



# TROJAN TRIBUNE

**LELY HIGH SCHOOL**  
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ROD-Z

**DECEMBER**  
**Volume 3**  
**Issue 4**

## FROM THE DESK OF THE PRINCIPAL

It is hard to believe that we are already well into the second quarter of the school year. This year has been anything but ordinary, but our Lely students are truly showing what it means to be a Trojan. There are many new expectations and each student is doing their very best to follow the new guidelines to keep everyone safe during this unprecedented time. We began the year with a little over half of our students coming on campus for face-to-face instruction and at the start of quarter two; we are close to seventy-five percent of our students on campus. Please remind students to come to school every day, with their ID badge and mask. Whether your child is virtual or on campus, it is extremely important that you help to monitor and track your child's progress in school. You can log in to the parent portal at any time to view grades in Focus. At this point, each student should have a clear idea of where he/she stands in all of their classes. If you have any questions or concerns, please reach out to your child's counselor or teachers. Finally, semester one does not end until after winter break, so there is plenty of time for your child to bring up any grades. Have a great finish to the first semester. Do not hesitate to contact us if you have questions or concerns.

Parents, remember that if you would like to get involved at Lely, please consider joining the SAC. The group meets on the first Monday of every month and we would love to have more members. The next meeting will be on December 7 at 5:30 p.m., in the media center. If you have any questions, please call Joni Mottola at 377-2003.

## ASSISTANT PRINCIPAL, CURRICULUM & INSTRUCTION

### Welcome Back Trojans!

*"Success is the sum of small efforts, repeated day in and day out" (Robert Collier)*  
Our students have done an incredible job adjusting to this first semester of school. It's amazing to see how wonderfully our students have adapted to our new online platforms and resources. Fall break is coming up and students are encouraged to relax and recharge in preparation for the last few weeks of quarter 2. Parents, we encourage you to monitor your child's grades on both Canvas and FOCUS and to have conversations with them about any missing assignments or unsatisfactory grades. Please communicate with your child's teacher on their performance and seek suggestions for strategies and tips on how to help them succeed in courses they may be having difficulties in. Despite the numerous challenges this year has presented, it is a pleasure to serve you and your child as the new Assistant Principal of Curriculum & Instruction at Lely High School. I have been a part of the CCPS family for about ten years and am excited to join Lely High School and work side by side with our students and teachers. Communication is key in student success, we encourage you to contact our office with any questions or concerns.

To download a PDF version of this newsletter, go to <http://academypublishing.com/schools/lely/lely.php>

[www.collierschools.com/lhs](http://www.collierschools.com/lhs)

## "AROUND THE WORLD" OF LANGUAGES AND ARTS

We are in times of limited-to-none travelling, of masks and social distancing, of disinfectants and hand-sanitizers, and of virtual teaching and learning. In spite of everything, the windows on the world are still ours to open, to enable our students to access other cultures, other languages, other forms of art and music. We are just doing it differently, adapting, re-inventing, borrowing, and contributing.

Every day our Department Teachers work with incredible alacrity to offer videos that illustrate places, people interactions and dialogues, language and grammar, historical sites, artistic movements, music productions, and more. We diligently load these precious materials on CANVAS, accompanied by activities, projects, articles, questionnaires, quizzes, teacher-created voice-over videos to provide explanations, motivate, provoke curiosity, interaction, interest, and... learning. Vocabulary is practiced with student-composed PowerPoint slides that allow for creative choices of pictures illustrating words. Projects are presented individually by recording student voices who share the experience of research with their classmates via CANVAS. Students have been playing music through distant learning as well as in person, and are now preparing for the Holiday Concert. They still listen, speak, read, and write, execute music, create paintings, and conceive ceramic pieces.

We hope our Lely Parents are able to appreciate the effort of their children—those who try hard to overcome the circumstances we live in and apply themselves with energy and enthusiasm, embracing every opportunity to be present and participate, whether at home or in brick-and-mortar mode.

## NEWS FROM ATTENDANCE & DISCIPLINE

We would like to take this opportunity to thank you for sending us such fine students, both virtually and face to face. We are very pleased with the positive things that are occurring at Lely High School and we are very excited about the things to come. As a part of our continuing efforts to provide safety to our school, all students are required to wear face coverings at all times while on campus and an ID Badge during the school day. The majority of our students are complying and we continue to remind all students of the importance of keeping our campus safe. We would also like to remind students of the importance of attending classes on time each day. Remember, "See it, Say it, Don't spread it, Report it".

