



ACADEMIC PLANNING GUIDE 2020 – 2021



Lake Park High School District 108
590 S. Medinah Road ♦ Roselle, IL 60172
630-529-4500 ♦ fax: 630-295-5414 ♦ www.lphs.org

East Campus
600 S. Medinah Road
Roselle, IL 60172-2598

West Campus
500 W. Bryn Mawr Avenue
Roselle, IL 60172-2197

Superintendent's Message



Lynn Panega, Ed. D.
Superintendent

Dear Students and Parents,

Welcome to Lake Park High School! The Academic Planning Guide provides valuable information to explore as you prepare for the start of your high school experience. The mission of Lake Park High School District 108 is to inspire in students a sense of personal responsibility and a passion for learning while challenging students to reach their full potential.

Students must complete a minimum of 22.0 credits to graduate, including a core curriculum of four years of English and three years each of math, science, and social studies. You can use the “Four-Year Educational Plan” on page 15 as you select classes during your high school career.

Lake Park offers a comprehensive curriculum with more than 200 course offerings in 12 different academic areas and at several ability levels. Furthermore, students have the opportunity to enroll in Advanced Placement (AP) courses in which college-level material is studied and college credit can be earned. We offer 26 AP courses and administer exams for each. AP programming represents one of Lake’s Park’s greatest success indicators with 984 students taking 1,801 AP exams and 81% scoring a “3” or higher in 2019.

Students may also choose from a variety of engaging electives that promote career exploration and post-secondary planning. Our Career and Technology Education Department includes classes in business education, cooperative education, family and consumer sciences, and technology and engineering. The Fine Arts Department includes art and music.

The Academic Planning Guide represents one tool to help you during your four years at Lake Park. I encourage you to use it as a reference, but more importantly, to seek guidance from your counselors, teachers, coaches, sponsors, and other important mentors. Get involved in extracurricular activities and make lasting connections and memories with your classmates.

Welcome to the Class of 2024!

Lynne Panega, Ed. D.
Superintendent

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Strategic Plan

Mission

The Lake Park High School community will inspire in students a sense of personal responsibility and a passion for learning while challenging them to reach their full potential.

Vision

We will know we are accomplishing our mission when each of our students becomes:

- ★ **A Complex Thinker**
- ★ **An Effective Communicator**
- ★ **A Responsible Citizen**
- ★ **An Ethical Person**
- ★ **A Self-Directed Individual**
- ★ **A Quality Worker**

Priorities

- ★ We will **STRIVE FOR EXCELLENCE** in all of our programs and practices.
- ★ We will **CONNECT WITH THE COMMUNITY** to maximize family and community involvement.
- ★ We will **MAXIMIZE THE USE OF TECHNOLOGY** to improve instruction, administration and communication.
- ★ We will **SERVE AND SUPPORT STUDENTS** to help them be successful.
- ★ We will ensure that each student has access to a **CHALLENGING CURRICULUM AND INSTRUCTION** in an active learning environment.

Commitments

As a learning community that cares about young adults:

- ★ We will exhibit the values that we expect our students to achieve, such as those of the **Ideal Lake Park Graduate**.
- ★ We will encourage **creativity, flexibility and risk-taking** in our operations and programs for students.
- ★ We will maintain **public trust, fiscal responsibility and accountability** at all times.
- ★ We are all teachers, learners and leaders who model **professionalism** in all of our interactions.
- ★ We will foster a safe environment with respect for all individuals.
- ★ We will foster a **safe environment** with respect for all individuals.

CHARACTERISTICS OF THE IDEAL GRADUATE

As a result of learning experiences at Lake Park High School, a student will acquire the knowledge and skills to become

A Complex Thinker Who:

- ★ analyzes, evaluates, and synthesizes information and ideas from multiple resources to make responsible, informed decisions.
- ★ applies flexible and creative ideas, strategies, and technologies to identify and solve problems.
- ★ solves problems by generating possible solutions, anticipating possible consequences, and evaluating results.

An Effective Communicator Who:

- ★ gives and follows instructions accurately.
- ★ understands, organizes, and expresses ideas in standard written and spoken English.
- ★ understands, organizes, and expresses ideas in appropriate languages, including those of the arts, mathematics, and other sciences.

A Responsible Citizen Who:

- ★ promotes and supports attitudes, practices, and policies that enhance and perpetuate our democracy and enhance the quality of life in our multicultural, interdependent world.
- ★ participates as an integral part of a team to achieve goals.
- ★ works with others for the purpose of resolving conflicts peacefully and in reaching decisions.
- ★ demonstrates, supports, and challenges leadership when appropriate to the situation.

An Ethical Person Who:

- ★ develops and demonstrates a strong sense of personal identity and values.
- ★ makes responsible decisions that balance self-interest with the interests of others.
- ★ displays the qualities of caring, respect for others, honesty, integrity, fairness, and community.

A Self-Directed Individual Who:

- ★ takes responsibility for self-improvement and on-going learning.
- ★ evaluates, adapts, and plans using the lessons of the past and forecasts of the future.
- ★ identifies, understands, and develops healthy mental and physical behaviors.

A Quality Worker Who:

- ★ creates high quality products, services, and performances through independent actions and teamwork.
- ★ identifies, organizes, plans, and allocates resources efficiently.

LAKE PARK HIGH SCHOOL DISTRICT 108

BOARD OF EDUCATION

BOARD OF EDUCATION

The Board of Education sets general school policy, and within the framework of the Illinois Board of Education regulations, establishes guidelines that will ensure the proper administration of the District. Written policies of the Board are available for inspection at each school and in the District office. The seven member Board of Education members are elected to four-year staggered terms. Board members do not receive a salary for their commitments.

Board of Education meetings are typically held at 7 p.m. on the fourth Monday of the month, unless otherwise notified. The regular meeting place for the Board of Education is the Community Room at the East Campus, 600 S. Medinah Road, Roselle, unless notified otherwise. Agendas and minutes of each meeting are available on the LPHS webpage (www.lphs.org).

Board Of Education:

Board of Education members are: President Barbara Layer, Vice President P.J. Olzen, Secretary Keri DeWaele, and Members At Large, Janice Gatbunton, Thomas Hollatz, Robert Marino and Cara Steetz.

Administration:

Lynn Panega, Superintendent, is supported by a leadership team composed of three assistant superintendents, the principal, assistant principals of each campus, and several District directors.

LAKE PARK HIGH SCHOOL EDUCATIONAL FOUNDATION

The Lake Park High School Educational Foundation's mission is to provide resources for unique programs and activities to enhance student learning at Lake Park High School. The Foundation accomplishes this through a variety of programs, including the initiatives listed below:

Funds For Excellence Grant Program - Through this program, the Foundation opens the door to new educational opportunities at Lake Park High School. By providing funding to teachers to implement innovative programs that stretch beyond the regular school district budget, the Foundation provides additional opportunities for students.

Scholarships - Encouraging Lake Park students to strive for excellence, the Foundation annually awards over \$20,000 in scholarships to graduating seniors. Since 2005, the Lake Park Educational Foundation has awarded over 180 scholarships.

Lake Park Spirit of Excellence Awards - The Lake Park Educational Foundation honors students, staff and alumni through the Lake Park Spirit of Excellence Awards. By investing in the strength of our students, staff, and alumni, the Foundation is investing in the strength of the Lake Park community as well. The Spirit of Excellence Award honorees are recognized at an annual celebration dinner each spring.

Lancer Emergency Fund - The Lake Park Educational Foundation's Lancer Emergency Fund assists Lake Park students whose families are struggling with financial challenges. Examples include SAT prep class tuition, AP exam fees, class materials, and complimentary breakfast and lunch tickets to students who do not have enough to eat at home.

Memorial Garden – The Lake Park Educational Foundation spearheaded a school/community effort to fund and build a Memorial Garden to honor the memory of deceased students, faculty, staff, and friends of Lake Park High School. The garden was dedicated in the spring of 2015 and is located in front of the auditorium entrance at Lake Park's West Campus.

Robotics Partnership – The Lake Park Educational Foundation has partnered with the Robotics Club to grow robotics at Lake Park. Robotics allows for classroom STEM concepts to have real world applications in teamwork, leadership, communication, computer programming and more. The Robotics Club competes in tournaments year-round and hopes to host their own competition in the future.

Donations to the Lake Park High School Educational Foundation are tax-deductible. To learn more about how you can help the Foundation, please contact Becky Wyatt, Executive Director at rw Wyatt@lphs.org or (630) 295-5264.

Lake Park High School Directory

Main Switchboard: 630-529-4500

OFFICE OF THE SUPERINTENDENT

Lynn Panega, Ed.D. 630-295-5411

OFFICE OF THE CHIEF SCHOOL BUSINESS OFFICIAL

Jeffery O'Connell, Ed.D. 630-295-5431

OFFICE OF THE ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION

James Roberts 630-295-5440

OFFICE OF THE ASSISTANT SUPERINTENDENT FOR EDUCATIONAL SERVICES

Michael Wojtowicz 630-295-5422

PRINCIPAL'S OFFICE

630-295-5211

OFFICE OF STUDENT ACTIVITIES

630-295-5312

OFFICE OF ATHLETICS

630-295-5325

DIRECTOR OF COMMUNICATIONS

630-295-5401

DIRECTOR OF SPECIAL EDUCATION

630-295-5202

PUPIL SERVICES

Counseling Office

Nurse's Office

Registrar's Office

Student Resource Officer

East Campus

630-295-5241

630-295-5235

630-295-5240

630-295-5250

West Campus

630-295-5341

630-295-5335

630-295-5340

630-295-5376

GENERAL INFORMATION

INSPIRE A SENSE OF **PERSONAL RESPONSIBILITY**
AND A **PASSION FOR LEARNING**
WHILE CHALLENGING STUDENTS
TO REACH THEIR **FULL POTENTIAL**



ABOUT LAKE PARK

Composed of two campuses (East and West) situated three miles apart, Lake Park High School offers a four-year (9-12) comprehensive education to approximately 3,000 students. Lake Park offers a varied curriculum to challenge students of all skill levels, incorporates uniform technology experiences for all students, and provides a full range of activities and athletic programs. Lake Park students are served by 327 employees that include 184 teaching employees.

Freshmen and sophomore students attend the East Campus and juniors and seniors attend the West Campus. A sophomore may be retained at the East Campus for a third year if he/she has not made satisfactory academic progress toward graduation. Students in such a situation are evaluated individually as to the feasibility of moving to the West Campus. Special Education students may be assigned to the East or West Campus or to other appropriate facilities outside the District.

Students attend classes for a total of 36 weeks in two semesters. Each class meets for 48 minutes, five days a week. Lake Park is fully accredited by the North Central Association of Colleges and Schools and the Illinois State Board of Education.

FACILITIES

Libraries

Lake Park has libraries at both East and West campuses, which offer the full range of library services and a location for students to research, read for pleasure, and do homework. Students and parents can access the book catalog from the library homepage at lancerlibrary.org.

In addition to books and magazines, the library offers a wide range of databases which offer full text articles and access to authoritative, accurate information for research across the curriculum. The username for all databases is **lakepark** and the password is **lancers**.

The libraries encourage students to read for pleasure through the Abraham Lincoln Book Award and the Read for a Lifetime Program. Students should see the librarian at either campus for details on these programs.

The libraries also house a testing center where students may make up missed tests. The hours for both the libraries and the testing centers are extended before and after school. Students need to have their student ID with them when using the library or the testing center for attendance and identification purposes.

Tutoring

Certified teachers provide tutoring in math, science, and writing throughout the day for students to access during their lunch and/or study hall period.

Career Center

The West Campus has a Career Center in the Counseling Office area. Students may use this center to schedule meetings with representatives from colleges and the armed forces, view college and scholarship information, and find information on careers.

WIRELESS INTERNET

Lake Park High School has a campus-wide wireless network that students and staff may connect their personal electronic devices to for educational purposes. The wireless network provides access to learning resources and online tools. Use of the wireless network in classrooms is at the discretion of each teacher. In addition, Lake Park is committed to providing lessons in digital citizenship, online safety, and responsible use of web-based resources.

1:1 TECHNOLOGY

Lake Park is currently implementing a gradual rollout of a 1:1 technology program with freshman students at East Campus that began effective the 2016-2017 school year. In today's education environment, Lake Park believes it is important to provide students and staff with the tools to be successful in an ever changing climate. Therefore, Chromebooks will be issued to the Class of 2020 at the start of the school year and to each successive class thereafter. Teachers have been participating in extensive professional development to prepare for the 1:1 program.

As the rollout continues with the incoming freshman class, Lake Park will maximize the opportunity to continue piloting the 1:1 program in select junior and senior classes. District-owned Chromebook devices will continue to be used for instructional purposes at school and home for pilot participants.

TECHNOLOGY CENTER OF DUPAGE

The Technology Center of DuPage provides capstone training to qualify a student for the world of work. Upon completion of a program, the student receives a vocational certificate. Programs are offered in the following areas: Building & Machine Group; Business Group; Communications Group; Health Services Group; Mechanical Group; Personal Services Group; and Technical Group. A student typically spends 2.5 hours per school day at the Center and the remainder of the day at Lake Park High School taking other courses.

Juniors and/or seniors may enroll in the Technology Center of DuPage courses during regular registration. The criteria for a student to enroll in TCD is: minimum 2.5 GPA (out of 5.0), good disciplinary standing, and absences to not have exceeded 10% of all school days in a calendar year. A student in a TCD program receives 1.5 credits per semester. No one may attend TCD for more than one session daily. A student enrolling in the cosmetology program must do so at the beginning of his/her junior year.

See the Technology Center of DuPage section for complete course listings and descriptions. Some programs have additional fees for personal equipment and uniforms.

STUDENT SERVICE CONTRACT PROGRAM

The Student Service Contract Program provides opportunities for students to volunteer to work for one class period each day performing tasks such as working as a peer tutor, delivering mail, acting as receptionist, collating, answering the telephone, delivering equipment, etc.

Students will be selected for participation in the program on the basis of an application, a personal interview, meeting specific department/area requirements, and approval by the counselor.

A Student Service Contract runs for one semester and may be renewed for a second semester by mutual agreement of the student, the faculty sponsor, and the assistant principal. Student Service Contracts may only replace a study hall on a student's schedule. A senior in his/her last semester, and having at least 20.5 credits, may take a service contract in addition to study hall.

A student will receive .5 credit for each semester of Student Service Contract work, and may accumulate up to 1.0 total credit of Student Service Contract work during his/her four years at Lake Park High School. After that, he/she may volunteer to work in a department or area in place of his/her study hall. No credit will be granted for this volunteer work. Student Service Contract grades are not counted in determining grade point average or honor roll placement.

Student Service Contract job descriptions are available in the

READING PROGRAM

A student may be assigned to the reading program if he/she is below a specified grade level in reading comprehension. The intent of the program is to bring the student up to grade level in reading comprehension skills. Study skills are also stressed.

TRANSFER STUDENT REQUIREMENTS

A student transferring to the District must satisfy all requirements specified in The School Code of Illinois, and from the point of entry through graduation, those requirements specified by the Lake Park High School District 108 Board of Education. The full document describing the regulations pertaining to transfer students is available in the Counseling Office at each campus.

SCHOOL PUBLICATIONS

A student's photograph and/or quotation may appear in a variety of school publications which include, but are not limited to: the yearbook, academic planning guide, e-newsletter, school brochures, electronic newspaper, and the school's website. If a parent or student over the age of 18 does not want such photographs and/or quotations published in the school publications listed above, the student and/or parent must notify the Director of Communications on or before September 1 of each school year.

STUDENT HEALTH/MEDICAL INSURANCE

Lake Park High School District 108 provides accident insurance for all students. Brochures are available in the main office at each campus.

ELIMINATION OF DISCRIMINATION

Lake Park High School District 108 does not discriminate on the basis of sex, handicap, or disability, or permit sexual harassment in its educational programs, activities, or employment policies as required by Title IX of the Federal Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title IIA of the Americans with Disabilities Act. Grievance procedures have been established to provide for prompt and equitable resolution of student and employee complaints alleging any prohibited action under these regulations. The Assistant Superintendent for Educational Services coordinates the District's efforts to comply with the law and can be contacted at the District Administration Center, 590 South Medinah Road, Roselle, IL 60172; (630) 295-5420.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their children's education records. These rights transfer to the student when he/she reaches the age of 18 or attends a school beyond the high school level. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. A parent/guardian or eligible student should submit to the Records Custodian, Principal, or other appropriate official, written requests that identify the record(s) they wish to inspect. The District official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected. If the records are not maintained by the District official to whom the request was submitted, that official shall advise the parent/guardian or eligible student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading.

A parent/guardian or eligible student may ask the District to amend a record that they believe is inaccurate or misleading. They should write the District officials responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent/guardian or eligible student, the District will notify the parent/guardian or eligible student of the decision and advise the parent/guardian or eligible student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

(3) Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions: school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific State law.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

MAINTENANCE AND DESTRUCTION

Permanent records are maintained for 60 years; temporary records are retained for five (5) years following graduation, transfer, or other form of permanent withdrawal from school. Temporary special education records are destroyed five (5) years after graduation. Reasonable notice is given and an opportunity to obtain temporary records before they are destroyed.

LOCATION

Records for students who are currently in attendance are kept in the Registrars' offices at both campuses. The records for students who have graduated can be obtained from the West Campus Registrar. The records for students who have transferred or withdrawn can be obtained from the East Campus Registrar. Health records are maintained separately in a secure location in the Nurse's office.

QUESTIONS

While the Principal is generally responsible for student records, the main office and counselors handle most of the requests and questions. Student Services can answer questions about attendance or discipline. Questions about test results, grades, credits, transcripts, admission, or transfers should be directed to counselors.

INFORMATION REGARDING SECTION 504

Section 504 is a federal law that prohibits discrimination against individuals with a disability in any program receiving federal assistance. The Act defines a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
2. Has a record of such impairment; or
3. Is regarded as having such impairment.

In order to fulfill its obligation under Section 504, the school district recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, and their parents. No discrimination against any person solely due to his or her disability will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify and evaluate the child who is suspected of having a disability under the Act. When the child is determined to have a current disability and is therefore eligible under Section 504, the school district must afford access to appropriate educational programs.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he or she has a right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) specifies rights related to educational records. This Act gives the parent or guardian or eligible student the right to: 1) inspect and review the child's educational records; 2) make copies of these records; 3) receive a list of all persons having access to those records; 4) ask for an explanation of any item in the records; 5) ask for an amendment to any report on the grounds that it is misleading, inaccurate, or violates the child's rights; and 6) a hearing on the issue if the school refuses to make the amendment.

If there are any questions, contact the Section 504 Coordinator for Lake Park High School District 108 at (630) 295-5202.

DISCRIMINATION DISCLAIMER

The Board subscribes fully to the principle of the dignity of all people and of their labors and shall take affirmative action to insure that applicants are employed and promoted without regard to their handicap, race, age, religion, creed, color, sex, or national origin. Every available opportunity shall be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit, and ability. No inquiry in regard to handicap, race, age, religion, creed, color, sex, or national origin shall be made of a person proposed for or seeking employment in any capacity in the District unless compelled by law.

EMERGENCY SCHOOL CLOSING

The superintendent is empowered to close the schools or to dismiss students early in the event of hazardous weather or other emergencies which threaten the safety or health of students or staff members. It is understood that the superintendent will take such action only after consultation with transportation and weather authorities. Parents/guardians will receive an automated phone message by 6:30 a.m. for full-day school closings. Information will also be posted on the home page of the Lake Park district website by 6:00 a.m. and at www.emergencyclosingcenter.com. In addition, information about school closings can be heard by tuning to AM stations WGN (720) and WBBM (780). CBS (Channel 2), NBC (Channel 5), ABC (Channel 7), WGN-TV (Channel 9), Fox Thirty-Two, and CLTV News will also be notified of any closing.

EMERGENCY PROCEDURES/EVACUATIONS

Decisions concerning a district-wide emergency situation will be made by the superintendent. In the case of a school building emergency situation, the decision will be made by an administrator at each campus. Parents/guardians will be notified immediately via the automated phone message system.

SECURITY

Doors at both East and West Campuses are locked during the school day. Visitors are required to enter the buildings through the main entrances and report to the front desk to obtain a visitor's badge. Visitors are required to display their badges while in the buildings to assist the staff and students in recognizing them as approved guests. Visitors are required to sign out and return their badges to the front desk upon their departure. Employees are required to display their assigned LPHS identification badge when they are in the buildings. This photo identification readily identifies a person as a LPHS District 108 employee and promotes an atmosphere of security throughout our facilities.

RESIDENCY

State law requires that students must attend the school district in which their parents/legal guardians reside. Lake Park High School District 108 does not accept out-of-district students. Parents new to the district must submit three proofs of residency upon registration. Students found to be attending Lake Park without being a resident will be immediately transferred and parents/guardians may be charged an out-of-district cost proportional to the length of time the student attended Lake Park. A current senior student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition but must provide their own transportation.

NON-CUSTODIAL PARENTS

A non-custodial parent has the same rights as a custodial parent to review student records and other school information. After submitting a written request, the parent may review or receive copies of information in his or her child's student records. A reasonable charge may be imposed for postage and photocopying costs. In the case of requests for school system records other than student records, a reasonable charge may be imposed under the Illinois Freedom of Information Act to cover the cost of searching, photocopying and mailing.

Non-custodial parents who want to have notice of school events will find that much of this information is available on the District website and through the District's electronic newsletter *LP Link*. Requests to have copies of such notices provided by mail will be honored if the administrative resources of the District allow. A reasonable charge for postage and photocopying costs may be imposed. Non-custodial parents are welcome to participate in events at the school such as parent-teacher conferences and school athletic events and productions.

HOMELESS LIAISON

Lake Park High School implements the McKinney-Vento Homeless Assistance Act, which provides students who are identified as homeless with certain support services to assist them with their educational success.

Under the definition in the law, the term “homeless” includes individuals who lack a fixed, regular, and adequate nighttime residence, this may include children or youth who are:

Sharing the housing of other persons due to loss of housing or economic hardship; living in a motel/hotel, trailer park, or campgrounds due to lack of alternative accommodations.

Living in emergency or transitional shelters or are awaiting foster care placement

Have a primary night time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, or

Living in a car, park, public space, abandoned building, or bus or train station

Children who meet the federal definition of homeless will be provided a free appropriate public education in the same manner as all other students of the District.

For more information about services for homeless students and local resources, please contact Lake Park High School’s Homeless Liaison Kim Murphy at (630) 295-5202 or kmurphy@lphs.org.

FOOD AND NUTRITION SERVICES

It is important for teens to eat nutritionally in order to do their best in school. Lake Park students may select from a wide variety of nutritious hot and cold meals served for breakfast and lunch. A variety of nutritious breakfasts, lunches and a la carte offerings are served daily. For daily menus, check the Sodexo website at <https://lakeparkhsd.sodexomyway.com>. Students may also bring their own lunch each day.

Prepayment:

The online lunch payment system is the easiest way for parents to add money to their student’s lunch account. Simply use the online registration code and password to log into the secure website at <https://lplunch.lphs.org>. If you have forgotten your online registration code and password, call (630) 295-5292 for assistance.

Free Lunch Program:

The free lunch program at Lake Park High School District 108 provides free meals for children unable to pay the full price of meals served under the Illinois Free Lunch Program. Local officials use the state’s annually determined family size and monthly income criteria for determining eligibility.

Application forms, noting family size and monthly income criteria, are available in the principal’s office at each campus. If a household currently receives food stamps or “Aid to Families with Dependent Children” (AFDC) for their child(ren), they have to list the child(ren)’s name and food stamp or AFDC case number, provide support documentation and sign the application. In certain cases, foster children are eligible for meal benefits regardless of the household income.

Households dissatisfied with the ruling of the official may wish to discuss it with the school. This can be done by calling or writing the following official: Assistant Superintendent for Educational Services, 590 South Medinah Road, Roselle, IL 60172, (630) 295-5420. The complete policy may be reviewed by any interested party at each school and the Administration Center of Lake Park High School District 108.

