activities/athletic contests throughout the year. The cost is \$30. The ticket provides free admission to home extracurricular events with the exception of theater productions. Otherwise, student admission is \$3 per event. These fees are used for school organizations, clubs and teams to assist in funding various activities; i.e., forensics, vocal music, orchestra/marching band, newspaper, spirit squads, and athletic teams. All students who participate in these programs are expected to purchase Activity Tickets to support these groups.

In addition to free admission to most "home" school sponsored events, the Activity Ticket provides each student with a copy of each edition of the student newspaper, the *Arapahoe Herald*, finances guest entertainers at school assemblies, finances athletic, academic and forensic chenille letters, end of the year achievement award plaques and pays membership fees to CHSAA.

Recent HOMEWORK research/study by METLIFE AMERICAN stated:

- Homework helps students practice and apply information/ learnings shared in class.
- Homework review of class material helps students prepare for tests.
- Homework provides teenagers with a sense of responsibility and accomplishment.
- Students who believe homework is not important tend to receive below average grades, do not plan to attend college, and are more stressed about school.
- Achieving students do homework at least 5 out of every 7 days.

## HOMEWORK

Homework is an expectation!

**We are getting you “college ready” and we know you will be doing substantial homework in college.**

With our Variable Schedule, not everything can be learned in the classroom. You are expected to do your part independently at home, in the library or in our cafeteria. Stay prepared by following up on school work outside of class.

Arapahoe is a rigorous high school, but we offer a lot of opportunity to get help from teachers in our Study Center, our departmental offices or any office wherever there are adults available to you. Advocate for yourself. Ask for help if you need it, and don't wait until you are earning a D or an F. See a teacher for help anytime you are achieving below a “C”.

### HELPFUL HINTS

- Focus on the daily learning goal.
- Learn the vocabulary of the course. Learn basic facts, ideas, principles, definitions. Be able to state them in your own words.
- Think! Thinking is the manipulation and application of facts and principles. Your thinking will be as clear as your understanding of these facts and principles. This is not easy and requires effort.
- Test yourself. Try to answer your own questions. Check your answers with the book and/or the teacher.
- Review your work. Review today's work before you study tomorrow's. Put the current assignment in perspective. Does it make sense?
- Questions. Prepare questions to ask in class. The Arapahoe staff is very good at answering questions and it values student questions.
- Meet with Teachers – Review your study plan to be sure you are focusing on the most important points.
- AHS Seniors tend to do more homework than freshmen!
- Eat Breakfast - Starting your day off with a healthy breakfast will make you feel great and perform better in school and sports. You will perform better in school, meet your vitamin and mineral needs for the day, eat more fiber and less fat, and are less likely to be overweight. Fiber and protein are the most filling and keep your blood sugar levels steady for the longest period of time. That's great if you have a late lunch!