### Lely High School Positive Behavior Intervention Support Outlook

P.B.I.S. is a proactive approach that we have implemented at Lely High School to improve school safety and to promote positive behavior. As a result of P.B.I.S. at L.H.S., fewer students have received detentions, suspensions, and have improved academically. During the 2019-2020 school year, Lely High School was recognized as a Gold Tier 1 F.L.P.B.I.S. Model School!

Through the P.B.I.S. framework, we recognize students for their academic and behavioral achievements. To help the students celebrate, we've developed the following activities:

- Quarterly honor roll recognition
- Positive referrals celebration
- First-semester honor roll assembly
- Incentives and grade-level activities
- Student of the month

As part of the P.B.I.S. framework, we have also developed and implemented schoolwide positive behavior expectations for students to follow. At Lely High School, the students show G.R.I.T. Greatness-Respect-Integrity-Teamwork. We promote these principles and hope that every student embodies them while at school and outside of school.



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## ENGLISH LANGUAGE ARTS DEPARTMENT

As we begin the 2nd quarter, we'd like to welcome back some of our students who were virtual 1st quarter! The ELA department has exciting things happening all around!

Seniors are not only busy creating college statements with the hopes of attending their chosen university in the fall of 2021, but they are also learning about the rhetoric of protest in celebrated speeches by Dr. Martin Luther King Jr. and Shirley Chisholm. In Dr. Strathman's class the essential question under consideration is "To what extent is protest an essential element of cultural and political life in the United States of America?"

Juniors are energetically brushing up on their reading and grammar skills which will prepare them for their upcoming FSA, ACT and SAT exams, all while analyzing poetry, exploring the concept of authors as role models, and investigating timeless social issues. In Mr. Alvarez's class, students shared what they loved about their favorite poets with the class, and some even recited their favorite poems!

Sophomores are currently exploring the themes of isolation, change/transformation, and identity in the novella *The Metamorphosis* by Franz Kafka. Students are actively engaged in analyzing, making inferences, and citing evidence to support their analysis. Class time in Mrs. Marenoski's class is filled with discussions on the relevance of the novella's themes to current events in our country as well as to students' personal experiences. Additionally, students will read the graphic novel "The Metamorphosis" by Peter Kuper and draw evidence to make connections between the two mediums.

The ninth grade team has had a lot of fun this past quarter helping the newest Trojans adapt to life in high school and how to navigate a new school and new teachers. Freshmen are spending time looking at the themes of freedom and equality through the lens of Dr. Martin Luther King Jr.'s "I Have a Dream" speech. In Mr. Wennlund's class, students are analyzing figurative language and rhetorical devices to determine themes that still ring true today. They are also spending time improving their reading comprehension through the use of the READ180 computer program and Real Book which highlighted a section of Harper Lee's *To Kill a Mockingbird*.



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## SOCIAL STUDIES DEPARTMENT

Greetings from the Social Studies Department! We are very excited about welcoming a new addition to our department this year. Erik Manning as the Economics' Teacher and Ingrid Arguelles as the World History and Psychology Teacher.

### A little introduction from Mr. Manning:

Hello, my name is Erik Manning, I am in my 5th year teaching, all have been in Florida teaching high school. I am originally from Kentucky, where I went to college and played baseball at Morehead State University and the University of Pikeville. Here at Lely I teach economics and financial literacy and I coach the football and baseball teams.

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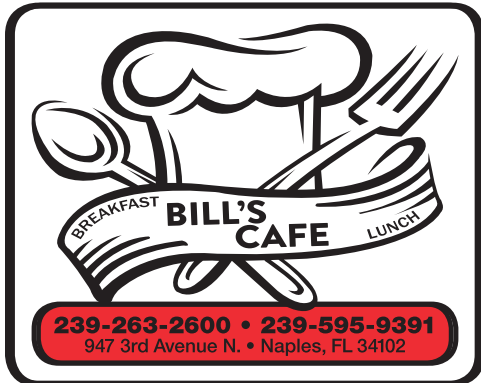
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## LELY PHYSICAL EDUCATION

Lely Physical Education is determined, dedicated and committed to teaching classes that move students with a purpose because a body in motion stays in motion. Students who are participating in Physical Education and Hope classes are engaged with learning authentic life skills such as accountability, communication and self-discipline.

All in all Lely Physical Education is focused on building a culture that promotes making responsible choices which include physical, mental and social well-being.



## THE COUNSELOR'S CORNER

### Welcome Back Trojans!

You have no idea how missed you all were. Since school started in late August it has been wonderful to see so many returning faces and so many new faces. The counseling staff looks forward to getting to know all those new faces around campus.