ONLINE SERVICES AVAILABLE TO PARENTS

Lake Park parents have convenient 24/7 access to an ever-expanding set of online services to stay informed about the academic progress of your child(ren), pay a variety of fees and keep up with the latest school and District news. The following services are currently available via the Lake Park website (www.lphs.org):

1. Registration for the academic school year
2. Fee payment system for any outstanding school debt
3. Student academic information using Home Access Center
4. Online meal account payments at <https://lplunch.lphs.org>
5. College and scholarship opportunities via Career Cruising and the Lake Park Scholarship bulletin
6. District publications including: Academic Planning Guide/ Student Handbook, and Attendance and Behavior Expectations
7. Up-to-date activities and athletics calendars
8. Current and archived issues of the electronic newsletter *LP Link*

COMMUNICATIONS

The Office of Communications provides information about the schools and the District through a variety of publications to parents, school employees, alumni, community members, local government leaders, sender school representatives, and local businesses; keeps school employees informed about the community they serve; and serves as the District’s public response center and media contact. For information about any District issue, call the Communications office at (630) 295-5401 or visit www.lphs.org.

Messaging (Email, Text, and Voice):

This service keeps parents and employees updated with emergency messages and community outreach information about the District via an automated phone message system. Parent contact information is updated nightly through the District’s student information system. If your phone number or email address has changed, please contact the East Campus registrar at (630) 295-5240 or West Campus registrar at (630) 295-5340. Any questions about Blackboard can be directed to the Communications office.

LP Link:

This electronic newsletter is sent via e-mail every other week during the school year to all Lake Park High School parents and staff. In addition, any interested community member can sign up via the LPHS website (www.lphs.org) to receive the e-newsletter. This publication provides the latest news and updates from the campuses and the District.

SCHOOL REPORT CARD

The Better Schools Accountability Law (Section 10-17a of the School Code) requires all public school districts to report on the performance of their schools and students through school report cards. This report includes information about the students, the instructional setting, District finances, and student performance. Averages are also provided for some information for districts by type (elementary, high school, and unit) and size based on enrollment. These report cards are compiled and released by the Illinois State School Board and can be viewed on the school’s website, www.lphs.org.

INTEGRATED PEST MANAGEMENT PROGRAM

Lake Park High School has adopted an Integrated Pest Management program that minimizes the use of pesticides in school buildings and on school grounds. The policy, in accordance with state laws, also includes a registry whereby parents can be notified in writing two days before any pesticides are used in the school buildings or on school grounds.

Integrated Pest Management emphasizes inspections and preventive measures. The focus of the program is to identify and eliminate conditions in the school that could cause a pest problem. Regular spraying inside the school building is not part of the pest control program, however, occasional applications of pesticide control materials are used to maintain school grounds and may be used if a persistent indoor problem occurs. The District's goal is to schedule such applications during non-school hours when the amount of exposure to students and staff is minimal.

If it becomes necessary to use pesticide, notice will be posted two business days prior to the application at the buildings. The only exception to the two-day notice would be if there was an immediate threat to health or property. Notice will then be posted as soon as practicable.

If you would like to receive written notification prior to the application of any pest control materials subject to the new state notifications requirements, please complete the enclosed form and return it to the district. **THE FORM MUST BE RETURNED FOR WRITTEN NOTIFICATION.**

Send completed forms by September 20, 2019 to: Lake Park High School, IPM Manager, 590 South Medinah Road, Roselle, IL 60172-1978 or the main office at either campus.

I would like to be notified two days before the use of liquid or aerosol pest control materials at the school. I understand that if there is an immediate threat to the health or property that requires treatment before notification is sent out, I will receive notification as soon as possible.

Parent/Guardian Signature _____ Date _____

Student's name _____ Grade _____

Address _____

E-mail Address _____

UNIFORM GRIEVANCE PROCEDURE

It is the policy of Lake Park Community High School District 108 to protect the rights of all individuals as guaranteed by federal and state laws. Students or their parent(s)/guardian(s), employees, or community members should notify any District Complaint Manager if they believe that the Board of Education, its employees, or agents have violated their rights under Board policy, the state or federal Constitution, or state or federal statutes, including but not limited to:

1. Title II of the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. The Individuals with Disabilities Education Act;
5. Title VI of the Civil Rights Act;
6. The Equal Employment Opportunities Act (Title VII of the Civil Rights Act);
7. Sexual Harassment (State Officials and Employees Ethics Act, Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
8. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60 (P.A. 100-29)
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
10. Curriculum, instructional materials, and/or programs;
11. The Victims' Economic Security and Safety Act;
12. The Illinois Equal Pay Act of 2003;
13. Provision of services to homeless students;
14. The Illinois Whistleblower Act;
15. The Illinois Genetic Information Privacy Act (GIPA), or Titles I and II of the Genetic Information Nondiscrimination Act (GINA);
16. The Employee Credit Privacy Act; or
17. Bullying (105 ILCS 5/27-23.7)

The Complaint Manager will first attempt to resolve complaints informally without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to the grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

FILING A COMPLAINT

A person (hereinafter "Complainant") who wishes to avail him or herself of this grievance procedure may do so by filing a written complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For bullying and cyberbullying, the Complaint Manager shall process and review the complaint according to Board Policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment, in addition to any response required by this policy.

INVESTIGATION

The Complaint Manager will promptly investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The identity of the Complainant will not be disclosed except: (1) as required by law or this policy or by a collective bargaining agreement to which the Board of Education is a party; (2) as necessary to fully investigate the complaint; or (3) as authorized by the complainant (or by his or her parent(s)/guardian(s) if the complainant is under 18 years of age).

The identify of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent(s)/guardian(s) of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this procedure about the status of the investigation. Within 30 school business days of the date the complaint was filed, the complaint manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time if necessary to conclude witness interviews, or fact-finding investigation steps in order to ensure a complete investigation. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the Board, which will make a decision in accordance with the following sections of this Policy.

The Superintendent will keep the Board informed of all complaints.

DECISION AND APPEAL

Within 10 school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by first class U.S. Mail as well as to the Complaint Manager. All decisions shall be based upon the preponderance of the evidence standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board. Within 45 school business days, the Board shall issue its decision on appeal. Within 10 school business days of the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's decision.

This grievance procedure shall not be construed to create an independent right to a hearing before the Superintendent or the Board. The failure to strictly follow the timelines in this grievance procedure shall not invalidate the Complaint Manager's report or the Superintendent's or Board's decisions.

DEADLINES

All deadlines under this procedure may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, school business days means days on which the District's main office is open.

RIGHT TO PURSUE OTHER REMEDIES NOT IMPAIRED

The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

DISTRICT CONTACTS

District Non-Discrimination Coordinator

Michael Wojtowicz
Assistant Superintendent for Educational Services
590 S. Medinah Rd.
Roselle, IL 60172
(630) 295-5420
mwojtowicz@lphs.org

East Campus Complaint Manager

John Gouriotis, Associate Principal
600 S. Medinah Rd.
Roselle, IL 60172
(630) 295-5220
jgouriotis@lphs.org

West Campus Complaint Manager

Jessica Foster, Associate Principal
500 W. Bryn Mawr Ave.
Roselle, IL 60172
(630) 295-5320
jfoster@lphs.org

Section 504 Coordinator

Kimberly Murphy, Director of Special Education
600 S. Medinah Rd.
Roselle, IL 60172
(630) 529-2275
kmurphy@lphs.org

Reference

Board of Education Policy 2:260 Uniform Grievance Procedure
Adopted: March 20, 2000
Revised: January 22, 2018

NOTICE OF NON-DISCRIMINATION

Lake Park Community High School District 108 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

District Non-Discrimination Coordinator (Title IX)

Michael Wojtowicz
Assistant Superintendent for Educational Services
590 S. Medinah Rd.
Roselle, IL 60172
(630) 295-5420
mwojtowicz@lphs.org

East Campus Complaint Manager (Title IX)

John Gouriotis, Associate Principal
600 S. Medinah Rd.
Roselle, IL 60172
(630) 295-5220
jgouriotis@lphs.org

West Campus Complaint Manager (Title IX)

Jessica Foster, Associate Principal
500 W. Bryn Mawr Ave.
Roselle, IL 60172
(630) 295-5320
jfoster@lphs.org

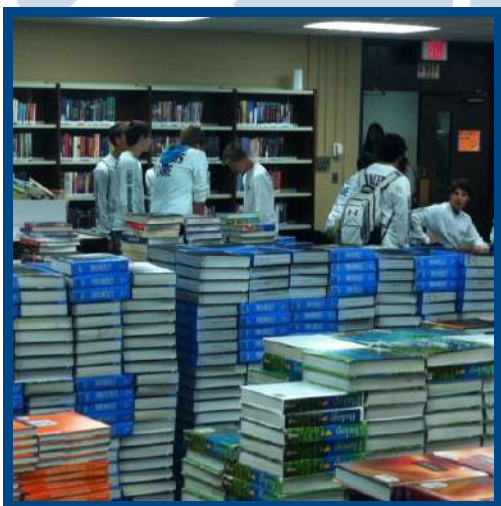
Section 504 Coordinator

Kimberly Murphy, Director of Special Education
600 S. Medinah Rd.
Roselle, IL 60172
(630) 529-2275
kmurphy@lphs.org

For further information on notice of non-discrimination, visit <https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the U.S. Department of Education Office of Civil Rights that serves your area, or call 1-800-421-3481.

ACADEMIC PLANNING

INSPIRE A SENSE OF **PERSONAL RESPONSIBILITY**
AND A **PASSION FOR LEARNING**
WHILE CHALLENGING STUDENTS
TO REACH THEIR **FULL POTENTIAL**



Four-Year Educational Plan

Year 1 - Grade 9	
1st Semester	2nd Semester
1. Written & Oral Comm.	1. Written & Oral Comm
2. Math	2. Math
3. Biology	3. Biology
4. Global Cultures	4. Global Cultures
5. P.E./Health	5. P.E./Health
6.	6.
7.	7.

Year 2 - Grade 10	
1st Semester	2nd Semester
1. Wld Lit & Composit.	1. Wld Lit & Composit.
2. Math	2. Math
3. Chemistry	3. Chemistry
4. World History	4. World History
5. P.E./Dr. Ed.	5. P.E./Dr. Ed.
6.	6.
7.	7.

Summer School

Year 3 - Grade 11	
1st Semester	2nd Semester
1. Am. Lit & Composit.	1. Am. Lit & Composit.
2. Math	2. Math
3. Physics	3. Physics
4. U.S. History	4. U.S. History
5. P.E.	5. P.E.
6.	6.
7.	7.

Year 4 - Grade 12	
1st Semester	2nd Semester
1.English Class	1. English Class
2. Consumer Ed./Civics	2. Civics/Consumer Ed.
3. P.E.	3. P.E
4.	4.
5.	5.
6.	6.
7.	7.

Post Secondary

Vocational/Technical Training _____

Two-Year College _____

Four-Year College _____

Military Training _____

Career Choice _____

GRADUATION REQUIREMENTS

To earn a high school diploma, a student must successfully complete all graduation requirements as specified by the Lake Park District 108 Board of Education, the Illinois State Board of Education, and The School Code of Illinois. Students must have SAT scores on file to graduate, per the Illinois State Board of Education. The graduation requirements are:

Mathematics *	3.0 credits
Consumer Education	0.5 credit
English	4.0 credits
Physical Education**	3.5 credits
Health	0.5 credits
Science	3.0 credits
Social Studies	3.0 credits
Civics in Action	0.5 credits
Electives (chosen by the student)	3.0 credits
Art, Drama, Debate, Journalism, Music, World Language, or Career and Technical Education (Business, Family & Consumer, Technology & Engineering)	1.0 credit
TOTAL (minimum)	22.0 credits

*Three credits of mathematics, one of which must be Algebra I and one must be a course that includes geometry content.

Students are required to take seven semesters of Physical Education and one semester of Health. Students who take Driver Education at Lake Park during the school year are waived from one semester of Physical Education. If a student elects to take Driver Education during the summer school session or outside Lake Park, the student will be assigned to two semesters of Physical Education during the school year. Likewise, if a student chooses not to take Driver Education at all, then the student will be enrolled in Physical Education in place of Driver Education. Students may not substitute another course in place of Driver Education in their schedule.

To be eligible for graduation, students must take the SAT as identified in School Code (Section 2-3/64a-5). Families must also complete the FAFSA application or a waiver to opt out as identified in School Code (Section 22-85).

NORMAL COURSE LOAD

Students and their families are encouraged to work with a guidance counselor to determine an appropriate course load. Factors such as the rigor of courses selected and academic skills should be included in the decision making. Students should make every attempt to stay on pace by earning their required course credits each year.

GRADING

The grading system at Lake Park is a standard: A (100 - 90%), B (89 - 80%), C (79 - 70%), D (69 - 60%), and F (59% or lower).

The school year is divided into two semesters. At the end of each semester, a cumulative (not average) final course grade is given. Only this grade is placed in the student's permanent record file. Plus or minus grades are not used on semester grade reports. During each semester, nine-week grade reports are processed and posted in the Home Access Center (HAC) indicating progress up to that point. Similarly, semester grades are processed and posted at the end of the term and reflect the eighteen week cumulative grade. Parents and guardians are encouraged to check a student's grade at any time via HAC.

A student's grade represents all work done in the class: participation; attendance (punctuality, excused and unexcused absences); homework; tests; laboratory work; and end of semester projects or final examination. Students have approximately one day to make up for every day of excused absence to complete tests and turn in assignments for credit.

INCOMPLETE GRADES

On the semester report, an "Incomplete" is listed as an I/F. An incomplete is given to a student who, due to extenuating circumstances, has unfinished work after the semester's end. At the end of a semester, if a student receives an incomplete grade, a maximum of 10 business days is provided for the completion of the work. At the end of the 10-day period, all incompletes are automatically changed to the final grade indicated. A student must assume the responsibility for making arrangements with his/ her teacher(s) to complete any unfinished work. Exceptions to this policy may be granted through administrative approval.

FAILURES

Failing grades for any course are recorded on the permanent record with no credit given for the course. Failing grades are calculated into a student's grade point average, unless the student earns a replacement grade.

Required courses must be passed in order to earn credit towards a high school diploma. Students, parents, and guardians should monitor progress towards graduation to ensure that students remain on-track for graduation. There are a variety of credit recovery options for students who fail courses which should be discussed with the student's counselor.

1. Retake the identical course and ability level during the school year or summer school.
2. Retake the identical course at a different ability level during the school year or summer school. (Administrative approval required.)
3. Retake the course through Lake Park's online credit recovery program. (Administrative approval required.)
4. Retake the course through an alternative educational program. (Administrative approval required.) Students are limited to 2.5 credits earned from outside Lake Park.

Courses and grades taken through a credit recovery program (Lake Park or outside program) will be listed on the transcript as a pass or fail grade. Credit recovery passing grades are not calculated into a student's grade point average, however, credit is earned.

If a student fails a semester or a year of math, the student must retake the whole year, or make up the failed semester in summer school.

CREDITS FROM OTHER INSTITUTIONS

Other than credits transferred at the time a student establishes residence; a student may transfer no more than 2.5 credits from a pre-approved program (correspondence school, college, etc.). The formula for allowing college credit toward high school graduation is that a minimum of sixty (60) hours of a college class is equal to one semester of high school credit.

Credit earned while a student is in the military service is accepted if earned from a credit-granting institution and preapproved by Lake Park.

PLACEMENT INFORMATION

Placement of incoming ninth-grade students in required English, mathematics, science, and social studies classes is initially based on a student's performance on the PSAT 8 placement test, which is administered at Lake Park High School in the fall of a student's eighth-grade year. Placement recommendations for all required classes are made by Lake Park High School. Sender school teacher recommendations are also considered during the placement process. Placement into advanced, honors, and Advanced Placement classes are made by Lake Park High School based on District-determined criteria. Parents of incoming ninth-grade students are notified by letter of their student's placement into all courses.

READING (LITERACY) PLACEMENT

Lake Park High School's literacy program provides students with an opportunity to meet directly with a reading resource teacher in a classroom lab setting. After diagnostic testing, teachers work with students to develop reading comprehension, vocabulary, and study skills. Placement in the literacy program is based on a student's performance on the reading section of the PSAT 8 test administered to all incoming students. Retests can be given and are coordinated by the sending school principal.

STANDARDIZED TESTS (ACT/SAT CODE NUMBER: 142852)

PSAT 8 The PSAT 8 is administered to incoming freshmen during the fall of a student's eighth grade year. The assessment measures academic readiness for the purpose of placement into required courses: math, English, social studies, and science. Scores from the PSAT 8 are used with 8th grade teacher recommendations to make placement decisions. If a student misses the administration of the PSAT 8 or if a student transfers to Lake Park, the student will take the EXPLORE test. Like the PSAT 8, EXPLORE is a nationally recognized, standardized test that is used frequently for placement decisions.

PSAT 9 The PSAT 9 is administered during the spring to all freshmen. The assessment measures academic achievement and provides feedback about the student's progress towards college and career readiness. Score reports are provided to students which can be used to make decisions about academic programming, and college and career planning. The PSAT 9 is the second of a series of College Board assessments that Lake Park uses to measure academic growth during a student's freshman, sophomore, and junior years.

PSAT 10 The PSAT 10 is administered during the spring to all sophomores. The assessment measures academic achievement and provides feedback about the student's progress towards college and career readiness. Score reports are provided to students which can be used to make decisions about academic programming, and college and career planning. The PSAT 10 is the third of a series of College Board assessments that Lake Park uses to measure academic growth during a student's freshman, sophomore, and junior years. Additionally, the PSAT 10 previews the content, format, and score reporting provided by the PSAT-NMSQT. (The PSAT-NMSQT is described later.)

PSAT NMSQT The PSAT-NMSQT is administered during the fall to all juniors. The PSAT-NMSQT measures academic achievement and provides feedback about the student's progress towards college and career readiness. Score reports are provided to students which can be used to make decisions about academic programming, and college and career planning. Students who perform well on the PSAT-NMSQT may receive National Merit Scholarship recognition.

SAT The SAT is administered during the spring to all juniors as required by the State of Illinois. In order to receive a regular high school diploma, students must take the SAT as identified in School Code (Section 2-3/64a-5). Students are also required to complete the writing portion of the test. The SAT is commonly used as a college entrance exam; it measures academic achievement and provides feedback about students' progress towards college and career readiness. Score reports are provided to students which can be used to make decisions about academic programming, and college and career planning. Likewise, as required by the State Board of Education, results from the State's administration of the SAT are posted to student transcripts. The SAT is the final in a series of College Board assessments that Lake Park uses to measure academic growth throughout the student's freshman, sophomore, and junior years.

Advanced Placement (AP) Advanced Placement exams are designed for students who are enrolled in AP courses. The exams are administered during the school day over a two-week period of time in May. Depending on the student's score and the college/university that the student is planning to attend, college credit may be granted. Students should check with a university to learn if a course will be accepted and the range of qualifying scores needed to earn college credit.

Illinois Science Assessment (ISA) In compliance with federal testing requirements, the Illinois State Board of Education will administer a science assessment to all public school students enrolled in grade 11, except those who participate in the DLM-AA. The Illinois Science Assessment (ISA) is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS). More specifically, the ISA is a comprehensive exam that includes life, physical, Earth and space sciences with engineering and technological design features imbedded in the other science domains.

COURSE ADD/DROP PROCEDURE

Under certain circumstances, a student is allowed to add or drop an elective class or make a change in level for a required class at the beginning of the semester. The following guidelines will be applied when a student makes one of these requests.

ELECTIVE COURSES

A student may drop an elective class during the first six weeks of the semester for a study hall. A student is allowed no more than one study hall period per semester. Requests to drop an elective course to add another elective course will not be honored after the open enrollment deadline.

DUAL CREDIT

Dual credit courses provide students with the opportunity to earn college and high school credits while attending high school. Lake Park has dual credit partnerships with the College of DuPage and Indiana University. Students must be enrolled at Lake Park and the college or university in order to qualify for dual credit. Likewise, students are required to complete prerequisites for dual credit which may include qualifying test scores, GPA requirements, course work, or certification programs.

Credits earned on dual credit courses appear on the Lake Park and university transcripts. Students should be mindful that they are establishing a collegiate academic record when taking dual credit courses. Furthermore, students should research the transferability of dual credit courses to colleges and universities. Students may enroll in dual credit courses, but elect not to earn dual credit. The course requirements remain the same for students enrolled in a dual credit course, regardless if students elect to take the dual credit or non-dual credit option.

Enrollment procedures, tuition and fees, textbooks and materials, and programmatic requirements vary between our partner colleges and universities. Counselors can provide students with the information that they need to know about each of our dual credit partnerships.

LEVEL CHANGE PROCEDURE FOR A REQUIRED COURSE

A student requesting to advance in his/her course level must have communicated with the teacher about his or her academic performance and the potential for success at the next level. It is recommended that the student has an overall grade of an "A" within the current semester prior to considering a level change up.

A student requesting to move down in their course level must have communicated with his/her teacher on multiple occasions about strategies to improve his/her academic performance in the class. Additionally, the student must demonstrate that the current course level is not a good fit despite his/her best efforts.

The deadline for any first-semester level changes in the current academic year is October 1. The deadline for any changes in preparation for second semester is December 1. The deadline for any second-semester level changes including requests for the following academic year is March 15. No level changes will be reviewed during the first five days of each semester, after March 15, or over the summer.

If the above criteria have been met, then the student will complete the level change form online. The student will share the level change request with each of the adults listed on the signature page and discuss this potential change before obtaining their signature. All signatures must be obtained within five school days.

If the parent/guardian and staff advise the change, and if in compliance with the deadlines listed above, then the request will be honored. If any of the adults do not support the change, then the request must be submitted to the Assistant Principal for further review.

SCHEDULE CHANGE PROCEDURES AND POLICY

In order to meet the need of students who require a schedule change, Lake Park East and West will be observing the following guidelines for all schedule change requests. Schedule changes will only be made for the following reasons:

- Incomplete schedule (missing classes)
- Failure or non-fulfillment of a prerequisite course
- Changes needed to meet graduation requirements
- Successful completion of summer school or afternoon school courses
- Health reasons (a doctor's note is required)
- Inappropriate placement as determined by teacher and/or counselor

Counselors are not authorized to make changes to students' teachers, lunches or study halls.

GENERAL POLICIES

1. If extenuating circumstances exist, the student's academic performance and the student's needs will be reviewed to decide what is in the student's best interest. All decisions will be made on a case-by-case basis and will not set precedents.
2. Generally, students must carry 6 or more classes during a semester.
3. Full-time students may not carry fewer than five classes or 2.5 credits per semester.

REMOVAL FROM CLASS

In instances of severe disciplinary problems, cheating, or class cuts, a student may be removed from a class. In such cases, the student receives no credit for the class and has an "R" (removal due to disciplinary reasons) recorded on his/her transcript. An "R" is equivalent to an "F" in calculating a student's grade point average. A student removed from a class will be assigned to the control center or a study hall for the remainder of the semester.

WEIGHTED GRADES

Based on District-established criteria regarding the quantity and quality of work required, a limited number of courses in the curriculum have been designated as advanced placement or honors courses. Students earning semester letter grades of A, B, or C in such courses will receive honor points of 6.0, 5.0, and 4.0 respectively rather than the normal 5.0, 4.0, and 3.0 points awarded for the same grades in non-weighted courses (see Honor Roll). These points will be utilized in calculating the student's honor roll status.

CUMULATIVE GRADING INFORMATION

Student progress reports are available in the Home Access Center. Only the final grade is recorded on a student's transcript and is used in determining grade point average. The grading system is based on accumulating points by the end of the semester when the final grade is issued. A letter grade on the grade report represents a student's performance at the particular point in time and does not represent an average of previous six week grades. The final grade is the total points converted into a percentage and reported on the standard A (100-90%), B (89-80%), C (79-70%), D (69-60%), and F (59% or lower). A student's grade represents an assessment of all work done in the class: participation, attendance (punctuality, excused and unexcused absences), homework, tests, laboratories, and final examination.

CLASS RANK

Lake Park does not report or publish class rank.

HONORS AND ADVANCED PLACEMENT COURSES

Courses designated as honors and advanced placement provide the student with a rigorous academic challenge in preparation for college level study. Honors level courses provide students achieving a grade of A, B, or C with honor points used in the calculation of grade point averages. In addition to honor points, proficiency on an advanced placement test administered in May can garner a student college credit at some institutions of higher learning. Each institution determines how they choose to treat advanced placement test results. While taking the advanced placement test is highly encouraged, it is not a requirement for any advanced placement level course.

Lake Park offers Honors level courses in: Biology, Chemistry, Geometry, Precalculus, World Literature and Composition, and Written and Oral Communications.

Lake Park offers Advanced Placement courses in: Biology, Calculus, Chemistry, Computer Science, English Language and Composition, English Literature, Economics, Environmental Science, European History, French, German, Government, Human Geography, Music Theory, Physics, Psychology, Spanish, Statistics, Studio Art, US History, and World History.