There is a lot going on in the Counseling office. Seniors are applying for colleges and scholarships, while also filling out financial aid forms like the Free Application for Federal Student Aid (FAFSA). It is an overwhelming process, and we are here to help.

Juniors should start thinking about taking ACT (act.org) and SAT (collegeboard.com) tests this year. Dates are posted all over campus and on-line. Familiarizing yourself with the college process and scholarship process is also a great idea! It is never too early to get started.

If you would like to meet with your counselor there are signup sheets on the counter in our lobby or you can email your counselor through Canvas or Outlook.

Again, we are so happy to have you all back on campus and cannot wait for the rest of our students to join us in January!

## CAREER AND TECHNICAL EDUCATION

The aviation academy went full bore through the holidays with two students earning their private pilot ratings. Eva Lobaton and Santiago Bechhold both earned their pilot ratings. Eva earned her rating in 89-days setting a new record. For this reason, there were two newspaper articles showing her successes.

Lely received an \$18K Redbird simulator from ERAU. The simulator is functioning and students are logging FAA flight time during class. This is a great tool to allow students to save money while working their ratings. The students can use 2.5 hours towards private pilot and 10-hours during their IFR training. This is a savings of \$562.50 and \$2250, respectively.

Lely Aviation program offers 11-semester hours of college credits through Embry Riddle Aeronautical University. Moreover, the students that are part of the program all four-years can earn their Commercial Drone (Remote Pilot) and Private Pilot licenses. The program also exposes the students to all facets of aviation.

Currently Lely has sent 17-students on to ERAU as aerospace engineers, airline pilots, air traffic control, cyber security and counter terrorism, and aviation business majors. The academy is a great stepping stone into some high paying job fields.



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Don't Forget to order the LHS Ornament's From Intro Engineering Design Class & Engineering Club - [albreal@collierschools.com](mailto:albreal@collierschools.com)

### Ornament Order Form

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

Student ID: \_\_\_\_\_ Student Grade: \_\_\_\_\_

**Must be turned in to Ms. Albrecht with payment by 2:10 on Friday, December 4<sup>th</sup>, 2020**

Please Note: Ornaments will be 3D printed. They are naturally somewhat fragile, and there may be variations in color from one ornament to the next depending on exact filament used!!

Ornaments will be ready for pickup on Monday, Dec 14<sup>th</sup> and must be picked up by Friday, Dec 18<sup>th</sup>!

Design (see below)	Color (circle one)	How Many?	Price for one		
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	red green orange white		X	=	
	red green orange white		X	=	
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	red green orange white		X	=	
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Order Total:				=	



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## LHS Trojans

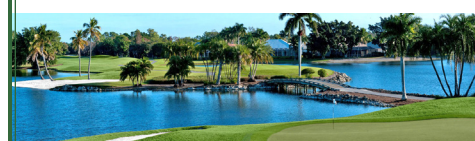


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# 6 THE COUNSELOR'S CORNER

## ESE DEPARTMENT

### Tips for Families in Supporting Their Children with Disabilities in Virtual Formats

First, remember that your role is a parental one. Your child needs family.

- Teachers are still teaching, just in a virtual format, and with a different schedule. It can be confusing for students if families try to assume the role of teacher.
- Explain to your child that their teacher is still their teacher, and that you are in communication with the teacher to help them learn at home. While you may feel more pressure with your child at home, try to think of it as a different way of helping your child with learning.

Set up a comfortable space in your home for learning. While school closure for COVID-19 is temporary situation, it is likely that it may be extended as needed to keep people safe.

- Choose a non-distracting space in your home to set up a learning space. Some students need a quiet area in their room, while others need oversight and frequent assistance.
- Remember that it is not necessary for your child to sit at a table in order to learn. Pillows, a floor space, lying on the couch, or even a yoga ball might provide additional comfort for your child while learning. Students with sensory needs can be supported in this way.
- Think about what your child will need in order to learn and plan around those needs. Once you have a space, gather supplies such as notebooks, pencils, calculators, or any type of supportive or assistive devices your child needs, and make sure they are nearby.

Establish a schedule. Schedules are important for you and for your child, especially if you are also working from home. Set clear expectations and goals with your child.

- Keep bedtime and daily routines intact, and work with your family to establish a daily schedule for learning at home. For some students that might mean following their classroom schedule as closely as possible, especially if their class is meeting virtually through video.
- Some schedules and goals may need to be visual. Ask your child's teacher for the class's schedule, post it, and stick to it as closely as you can. Some students will need support, such as social stories, to make even minor adjustments to the schedule, so be patient and as consistent as you can. Post clear goals that you and your child have agreed to.
- You may need a daily chart, so that your child can check off each item as they complete it. Cutting apart the schedule, writing or snapping a picture of the start and end times for each section, and taping up one item at a time next to the clock may also help your child visualize the day and the progress toward his or her goals.

Allow breaks and time for recess. Most children don't have long attention spans, and this can be even more likely for students with disabilities.

Many students' individual education plans (IEPs) include accommodations for frequent breaks, and this will apply to home learning as well.

- Breaks are good times to allow your child access to their preferred activities or to have snacks.
- Recess is also extremely important, even though it may look a little different at home. If your child cannot play outside, you can use exercise programs for video game consoles, or access video channels from YouTube or <https://www.gonoodle.com/>. If your child receives physical or occupational therapy, you can use their therapist's suggestions for at-home exercises.
- It is a good idea to use a timer to indicate the end of a break. If your child needs a visual timer, you can download one here: <https://www.online-stopwatch.com/classroom-timers/>.

**Find information on inclusion and contact local facilitators at: [www.FloridalInclusionNetwork.com](http://www.FloridalInclusionNetwork.com).**

Limit distractions. Siblings, gaming devices, tablets, television shows, or other distractions are likely to take your child's attention away from schoolwork.

- Try to limit distractors to scheduled break times. Set a timer to signal the end of a break.
- Try playing music with 50-80 beats per minute in the background, such as classical music, nature sounds, or video game music (without the visuals, of course). Music has been found to have a positive impact on productivity and concentration. You might find that music helps you focus more and be productive, too!

Allow socialization. Even if playdates are not recommended, you should find ways for your child to interact with family, friends and classmates.

- Allow video chats or FaceTime. You may have to work with other families to set this up, depending on your child's age or ability to do this independently. Even for teens, sometimes texting or social media just isn't enough.
- In addition, reserve or schedule some time for your immediate and extended family to interact and bond, even if it is virtually.

Provide time away from screens. Eye strain, screen glare, and not moving cause fatigue.

- Using virtual learning platforms should include off-screen time with books, drawing, writing, and other mediums of learning. Your child may need to have pages printed out, or have a hard copy of textbooks, in order to use removable highlighter tape or reading guide strips, as needed.
- Reinforce the lesson content through activities and hands-on experiences at home. Students with disabilities will benefit from making these connections.

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## ESE DEPARTMENT...CONTINUED

### Tips for Families in Supporting Their Children with Disabilities in Virtual Formats

Find or create support networks. You are not alone. Everyone is experiencing this, so reaching out can provide you with new resources, ideas, or just plain comfort.

- Your child's teacher(s), related service providers, therapists, and other professionals are still available to you to provide what is needed to help your child learn, even if it looks different from what they usually do. They are working hard to be creative with ways to provide services to students with disabilities in a virtual format.
- Other families are also experiencing the same challenges. If you do not have access to a family virtual group, request that one be created so that you can connect with others to share experiences and solutions.

Be patient - with your child, with the system, with teachers, and with yourself. This is an unusual time, and nobody is perfect. There will be meltdowns, technology challenges, and unanswered questions. But tomorrow is a new day, so stay positive, healthy and focused.

#### Glossary of Terms

**Accommodations** - Changes in the way a child learns. Extra time, frequent breaks, fewer questions, or a different format for responding are a few examples. For more: <http://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>

**Assistive device** - Any item or piece of equipment that is used to increase, maintain, or improve functional capabilities of a child with a disability.

**Individual educational plan** - A written plan for each child with a disability that is developed, reviewed, and revised in accordance with federal law.

**Occupational therapy** - A form of therapy that focuses on school activities, such as writing, self-care, or hand strength to increase independent functioning for students with disabilities.

**Physical therapy** - A form of therapy that focuses on mobility and movement for students with disabilities who need assistance in navigating physical spaces.

**Preferred activities** - Anything that a child eagerly looks forward to doing.

**Reading guide strip** - A transparent, colored reading strip used to help students who struggle with keeping their place while reading.

**Related services** - Services required to assist a child with a disability, such as speech-language therapy, audiology services, interpreting services, physical and occupational therapy, social work, counseling services, or orientation and mobility services.

**Removable highlighter tape** - A removable alternative to highlighter pens used to highlight word parts, parts of speech, vocabulary words, punctuation, prefixes, suffixes, and more.

**Sensory needs** - Difficulties experienced when receiving and responding to information from the senses. Children who have sensory needs may have an aversion to anything that triggers their senses, such as light, sound, touch, taste, or smell.

**Social stories** - Individualized short stories that depict a social situation that your child affected by autism may encounter, along with ways for your child to handle them.