HONORS PROGRAM PLACEMENT

Students are selected for initial placement in the freshman honors program at Lake Park High School on the basis of their scores on standardized tests, locally developed assessments, and teacher recommendation. Final placement decisions in honors English, mathematics, science, and social studies classes are made by Lake Park using criteria that include course prerequisites, a rank order scale based on PSAT 8 test scores, and teacher recommendation. .

After the freshman year, student progress in the honors program and other District programs is assessed and recommendations are made for subsequent participation by students in the honors classes.

HONOR ROLL

The purpose of the Lake Park High School honor roll is to recognize and reward scholarship and academic performance. Honor roll qualification is determined by the student's GPA and is open only to students carrying a minimum of five courses. The honor roll is divided into three groups:

Highest Honors – 4.75 and up

High Honors – 4.38 to 4.74

Honors – 4.00 to 4.37

SEAL OF BILITERACY

The State of Illinois awards students with the *Seal of Biliteracy* if they demonstrate a high level of proficiency in one or more language in addition to English. Students who complete French 4/AP, German 4/AP, or Spanish 4/AP can earn the *Seal of Biliteracy* on their transcript and diploma by demonstrating proficiency in English, as well as in the foreign language of study. Students who are highly proficient in a language other than English who are not enrolled in one of Lake Park's language programs may also earn the *Seal of Biliteracy*. Interested students should contact the Curriculum Leader of World Languages for more information about the Seal of Biliteracy.

AP + PLTW Scholars

The College Board and Project Lead the Way (PLTW) recognize the achievements of students who complete course sequences in three career pathways: engineering, biomedical, and computer science. Students who earn qualifying scores on AP exams and PLTW end-of-course exams from prescribed courses earn this distinction, which demonstrates to postsecondary institutions and employers that the student is ready for advanced coursework and has interest in engineering careers. Lake Park recognizes these students as AP + PLTW scholars. Students should follow up with their counselor for more information about the process of earning the AP + PLTW honor.

PASS/FAIL/AUDIT

Some courses and situations are graded on a pass/fail basis. The Student Service Contract program and the Career Internship course are both graded on a pass/fail scale. Language Learners who still need language development prior to competing for grades also will be graded on a pass/fail basis.

The audit grade, which carries no credit or honor points, is used when a student is enrolled in a course for the purpose of skill development. All decisions regarding the use of the pass/fail and audit options should be made in consultation with the student's counselor prior to the student enrolling in the course.

PHYSICAL EDUCATION EXEMPTIONS

As provided for under *Illinois School Code*, the Lake Park Board of Education began approving exemptions from Physical Education for grade 11 and 12 athletes effective with the 2015-16 school year. Exemptions are limited to the length of the athletic season as determined by the Illinois High School Association and are not granted on a semester basis. Grade 9 and 10 athletes are not eligible for exemptions from Physical Education. Grade 11 and 12 athletes are required to complete a physical education exemption form that must be obtained in and returned to the Athletic Office at West Campus. Guidelines for physical education exemptions are available for review on the district and athletic website.

HOMEWORK

Homework is an individual and cooperative matter between student, teacher, and parent. Homework will take a variety of forms. Homework assignments are made on the basis of individual class/pupil needs at the discretion of the teacher. Homework may be assigned to encourage a student to work independently, to enrich school learning activities, and/or provide practice of skills and use of course work previously taught or studied. Homework should be planned to develop good study habits and assignments should be of reasonable time duration.

MAKE-UP WORK RULE

Generally, students have one day per day of excused absence in which to turn in assignments, take quizzes, tests, etc., and still receive full credit for the work.

ALTERNATIVE SCHOOL

AFTERNOON PROGRAM - The Lake Park High School Alternative Afternoon School Program is offered for students who have attempted and failed a required course as an opportunity for credit recovery. A student may enroll in a maximum of two courses per semester. Students are required to attend once a week and all of the work is completed using a computer-based program that parallels the classes offered during the day. The afternoon school program runs fifteen weeks.

Once students are enrolled, they are required to attend a mandatory orientation where they will learn about the program and what is required of them. Each student will receive a folder with a syllabus and a course plan indicating their designated day of class and the amount of lessons they need to complete each week in order to finish by the end of the semester. Class sessions are held Monday through Thursday. Five absences will result in being dropped from the course without credit or reimbursement. Once a student has completed his/her course(s), the student is dismissed from the afternoon school program. The instructor will provide individual help during designated class sessions, check student progress on a weekly basis, and determine final course grades, which are on a pass/fail basis. It is expected that all students will complete their course by the final day of class. Students may enroll in afternoon school for a maximum of one (1) year after their graduation year. If students are unable to meet the credit requirements for graduation after that year, they may not enroll in afternoon school the following year and will be directed towards GED programs to complete their high school diploma.

SUMMER SCHOOL

Lake Park High School offers a summer school program for District 108 residents only. Residency is based on the first day of the summer school term in which the student is enrolled. Summer school is a self-supported program based on enrollment and offers a variety of required classes. Summer school information and registration forms are available in April in the counseling office and online via the LPHS website.

PROJECT SUCCESS/RtI LEARNING SUPPORT PROGRAM

Project Success (West Campus) and RtI Learning Support Program (East Campus) provide skill-building and support strategies to students who are experiencing academic difficulties in the areas of organization, test-taking, and executive functioning. Students substitute the non-credit program for a traditional study hall. Being in the program is an intervention designed to build skills and support academic success. Students are recommended through staff, parents, counselors, or administrators.

SPECIAL EDUCATION

Lake Park High School District 108 provides a free and appropriate program of special education services for exceptional children who are residents of the district and who are between the ages of 15 and 21. Parents have the right to have students evaluated for special education placement. Anyone having knowledge of students whose educational needs are not adequately being met should contact the District Office.

COLLEGE PREPARATION

Recent research done at Indiana University has shown that students most likely to follow through on college plans are those who, as ninth graders, report plans to attend college. Findings also have shown that encouragement from parents, more than anyone else, is the strongest predictor of college interest for ninth-graders.

Once students enter Lake Park High School, they should begin to discuss personal and educational goals with their counselor. Your counselor can assist you in exploring educational opportunities that are developmentally suited to your goals, academic progress, test scores, participation in outside activities, and values. Following are guidelines for general college admissions:

A strong academic background of

- 4 years of English
- 3 years of Math – including Algebra, Geometry and Algebra 2
- 3 years of Science – including lab courses; Biology, Chemistry and Physics
- 3 years of Social Studies
- 2 to 4 years of World Language
- 2 years of Art, Drama, Debate, Journalism, Music, TV Production, World Language, or Career and Technical Education

Class rank/percentile

Lake Park does not report or publish class rank. If a student's class rank is required for a scholarship or postsecondary institution, see the registrar.

Career Center at West Campus

The Career Center is located in the Counseling Office at the West Campus. An instructional aide is available to assist students and parents in researching colleges and career areas. College and military visits are arranged throughout the year. College, career, and financial aid information is available through computer software and the Internet as well as on college videos and several volumes of printed material all of which are accessible in the Career Center.

CRISIS INTERVENTION

In the event of emergency, death, or disaster, Lake Park has a detailed Crisis Management Plan which goes into effect immediately and stays in place as long as necessary. Students and families are informed of specifics of the plan as needed.

HOMEBOUND SERVICE

After a student has been absent for 10 consecutive days or a Doctor anticipates for a student to be out for 10 days or more, the parent or guardian may apply for homebound tutorial assistance. An application for this service may be obtained from the student's counselor. A medical physician's statement is required as authorization and permission for the service.

TRANSCRIPTS

Student transcripts for postsecondary institutions may be obtained and sent by logging on to Parchment.com or by visiting a campus registrar. There is a nominal fee to have a hard copy transcript mailed from Lake Park to postsecondary institutions. In order to use Parchment.com, students must create a free online profile, which enables them to send electronic transcripts to schools of their choice. ***(Parchment.com will send transcripts to most schools for free. A nominal fee may be required for those post-secondary institutions who do not utilize Parchment.com. Any questions regarding transcripts should be directed to the Lake Park registrar)*** Transcripts summarize a student's academic program, grades, credentials, and the results from the State administration of the SAT. Lake Park does not post additional college entrance exam results on transcripts, beyond the State administration of the SAT. Students may self-report college entrance exam results to postsecondary institutions, if they take a college entrance exam beyond the score posted on the Lake Park transcript.

TRANSFER TO ANOTHER SCHOOL

Parents should notify the student's counselor and the Registrar when a student will be transferring to another school system. For students transferring to another public school system in the State of Illinois, a statement indicating the status of the student's discipline and health record will be issued. All books must be returned and any outstanding fees must be paid before an official transcript can be sent.

WITHDRAWAL FROM SCHOOL

Only a parent or legal guardian may withdraw a student from school. A student may not withdraw without parental permission. A reason is requested for withdrawal prior to graduation.

WORK PERMITS

Students may obtain a work permit or certificate of age verification by bringing a written statement from a potential employer requesting the certificate to the Counseling Office or the Registrar's office. They must be accompanied by a parent or guardian. Usually the certificate can be provided within 48 hours if the student has his/her birth certificate on file. They may be employed at many non-mechanical jobs in retail stores and food stores.

Child Labor Law Summary

Minors 14 and 15 years old can work when school is in session up to 3 hours on school days, up to 18 hours during school weeks, and between 7 a.m. and 7 p.m. including Saturday and Sunday. When school is not in session, they can work up to 8 hours a day and up to 40 hours a week. From June 1 through Labor Day, they can work between 7 a.m. and 9 p.m. They may not be employed at manufacturing sites, at manufacturing or processing jobs such as dry cleaning, at jobs involving most power machinery, or at occupations requiring the use of ladders or scaffolding. Also, they may not work in any place in which liquor is served, sold, manufactured, bottled, etc. Minors 16 and 17 years old can work without any child labor hour restrictions whatsoever, all year round, including during the school year. They may work at any occupation or worksite, except those detailed in the 17 Hazardous Occupations Orders.

OPTIONS AFTER HIGH SCHOOL

INSPIRE A SENSE OF **PERSONAL RESPONSIBILITY**
AND A **PASSION FOR LEARNING**
WHILE CHALLENGING STUDENTS
TO REACH THEIR **FULL POTENTIAL**



Some of the options available to the student leaving Lake Park include entering the work force, attending a vocational school, joining the armed forces, and attending a college. The student is encouraged to discuss career plans with a counselor and with his/her parents.

The West Campus maintains a Career Center where college catalogs, vocational/technical school information, and a wide variety of occupational information can be found. The Career Center also provides a computer information system and Internet access that offers up-to-date information about occupations, two- and four-year colleges, graduate schools, the military and financial aid for additional schooling.

EMPLOYMENT

Since employers favor applicants with specific job skills, students who are seeking full-time employment after graduation are encouraged to choose a program of study that will give them marketable skills. Lake Park offers students a variety of options, including cooperative education, career internship, and the Technology Center of DuPage to help develop the skills and knowledge needed for employment.

A VOCATIONAL OR TECHNICAL SCHOOL

Many differences exist in the quality and offerings of vocational and technical schools. A student looking at these schools is cautioned to be very careful in his/her final choice. Since schools differ in program length, cost and course certifications, students are encouraged to consult with their counselor and utilize the materials and information that are available in the Career Center when choosing the right vocational or technical school.

THE MILITARY

Opportunities for various types of training are offered by the armed forces. Service training schools exist for most civilian occupations. A student can be tested prior to enlisting and know in advance whether he/she can get the training desired. One of the vocational tests used by the armed forces is ASVAB. This test supplies aptitude scores in several areas: clerical ability, electronic ability, motor mechanical skill, general mechanical, and general overall aptitude. This test is offered at Lake Park High School's West Campus each year at no cost to the student.

COLLEGE

When deciding on a college, a student needs as much information as possible regarding admission requirements, costs, location, course offerings, etc. This information can be found by discussing college options with a counselor, utilizing the Career Cruising computer on-line program, investigating a variety of sources on the Internet, reading college catalogs and brochures, visiting with college representatives when they are at the West Campus, attending the annual College Fair held each October at the College of DuPage, viewing college videos in the Career Center and attending the various college informational programs offered by the Guidance Department.

ADMISSION TO COLLEGES

One of the most important factors in college acceptance is high school grades. In addition to a student's grades and GPA, standardized test scores are vital in college admission. Colleges also look at involvement in cocurricular activities such as athletics, clubs, band, drama, etc. Participation in several such activities may improve chances for admission. Finally, colleges consider whether the student meets their specified academic requirements. Requirements vary from school to school; therefore, specific requirements must be checked in advance. However, the Illinois Board of Higher Education has specified the following guidelines as entrance requirements for Illinois colleges and universities:

Units	Subject
4	English
3	Social Studies
3	Mathematics—through Advanced Algebra
3	Science
2	Art, Drama, Debate, Journalism, Music, World Language, or Career and Technical Education (Business, Family & Consumer Science, Technology & Engineering)

SCHOLARSHIPS AND FINANCIAL AID

The Counseling Office assists students in applying for scholarships by periodically issuing a scholarship bulletin (also available on the District's website). Students select appropriate listings and request applications from the Career Center. Students also have access to scholarship books in the career center and free scholarship search information from excellent Internet sources in the Counseling Office and the Computer Lab. It is important for families to discuss options. Financial aid can be calculated using the following website: www.FAFSA.ed.gov/FAFSA/app/f4cForm. More information can be found at www.fafsa.ed.gov.

NCAA ELIGIBILITY

There are guidelines published and enforced by the National Collegiate Athletic Association (NCAA) which govern eligibility for athletic scholarships at Division I and II colleges. The NCAA judges course work of high school students and determines whether it meets the requirements for a scholarship. The NCAA requirements are subject to change and are not used by Lake Park High School to determine appropriate course placement.

An athlete anticipating receipt of a scholarship should check with his/her counselor or the office of the athletic director to determine current guidelines or to check the listing of approved NCAA courses.

Admission Competition Categories

Colleges may consider several or all of the following factors in determining admission eligibility: pattern of high school course work, grades in academic courses, test scores, college major, cumulative GPA, talents, leadership roles, community activities, evidence of exceptional motivation, letters of recommendation, athletic ability and related career exploration.

Admission Competition Categories	Educational Opportunities in the U.S.	Mid-50% range of ACT & SAT scores	Recommended High School Academic Subjects
<p>Highly competitive colleges and universities These schools typically examine all aspects of a potential student's application. Everyone who applies possesses the highest academic and personal qualifications.</p>	<p>Includes the 100 colleges and universities with the highest admission standards. Examples include Ivy League schools, major independent schools (Duke, Northwestern, Notre Dame, Rice, Stanford, etc.) and premier liberal arts schools.</p>	<p>ACT: 27-31</p> <p>SAT I: 1210-1360</p>	<p>4 years English 4 years advanced mathematics 3-4 years laboratory science 3-4 years social studies 3-4 years foreign language 1 year fine arts Honors and AP course work are desirable</p>
<p>Competitive colleges and universities These schools attract above-average students. Most colleges fall loosely within this category. Admission criteria vary widely. Competition for specific academic programs within the university can be intense.</p>	<p>Includes Big Ten Schools, most state university systems, most liberal arts colleges, and many conservatories and institutes.</p>	<p>ACT: 21-25</p> <p>SAT I: 1000-1144</p>	<p>4 years English 3 years advanced mathematics 3 years laboratory science 3 years social studies 2 years foreign language 1 year fine arts Vocational education courses are acceptable at some Illinois state-supported universities in place of foreign language.</p>
<p>Colleges and universities with open admission These schools have very liberal admission policies. They give every student a chance to try college-level work.</p>	<p>Some state universities are included, as are almost all community colleges.</p>	<p>ACT: 15-22</p> <p>SAT I : 720-1030</p>	<p>4 years English 3 years mathematics 2-3 years science 2-3 years social studies 1-2 years foreign language</p> <p>Vocational education or fine arts courses may be acceptable</p>
<p>Specialized colleges and conservatories These schools are often oriented toward fine arts.</p>	<p>Includes the School of the Art Institute, Oberlin Conservatory of Music, Etc.</p>	<p>Portfolios or auditions are weighted more heavily than test scores</p>	<p>Same as competitive colleges category with the addition of specialized courses in the fine arts.</p>
<p>Trade and technical schools These schools are most concerned with a student's career aptitude.</p>	<p>Includes thousands of independent vocational schools throughout the United States.</p>	<p>Not always required for admission</p>	<p>Emphasis on English, science, mathematics and vocational courses.</p>

NCAA Freshman-Eligibility Standards

Quick Reference Sheet

KNOW THE RULES:

Core Courses

- **NCAA Divisions I and II require 16 core courses. See the charts below.**
- **Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement.
 - *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- **Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement to be eligible for competition on or after **August 1, 2018** is 2.200.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I **16 Core Courses**

4 years of English.
3 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab if offered by high school).
1 year of additional English, mathematics or natural/physical science.
2 years of social science.
4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II **16 Core Courses**

3 years of English.
2 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab if offered by high school).
3 years of additional English, mathematics or natural/physical science.
2 years of social science.
4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.

PUPIL PERSONNEL SERVICES

INSPIRE A SENSE OF **PERSONAL RESPONSIBILITY**
AND A **PASSION FOR LEARNING**
WHILE CHALLENGING STUDENTS
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The mission of the Pupil Personnel Services department team is to provide the cooperative services of professionals who work toward the maximization of student potential and the development of individuals capable of functioning in a complex and ever-changing world. The PPS team consists of counselors, nurses, psychologists, social workers, and a speech/language therapist. They provide holistic and proactive services which contribute to each student's educational, vocational, and personal/social development. Collaborating with faculty, parents, and the community, PPS functions as an integral part of the educational program at Lake Park High School.

COUNSELORS

Professional counselors work closely with students helping them develop competencies in three domains: personal/social, career/vocational, and academic/educational.

Personal/social domain involves students learning to better understand and express themselves; to explore relationships with others; assess thinking, feelings, and behaviors which shape their personalities; to make appropriate decisions; interact effectively; and assume responsibility for self.

Career/vocational domain focuses on students exploring career opportunities/possibilities, making use of career/training related resources, formulating strategies for attaining career goals, and transitioning from school to college/world of work.

Academic/educational domain focuses on students assessing their progress toward maximizing their educational success as they make/review course selections, examine credit status reports, interpret test results and plan for high school graduation.

Through individual counseling, guidance seminars, and group presentations, counselors help students understand and work with their own learning strengths and weaknesses, appreciate their own abilities and the talents of others, plan for transition to college/career, and cope with challenges in a mature, flexible, and productive manner.

REGISTRAR

In the Counseling Office at each campus, a registrar is available to assist families transferring to/from Lake Park. They determine district residency, enter student data into the database, maintain student records, and prepare transcripts for outside educational institutions/agencies and for inclusion in scholarship applications. They also verify academic status for insurance and social security.

NURSE

The certified school nurse evaluates and assesses the health needs of both students and staff; provides health counseling for chronic illness, nutrition, disease prevention, and positive lifestyles; conducts health screening for vision, hearing and blood pressure; provides emergency first aid; dispenses required medications; implements and monitors students' compliance with state immunization laws; and detects, treats, refers and conducts follow-up on health problems interfering with a student's learning.

A certified school nurse is on each campus and acts as a liaison between home and school regarding health concerns, makes home visits, takes health histories, assesses long-term illnesses, and participates in parent-nurse conferences. As a member of the education team, the nurse will interpret medical data and write objectives for the health component of a special needs student's individualized educational plan, promote wellness activities, and act as a resource person. The school nurse at each campus is assisted by a health aide in the daily care of sick and injured students.

Administering Medication Parent(s)/guardian(s) are responsible for administering medication to their children. Administering medication during school hours or during school-related activities is discouraged unless it is necessary for the critical health and well-being of the student. When a student's licensed health care provider and parent(s)/guardian(s) believe that it is necessary for the student to take medication during school hours or school-related activities,

the parent(s)/guardian(s) may request that the school dispense medication to their child or may authorize their child to self-administer a medication according to the District's procedures for the administration of medication.

Teachers and other non-administrative school employees, except certified school nurses and non-certified registered professional nurses, shall not be required to administer medication to students. No school district employee shall administer to any student or supervise a student's self-administration of any prescription or non-prescription medication until a completed and signed "School Medication Authorization Form" is submitted to the school by the student's parent(s)/guardian(s). No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related activity other than as provided for in this policy and its implementing procedures.

A student may possess an epinephrine auto-injector and/or medication supplies and equipment prescribed for asthma and diabetes for immediate use and self-administration at the student's discretion provided the student's licensed health care provider and parent(s)/guardian(s) have authorized self-administration through a completed and signed "School Medication Authorization Form" and the form is on file at the child's school. The District shall incur no liability, except for willful or wanton conduct, as a result of any injury arising from administration of medication, a student's self-administration of medication or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents against any claims, except a claim based on willful or wanton conduct, arising out of administration of medication, a student's self-administration of medication or the storage of any medication by school personnel.

Notice Regarding District Maintenance of Undesignated Epinephrine Lake Park High School District No. 108 ("District") may maintain a supply of undesignated epinephrine auto-injectors and may provide and administer them according to State law.

No one, including parents/guardians of students, should rely on the District for the availability of an epinephrine auto-injector. This notification does not guarantee the availability of an epinephrine auto-injector; students and their parents/guardians should consult their own physician regarding such medication(s).

Lake Park High School District No. 108 and its employees and agents shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from the administration of an epinephrine auto-injector to a student, regardless of whether authorization was given by the student's parent or by the student's physician, physician assistant, or advanced practice registered nurse.

PSYCHOLOGIST

The certified school psychologist assesses the academic potential and mental well-being of students through formal evaluation instruments and consultation with students, parents, and faculty. They report their findings in order to determine an appropriate academic program for students. The psychologist also serves as consultants to students, staff, and parents in matters involving psychological services within the school. Referrals are made to community agencies when appropriate.

SOCIAL WORKER

School Social Workers bring unique professional knowledge, skills and perspective to the school system and the Pupil Personnel Services Team. School social workers are employed by school districts to enhance the academic mission by providing services which strengthen home/school/community partnerships. Practice includes assessment, crisis intervention, home visits, conflict resolution, individual and group counseling, consultation, program development, and coordination of school and community services. They work with administrators to ensure compliance with special

education laws and to implement effective prevention programs and policies which address, among other things:

- School attendance
- Teen pregnancy
- Suicide and sudden death
- School safety
- Alcohol and other drug abuse
- Violence
- Child abuse and neglect

SPEECH/LANGUAGE THERAPIST

The speech/language therapist works with students who have communication disorders in the area of speech or language. A speech disorder is an impairment of voice, fluency, or articulation of speech sounds. A language disorder is the impairment of comprehension and/or use of spoken or written language. Sessions are held individually or in small groups. Programs are designed specifically for each student. Weekly group sessions are also held with various special education classes to improve general communication skills. Referrals to outside agencies are made when appropriate.

COURSE DESCRIPTIONS

INSPIRE A SENSE OF **PERSONAL RESPONSIBILITY**
AND A **PASSION FOR LEARNING**
WHILE CHALLENGING STUDENTS
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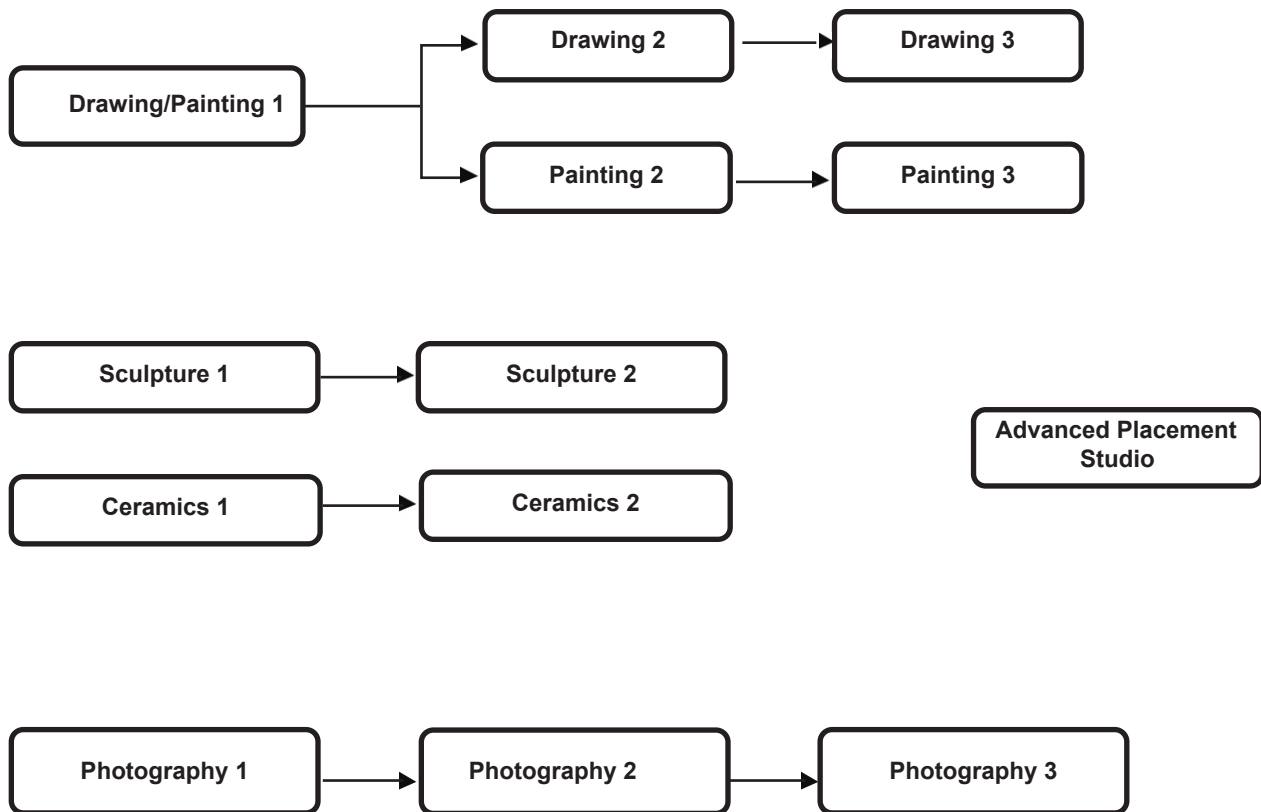




Art



Possible Sequences for Art



See course descriptions for prerequisites.

DRAWING/PAINTING 1

Grades 9-12

1 semester

Prerequisite: None

Like art but think you can't draw? Looking for a class unlike any other in your schedule? This is the perfect class for you! No artistic skill required as we will teach you all you need to know to get started while having fun. This is an introductory and prerequisite course in which you will learn the basic elements and principles of art through but not limited to drawing, painting, and printmaking. Emphasis is on a variety of materials and techniques for making art and criteria for evaluating art. This class is required before taking what you've learned to the next level in the next two-dimensional studio level course.

DRAWING 2

Grades 9-12

1 semester

Prerequisite: Drawing/Painting 1 with a grade of "C" or better or teacher consent.

Like drawing but want to learn different techniques and use a variety of materials? This class was designed for you! You don't need to be the best to have fun and learn. As an intermediate level studio course, Drawing 1 provides you with a wide-range exploration of drawing methods, techniques and materials. Emphasis is placed on direct observation of subject matter, creativity, interpretation of theme along with evaluation and critical analysis of artwork. You will also explore contemporary and historical artists as inspiration for your own work.

DRAWING 3

Grades 10-12

1 semester

Prerequisite: Drawing 2 with a grade of "C" or better or teacher consent.

You enjoy drawing, you are getting comfortable with your skill but you still want more. You have ideas you want to explore and discuss in a friendly environment then create unique drawings. If this sounds like you then you will find what are looking for in this course. As an advanced level studio course, Drawing 2 is an intensified studio course dealing with the masterful application of a wide variety of drawing methods, techniques and media including alternative mixed media methods. Creative application of skills, knowledge and media in the development of thematic work is emphasized.

PAINTING 2

Grades 9-12

1 semester

Prerequisite: Drawing/Painting 1 with a grade of "C" or better or teacher consent.

You got a small taste of painting and have to have more. You love the vibrant colors, the expressive nature of paint and enjoy looking at and talking about painting. Welcome home! As an intermediate level studio course, Painting 1 includes the study of painting through creating, looking at, and evaluating works of art. You'll look at historical and contemporary artists, be exposed to various painting styles, study color mixing, paint application, brush techniques, picture composition and so much more! You will work with watercolor and acrylic media to create unique works of art.

PAINTING 3

Grades 10-12

1 semester

Prerequisite: Painting 2 with a grade of "C" or better or teacher consent.

You have ideas that need to be shared. You have a need to create and express yourself through paint. As an advanced level studio course, Painting 2 encourages you to explore your ideas, select your own imagery and experiment with painting media in creative ways. Independence and creativity are emphasized as you develop creative thinking and problem-solving techniques.



SCULPTURE 1

Grades 9-12

1 semester

Prerequisite: None

Like making stuff with your hands? Do you enjoy manipulating materials and putting stuff together to make something new and exciting? This class will fill that creative need! No artistic skill required as we will teach you all you need to know to get started and have some fun. This is an introductory and prerequisite class that deals with the basic elements and principles of design as they relate to three-dimensional art. You will be exposed to sculpture concepts and techniques such as carving, modeling, constructing, and soldering. Students work with various materials needed to design and produce sculptures including but not limited to wire, clay, metal, and plaster. Emphasis is placed on technique, experimentation, process, and evaluating works of art..

SCULPTURE 2

Grades 9-12

1 semester

Prerequisite: Sculpture 1 with a grade of "C" or better or teacher consent.

You love making stuff with your hands and working with wire, metal, wood and plaster. You are all about being creative and pushing the limits of materials. You are a sculptor! As an intermediate level studio course, Sculpture emphasizes independent research in sculptural concepts, techniques, and thematic development. Students will explore a variety of sculptural media and materials through carving, modeling, casting and fabrication in the creation of sculptures. Students will begin to explore ideas and reflect on how choices they make with their work help communicate these ideas.

CERAMICS 1

Grades 9-12

1 semester

Prerequisite: None

Remember when you used to love playing in the mud? You still can and get credit for it! No artistic skill required only an open mind and a willingness to try new things. As an intermediate level studio course, you will explore traditional methods of slab and coil construction as well as wheel-thrown pottery. That's right, you get to learn how to make bowls, mugs and vases on the potter's wheel! You will also experiment with a variety of glazing and decorating techniques.

CERAMICS 2

Grades 9-12

1 semester

Prerequisite: Ceramics 1 with a grade of "C" or better.

You loved working with clay and now that you know how to work with clay better your brain is exploding with ideas! Choose between handbuilding or wheel throwing or both! The choice is up to you! As an advanced level studio course, Ceramics 2 continues the exploration of traditional methods of clay construction in combination with wheel-thrown pottery but provides you with more creative freedom. You bring the ideas, we help you make them a reality.

PHOTOGRAPHY 1

Grades 10-12

1 semester

Prerequisite: None

Did you know that you can take a picture with a tin can that has a hole drilled in it? Want to learn how photography works while improving your ability to make unique images? Want to go on exciting field trips and take pictures? Then this is the class for you. Photography 1 covers how photographs are made, how film and digital cameras work, and how to properly use various cameras. This course covers the elements of art and guidelines for composing better images, the technical aspects of developing and printing film as well as final print presentation. Students do not need their own camera for this class; several school cameras are available for checkout on a limited basis.

PHOTOGRAPHY 2

Grades 11-12

1 semester

Prerequisite: Photography 1 with a grade of "C" or better or teacher consent.

Did you have a great time learning how photography works in Photo 1 but want to learn more? In Photography 2, you will learn more advanced digital photography techniques. You will learn about lighting and how the choices you have as a photographer will help you to communicate ideas with your images. If you loved learning about digital editing, you will get to work with Adobe Photoshop to processes to layer images, tone them, and create a variety of effects in your prints. You will also learn more in depth techniques to manipulate and print your photos with beautiful results. You will use the same cameras that you had for Photo 1 in this class.

PHOTOGRAPHY 3

Grades 11-12

1 semester

Prerequisite: Photography 2 with a grade of "C" or better or teacher consent.

Just can't get enough photography? Want to learn how to use large format film cameras? Want to learn to use studio lighting and shoot like a professional photographer? Photography 3 is an advanced level studio course, where you will build on photographic principles, while supporting your development of a personal style. You will explore different genres of photography from portraiture and landscape to photojournalism and documentary work, and learn about different careers that you can have as a photographer. You will learn how to develop your own ideas for photographic projects and you will create a self-directed series of images that focus on a theme of your choice. Students wishing to enroll in AP Studio after this course will be able to take AP Studio second semester and develop a portfolio for submission to the AP College Board.



AP STUDIO ART

Grades 11-12

full year

Prerequisite: Must have at least three semesters of art classes (2 WITH teacher approval and recommendation). A "B" average minimum in Art. Teacher approval (judged according to work ethic, responsibility, creativity, and technical ability).

The AP Studio Art Portfolio course is for students like you who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. Through this highly advanced level course, you will construct a portfolio of work, which focuses on a variety of concepts, techniques and approaches designed to help you demonstrate your abilities as well as your versatility with techniques, problem solving, and ideation. You will develop a body of work for the Sustained Investigation section of the portfolio that investigates an idea of your own personal interest.



Business Education



Possible Sequences for Business Education

	Grade 9	Grade 10	Grade 11	Grade 12
Business: Accounting Business Management Economics Entrepreneurship Finance & Marketing	Business Foundations Business Communications FYF (Financing Your Future)	Business Foundations Business Communications FYF (Financing Your Future)	Accounting 1, 2* Business Communications FYF Marketing Management Business Law AP Economics Career Internship Cooperative Work Training	Accounting 1, 2* Business Communications FYF Marketing Management Business Law AP Economics Consumer Education Career Internship Cooperative Work Training INCubator
Computer Technology:	Web Design Intro to Java AP Computer Science Principles*	Web Design Intro to Java AP Computer Science Principles*	Web Design Intro to Java AP Computer Science* AP Computer Science Principles* A+ Certification**	Web Design Intro to Java AP Computer Science* AP Computer Science Principles* A+ Certification**

*See course descriptions for prerequisites.
 **Dual credit with College of DuPage

A+ Certification (Dual Credit)

Grade 11-12

Full Year

Prerequisite: Two computer related courses (Web Design, Computer application, or programming) or teacher's consent

This one-year long course covers aspects of general hardware and software support relating to computers. It prepares students for Comp TIA A+ exam certification. A+ Certification is an industry standard for PC technicians. Getting industrial certification is a plus in students' future endeavors. Students who complete this course will also have the option to receive dual credit from The College of DuPage in the equivalent course: Computer & Internetworking Technology 1111, Computer software and Hardware Maintenance.



ACCOUNTING 1

Grades 11-12

1 semester

Prerequisite: None

The student learns the fundamentals of keeping financial records by analyzing cash and "on account" transactions for business. The student will learn the application of the accounting equation, paper flow, accounting cycle, preparation of journals, ledgers, basic balance sheets, and income statements. Students will be introduced to computerized accounting. Accounting is a foundation course for business programs. It is recommended that students take Accounting 1 and 2 during the same year.

ACCOUNTING 2

Grades 11-12

1 semester

Prerequisite: Accounting 1 (Recommended: Grade of "C" or better in Accounting 1)

Accounting 2 is a continuation of Accounting 1. Corporate accounting is the main focus. A comprehensive accounting simulation will review all accounting theory presented in Accounting 1. Students will also use accounting software.

AP COMPUTER SCIENCE

Grades 11-12

Full Year

Prerequisite: Algebra 2

(Recommended: Introduction to JAVA Programming)

Advanced Placement Computer Science 1-2 is designed to prepare the student for the Advanced Placement examination in computer science. Math, problem solving, and structured programming are emphasized. Students will use the JAVA language to communicate their algorithms to a computer.

AP COMPUTER SCIENCE PRINCIPLES

Grades 9-12

Full Year

Prerequisite: Algebra

Computer science skills are in high demand and are valued by colleges and employers throughout the world. This course introduces students to the essential ideas of computer science and show how computing and technology can influence the world around you. You can pursue your interests in digital projects – like apps, films, games or music – that showcase your creativity, and use your creations to make a difference in your community.

AP ECONOMICS

Grade 11-12

Full Year

Prerequisite: There are no specific prerequisites for AP Economics; however, strong math skills are recommended (A and B math students).

Students who complete AP Economics will be prepared to sit for two College Board exams - AP Microeconomics and AP Macroeconomics. AP Economics is designed to give students a thorough understanding of the principles of economics that apply to individual decision makers (consumers & producers) within economic systems. It also explores economic systems as a whole with emphasis on the study of national income (GDP), price level determination (inflation), the financial sector, stabilization policies, economic growth, and international trade and finance. Completion of this class with a "C" or better will fulfill the Consumer Education graduation requirement.

BUSINESS COMMUNICATIONS

Grades 9-12

1 semester

Prerequisite: None

Business Communications takes the simple idea of communicating and looks at it from several different angles. In this course we start with basic communication; verbal vs. nonverbal, the process, and responsibilities. From there we move onto cross cultural communication, written communication, communication needed for obtaining a job, presentation skills, teamwork, and negotiating. This is an interactive course with lots of activities designed to demonstrate different aspects of business communications.

BUSINESS FOUNDATIONS

Grades 9-10

1 semester

Prerequisite: None

Business Foundations encompasses all major functions of business and is designed to provide students with a realistic view of American business within our free enterprise system. Units of instruction include entrepreneurship, investing, accounting, marketing, and economics. All units of instruction revolve around the Stock Market Game as an anchor for integrating units of instruction. It is the foundation course for other business classes.

BUSINESS LAW

Grades 11-12

1 semester

Prerequisite: None

Business Law is a course designed to introduce the student to the legal system and then concentrate on the rights and problems encountered in the business world. In doing so, students will increase their vocabulary, become more aware of why we have laws, sharpen their abilities to think logically, organize their thoughts systematically, and become more adept at expressing those thoughts in both written and oral form. The course emphasizes business transactions and provides practical guideline for becoming effective members in the business community. Units covered include the legal system, contracts, agency law, employer/employee rights and responsibilities, and business ownership.

CAREER INTERNSHIP

Grades 12

1 semester

Grade 11 with special permission

Prerequisite: Excellent attendance, two recommendations from Lake Park faculty, GPA of 3.0 or better, and teacher approval

Career Internship focuses on the student's experience as a volunteer to a sponsoring company. Placement will be based on a career assessment the student completes at the beginning of the course. During the 10-14 week field experience, students will have an opportunity to share experiences in seminars. At the end of the field experience, the student will evaluate and interpret the career experience. This course is offered on a Pass/Fail basis only.

CONSUMER EDUCATION

Grade 12

1 semester

Prerequisite: None

Consumer Education develops an individual's "life skills." After completing the course, the student will have gained knowledge of and insight into the following areas: careers, consumer rights, new and used car buying, taxes, apartment renting, insurance, checking accounts, saving, investing, credit, credit cards, and budgeting.

COOPERATIVE WORK TRAINING

(CWT) 1-2

CWT CLASS 1-2

Grades 11-12 ½ credit per semester

CWT JOB 1-2 credit per semester for job

Prerequisite: Age 16, good attendance, and teacher approval of class and job.

Cooperative work Training is designed for students who would like a basic work experience and job-related instruction in school. Positive human relations and good attitudes are stressed. The related class will include units in skills required for successful employment, consumerism, successful work attitudes and career decision-making. The District requirement for Consumer Education can be met in the related class. The job component of the program requires students to work a minimum of 15 hours per week. Along with working, students are required to keep a running record with their pay stubs of how many hours and weeks they worked for the year.

FINANCING YOUR FUTURE

Grades 9-12

1 semester

Prerequisite: None

Students take an in-depth look in the areas of long-term wealth building with an emphasis on savings, investing, and retirement planning. Students will learn terminology and concepts related to stocks, bonds, mutual funds, options, commodities, 401Ks and related work plans, IRAs and related individual plans, real estate and other investments as well as the tax implications of short- and long-term investing. Now available at East Campus.

INTRODUCTION TO JAVA

Grades 9-12

1 semester

Prerequisite: None

Introduction to Java Programming is designed as an introductory programming course for students wanting to investigate another, more highly structured language. This course presents Java language, syntax and elementary problem-solving using the computer.

INCUBATOR

Grade 12

Full Year

Prerequisite: One other Business Education department class & an excellent attendance record.

Students develop their own product or service startup business in an attempt to gain actual investment funds in a final Shark-Tank style pitch event. Real entrepreneurs and business experts serve as volunteer coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. This cycle of experimentation is combined with foundational business content such as marketing, finance and entrepreneurship. Students experience mistakes, take risks, and learn to pivot based on market needs. Students become problem finders and problem solvers. Students should have an interest in the Business, Marketing, Management & Administration or Entrepreneurship pathways and display regular attendance, and good academic and behavioral standing.

MARKETING

Grades 11-12

1 semester

Prerequisite: None

Are you aware marketing is all around us? Students will learn about selling, research, new product development, pricing, placement, and promotion. This hands-on course allows each student to research, develop, price and promote their own products. Students will learn tactics to capture their target market successfully. Students are also provided an insight to future career opportunities in all levels of marketing. Marketing is a related course for Cooperative Marketing Education (see Cooperative Education).

MANAGEMENT

Grades 11-12

1 semester

Prerequisite: None

Management is for the student who wishes to pursue a career in management, consulting or business ownership. This course studies planning, controlling, organizing and directing. Management styles of the leaders of companies such as Google, Apple, Trump Enterprises, and The Chicago Cubs are used to illustrate key concepts in management. Students will learn about the responsibilities and decisions that professional managers make from a management point of view. Business majors in college are generally required to take a course in management. This course offers you a great opportunity to get a head start on your college studies. Management is a related course for Cooperative Marketing Education (see Cooperative Education).

WEB DESIGN

Grades 9-12

1 semester

Prerequisite: None (Recommended: Intro to Java Programming or Computer Applications)

Web Design is an advanced lab course that exposes students to an introduction to Web Page Design and the use of HTML (Hypertext Markup Language). Students will use software to gain hands-on knowledge of recent advances in the designing of web pages, graphics and animations. Software includes: Dreamweaver, Photoshop and Flash. Students will be given the opportunity to display everything they have learned with a self-designed website. Their website can be viewed by classmates, family and friends on any browser from anywhere in the world.



English



Possible Sequences for English

Grade 9	Grade 10	Grade 11	Grade 12
Written and Oral Communication or Global Studies	World Literature and Composition	American Literature and Composition	Senior Selectives: College Preparatory Composition Contemporary Literature and Composition Humanities 1 Humanities 2 Music and Literature Rhetoric of Cinema Rhetoric 101 Honors
Advanced Written and Oral Communication	Advanced World Literature and Composition	Advanced American Literature and Composition	
Honors Written and Oral Communication	Honors World Literature and Composition	AP Language and Composition	AP Literature and Composition or Rhetoric 101 Honors
Literacy	Literacy		
ELECTIVES** Debate 1 - 2 Drama 1 - 2 Stagecraft 1 - 2		ELECTIVES** Debate 1 - 2 Stagecraft 1 - 2 Drama 1 - 2 Drama Practicum 1 - 4 TV Practicum 1-2 TV Production 3 - 4	

The Senior Selectives are one semester courses. Students must choose one for each semester.

LITERACY

Grades 9-10

full year for Grade 9
Semester or full year for Grade 10

Prerequisite: Reading scores and standardized test scores.

Reading is a required remedial class for incoming freshmen reading below 360 on the PSAT 8 test and sophomores reading below an 8.5 grade level. The class is designed to meet students' individual needs and to develop reading comprehension skills. Achievement is measured by standardized tests as well as daily classroom performance. Freshmen are evaluated at the end of two semesters, while sophomores are evaluated at the end of every semester. All students who improve their skills to a predetermined level will exit the program.

WRITTEN AND ORAL COMMUNICATIONS

Written and Oral Communications

Advanced Written and Oral Communication

Honors Written and Oral Communications

Grade 9

full year

Recommended: Successful completion of 8th grade, based on EXPLORE scores and eighth-grade teacher recommendation

Written and Oral Communications is a college readiness skills-based curriculum aligned to the SAT College and Career Readiness Benchmarks that focuses attention on students' reading, writing, speaking, vocabulary, and grammar proficiencies. The course is divided into four thematic units whose themes are explored through both fiction and non-fiction texts.

GLOBAL STUDIES

Grade 9

full year

Global Studies is a college readiness skills-based curriculum aligned to the SAT College and Career Readiness Benchmarks that focuses attention on students' reading, writing, speaking, vocabulary, and grammar proficiencies. The course is divided into four thematic units whose themes are explored through both fiction and non-fiction texts. Students are introduced to integrated units of study through the investigation of common themes with social studies. This course must be taken concurrently with the companion social studies course.

WORLD LITERATURE AND COMPOSITION

World Literature

Advanced World Literature

Honors World Literature

Grade 10

full year

Recommended: Successful completion of Written and Oral Communications

World Literature is a college readiness, skills-based curriculum aligned to the SAT College and Career Readiness Benchmarks that addresses both historical and contemporary issues through fiction and non-fiction texts. Students are exposed to works that span time and cultures. In addition, students will continue to improve their writing, vocabulary, and grammar proficiencies. (The skills addressed vary by class level.)

AMERICAN LITERATURE AND COMPOSITION

American Literature and Composition

Advanced American Literature and Composition

Grade 11

full year

Recommended: Successful completion of World Literature

American Literature is a college readiness, skills-based curriculum aligned to the SAT College and Career Readiness Benchmarks that addresses both historical and contemporary issues through fiction and non-fiction texts. Students are exposed to works that span American history and culture. In addition, students will continue to improve their writing, vocabulary, and grammar proficiencies. (The skills addressed vary by class level.)

AP LANGUAGE AND COMPOSITION

Grade 11

full year

The main units of study for AP Language and Composition include college level rhetorical analysis through close reading, argumentation and persuasion, introduction to philosophy and ethics, and exploration of language and thought.

According to the College Board, an AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to the effectiveness of writing.



SENIOR ENGLISH SELECTIVES



College Preparatory Composition **1 semester**

This course is college-preparatory writing instruction for students interested in honing their skills before college but did not take AP. The course is writing-intensive and is not a literary-oriented curriculum. Students write predominantly expository and persuasive essays, as well as a research paper, that explore the various modes of persuasion, building an audience, establishing credibility and honing style and tone.

Contemporary Literature and Composition **1 semester**

This course thematically explores current works of literature. Using poetry, short stories, a novel, blogs, podcasts, and various other contemporary modes of writing, students will explore topics such as childhood, social activism, and cultural awareness. Classroom activities will include reading, research, creative writing, literary analysis, film analysis, and group activities that allow for students to develop their unique style and voice.

Humanities 1-2 **1 semester**

Humanities I is a first semester course that builds on the canonical literature of Western Civilization from antiquity to the Middle Ages; while Humanities II is a second semester course that continues with the early Renaissance and concludes with the Contemporary World. Each course follows a historical timeline and progression of essential questions that examine cultural modalities and shifts in the areas of literature, history, theology, philosophy, technological advancements, and the cultural arts. The courses highlight the flourishing of human thought and ingenuity throughout Western Civilization and explore its overall achievements, the impression it has left behind, and the direction in which it is heading. Through the analysis of culturally influential literature, Humanities students strive to answer the larger philosophical question "What does it mean to be human?"

Students may choose to enroll in Humanities I and/or Humanities II

Rhetoric 101 Honors (Dual Credit) **1 semester**

Prerequisite: College Readiness SAT Reading Score of 430 or higher; earned credit for Advanced American Literature or AP Language and Composition with a grade of C or higher; and a non-weighted GPA of 3.38 on a 5.0 scale.

Rhetoric 101 Honors (COLL - P155) is a dual credit, senior selective and an introduction to the theory and practice of speaking and listening on public issues. This course meets NCAA eligibility requirements for high school English and may be taken for college credit. Furthermore, Rhetoric 101 Honors also meets the communications/public speaking graduation requirement at most colleges and universities. In this course, students will focus on the persuasive dimensions of public speaking. This approach will be grounded in theory as well as contemporary examples of great speaking. Students will learn how to prepare convincing arguments enlivened with confident delivery and based on a thorough understanding of their audience. Students may take the course for dual credit through Indiana University.

Rhetoric of Cinema **1 semester**

This course requires students to actively investigate and link select films to specific cultural trends and societal values that are common in both film and literature. Students will approach the analysis of a film the same way they would approach the analysis of a canonical piece of literature, critically analyzing each of its elements. Through the viewing of select films, a comprehensive literature review, and the writing of both formal and informal essays that examine important literary and cinematic elements within each film, students will be taught to view both literature and film as two equally challenging and rewarding means of communicating cultural values and norms. Classroom activities will include film viewing, research, reading, writing, and in-depth discussion.