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# 8

## JROTC NEWS

Welcome Back!!!!

Many of you know the goals of our JROTC program at Lely High School. Some of you are new to our program and unfamiliar with what we offer your students. I want to take this opportunity to share with you my philosophy and introduce to you a motivational tool we are instituting to, hopefully, better prepare our students for life after high school.

The mission of JROTC is to motivate young people to be better citizens. In pursuit of this mission, we try to instill self-confidence, self-esteem, self-discipline, respectfulness, integrity, honor and pride in all of our cadets. It prepares high school students for responsible leadership roles while making them better citizens. In order to be a good leader, one must first learn to be a good follower. As a cadet gains experience and knowledge, he or she will be given active, hands-on leadership responsibilities within the Lely JROTC Program. Our curriculum is designed to allow this to happen. I want to emphasize to you that nowhere in our program will you find that we are trying to recruit students for military service.

The Lely JROTC Program Leadership Education Program emphasizes the development of self-discipline, leadership, honor, integrity, and the value of community service. Citizenship training is emphasized throughout the program and reinforced by using current events and activities occurring in the Collier County area, the state of Florida, our nation and the entire world. In addition, students are acquainted with basic military subjects and US Army traditions, customs and courtesies.

The success each student achieves while in the Lely JROTC Program depends to a large extent on their willingness to get involved and participate in the program. Satisfactory performance within the program will result in the cadet receiving passing grades during the academic reporting period. However, since the Lely JROTC Program is structured to function much like a military organization, there will also be opportunities for

cadets to develop leadership skills and to progress in rank. Promotions, especially those to the senior enlisted and officer rank, are based on a cadet's overall performance and their demonstrated capability to assume greater responsibility. A great deal is expected from the cadets promoted to leadership positions. Cadets who accept top-level promotions also accept the additional duties and responsibilities that go along with the promotion. Conversely, top-level promotions may be rescinded if a cadet, once promoted and assigned to a leadership position, demonstrates that he/she is incapable or unwilling to put forth the time and effort to successfully meet the obligations of the grade and billet assigned.

The Lely JROTC Program continues to seek top students who excel both academically and athletically to ensure that the high caliber of leadership is maintained within the program. We strongly feel that the Lely JROTC Program is a complement to the leadership development of honor students and athletes as well as service clubs within Collier County Public Schools.

Satisfactory completion of the program can lead to preferential consideration for a service academy appointment, or advanced rank in the Armed Forces. The Lely JROTC Program is one of the Army's contributions to assisting America's youth to become better citizens and future leaders of America. The program produces successful students and productive adults, while fostering in each school a more constructive and disciplined learning environment. This program makes substantial contributions to many communities and ultimately to the nation's future. It is the centerpiece of the Department of Defense's commitment to America's Promise for Youth through its emphasis on community service and teen anti-drug efforts.

As you can see just from the above information, the Lely JROTC Program can offer tangible benefits for your child. I believe we offer much more. I am a firm believer in sharing life lessons that will help them in their pursuits after high school.

Everything we do in our program is designed to make them a success. **This year we would like for you to take part in assisting us** with an important part of JROTC. Basically, it deals with respect. Any cadet who is referred to me by a member of the Lely "family" as being exceptionally respectful will be tracked. Once I have received 5 separate positive referrals for a cadet, that cadet will receive a **Good Conduct ribbon** to be worn on his or her JROTC uniform. If I receive **10 positive respect** referrals, that cadet will receive the most coveted of our motivational tools—a promotion. I believe that respect is contagious. I also believe that our cadets should be the leaders of our great school. They should be positive examples at all times; not just in their JROTC classroom.

This is where you can contribute. If you notice your student being more respectful to you or others, I would appreciate a telephone call (377-4253) or email [harpm@collierschools.com](mailto:harpm@collierschools.com) for all 10-12 graders. , MSG Santiago would appreciate a telephone call (377-2051) or email at [SantiaLa@collierschools.com](mailto:SantiaLa@collierschools.com) for all 9 graders. We also convey this to their Parents or Guardians on parents' night. Positive referrals will count the same as another teacher, administrator or Lely non-instructional employee. This should not be taken lightly and we ask you hold our cadets accountable to a much higher standard in regard to respect. You can also use this to your advantage by reminding your student that you are looking for some positive changes in how they define and understand the word "respect." There are some obvious advantages to this project!

I hope you will join in and support our efforts to provide your students and our cadets with great habits which will produce advantages for them in their "life after high school."

Congratulation on your retirement MSG Santiago. Thanks for all the great memories. Your contributions to the Lely High School JROTC will never be forgotten. Happy retirement!