Music and Literature **1 semester**

This one-semester course includes careful analysis of music and music videos, nonfiction literature, short stories, poetry, and film. Students will analyze both music and literature in order to explore the element of conflict through comparison/contrast and synthesis. Classroom activities will include musical analysis, readings from a variety of literary genres, writing, small and large group discussions, and class presentations. Students will write informal and formal essays, music critiques, and comparative analyses of canonical poetry, literature, and song lyrics. Students will also compose three formal essays and present a capstone project.

AP Literature and Composition

Grade 12 **full year**

A.P. English Literature and Composition is a college preparatory class which engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Such reading is accompanied by thoughtful discussion and intensive writing about the selected texts from various genres and periods.

ENGLISH ELECTIVES



DRAMA/ACTING/DIRECTING COURSES OFFERED

DRAMA 1

GRADES 9-12

1 semester

Prerequisite: None

Drama 1 introduces the fundamental concepts of acting. Students learn by doing, rehearsing, discussing, and performing scenes and monologues from classical and modern theater, using the building blocks of improvisation and the techniques of successful scene work to unlock self-confidence and communication skills. Units of Study include Audition Techniques, Voice & Movement Skills, and Improvisation & Concentration Methods. A field trip to a professional theatre is included. This course fulfills .5 credits towards the Fine Arts graduation requirement.

DRAMA 2

GRADES 9-12

1 semester

Prerequisite: Drama 1

Drama 2 is an advanced acting and introductory directing course that builds on the techniques learned in Drama 1. Students learn by doing, rehearsing, discussing, performing, and directing scenes from plays and films. Students will incorporate stage combat and vocal accents in some scenes, as well as direct and perform in original scenes and monologues. Units of Study include Professional Audition Techniques, Advanced Vocal & Movement Skills, and Introductory Directing Methods. A field trip to a professional theatre is included. This course fulfills .5 credits towards the Fine Arts graduation requirement.

DRAMA PRACTICUM 1-2-3-4

GRADES 11-12

1 semester

Prerequisite: Drama 1-2 course can be repeated

Drama Practicum is an advanced course where performance skills are developed through writing, directing and acting. Technical and business responsibilities are explored as part of a traveling show experience. Class activities include team building and improvisation games, as well as various acting and directing techniques for scenes and full-length shows. Students tour productions to East Campus and the community. A field trip to a professional theatre is included. This course fulfills .5 credits towards the Fine Arts graduation requirement.

DRAMA PRODUCTION COURSES OFFERED

STAGECRAFT 1

GRADES 9-12

1 semester

Prerequisite: None

This class explores major design elements of the theatre which include: basic electrical theory, lighting color theory, lighting design and board operation, scenic design and construction, as well as the use of costume, makeup and props. Teacher lectures and demonstrations introduce material before students explore topics through hands-on activities. Students will experience design elements through group projects and culminate the semester with a final project that incorporates every design element in a final staged production. The use of power tools, painting and the presence of dust are not uncommon in the scene shop. This course fulfills .5 credits towards the Fine Arts graduation requirement.

STAGECRAFT 2

GRADES 9-12

1 semester

Prerequisite: Stagecraft 1

This class further develops skills learned in Stagecraft 1. The fundamentals are applied to more advanced projects in technical theatre. Students will be thrust into the role of dramaturge, producer, director and designer as they make decisions on what plays to explore, the design elements for the production and the timelines to achieve success. The scope of projects is aligned to real world scenarios. A field trip to a professional theater with a backstage tour is included. This course fulfills .5 credits towards the Fine Arts graduation requirement.

DEBATE COURSES OFFERED

DEBATE 1

GRADES 9-12

1 semester

Prerequisite: None

This course will cover both logic and argumentation as well as the fundamentals of effective public speaking: preparation, pace, tone, and facial and vocal expressiveness. Students will prepare, practice, and perform in-class debates following the Lincoln Douglas and Policy Debate formats. Skills learned include research, case building, refutation, cross-examination, organization, and communication. Units of Study include Argumentation, Syllogisms, and Fallacies. This course fulfills .5 credits towards the Fine Arts graduation requirement.

DEBATE 2

GRADES 9-12

1 semester

Prerequisite: Debate 1

This course will cover advanced critical thinking skills in logic and argumentation. Students will further develop public speaking skills: preparation, pace, tone, and facial and vocal expressiveness. Students will analyze and synthesize information and prepare, practice, and perform in Public Forum Debates and Mock Trials. This course fulfills .5 credits towards the Fine Arts graduation requirement.

TELEVISION COURSES OFFERED

TV PRODUCTION 1-2

GRADES 11-12

1 semester

Prerequisite: None

This course will focus on the intricacies and influence of the television medium on society. Students will develop problem-solving skills as they prepare, record, and edit their programs. Cooperative learning is an essential teaching/learning technique in this course. We have recently upgraded our equipment by purchasing a Tricaster (all in one, state of the art production/editing computer) and can now boast using the same technology that Tosh.0, The Soup and many News broadcasts use. In addition to the Tricaster, we have upgraded cameras and audio to meet the growing demands for higher quality. This course fulfills .5 credits towards the Fine Arts graduation requirement.



FAMILY & CONSUMER SCIENCES



Possible sequences for Family and Consumer Sciences

Grade 9

Grade 10

Grades 11-12

Fashion and Design

Fashion Construction 1
Fashion Construction 2

Fashion Construction 1
Fashion Construction 2

Merchandising of Fashion
Housing and Interior Design

Foods

Culinary Skills 1
Culinary Skills 2

Culinary Skills 1
Culinary Skills 2

Culinary Skills 1
Culinary Skills 2
Culinary Skills 3
Culinary Skills For Seniors

Human Development

Parenting
Child Development

Parenting
Child Development

Parenting
Child Development
Early Childhood Education
Introduction to Education

FASHION AND DESIGN

FASHION CONSTRUCTION 1

Grades 9-10

1 semester

Prerequisite: None

This course is designed to introduce students to the basic techniques and skills necessary in clothing construction. Students will learn the proper usage of the sewing machine and will construct projects such as a tote bag and a garment using selected techniques such as zippers, button holes, sleeves, and waistbands. Students will have opportunities to experience different fitting techniques. They will also be exposed to pressing techniques and the latest technology to help the home seamstress in personalizing a project such as computerized sewing and using sergers.

FASHION CONSTRUCTION 2

Grades 9-10

1 semester

Prerequisite: Fashion Construction 1

Basic construction techniques will be developed through projects such as a bag with a zipper, a quilting project of choice, and a garment. Students will have opportunities to experience different garment fitting techniques, as well as making pattern adjustments. The student will be exposed to new techniques and fabrics with each project, as well as new equipment such as computerized sewing and embroidery machines.

MERCHANDISING OF FASHION

Grades 11-12

1 semester

Prerequisite: None

The Merchandising of Fashion course will focus on the factors influencing fashion and the fashion industry and current career options. It will investigate the economic, sociological, and psychological factors of fashion as well as the causes of change in fashion. The student will study the elements and principles of design, fibers, and textiles. Merchandising and retailing trends and concepts will be discussed. Each student will create a marketable customer product.

HOUSING AND INTERIOR DESIGN

Grades 11-12

1 semester

Prerequisite: None

This course will introduce students to the basics of home design. Topics include budgeting and sustainability, selection and care of furnishings. Design trends and personal tastes are explored. Careers related to housing and design will be studied. Physical layout of various rooms, symbols, dimension, and floor plans are analyzed. Interior design concepts such as color, texture, balance, proportion, and rhythm will be studied. Students will sketch their ideas into floor plans using the fundamentals of design.



FOODS

CULINARY SKILLS 1

Grade 9-12

1 semester

Prerequisite: None

The purpose of Culinary Skills 1 is to learn foundational cooking skills appropriate for independent living. Students will demonstrate teamwork while preparing meals in a lab setting. The emphasis will be on individual skill development. Team lab experiences will include the use of appliances, techniques and equipment. Units of study will include basic culinary skills, fruits and vegetables, convenience foods, methods of cooking, and poultry. Throughout the course, each unit will emphasize safety and sanitation, proper use of tools and supplies, organizational skills, and problem-solving.

CULINARY SKILLS 2

Grades 9-12

1 semester

Prerequisite: Culinary Skills 1

Culinary Skills 2 develops consumer food preparation skills and applications of food technology. Cooperative groups plan higher level lab experiences, prepare individual products and meals and evaluate their work. Food safety and sanitation is incorporated in all aspects of labs. Emphasis is placed on reading and analyzing recipes, math skills (measuring, recipe conversion, calculations in label reading), organizational skills, teamwork and production. Students prepare a variety of products and demonstrate skills in cooking with dairy foods, eggs, the science of yeast and baking products, in addition vegetarian options, stir-fries and casseroles.

CULINARY SKILLS 3

Grades 11-12

1 semester

Prerequisite: Culinary Skills 1 & Culinary Skills 2

Culinary Skills 3 is an advanced food preparation class that builds on skills acquired in Culinary Skills 1 and 2. Students plan, cost compare and evaluate total meals from regions of the United States and International cuisine. Special attention is placed on quantity food preparation, food presentation, appetizers and creativity in food production. Students will work in lab groups with emphasis on organizational skills, problem-solving, and team work. Students will have the opportunity to run a restaurant or take a field trip. The mass production aspect of this course is intended to enhance catering skills, and further develop culinary knowledge.

CULINARY SKILLS FOR SENIORS

Grades 12

1 semester

Prerequisite: None. Suggested follow-up courses: Culinary Skills 2 or 3. Concurrent enrollment in multiple Culinary Skills classes is not recommended.

This hybrid Culinary Skills class is designed specifically for seniors who would like to learn important skills for life after graduation. This laboratory course explores food, nutrition and preparation techniques that will develop successful independent living skills. The use of one to one technology is integrated throughout the course. Culinary Skills for High School Seniors is essential for anyone who wants to create healthy alternatives to eating fast food and desires a well-balanced basic course in food preparation, meal planning, budgeting and nutrition.

HUMAN DEVELOPMENT



CHILD DEVELOPMENT

Grades 9-12

1 semester

Prerequisite: None

This course is designed for the student interested in understanding the growth and development of children. The emphasis is on learning the developmental patterns of children ages 2 to 12 and the effect of the environment on the child's growth and learning. Units of study include mental, social, emotional and physical development of children; family stresses and children; safety and health; and caring for children in a learning environment. Students create and analyze lesson plans, write children's books, prepare nutritious snacks for children, and practice working with children. Upon completion and passing of Child Development and Early Child Care Course a credential in Early Child Care by the State of Illinois is given to those that apply.

EARLY CHILDHOOD EDUCATION

Grades 11-12

1 semester

Prerequisite: Child Development, attendance record

This course allows highly motivated students to experience education as a possible career. The course includes the practical experience of preparing and teaching preschool-aged children in a laboratory preschool. Students enrolled in the course will prepare lessons two days of the week and teach children three days of the week. Students will prepare lessons for large and small motor skills, music, language, and science and math skills in a developmentally appropriate curriculum. Students may enroll in the course for a second time as an "advanced" student who will then teach additional lessons and use Illinois Early Learning Standards as part of their experience. Upon completion and passing of Child Development and Early Child Care Course a credential in Early Child Care by the State of Illinois is given to those that apply.

INTRODUCTION TO EDUCATION (DUAL CREDIT)

Grades 11-12

1 semester

Prerequisite: None

This course provides a teaching internship, enabling students to work under the supervision of certified preschool, elementary, middle school, or Lake Park High School staff. Once placed, the students will spend four days each week at their assigned schools to assist, observe and teach children. Teaching responsibilities include journaling, observing, creating a visual display, and creating and teaching lessons. Weekly seminars focus as an introduction to teaching as a profession in the American education system. Students who complete this course will also have the option to receive dual credit from The College of DuPage in the equivalent course: Education Teacher Preparation 1100.

PARENTING

Grades 9-12

1 semester

Prerequisite: None

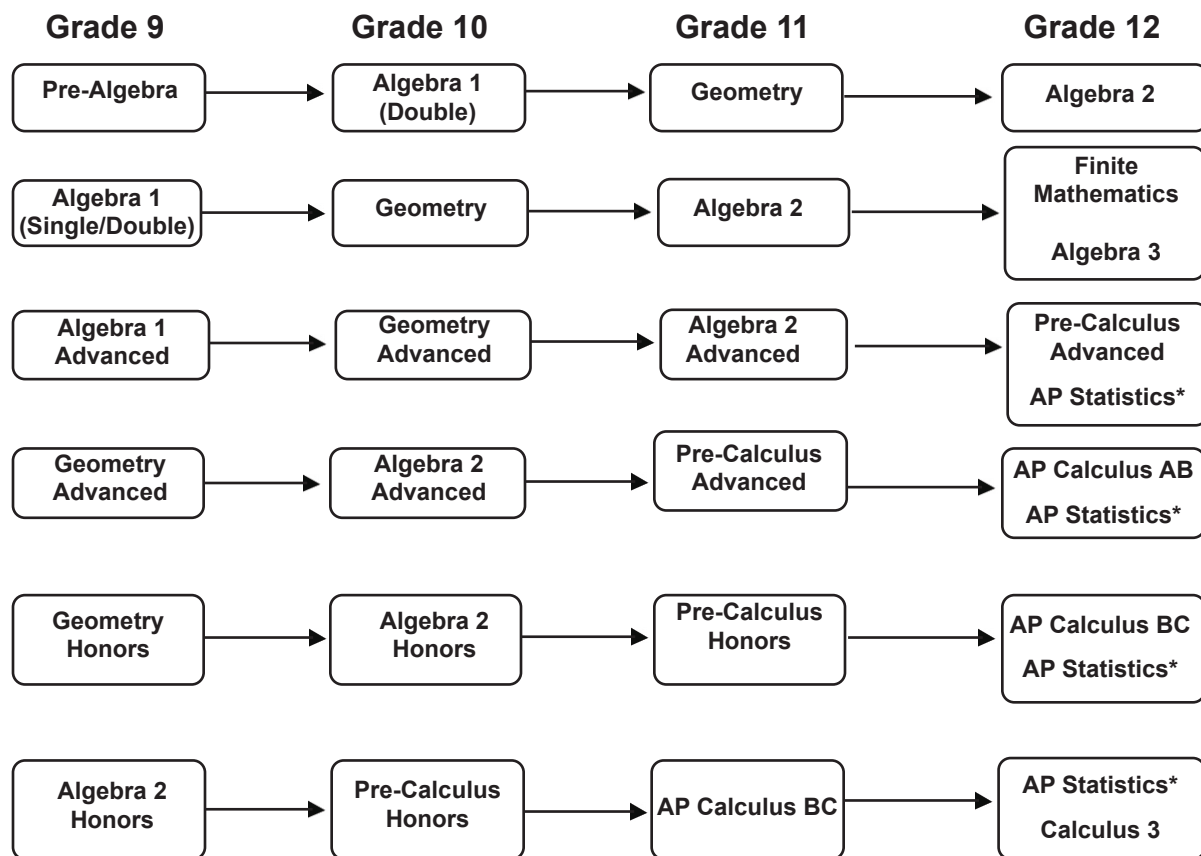
In the Parenting course, students will learn about roles and responsibilities of parenthood while learning about positive parenting skills and the impact on strengthening the well-being of individuals and families. Students will develop skills for making decisions and thinking critically which can be applied to all areas of their lives. Emphasis is placed on the skills needed to care for children, nurture and guide children, the roles of families and parenting, character development, perennial problems with teenage parenthood, health and safety issues, the decision to parent and evaluate careers in child-related fields.



MATH



Possible sequences for Mathematics



*AP Statistics could also be taken junior year as a second math course, provided that prerequisites have been met.

All students taking mathematics courses are required to have a Texas Instrument TI-84 Plus graphing calculator for use on homework and class work.



PRE-ALGEBRA

Grade 9 **full year**

Prerequisite: Qualifying score on the PSAT 8.

This course builds upon the essential skills of arithmetic as they apply to algebra. The course includes concepts such as integer operations, variables, equations, graphing, and problem-solving.

ALGEBRA 1 – Double Period

Grades 9-10 **full year**

Prerequisite: Pre-Algebra or qualifying score on the PSAT 8.

This course is designed to increase the student's opportunity to learn by actively engaging them in a more hands-on approach to learning, which requires extra time. Therefore, this course meets for two successive periods everyday. Algebra generalizes the structure and properties of arithmetic in an abstract, symbolic manner. All of the topics of elementary algebra through quadratics are studied.

ALGEBRA 1 – Single Period

Grades 9-10 **full year**

Prerequisite: Qualifying score on the PSAT 8.

Algebra 1 generalizes the structure and properties of arithmetic in an abstract, symbolic manner. All of the topics of elementary algebra through quadratics are studied.

ALGEBRA 1 ADVANCED

Grades 9-10 **full year**

Prerequisite: Qualifying score on the PSAT 8.

For the qualified mathematics student, Algebra 1 Advanced is the appropriate preparation needed to go on to advanced mathematics courses. Algebra 1 Advanced generalizes the structure and properties of arithmetic in an abstract, symbolic manner. All of the topics of elementary Algebra through quadratics are studied.

GEOMETRY

Grades 10-12 **full year**

Prerequisite: Algebra 1 (Single or Double Period)

This course is designed for students entering a career that does not require Calculus. It begins with an acquisition of information about geometric figures in the plane. Geometry develops an understanding of the inductive and deductive methods of thinking. Throughout the year, an extensive algebra review in integrated problem solving is stressed in applying thinking skills and algebraic processes to geometrical situations. Geometry includes work in 3-D geometry, coordinate geometry, circles, areas, and volumes.

GEOMETRY ADVANCED

Grades 9-10 **full year**

Prerequisite: Successful completion of Algebra 1 Advanced or grade of "A" or "B" in 8th grade Algebra 1 and qualifying score on PSAT 8.

This course begins with an acquisition of information about geometric figures in the plane. Geometry develops an understanding of the inductive and deductive methods of thinking, including an emphasis on formal geometric proof. Throughout the year, problem solving is stressed in applying thinking skills and algebraic processes to mathematical situations. Geometry includes work in 3-D geometry, coordinate geometry, circles, areas, and volumes.

GEOMETRY HONORS

Grade 9 **full year**

Prerequisite: Meet the qualifying score on the PSAT 8 assessment or grade of "A" or "B" in 8th grade Algebra.

This class provides students with an in-depth study of Geometry. Emphasis is placed on inductive and deductive reasoning, including formal geometric proof, problem solving, and the use of algebraic skills within a geometric framework.

ALGEBRA 2

Grades 11-12 **full year**

Prerequisite: Geometry

This course is designed for students entering a career that does not require Calculus. This course helps students understand algebra as a study of the structure of the real and complex number systems, to recognize the techniques of algebra as an outgrowth of this structure, and to acquire facility in applying algebraic concepts and skills, including probability and trigonometry.

ALGEBRA 2 ADVANCED

Grades 10-11 **full year**

Prerequisite: Geometry Advanced

This course helps students understand algebra as a study of the structure of the real and complex number systems, to recognize the techniques of algebra as an outgrowth of this structure, and to acquire facility in applying algebraic concepts and skills. The course introduces students to the topics of logarithms, piecewise functions, sequences, series, and trigonometry.

ALGEBRA 2 HONORS

Grades 9-10 **full year**

Prerequisite: "A" or "B" in Geometry Honors

The course content is the same as Algebra 2 with more emphasis placed on analysis, applications, deductive reasoning, and with Algebra 2 concepts pursued in greater depth. The course introduces students to the topics of permutations, combinations, probability and trigonometry.

FINITE MATHEMATICS

Grades 12

full year

Prerequisite: Algebra 2

First semester topics of study in this course include graphing, matrices, linear programming and the mathematics of finance. Students may also learn how to use spreadsheets as a problem-solving tool. Second semester topics of study in this course include combinatorics, probability, statistics, normal distribution and logic theory.



PRE-CALCULUS ADVANCED

Grades 11-12

full year

Prerequisite: Algebra 2 Advanced

This course integrates college algebra, trigonometry, and analytic geometry with a strong emphasis on the unifying concept of function. The course further emphasizes problem solving and applications. Any student interested in the physical sciences, engineering, actuarial science, or field for which Calculus is a prerequisite should take Pre-Calculus. The graphing calculator is used as a tool for computation, discovery, and problem analysis.

PRE-CALCULUS HONORS

Grades 10-12

full year

Prerequisite: "A" or "B" in Algebra 2 Honors

While the course content is the same as for Pre-Calculus, the level of intensity, thoroughness, and expectation for student performance is significantly higher.

AP CALCULUS AB

Grades 11-12

full year

Prerequisite: Pre-Calculus Advanced

Students review topics from Pre-Calculus before initiating a thorough study of limits. The two basic types of limits that are central to calculus, namely the derivative and integral, are studied. Though the emphasis is not on a rigorous proof of theorems, students will develop an understanding of the theorems and applications. The normal calculus sequence at colleges and universities is three semesters. AP Calculus AB is equivalent to the first semester of college calculus. Students are expected, though not required, to take the Advanced Placement AB calculus exam. The course requires college-like commitment and study habits.

AP CALCULUS BC

Grades 11-12

full year

Prerequisite: "A" or "B" in Pre-Calculus Honors

In this course, students review topics from Pre-Calculus before initiating a thorough study of limits. The two basic types of limits that are central to calculus, namely the derivative and integral, are studied. Though the emphasis is not on a rigorous proof of theorems, students will develop an understanding of theorems and applications. The normal calculus sequence at colleges and universities is three semesters. AP Calculus BC is the equivalent of the first two semesters of college calculus. Students are expected, though not required, to take the Advanced Placement BC calculus exam. The course requires college-like commitment and study habits.

AP STATISTICS

Grades 11-12

full year

Prerequisite: Algebra 2 Advanced with a "B" or higher or Algebra 2 Honors with a "C" or higher

This class is an introduction to probability and statistics. It is equivalent to a one-semester, three-hour college course. Students will learn to summarize statistical data graphically and numerically, how data is collected and will plan and carry out a survey or experiment of their own. They will also learn how to calculate probabilities, about the importance of the normal distribution in probability and statistics, about confidence intervals, significance testing and how they are used in practice for both large and small data sets. This class is valuable for any student interested in education, psychology, science or business careers.

ALEGBRA 3: TRANSITION TO COLLEGE MATH

Grade 12

full year

Prerequisite: Students must have met the graduation requirement of 3.0 full math credits including Geometry.

This course emphasizes collaborative, project-based exploration of real world problems to develop mastery of mathematical concepts and skills. Students who successfully complete this course and matriculated to the College of DuPage (COD) will be placed directly into one of five credit-bearing mathematics classes at the COD. Placement into COD math courses is predicated on a grade of C or higher and a corresponding ALEKS score. Note: Some, but not all credit-bearing math courses are transferable to other colleges and universities.

CALCULUS 3: MULTIVARIABLE CALCULUS (DUAL CREDIT)

Grade 12

full year

Prerequisite: AP Calculus BC; to earn dual credit earning a score of 4 or higher on the AP Calculus BC test is required

This course reviews topics of differential and integral calculus of functions of several variables. It covers the elementary geometry of spaces of dimension two and higher, functions of several variables, partial differentiation, maximum and minimum problems, and multiple integration. Dual credit for this course is offered through Indiana University, course M311.

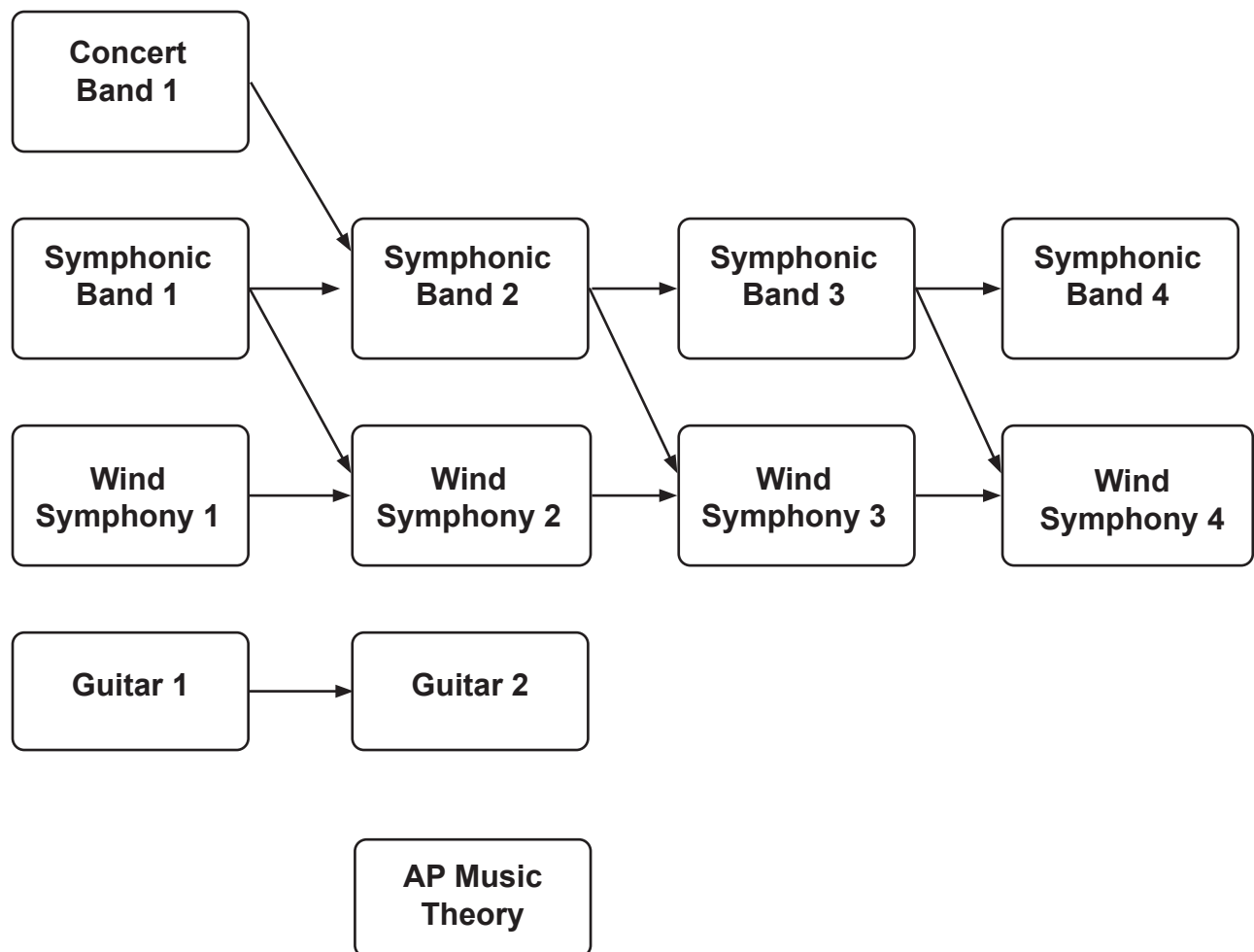


Music – Instrumental



Possible sequences for Music-Instrumental

Grades 9 - 12



CONCERT BAND

Grades 9-10

full year

Prerequisite: Elementary and junior high school band experience or teacher approval

Concert Band is an ensemble of freshmen and sophomores working to improve music skills to facilitate their successful auditioning for Symphonic Band. This class is also for freshmen or sophomores who are switching instruments and need a bit more time to make the transition successfully. Emphasis will be on tone production, accurate rhythm reading, and general music ensemble knowledge and skills.
1) Lake Park Concerts (4 per year).

SYMPHONIC BAND 1-2-3-4

Grades 9-12

full year

Prerequisite: Elementary and junior high school band experience, audition, and teacher approval

Symphonic Band is comprised of more advanced freshmen, sophomores, juniors, and seniors who have participated in an elementary and/or junior high school band program and who have qualified for Symphonic Band by audition. The emphasis is on gaining specific musical knowledge and skills through a performance medium. The repertoire includes all styles of intermediate to advanced band literature. By registering for this course, students commit themselves to participate in the following additional activities:

- Lake Park concerts (five per year)
- Symphonic Band contests (1 to 2 events).

WIND SYMPHONY 1-2-3-4

Grades 9-12

full year

Prerequisite: Audition and teacher approval

Wind Ensemble is a select group of woodwind, brass, and percussion players who have sufficiently developed their performance skills to be able to perform a more select and difficult repertoire of band literature. The emphasis is on developing musical comprehension, perception, discrimination, and specific musical knowledge and skills by a detailed submergence in musical performance. All advanced students are encouraged to participate in I.H.S.A sponsored solo and ensemble contests. Some students are selected for the All-District and All-State bands. In addition to normal class activities, by registering for this course, students commit themselves to participate in the following additional activities:

- Lake Park concerts (five per year)
- Wind ensemble contests (1 to 3 events)
- I.H.S.A. band organization activities, if scheduled

Guitar 1

Grades 9-12

full year

Guitar 1 is a foundational course, introducing students to the basic skill sets of playing acoustic guitar. Students will learn at least 30 root position chords, 5 Major and minor scales, and basic picking and strumming techniques. Music reading will be taught using chord diagrams, TABS and traditional notation systems. Additionally, students will work on call and response and ear training. Students will have opportunities to perform at school events. Large group, small group and individual practice participation is expected in the classroom. The school provides guitars for use in the classroom. No prior experience is necessary.



Guitar 2

Grades 9-12

full year

Prerequisite: Guitar 1

Guitar 2 is a continuation of the skill sets taught in Guitar 1. In addition to advancing skills in picking and strumming techniques, students will continue to advance their ear training and music reading skills, and expand their harmonic vocabulary to include extended chords as well as learning to play up to the 12th fret with additional Major/minor scales, Barre chords and finger-picking styles. Performance opportunities will include a variety of school and local events. Large group, small group and individual practice will be monitored through the use of electronic listening stations. In-class student performances and full participation is expected. Successful completion of Guitar 1 or permission of teacher is required. The school provides guitars for use in the classroom.

AP MUSIC THEORY

Grades 11-12

full year

Prerequisite: Currently enrolled in Band, Choir, or can read music (both treble and bass clef)

AP Music Theory course is a one-year course designed to develop a student's ability to recognize, understand, and describe the advanced materials and processes of music that are heard or seen in a musical score. The achievement of this goal may be best promoted by integrated approaches to the student's development of: (1) aural skills, (2) sight-singing skills, (3) written skills (4) compositional skills, and (5) analytical skills. These skills are developed through: (1) listening exercises, (2) performance exercises, (3) written exercises, (4) creative exercises, and (5) analytical exercises.



Music – Vocal



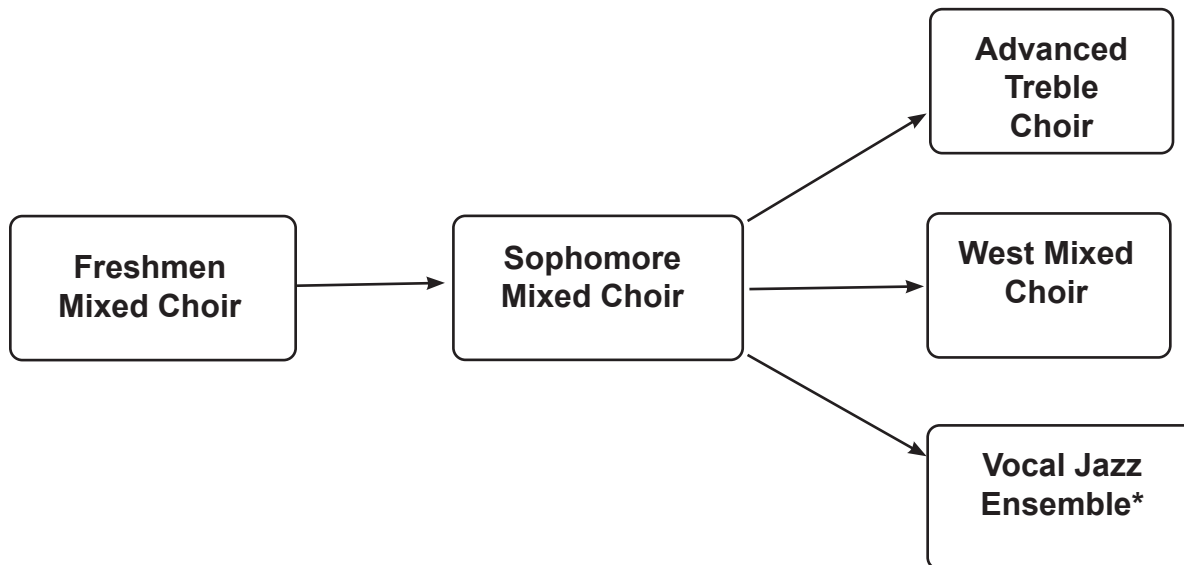
Possible sequences for Music-Vocal

Grade 9

Grade 10

Grade 11

Grade 12



***Must be concurrently enrolled in Advanced Treble Choir or West Mixed Choir.**

FRESHMEN MIXED CHOIR

Grade 9

full year

Freshmen Mixed Choir is for freshmen boys and girls. This ensemble is open to all singers interested in learning to develop their confidence and skills in singing, musicianship, and performance. Freshmen Mixed Choir performs an eclectic variety of music that is appropriate for the developing young voice. Members of this choir will be required to perform at all Lake Park High School choral concerts and dress rehearsal throughout the school year. Freshmen Mixed Choir will regularly perform alone and with the Sophomore Mixed Choir to form larger vocal ensemble.



SOPHOMORE MIXED CHOIR

(Mixed)

Grade 10

full year

Prerequisite: None

Sophomore Mixed Choir is for sophomore boys and girls. This ensemble is open to all singers interested in learning to develop their confidence and skills in singing, musicianship, and performance regardless of previous choral experience. Sophomore Mixed Choir performs an eclectic variety of music that is appropriate for the continued development of the young voice. Members of this choir will be required to perform at all Lake Park High School choral concerts and dress rehearsal throughout the school year. Sophomore Mixed Choir will regularly perform alone and with the Freshmen Mixed Choir to form larger vocal ensemble.

ADVANCED TREBLE CHOIR

Grades 11-12

full year

Prerequisite: Instructor approval and audition

Advanced Treble Choir is a choir for junior and senior female students at Lake Park High School. This ensemble is open to all girls interested in learning to develop their confidence and skills in vocal production, musicianship, and performance. Advanced Treble Choir performs a variety of music from the Western canon, jazz, Anglo-American folk, popular and world repertoire. Members of this choir are required to perform at all Lake Park High School choral concerts and dress rehearsals throughout the school year. Although a formal audition may not be required for membership, the instructor will place students in Advanced Treble Choir and West Mixed Choir based upon ability growth, and balanced voicing.

WEST MIXED CHOIR

Grades 11-12

full year

Prerequisite: None

West Mixed Choir is a choir for junior and senior students at Lake Park High School. This ensemble is open to all female and male students interested in learning to develop their confidence and skills in vocal production, musicianship, and performance. West Mixed Choir performs a variety of music from the Western canon, jazz, Anglo-American folk, popular and world repertoire. Members of West Mixed Choir are required to perform at all Lake Park High School choral concerts and dress rehearsals throughout the school year. Although no formal audition is required for membership, the instructor will place students in West Mixed Choir and Advanced Treble Choir based upon ability, growth, and balanced voicing.

VOCAL JAZZ ENSEMBLE

Grades 11-12

full year

Prerequisite: Instructor approval and audition

Vocal Jazz Ensemble is designed for the vocal student interested in investigating the jazz genre. Students will acquire the knowledge necessary for the study and performance of introductory and advanced jazz literature. Students are instructed and assessed in many areas of musicianship, including: improvisation (scat singing), critical listening, and the many styles of jazz, America's musical art form. In addition to the literature being prepared for performance, there will be extensive work in further developing each student's singing, sight-reading, solfeggio, and tonal memory skills. This ensemble will perform in the school and in the community frequently during the year. Students must be concurrently enrolled in Advanced Treble Choir or West Mixed Choir. Students are encouraged to audition for the ILMEA Illinois All-State Chorus in the fall to enhance their musical development. ALL concerts and dress rehearsals are mandatory.



Physical Education, Health & Driver Ed.



Possible sequences for Physical Education, Health & Driver Ed.

Grade 9	Grade 10	Grades 11-12		
		First Semester		
Physical Education	Physical Education	Introduction to Dance	Continuing Dance	Strength Training
Learning Readiness			Off Campus Individual Activities	Strength Training and Conditioning
Health	Driver Education	Net/Racquet Activities	Restrictive Physical Education	Team Activities
Restrictive Physical Education	Restrictive Physical Education	Leadership Training Certification Preparation	Adventure Education	Wellness:
		Second Semester		
		Introduction to Dance Arts	Continuing Dance Arts	Strength Training
			Off Campus Individual Activities	Strength Training and Conditioning
		Net/Racquet Activities	Restrictive Physical Education	Team Activities
		Adventure Education		Wellness:

PHYSICAL EDUCATION

Physical Education is an integral part of each student's educational program. The program at Lake Park High School concentrates on health, nutrition, prevention of substance abuse, lifetime health choices, and the concepts of exercise and physical wellness. Lake Park students are required to take Physical Education for six semesters (or seven semesters if enrolled in summer school Driver Education). The breakdown is as follows:

Ninth grade - one semester of Physical Education and one semester of Health.

Tenth grade - one semester of Physical Education and one semester of Driver Education.

Eleventh grade - two semesters of Physical Education.

Twelfth grade - two semesters of Physical Education.

If a student elects to take Driver Education during the summer school session, the student will be assigned to two semesters of physical education during his/her sophomore year. A student must successfully pass a minimum of six semesters of physical education, one semester of health, and one semester of driver education (classroom portion) to meet Lake Park graduation requirements.

As students near completion of their high school programs, there may be some curricular reasons to apply for an exemption from Physical Education. A junior or senior student may petition to take an academic course in place of Physical Education if the student is seriously behind in required courses or the student needs a course in order to further his/her career plans. A form for requesting an exemption is available from the student's counselor.

If a student is physically unable to participate for more than six weeks for health reasons, a statement from a medical physician must be filed with the building nurse. The nurse will notify the Physical Education Department and the student's counselor.

PHYSICAL EDUCATION GRADE 9*

Grade 9 **1 semester**

Prerequisite: None

The freshman course of study is primarily designed to promote a healthy generation of students who are able to achieve their highest potential, reversing the trend of deteriorating health and physical fitness among youth. This course is designed to teach students the concepts, knowledge and skills necessary for the maintenance and/or improvement of their level of fitness. Components of fitness, both health-related and skill-related, will be the foundation of the course. The aforementioned fitness components will be measured and enhanced through a variety of directed activities. The utilization of technology, problem-solving, communication and team building are emphases as well. Physical education uniforms are required and are purchased as part of the registration process.

HEALTH EDUCATION

Grade 9 **1 semester**

Prerequisite: None

Health Education is a tri-dimensional program emphasizing physical, mental, and social well-being. This course provides students with opportunities and strategies to assess their own health and make plans to maintain and/or improve it in the future. The processes to be learned and used are: defining problems, gathering information, identifying options/alternatives, evaluating consequences, and acting on solutions. This course also provides CPR/AED training and is required as one of the two semesters of physical education during freshman year.



LEARNING READINESS PHYSICAL EDUCATION

Grade 9 **full year**

This course teaches students how to incorporate fitness and nutrition into their daily routine in hopes that it will directly affect their academics. There is significant research to show the direct correlation between increased cardiovascular activity and increased academic performance. Students must be enrolled in Global Studies concurrently. This course meets the freshman physical education and health graduation requirements.

PHYSICAL EDUCATION GRADE 10**

Grade 10 **1 semester**

Prerequisite: None

The primary emphasis for a sophomore is a continuation of fitness and psychomotor development. Lifetime sports are introduced at the sophomore level. A student is expected to work toward skill development and to understand the value of participation in these activities. Physical education uniforms are required. They may be purchased at the beginning of the school term.

DRIVER EDUCATION

Grade 10 **1 semester**

Prerequisite: Age 15 and eight previously passed courses

Education is a multi-phased program consisting of classroom, simulation, range, and on-road experiences to meet state of Illinois requirements. Classroom activities exceed the thirty-hour state minimum requirement. Students must pass both the classroom and driving phases to qualify for an Illinois license prior to the age of 18. This course may be substituted for one semester of physical education during the sophomore year. Students taking Driver Ed in the summer or at a private facility must take a full year of physical education in Grade 10.

RESTRICTIVE PHYSICAL EDUCATION

Grades 9-12 **1 semester**

Prerequisite: the District Restrictive Physical Education Committee shall review medical records to determine placement. Students who cannot participate safely or successfully in regular physical education shall be placed in The Restrictive Physical Education class. Students shall be selected for this class in order of priority need. This course is designed to improve body mechanics and general physical condition through motor activity, cardiovascular activity, and strength training.

WEST CAMPUS PHYSICAL EDUCATION ELECTIVE COURSES

The Upper Division program of physical education is designed to offer the student a wide variety of lifelong sports. Fitness and psychomotor development are objectives; however, the primary emphasis is directed toward the value of being active throughout life through fitness-related activities. Students are given the opportunity to select activities that meet their individual interests and/or fitness needs. Physical education uniforms are required. Upper Division courses are selected by semester. Following are the various activities in which the student may participate:

ADVENTURE EDUCATION

This course uses games and initiatives to build skills such as leadership, cooperation, communication, problem-solving, trust, creativity, and diversity. Some activities are done individually, while the emphasis is placed on group work. Students will face challenges in a safe environment in order to better understand themselves and others. Additionally, lifetime fitness components are stressed in order to promote wellness. Students may receive credit for Adventure Education only once.

INTRODUCTION TO DANCE

This course is designed as an introduction to the basic techniques of ballet and jazz. The student will develop poise, grace, and increased self-esteem through the basics of artistic dance activities. Physical fitness is enhanced with the thread of lifetime wellness activities interwoven within the dance arts curriculum. Fitness levels will be assessed as students participate in cardiovascular and moderate strength activities. Dance attire is required.

CONTINUING DANCE

Prerequisite: Teacher recommendation

This course is designed for students who have had previous dance experience and have a solid foundation of dance basics. Understanding basic dance techniques is a pre-requisite for this class. Teacher recommendation is suggested. Principles of improvisation and dance choreography will be emphasized. Fitness levels will be assessed as students participate in cardiovascular and moderate strength activities. Dance attire is required.

NET/RACQUET ACTIVITIES

First Semester: This course is designed with a strong emphasis on individual activities that encourage a life of fitness through enjoyment in leisure activities. An extended period of time will be spent on volleyball, tennis, and badminton skills. Physical fitness will be assessed and students will participate in a cardiovascular training program to maintain or to improve physical fitness.

Second Semester: This course is designed for a mix of both individual and team activities. Basic skills in tennis and badminton will be offered for skill development and enjoyment. Volleyball is included in the team activities. Physical fitness will be assessed and students will participate in a cardiovascular training program to maintain or to improve physical fitness.

LEADERSHIP TRAINING

This course is for junior and senior students who have been recommended for leadership potential and have maintained an "A" or "B" in physical education. The purpose of this course is to train students to act as student leaders in the physical education curriculum and to expose them to career opportunities in the fields of physical education, health, the fitness industry, and coaching. The biomechanics of exercise will be studied, emphasizing the structure and function of movement. Leaders in training will be actively involved in all areas throughout the semester. A field trip to participate in a high ropes/ low ropes course is included in this course. Satisfactory completion of this course and a teacher recommendation entitles students to be placed as a leader in successive semesters.



OFF-CAMPUS INDIVIDUAL ACTIVITIES

A fee is charged for participation in this off-campus course.

First Semester: Through participation in golf, the cardio fitness center, roller skating, and country line dancing, students are encouraged to develop skills in activities that can be used for a lifetime. Physical fitness will be assessed and students will participate in a cardiovascular training program to maintain or to improve physical fitness.

Second Semester: Cross-country skiing, fencing, cardio fitness center, bowling, and archery offer students a wide variety of individual activities that will enhance physical fitness now and in the future. Basic skills are emphasized for personal development and enjoyment. Physical fitness will be assessed and students will participate in a cardiovascular training program to maintain or to improve physical fitness.

STRENGTH TRAINING

This course is designed to assist each student in developing strength, knowledge, self motivation, and positive work habits. All students will develop weight programs based on individual needs (sports or personal). Physical fitness assessments will be performed on a regular basis in an effort to assess each student's physical progress and well being.

STRENGTH TRAINING AND CONDITIONING

This program is designed to offer students a three-day-a-week individualized weight training program in order to develop overall muscular strength and endurance. The alternating days shall offer a variety of aerobic activities. Physical fitness will be assessed and students will participate in a cardiovascular training program to maintain or to improve physical fitness.

TEAM ACTIVITIES

First Semester: Basic skills in team sports shall be offered for continued skill development and for enjoyment. Team sports of flag football, soccer, agility games, basketball, and volleyball are included. Physical fitness shall be enhanced through assessment teaching and a cardiovascular training program.

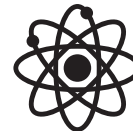
Second Semester: Basic skills in team sports are offered for skill development and enjoyment. Volleyball, basketball, agility games, and softball are included. Physical fitness shall be assessed and students will participate in a cardiovascular training program to maintain or improve overall physical fitness.

WELLNESS

Exercise will be emphasized through fitness club activities and instruction. Units of instruction are fitness testing, LancerFit Days, Yoga, Pilates, Aerobics, and Total Body Strength. First semester students will focus on teaching a workout to the class as the Capstone project. Second semester students will choose and interview an individual outside this class to create an individualized workout plan as the Capstone project.



Science



Possible Sequences for Science

Grade 9

Biology *

Grade 10

Chemistry*

Biotechnology

Grades 11-12

Physics*

Chemistry

Anatomy & Physiology

Astronomy

Forensic Science

Advanced Placement Biology

Advanced Placement Chemistry

Advanced Placement Physics

Advanced Placement Environmental Science

* Multiple levels available, placement evaluated each year.

Classes listed for grades 11-12 may be taken concurrently or in order based on prerequisites.

BIOLOGY

Grade 9

full year

Prerequisite: None

Biology is a laboratory science course that introduces the student to the major concepts of biological sciences which includes cell anatomy, physiology and reproduction; chemistry of biological macromolecules; heredity and human genetics; DNA's structure and function; evolutionary relationships; animal behavior; ecology; population biology; and the structure and function of human systems such as nervous, circulatory, respiratory, endocrine and digestive. Laboratory skills, graphing skills, data analysis and experimental design are also emphasized. The curriculum covered in this course is aligned to the Next Generation Science Standards.

BIOLOGY ADVANCED

Grade 9

full year

Prerequisite: Qualifying scores on the PSAT 8 assessment and teacher recommendation.

Biology is a laboratory science course that introduces the student to the major concepts of biological sciences which includes cell anatomy, physiology and reproduction; chemistry of biological macromolecules; heredity and human genetics; DNA's structure and function; evolutionary relationships; animal behavior; ecology; population biology; and the structure and function of human systems such as nervous, circulatory, respiratory, endocrine and digestive. Laboratory skills, graphing skills, data analysis and experimental design are also emphasized. The curriculum covered in this course is aligned to the Next Generation Science Standards.

BIOLOGY HONORS

Grade 9

full year

Prerequisite: Qualifying scores on the PSAT 8 assessment and teacher recommendation.

The Honors Biology curriculum covers all the topics in the regular biology program with an increased emphasis on chemical-molecular concepts related to biology and the use of in-depth articles and laboratory activities that go beyond the core program. Students should possess the advanced writing skills necessary for the presentation of experimental results as presented to the "scientific community." The curriculum covered in this course is aligned to the Next Generation Science Standards.

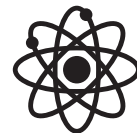
AP BIOLOGY

Grades 11-12

full year

Prerequisites: The AP Biology course is designed to be taken by students after the successful completion of courses in high school biology and high school chemistry. It is suggested that students enrolling in AP Biology have earned a "B" or above in Biology Honors or an "A" in Biology Advanced and a "B" or above in Chemistry Honors or an "A" in Chemistry Advanced.

AP Biology is designed to be the equivalent of a two-semester college biology course taken by biology majors during their first year. After showing themselves to be qualified on the AP Exam, some students, in their freshman year, are permitted to undertake upper-level courses in biology or to register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory-science course and will be able to undertake other courses to pursue their majors. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. The main topics covered are molecules and cells, heredity and evolution as well as organisms and populations.



BIOTECHNOLOGY

Grade 10

1 semester

Prerequisite: Completion of Biology with a "C" or above and completion of Algebra 1 or Double Algebra.

Biotechnology is an integrated course that is designed to teach science and technology applications used within science. Biotechnology is a course where students learn the key foundational concepts in biology, chemistry, and mathematics that are used in the biotechnology industry. Connections will be made so that meaningful relationships to other math and science courses can be seen. In the laboratory portion, students will perform experiments that show how biotechnology is used in different fields throughout the industry. Some of the industries that apply biotechnology are medicine, pharmaceuticals, agriculture, immunology, environmental science, bioengineering, nano-technology, and food processing. Learning targets in this course will be linked to corresponding Next Generation Science Standards (NGSS).

CHEMISTRY

Grade 10

full year

Prerequisite: One semester of Biology or Biology Advanced.

Chemistry introduces the student to the major chemical concepts such as matter, structure of the atom, the periodic table, chemical reactions, stoichiometry, nuclear chemistry, and acids and bases. Emphasis is placed on problem solving, data interpretation and fundamental mathematical manipulations involved in chemistry. The student is also required to master basic laboratory skills and techniques. The curriculum covered in this course is aligned to the Next Generation Science Standards.

CHEMISTRY ADVANCED

Grade 10

full year Prerequisite: One year of Biology Advanced and Algebra with a "C" or better.

Chemistry introduces the student to the major chemical concepts such as matter, structure of the atom, the periodic table, chemical equations, stoichiometry, nuclear chemistry and acids and bases. Emphasis is placed on problem solving and intermediate-level mathematical manipulations involved in chemistry. The student is also required to master basic laboratory skills and techniques. The curriculum covered in this course is aligned to the Next Generation Science Standards.

CHEMISTRY HONORS

Grade 10

full year

Prerequisite: Biology – "A" or "B" grades in Biology Honors or an "A" in Biology Advanced and a teacher recommendation. Math – Minimum of a "B" in Geometry Honors or an "A" in Geometry Advanced or Algebra Advanced.

In addition to those topics covered in Chemistry (see description above), this course provides additional topics and utilizes advanced algebraic techniques. Students will write college-style laboratory reports and be assigned group and individual projects. Students will be taught techniques and asked to do some scientific research. The curriculum covered in this course is aligned to the Next Generation Science Standards.

AP CHEMISTRY

Grades 11-12

full year

Prerequisite: Chemistry Advanced and Physics Advanced; completion of or concurrent enrollment in Physics Advanced. It is suggested that students enrolling in AP Chemistry have earned a "B" or above in Honors Chemistry or an "A" in Chemistry Advanced.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year (2 semesters). After showing themselves to be qualified on the AP Exam, for some students this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. The emphasis is on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students in college.

PHYSICS

Grades 11-12

full year

Prerequisite: Successful completion of one semester of Chemistry or higher; and concurrent enrollment in a third year of math.

Physics deals with mechanics, waves, optics and electricity with such topics as measurement, time, motion, forces, gravitation, conservation laws, wave properties, light, sound, and circuits. This course is designed to give students the opportunity to apply basic physics principles to common occurrences observed in day to day activities. This course also gives students the opportunity to use their knowledge to design and test solutions to real world problems. The curriculum covered in this course is aligned to the Next Generation Science Standards.

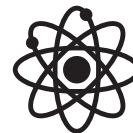
PHYSICS ADVANCED

Grades 11-12

full year

Prerequisite: Chemistry Advanced and completion of or concurrent enrollment in Algebra 2 Advanced. Success in physics is dependent on math ability.

Physics deals with mechanics, waves, optics and electricity with such topics as measurement, time, motion, forces, gravitation, conservation laws, wave properties, light, sound, and circuits. This course also gives students the opportunity to use their knowledge to design and test solutions to real world problems. This course is designed specifically for students with career goals in a professional or technical field such as physics, engineering, medicine, astronomy, or meteorology. The curriculum covered in this course is aligned to the Next Generation Science Standards.



AP PHYSICS 1

Grades 11-12

full year

Prerequisite: "A" or "B" in Chemistry Honors or an "A" in Chemistry Advanced with a teacher recommendation. "A" or "B" in Algebra 2 Advanced or Honors Algebra 2 or an "A" in Geometry Honors or Geometry Advanced.

In AP Physics 1, students will discover and test the laws that govern the physical world around them. Kinematics, Circular Motion, Simple Harmonic Motion, Linear Momentum, Work, Energy, Rotational Motion, Electrostatics, DC Circuits, Mechanical Waves, and Sound. Students will work in groups and individually to test certain physics principles. During the investigations, students will take part in inquiry-based labs and will utilize high level math skills and computers to analyze data. This class will also prepare the students to take the AP Physics 1 exam. STUDENTS SHOULD CHECK THEIR PROSPECTIVE COLLEGE TO VERIFY CREDIT AVAILABLE FOR THE AP TEST.

AP PHYSICS C

Grade 12

full year

Prerequisite: Above average achievement in Physics and completion of, or concurrent enrollment in, Calculus

Advanced Placement Physics is a second-year physics program for students who desire a college-level course while still in high school. The content emphasizes problem-solving in mechanics. Advanced mathematics, including calculus, will be used. Satisfactory completion of Advanced Placement Physics will prepare students to take the Advanced Placement Physics C mechanics examination. This course is designed for students interested in such careers as engineering, physics, astronomy, biophysics, and mechanical design.

ANATOMY AND PHYSIOLOGY

Grades 11-12

full year

**Prerequisite: Biology and Chemistry
Recommended: Successful completion of Biology Honors and Chemistry Honors, an "A" or "B" in Biology Advanced and Chemistry Advanced, or an "A" in Biology and Chemistry.**

Anatomy and Physiology is a course designed for students who would like a more in-depth study of the human body. Emphasis is placed on the body's organizational structure and function. Laboratory work is an integral part of the course that includes an emphasis on the body systems, various organ dissections and culminates in a fetal pig dissection. Students contemplating a career in a health-related field should consider this course.

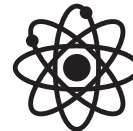
ASTRONOMY

Grades 11-12

1 semester

Prerequisite: Two years of science and two years of mathematics (Recommended: Strong knowledge of physics or concurrent enrollment in Physics)

This course provides an outlet for talented science and mathematics students who have an interest in astronomy to explore the solar system and universe. The course provides a practical application of concepts from physics, earth and space science, and mathematics courses currently taught at Lake Park. Evening observation/laboratory periods are encouraged.



AP ENVIRONMENTAL SCIENCE

Grades 11-12

full year

Prerequisites: The APES course is designed to be taken after the successful completion of courses in high school biology, chemistry, and algebra. Juniors taking the course should be concurrently enrolled in the appropriate level of physics. It is suggested that students enrolling in APES have earned a "C" or above in Honors Sciences or a "B" or above in Biology Advanced and Chemistry Advanced and a "C" or above in Honors Math or a "B" or above in Algebra Advanced or an "A" in Double-Period Algebra.

AP Environmental Science is a rigorous course designed to be the equivalent of an introductory college course in environmental science. Students, who prove they are qualified on the AP Environmental Science Exam, could fulfill a basic requirement for a laboratory science or enable themselves, as first-year college students, a more advanced study of topics in environmental science. AP Environmental Science will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and humanmade, to evaluate the relative risks associated with these problems, and to examine alternative solution for resolving or preventing them. AP Environmental Science has a strong laboratory and field component to ensure that students learn about the environment through firsthand observation.

FORENSIC SCIENCE

Grades 11-12

1 semester

Prerequisite: Successful completion of two years of science

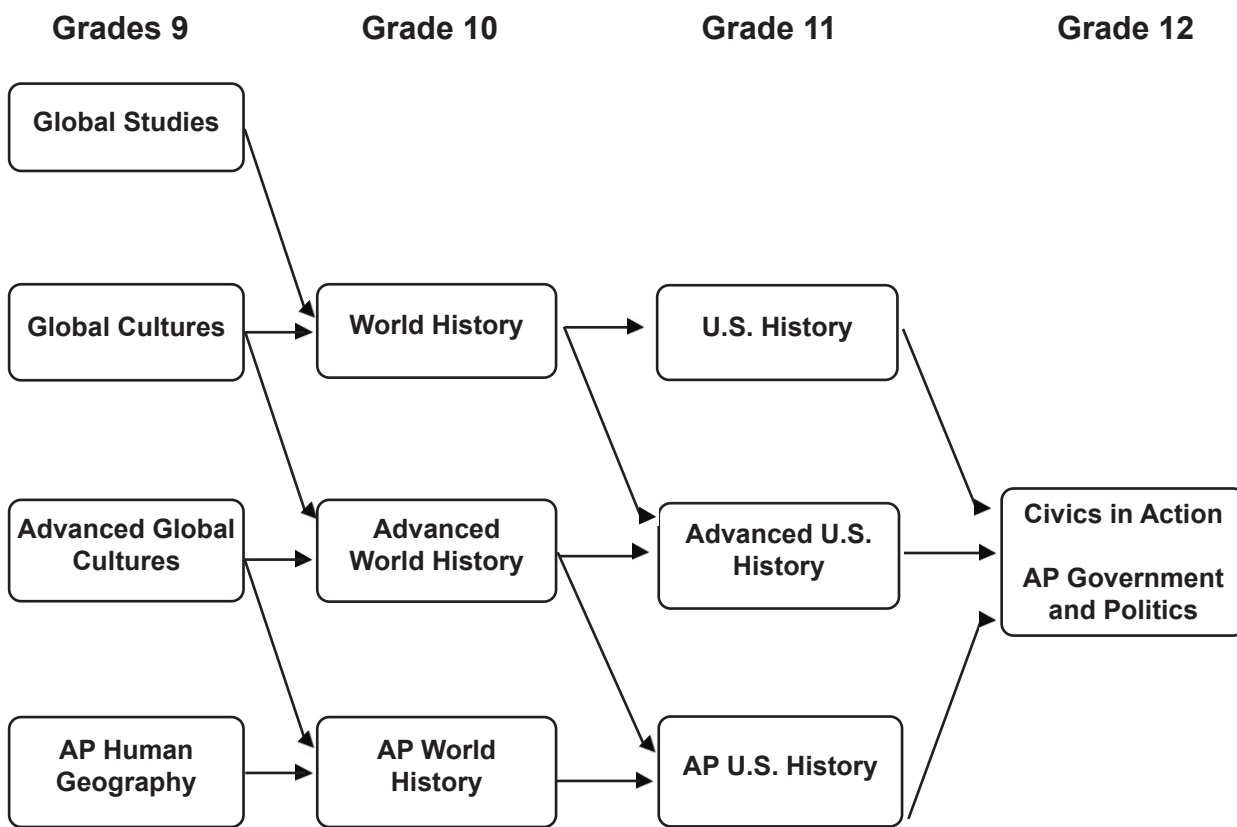
Forensic Science will introduce the student to the world of forensic science and crime scene investigation. This course is designed to cover topics in biology, chemistry, earth science, and physics. The focus of this course will be real-life scenarios implemented in the laboratory. Students will be expected to think critically, apply theory, analyze data and draw conclusions to solve simulated crimes.



Social Studies



Possible Sequences for Social Studies



- Social Studies Electives**
- Contemporary Issues
 - History of Chicago
 - Criminal Justice and Law
 - Psychology
 - Sociology
 - AP European History
 - AP Government and Politics
 - AP Psychology

GLOBAL STUDIES

Grade 9

full year

Prerequisite: 9th-grade placement test scores, reading scores and teacher recommendation This class was designed to combine Written and Oral Communication and Social Studies Global Cultures for regular freshman students. The course will explore contemporary issues in both areas of study while developing essential learning skills. These skills will include college-level reading, maps and graphs, note taking, test taking, research skills, grammar, vocabulary, and composition.

GLOBAL CULTURES

Grade 9

full year

Prerequisite: 9th-grade placement test scores and teacher recommendation

Global Cultures is a broad-based social studies course that introduces students to the political, economic, cultural, and geographical aspects of history. Students integrate college-level reading with maps, graphs and other spatial data sets to conduct analyses, apply models, and draw conclusions. In addition, students begin the course by developing essential interdisciplinary learning skills that will assist them throughout all courses. Specifically, the learning skills will incorporate comprehensive reading, note taking, test taking, research, and documentation skills. Lastly, information literacy will address plagiarism, proper citation, and web etiquette.

AP HUMAN GEOGRAPHY

Grade 9

full year

Prerequisite: 9th-grade placement test scores and teacher recommendation

The purpose of the Advanced Placement course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of our world. Students employ geographical/spatial concepts and tools to analyze topics such as human population movement and organization, cultural patterns and processes, political organization, agricultural and rural land use, industrialization and economic development, and city and urban land use. Students will integrate college-level reading with maps, graphs and other spatial data sets to conduct analyses, apply models, and draw conclusions. In addition, students will begin the course by developing essential learning skills that will assist them throughout all courses. Specifically, the learning skills will incorporate comprehensive reading, note taking, test taking, research, and documentation skills. Lastly, information literacy will be addressing plagiarism and web skills. Students who enroll in this course are expected to take the Advanced Placement Exam in May.

WORLD HISTORY

Grade 10

full year

Prerequisite: Advanced Global Cultures and/or teacher recommendation

World History gives students the opportunity to visit the past, connect with the present, and look to the future. Students will join others in the exploration of ancient and modern civilizations, their impact, and their contributions to today's global society. The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. This course also emphasizes the development of essential learning skills that students will need in future social studies courses. Specifically, the learning skills will incorporate comprehensive reading, note taking, test taking, research, and documentation skills. World History is required to graduate.



AP WORLD HISTORY

Grade 10

full year

Prerequisite: Advanced Placement Human Geography and/or teacher recommendation

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The course highlights the nature of changes in human history and their causes and consequences, as well as comparisons among major societies. This course will follow a chronological framework in order to organize material covering approximately 10,000 years of history. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing different types of historical evidence. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. Students will integrate college-level reading with maps, graphs and other spatial data sets to conduct analyses, apply models, and draw conclusions. In addition, students will focus on continuing to develop essential learning skills that will assist them throughout all courses. Specifically, the learning skills will incorporate comprehensive reading, note taking, test taking, research, and documentation skills. Students who enroll in this course are expected to take the Advanced Placement Exam in May.

U.S. HISTORY

Grade 11

full year

Prerequisite: None

In the first semester of U.S. History, students study 18th and 19th century America from the settlement of the colonies to the beginnings of industrial development. The course focuses on various historical topics, the evolution of the U.S. system of government, westward expansion, and the development of political parties. The second semester of U.S. History continues the study of American history. Beginning in the 1890's, this course focuses on American foreign policy from the Spanish-American War to the Persian gulf crisis; major economic developments from industrialization to current economic challenges; major social movements from the Progressive Era to the Civil Rights movement; and many other topics that will help students understand twentieth century America. U.S. History is required for graduation.

ADVANCED U.S. HISTORY

Grade 11

full year

Prerequisite: Advanced World History and/or teacher recommendation

This course provides an in-depth study of American history. First semester units of study begin with the settlement of the colonies and end with the industrial development of America. Special emphasis is given to the foundations of the U.S. system of government, the expansion of American territory, the Civil War, American foreign policy issues during the 19th century and major economic developments including industrialization. The second semester units of study focus on American history during the 20th century. Special emphasis is given to major social movements, American foreign policy topics including two world wars, economic challenges and developments, and many other topics that will help students to better understand twentieth century America. As with other advanced social studies courses, Advanced U.S. History offers students more choices for independent work, expanded assignment options, and the opportunity to participate in seminar discussions on a regular basis. Satisfactory completion of Advanced U.S. History meets the Lake Park graduation requirement.

AP U.S. HISTORY

Grades 11-12

full year

Prerequisite: Any Student who is willing and motivated to learn about United States History at a collegiate level and pace is encouraged to enroll.

The Advanced Placement program in U.S. history is designed to provide students with the analytic skills and factual knowledge necessary to deal with problems and materials in American history. The program prepares students for intermediate and advanced level college courses by making demands on them equivalent to those of full-year introductory college courses. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and weigh the evidence and interpretations presented in historical writings. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present ideas clearly and persuasively in an essay format. One of the final activities of the course is taking the Advanced Placement examination in U.S. history.

CONTEMPORARY ISSUES

Grades 11-12

1 semester

Prerequisite: None

Contemporary Issues is different from any other high school course you will ever take. It is unique in that there is no specific textbook and no set of specific issues that must be covered. This is a class that is extremely dependent upon your participation. Your interest can help determine what topics we cover and how much emphasis we place upon them.

In Contemporary Issues, students discuss key local, national, and global issues. Past student topics have been: crime, terrorism, gangs, discrimination, violence, immigration, and the environment. Other course topics are determined by current developments. Learning how to be effective politically and how to participate effectively in groups are special course features. As part of the course, students in Contemporary Issues may choose to participate in a community service or fundraising project.

HISTORY OF CHICAGO

Grade 11-12

1 semester

Prerequisite: None

Chicago History is designed to be different from most other high school courses. Using student's interests in local history pushes the curriculum to change from semester to semester. Students will be able to study a wide range of topics that are focused around Chicago history. With no specific textbook to study these topics, students will use newspaper articles, textbook excerpts, and first-hand experiences. These first-hand experiences will be based on our ability to pull outside resources from the city. Having the city in our backyard will allow students to see its culture with their own eyes.

Areas of study include gangsters, the entertainment district, prohibition, Chicago fire, Resurrection Mary, Eastland disaster, Our Lady of the Angels fire, 1919 race riots, Cabrini Green, blues music, Black Sox scandal, Iroquois theater fire, and many other topics that have influenced our city and its history,

CRIMINAL JUSTICE AND LAW

Grades 11-12

1 semester

Prerequisite: 1 year of social studies

Criminal Justice and Law focuses on the legal system as well as the criminal justice process. The curriculum covers topics from learning about types of crime committed (homicide, arson, robbery, etc.) through the process of the legal system, including the investigation, trying a case, sentencing, and corrections. Learn why we have laws, responsibilities of law enforcement, as well as types of law practiced by attorneys and their responsibilities. Mock trials are held in which students get to take on the roles of different individuals in the courtroom and simulate real trials.



PSYCHOLOGY

Grades 11-12

1 semester

Prerequisite: 1 year of social studies

Psychology is the scientific study of behavior and mental processes. Students learn to think critically about such topics as how to process information, how learning affects our thinking and behavior, the influences on how we develop and change throughout our lives, the power of social influences, the mind-body-connection, and what can lead to mental disorders. Typical class activities may include the creation of a candy brain, demonstrations of memory and study techniques, and hands-on presentations of how we learn behavior. The course focuses on how psychological principles apply to students' lives and the world around them. Psychology can be taken either junior or senior year. This semester course can serve as an excellent introduction to Advanced Placement Psychology.

SOCIOLOGY

Grades 11-12

1 semester

Prerequisite: 1 year of social studies

Sociology is the study of society and social behavior. It provides an excellent basic education for various occupations and professions for society today. Sociology can provide a rich fund of knowledge and many distinctive ways of looking at the world to generate new ideas and assess the old ones. This survey course examines how various groups interact with society as well as demonstrates the effect it has on people who live in society. Students learn to think critically about society on topics such as socialization, social institutions, culture and diversity, gender roles, deviance and social control, and social inequality. Students interested in the fields of criminal justice, social service, or communications are encouraged to enroll.

AP EUROPEAN HISTORY

Grade 11-12

full year

Prerequisite: Any Student who is willing and motivated to learn about European History at a collegiate level and pace is encouraged to enroll.

Advanced Placement European History provides an in-depth study of European history from the fall of Rome to modern times. The AP European History program is designed to provide students with the analytical skills and factual knowledge needed to deal with advanced topics and issues in European history. The program prepares students for intermediate and advanced level college courses by making demands on them equivalent to those of full year introductory college courses. Students will learn to assess historical materials, their relevance, reliability and importance to a given interpretive problem, and weigh evidence and interpretations of historical writings.

The AP European History course also develops the skills needed to arrive at conclusions based on informed judgments and to present ideas clearly and persuasively in essay format. One of the final activities for the course is taking the advanced placement test in May. Sufficiently high scores on the test may enable students to earn college credit in many colleges and universities. If such credit is a major concern, the student should check with his/her chosen college or university to determine if they grant credit for the test. College credit is not an automatic outcome of passing the course.



AP GOVERNMENT AND POLITICS

Grade 11-12

full year

Prerequisite: Any student who is willing and motivated to learn about Government at a collegiate level and pace is encouraged to enroll.

The Advanced Placement course in government is designed to give students a critical perspective on politics and government in the United States. The course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Students will have the opportunity to take the Advanced Placement examination at the conclusion of the course.

At Lake Park High School, Advanced Placement Government and Politics is a two-semester course that meets the graduation requirement for Civics in Action. The inner workings of the United States government will be the main body of this course. Units of study include: Underpinnings of the Constitution, Federalism, Political Culture, Public Opinion, Political Participation and Voter Behavior, Political Parties, Elections, and Interest Groups, Media, Presidential Power, Congressional Power, Bureaucratic Politics, Judicial Power, and Civil Rights and Liberties.

Knowledge of current political events and their history will be a major asset in preparation for the AP exam. Students may be required to read newspapers, news magazines, and view news programs in addition to class readings. This knowledge gathering will help students learn about the issues, people, and events that are part of modern politics and perhaps become a lifelong habit.

Activities designed to promote student interest and help them learn are essential elements of this class. Mock Supreme Court, congressional budget simulations, debates about historical as well as current issues, debates, and discussions will all provide performance-based assessment and valuable learning experiences.

Assessments are designed to simulate the AP exams, as well as prepare the students for their college experience. Questions, both multiple choice and essay, from past exams will be used. Students will need to learn how to interpret charts, graphs, and political cartoons. This kind of practice will make students less apprehensive for the real AP exam.

AP PSYCHOLOGY

Grades 11-12

full year

Prerequisite: Any student who is willing and motivated to learn psychology at a collegiate level and pace is encouraged to enroll.

AP Psychology is equivalent to college introductory psychology, a required course for many major areas at the university level. Psychology is the scientific study of behavior and mental processes. As such, the discipline is inherently fascinating to students. Topics covered include research methods, the biological bases of behavior, sensation, perception, states of consciousness, learning, memory, mental abilities, thought and language, development, personality, motivation, emotion, social processes, stress, mental disorders, and treatment and therapy.

Many hands-on demonstrations bring the course material to life and typically include experiencing the connection between taste and smell, understanding perceptual illusions, simulating the interaction of genes and the environment, becoming a human neuron, and seeing how facial expressions affect mood. The course emphasizes active learning, critical thinking, study skills, preparation for college, and successful completion of the AP exam.

CIVICS IN ACTION

Grade 12

1 semester

Prerequisite: None

Civics in Action will be a course that introduces students to how our government functions. They will identify basic principles that guided the development of our government system, as well as the reasons behind those principles. Students will learn how the government works, as well as how and why each individual living in society has a civic duty to be actively engaged in our government. Students will go through the basic roles and responsibilities of the branches of government, as well as outside influences, to accomplish this goal.

The course will help students discover how the government functions and what they can do to play a role in government to become more responsible citizens. They will exit the class with a working knowledge of this system, how it changes, and how the American people affect this change. They will participate in experiential learning to develop an understanding of their role in civic life of the United States.

Special Education



PROGRAM

Lake Park High School District 108 provides a free and appropriate program of special education services for exceptional children who are residents of the District between the ages of 14 and 21. Please direct requests for an evaluation or concerns with regard to a student's progress toward graduation to their guidance counselor.

It is the intent of the district that no individual, solely by reason of his/her disability, should be excluded from participating in an Lake Park program or activity. Anyone having knowledge of instances of discrimination should contact the District office.

The belief of Lake Park High School Special Education is to help inspire in students a sense of personal responsibility and passion for learning. Our staff is committed to identifying and meeting the diverse needs of each student through individualized educational programming. It is our mission to work cooperatively with families, students, community, colleagues, and other professionals in order to promote each student's success and well-being in preparation for their future.

PROGRAM OPPORTUNITIES

Under the Special Education umbrella, Lake Park offers four exceptional opportunities to help meet a student's needs and to enhance their individualized education plan.

Progressions

Progressions offers varying levels of resource and instructional services within the Special Education department. This instructional program is a cross-categorical, departmentalized program that meets the education of students with an Individualized Education Plan (IEP). The program offers the following:

- Resource support for identified students
- Instruction in required core subject areas
- Lessons to improve social skills-collaboration, self- confidence, on-task behaviors, and other individual needs
- Ability to advance in future career paths
- Progression toward independent academic achievement and self advocacy

Choices

Choices is a small, self-contained, program supporting the academic and emotional needs of the students in the program. The philosophy of Choices is a developmental approach that is designed to foster behavioral, academic, emotional, and social growth in a structured, supportive environment.

Decisions are made on an individual basis to secure as much success as possible for each student.

- Provides alternative educational setting
- Maintains students on a graduation track
- Modifies student behavior so they can experience positive interactions in school, home and the community

Pathways

This self-contained program is designed for students who need significant academic modification to the high school curriculum. Pathways emphasizes academic, vocational, social, and life skills necessary to function independently within society. These skills are addressed within the classroom and community environments. Curriculum at this level may be individualized and adjusted to a lower academic level, students in this program must successfully complete a curriculum of required subject areas and elective courses consistent with the District's requirements for a standard diploma.

- Provides academic learning experiences within the classroom and community settings that will be generalized into their real life experiences
- Builds and develops social, life and vocational skills that allow for enhanced problem solving abilities and increased interpersonal success with others
- Links and empowers students to transition from school to an adult life

Transition Assistance Program

Transition provides a consistent continuum of special education services for students following the completion of four academic years of high school. Each student must have completed all academic requirements for graduation. This program culminates in the receipt of a high school diploma from Lake Park before reaching their 22nd birthday. The program assists in developing skills in the areas of career awareness, independent living skills, access to the community, and self advocacy.

- Identification of career interests, skills, and abilities
- Development of critical workplace skills and a solid foundation for good work habits
- Change in approach to services: student as an adult decision maker – family as support to such decisions
- Link between students, schools, and employers



Technology & Engineering



Possible Sequences for Technology & Engineering

	Grade 9	Grade 10	Grade 11	Grade 12
	Foundations of Technology	Foundations of Technology		
Graphics:	Graphic Arts 1	Graphic Arts 1	Graphics 1, 2*	Graphics 1, 2*
Automotive:	Energy & Transportation Systems (Power Sports & Equipment) Auto Maintenance	Energy & Transportation Systems (Power Sports & Equipment) Auto Maintenance		
Woods and Metals:	Woodworking Design & Manufacturing 1	Woodworking Design & Manufacturing 2*	Intro to Precision Machining Advanced Precision Machining*	Intro to Precision Machining Advanced Precision Machining*
Electronics:	Intro to Electronics	Intro to Electronics	Intro to Electronics	Intro to Electronics
Engineering:	Intro to AutoCAD Intro to Engineering and Design	Intro to AutoCAD Intro to Engineering and Design	Intro to AutoCAD Civil Engineering and Architecture Intro to Engineering and Design Principles of Engineering Computer Integrated Manufacturing	Intro to AutoCAD Civil Engineering and Architecture Intro to Engineering and Design Principles of Engineering Computer Integrated Manufacturing

FOUNDATIONS OF TECHNOLOGY

Grades 9-10

1 semester

Prerequisite: None

Don't know what **Technology & Engineering** course to take, look no further... Foundations of Technology is for **YOU!** This course is designed to introduce you to woods, metals, autos, small engines, electronics, graphics, CAD, architecture, and engineering. The curriculum is lab-based where students will learn the essentials hands on. This class will give you the opportunity to better understand all of our courses and help you decide what your **NEXT** Technology & Engineering elective course to sign up for.

ENERGY AND TRANSPORTATION SYSTEMS (POWER SPORTS AND EQUIPMENT)

Grades 9-10

1 semester

Prerequisite: None

Imagine having the ability to completely disassemble and reassemble a running engine! This course introduces students to small internal combustion engines. After taking this course, students will also be able to troubleshoot and diagnose engine problems. Students will explore all applications of small engines including lawnmowers, snow blowers, snowmobiles, atvs, and watercrafts.

AUTOMOTIVE MAINTENANCE

Grade 9-10

1 semester

Prerequisite: None

Do you plan on owning a car? This course is designed to introduce students to the basic operation and maintenance of the automobile. Topics covered will be beneficial to ALL current and future car owners, **both male and female**, and will provide students with the skills necessary for owning and maintaining a car. This course will include classroom demonstrations and lab activities including oil changes, under the hood inspections, under the car inspections, changing and rotating tires, replacement of essential maintenance parts on an automobile, and how to properly care for your vehicle. **This is the first step to owning a vehicle.**

WOODWORKING DESIGN & MANUFACTURING 1

Grades 9-10

1 semester

Prerequisite: None

How many students can say that they learned to operate a CNC (computer numerical controlled) machine called ShopBot? Woodworking Design and Manufacturing 1 is a **LAB BASED** course where students will learn how to safely operate all of the equipment in Lake Park High Schools Wood Shop including the ShopBot. Students will be able to design and operate the CNC machine to create their own custom project. Students will also explore cabinet making where every student will build a night stand cabinet to take home. Students will be exposed to several areas of the manufacturing world through class projects in this course.



WOODWORKING DESIGN & MANUFACTURING 2

Grades 9-10

1 semester

Prerequisite: Woodworking Design & Manufacturing 1

Take the next step into the design and manufacturing world! Woodworking Design & Manufacturing 2 is designed to have students apply and expand upon the fabrication processes learned and experienced in Woodworking Design & Manufacturing 1 and utilize those processes in the wood shop. Students will design, create plans, and manufacture a product in the woodworking area. Students will also experience how the manufacturing world operates by participating in a class project built for Lake Park High School. Students will also have the opportunity to further their experience and knowledge using the CNC Shopbot by creating and building a project of their choosing.

INTRODUCTION TO ENGINEERING DESIGN (IED) - PROJECT LEAD THE WAY (PLTW)

Grades 9-12

full year

Prerequisite: None

This Project Lead the Way (PLTW) course, Introduction to Engineering Design is an interdisciplinary approach utilizing (Science, Technology, Engineering, and Math) STEM. Emphasis is placed on learning the design process. Students utilize their creativity and collaborate with other students through hands-on projects. The students will develop skills that engineers rely on every day, such as researching, proper engineering documentation with team members, sketching, using state of the art equipment in Autodesk Inventor software. This is used as an opportunity for students to create prototypes and mockups of their work and team solutions.

PRINCIPLES OF ENGINEERING (POE) - PROJECT LEAD THE WAY (PLTW)

Grades 11-12

full year

Prerequisite: None (Introduction to Engineering is Recommended)

This Project Lead the Way (PLTW) course, is an interdisciplinary approach utilizing STEM (Science, Technology, Engineering, and Math). The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have the opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through group projects and activities. Students will be able to program automated machines/robots they build and design. Students will learn about and create Gear Trains and Pulley systems. Students will assess strengths and weaknesses within building materials.

COMPUTER INTEGRATED MANUFACTURING (CIM) - PROJECT LEAD THE WAY (PLTW)

Grades 11-12 **full year**

Prerequisite: None (Introduction to Engineering is Recommended)

The course explores manufacturing history, individual processes, systems, and careers. In addition to technical concepts, the course incorporates finance, ethics, and engineering design. This reflects an integrated approach that leading manufacturers have adopted to improve safety, quality, and efficiency. Students will be using large automated manufacturing machines (CNC machines) and robots.

PROJECT LEAD THE WAY (PLTW) – CIVIL ENGINEERING AND ARCHITECTURE (CEA)

Grades 11-12 **full year**

Prerequisite: None

Civil Engineering and Architecture (CEA) is a high school specialization course in the PLTW Engineering Program. In CEA, students learn the fundamentals of building design, site design, and development. They apply Science, Technology, Engineering, Artistic design and Math to design both residential and commercial projects using REVIT 3D software technology.

INTRODUCTION TO ELECTRONICS

Grades: 9-12 **1 semester**

Prerequisite: None

This course introduces students to basic electronic theories, components, circuits, test equipment, and wiring techniques. Multiple hands-on projects with circuits and testing is also used. Direct Current theory is introduced along with an introduction to alternating current. Students will also have a basic understanding of house wiring and will construct basic house wiring projects.

INTRODUCTION TO COMPUTER AIDED DRAFTING - AutoCAD

Grades 9-12 **1 semester**

Prerequisite: None

This class is an introductory course in computer-aided drafting and design. This course will provide the opportunity for the student to become familiar with computer hardware and AutoCAD, an Architectural/Engineering software. At first, students will create basic design drawings, and then move to more elaborate design drawings that consist of multiple parts. Towards the conclusion of the course, students will also learn how to use Autodesk Inventor, a 3-dimensional solid modeling software.

GRAPHIC ARTS 1

Grades 9-12 **1 semester**

Prerequisite: None

Graphic Arts I will provide students with opportunity to create, design, and produce ideas using computer software. Students will be introduced to one of the newest versions of PHOTOSHOP. This software deals with creating, editing, and manipulating photos to design professional real-world projects. ILLUSTRATOR software will also be explored as vector imaging is a large part of the advertising/marketing industry. Students will become experienced in photography, glass etching (sandblasting), t-shirt design, vinyl (decal) production and sublimation production; creating mouse pads, lanyards, apparel, and other interesting real world projects in the production lab.



GRAPHIC ARTS 2

Grades 11-12 **1 semester**

Prerequisite: Graphic Arts 1

Upon completing the required prerequisite – Graphics I, students will expand their knowledge in the areas of electronic publishing, offset printing, screen printing, vinyl production, and heat seal printing. An emphasis will be placed on electronic image assembly and output including the use of a digital camera. Students will also design and print multi-color projects for professional display and distribution. Career opportunities in this field will also be explored.

INTRODUCTION TO PRECISION MACHINING (DUAL CREDIT)

Grades 11-12 **full year**

Prerequisite: None

Designed for students with little background in the use of metal-working machine tools. Basic principles and operations on the engine lathe, vertical milling machine, surface grinder and precision measurement. **(DUAL CREDIT with College of DuPage, Manufacturing 1151 Machine Shop I)**

ADVANCED PRECISION MACHINING

Grades 11-12 **full year**

Prerequisite: "C" or better in Engineering and Precision Machining Technology 1

An introduction to CNC (Computer Numerical Control) machinery as it applies to the operator and programmer. Introduction to CNC programming coding, set-up, tooling, operation, and troubleshooting. Basic principles and applications of numerically controlled equipment and the setup and operation of CNC machines.



Technology Center of DuPage

Technology Center of DuPage areas of study

Please see your counselor for an updated program guide or visit www.tcdupage.org for more information on the TCD programs and dual credit.

Communication

Computer Information Systems & Game Design
Multimedia & Television Production

Human Service

Cosmetology
Criminal Justice
Early Childhood Education & Care
Fire Science / Emergency Medical Technician
Healthcare Foundations
Medical Terminology & Health Careers
Nursing Assistant Training Program
Professional Cooking, Baking and Service

Industrial / Building

Construction Trades
Heating, Ventilation, Air Conditioning & Refrigeration
Landscape Design & Turf Management
Precision Machining
Residential Wiring
Welding Technology

STEM (Science, Technology, Engineering and Math)

Digital Electronics / Electronics Technology
PLTW Pathway to Engineering

- Introduction to Engineering Design (IED)
- Principles of Engineering (POE)
- Civil Engineering & Architecture (CEA)
- Digital Electronics (DE)
- Engineering Design & Development (EDD)

Transportation

Auto Body Repair & Refinishing
Automotive Technology

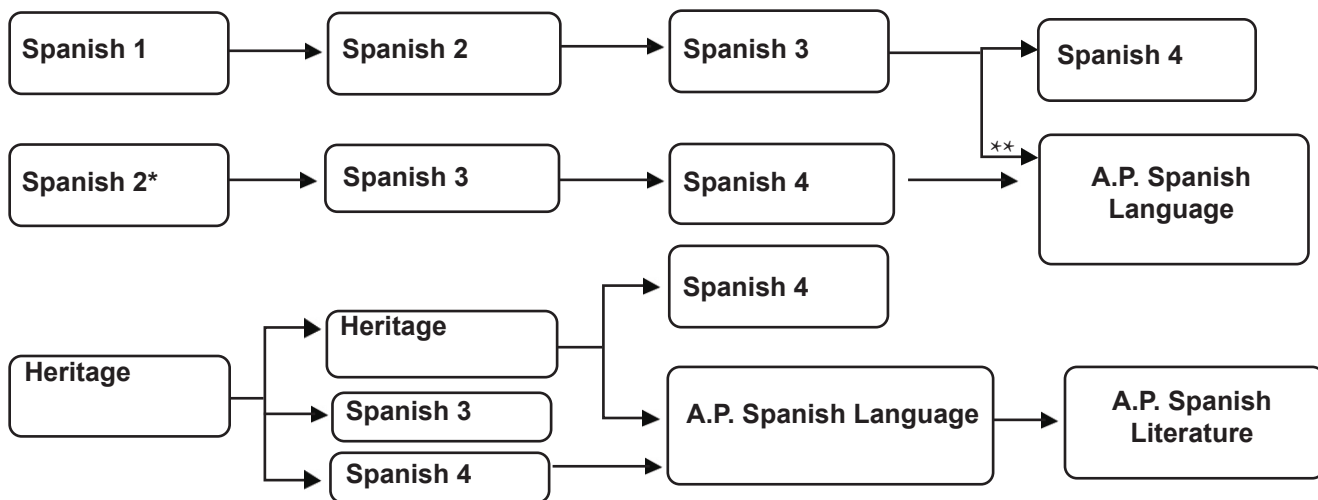
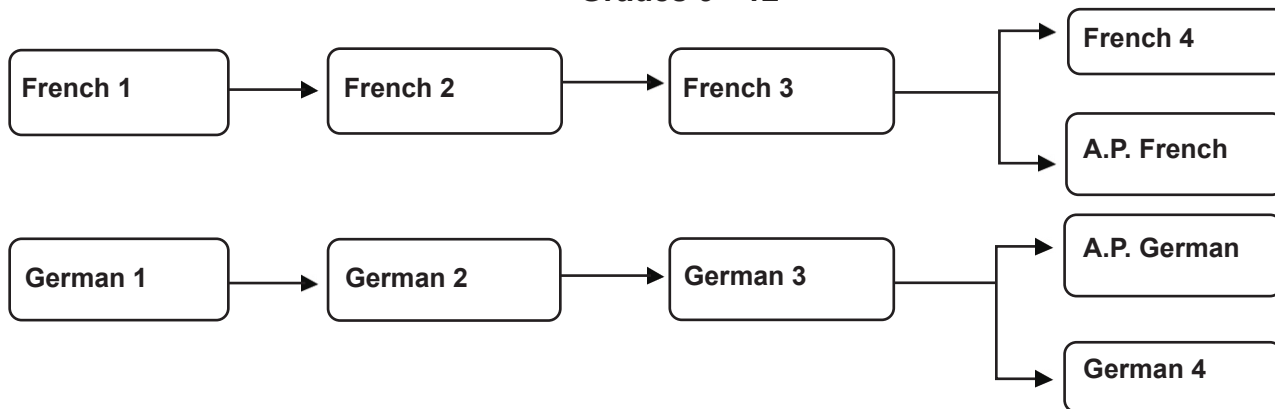


World Languages



Possible sequences for World Languages

Grades 9 - 12



ELL 1-2-3
ELL Resource
Grades 9-12

Students may enter a foreign language sequence at any grade level.

*Freshmen may enter at this level if they have completed the beginning sequence.

**Grade 11 to AP Language - summer bridge course required and teacher recommendation

**Grade 12 summer work

FRENCH 1*

Grades 9-12

full year

Prerequisite: None

The emphasis in French 1 is placed upon listening, speaking abilities, and cultural topics. French is used extensively in the classroom and student participation is required. An introduction to vocabulary and grammar provides a solid foundation for further study.



FRENCH 2

Grades 9-12

full year

Prerequisite: French 1 or instructor approval

This course is a continuation of the intensive work with the speaking and listening skills students began in French 1. Stress is placed on the student's use of French in the classroom for communication. The study of additional grammatical concepts, vocabulary, and cultural themes prepare the student for controlled and free oral and written expression.

FRENCH 3

Grades 10-12

full year

Prerequisite: French 2

This course emphasizes the oral and cultural aspects of the language through the study of advanced grammar, composition, and short stories. Focus on spontaneous and prepared speaking provides students with active use of grammatical structures that bring about oral proficiency.

FRENCH 4

Grades 11-12

full year

Prerequisite: French 3

Emphasis is on advanced skill development in reading, writing and speaking. A complete grammar and verb tense review is done before presentation of new topics.

AP FRENCH

Grades 11-12

full year

Prerequisite: French 3 or teacher approval

Students in Advanced Placement French complete the French 4 units of study in addition to activities specifically designed as preparation for the Advanced Placement examination. Articles from current French periodicals, audio material, the internet, and film are studied for cultural content as well as structural analysis and active passive vocabulary expansion. Previous AP examinations are given as practice for the AP French exam in the spring.

GERMAN 1*

Grades 9-12

full year

Prerequisite: None

The primary goal of German 1 is the development of listening and speaking skills, and cultural topics. The student also gains the basic knowledge of elementary grammar and vocabulary as well as reading and writing skills. German is used extensively in the classroom and student participation is required.

GERMAN 2

Grades 9-12

full year

Prerequisite: German 1 or teacher approval

The student in German 2 actively participates in opportunities to speak, read, and write the language. Through the study of more complex grammar, extensive vocabulary and cultural themes, the student builds on the first year foundation and is prepared for more advanced levels of study.

GERMAN 3

Grades 10-12

full year

Prerequisite: German 2 or teacher approval

This course emphasizes conversations, reading, and writings based on cultural aspects of the language. Detailed, intermediate readings in literature and culture are introduced, increasing comprehension in these areas. Focus on spontaneous and prepared speaking provides students with active use of grammatical structures for oral proficiency.

GERMAN 4

Grades 11-12

full year

Prerequisite: German 3 or teacher approval

German 4 provides opportunities for advanced skill development in listening comprehension, speaking, reading and writing. Modern social concerns, historical developments and grammar and literature are studied through the use of text and audiovisual materials.

AP GERMAN

Grades 11-12

full year

Prerequisite: German 3 or teacher approval

Students in Advanced Placement German complete the German 4 units of study in addition to activities specifically designed as preparation for the Advances Placement examination. Articles from current German periodicals and the internet are studied for cultural content as well as structural analysis and active/ passive vocabulary expansion. Previous AP examinations are given as practice for the AP German exam in the spring.

SPANISH 1

Grades 9-12

full year

Prerequisite: None

The students in Spanish 1 develop skills in understanding and communicating through oral dialogues, basic vocabulary, and grammar study. The elementary fundamentals of reading and writing are introduced. Spanish is used extensively in the classroom and student participation is required.

SPANISH 2*

Grades 9-12

full year

Prerequisite: Completion of 2 semesters of Lake Park Spanish 1 or at least 70% on the 8th grade placement exam. [Middle school teacher recommendation is considered.]

In this course, a student expands oral and listening skills and is encouraged to converse with classmates on controlled topics. Continued study of grammar and vocabulary enriches the student's speaking and reading abilities. The skill of writing is further developed to synthesize vocabulary and grammar acquisition.

SPANISH 3

Grades 10-12

full year

Prerequisite: Spanish 2

This course emphasizes an increased acquisition of vocabulary along with more complex grammatical concepts. Students are able to communicate freely on a variety of subjects through conversation and writing. Students read extensively through use of cultural readings and a mini-novel.

SPANISH 4

Grades 11-12

full year

Prerequisite: Spanish 3, Heritage Proficiency or Heritage Literacy

This course stresses intense oral expression through discussion, skits, and speeches. Grammar is reviewed and new tenses are learned with an emphasis on more complex grammatical structures. The study of literature, history, art, and contemporary issues address reading skills and cultural awareness. Expository and creative writing require the usage of advanced grammar and vocabulary structures.

AP SPANISH LANGUAGE

Grade 11 or 12**

full year

Prerequisite: Spanish 4

This course is a rigorous and intensive review of all grammar, vocabulary, literature, and culture previously studied with emphasis placed on the "fine points" in order to prepare the student for the AP Spanish Language exam. Audio and video of native speakers, speaking, writing, and reading, are stressed. Authentic resources are studied for cultural context as well as structural analysis and active/passive vocabulary expansion.



AP SPANISH LITERATURE

Grade 12**

full year

Prerequisite: Spanish 4

AP Spanish Literature is a rigorous course in which students read, analyze, and interpret literature written in Spanish beginning with poetic "romances" of the 12th Century through the Quijote and the Epoca Dorada to the contemporary short stories of the Nobel prize winners of the Spanish-speaking Americas. Emphasis is placed on the study of literary movements and world history in order to develop a rich background for the works studied. Students will organize and develop critical and analytical essays on topics required by the College Board for the AP Spanish Literature test.

HERITAGE PROFICIENCY & HERITAGE LITERACY

Grades 9-10

full year

Prerequisite: Native Spanish speaker, Successful Completion of Heritage Speaker Placement Test

These courses will provide students with the sociolinguistic skills to enable them to use their heritage language, Spanish, to communicate with a variety of audiences and for a variety of purposes: personal, social, and academic. Effective communication will be a cornerstone for success in the class, and prosperity in the future. Students will be placed in one of the two listed courses based on the year of enrollment.

*Incoming ninth-grade students will not receive credit toward high school graduation for previous world language study. Similarly, students who speak the target language at home or who have other prior knowledge may, upon demonstrating proficiency, be moved up to a class at the appropriate level.

**Students in Heritage Proficiency or Literacy may take AP Spanish or AP Literature with teacher recommendation.



ELL: English Language Learners

English as a Second Language courses are designed for students who are identified as English Language Learners through the W-APT English proficiency assessment. After the W-APT, students will be placed in ESL 1, ESL 2, ESL 3, or ESL 4 based upon their English abilities in the areas of speaking, reading, writing, and listening. Students will also be appropriately placed in ELL Reading. The English as a Second Language classes count as required English credits toward graduation.

ELL 1

Grades 9-12

Prerequisite: teacher recommendation

English as a Second Language 1 is designed for the newcomer. This class focuses on beginning grammar structures, listening, and speaking skills. Beginning sight vocabulary and phrases are emphasized to improve fluency.

ELL 2

Grades 9-12

Prerequisite: teacher recommendation

English as a Second Language 2 continues to focus on grammar structures. This class also focuses on phonemic awareness to improve reading proficiency and comprehension. Students are introduced to the five paragraph essay and beginning narratives. Speaking and listening skills are continually practiced through active participation and discussion.

ELL 3

Grades 9-12

Prerequisite: teacher recommendation

English as a Second Language 3 focuses further attention on students' reading, writing, speaking, and listening proficiencies. In this course students read fiction and nonfiction texts, write narrative and expository essays, and use authentic sources to better vocabulary and grammar skills.

ELL 4

Grades 9-12

Prerequisite: teacher recommendation

English as a Second Language 4 continues to emphasize reading, writing, speaking, and listening proficiencies. Students will read grade-level appropriate novels with the goal of transitioning to the mainstream English classroom. Students will learn how to appropriately take notes while reading independently. Students will also conduct research culminating in a final research paper. Advanced grammar and vocabulary will be stressed.

ELL Reading 1/2

Grades 9-12

English as a Second Language Reading 1/2 focuses on introduction to pre-reading strategies and application with classroom fiction and nonfiction texts. During reading and post-reading strategies are introduced. Students transition from teacher modeling to independent practice.

ELL Reading 3/4

Grades 9-12

Prerequisite: teacher recommendation

English as a Second Language Reading 3/4 focuses on reading strategies to help the ELL student succeed while reading authentic literature and texts. Pre-reading, during reading, and post-reading strategies are emphasized. Students will read fiction and nonfiction texts in preparation for transition to the mainstream English classroom. In addition, all students will participate in two formal reading assessments throughout the school year to determine reading proficiency levels.

ELL Resource

Grades 9-12

Prerequisite: Enrollment in ESL

Students will have the opportunity to complete individual work in a teacher-guided environment. During this class, students also have the opportunity to seek help from mainstream teachers and complete assessments with modifications or accommodations. In this class students receive a grade of pass/fail.

Activities/Athletics

ELIGIBILITY REQUIREMENTS

Lake Park High School abides by the eligibility rules established by the Illinois High School Association. In order to participate, a student must meet the Lake Park academic standard each week and the IHSA standard in any athletic contest, school-sponsored competition, plays and musicals each semester.

- A. A student must pass 25 credit hours (including physical education) of high school work per week. This means a student must take a minimum of five classes per semester in order to have enough credits.
- B. Students who fail to meet this standard may still practice.
- C. When calculating classes, TCD is equivalent to three classes and any cooperative education job is equivalent to two classes.
- D. A student must have passed 20 credit hours (including physical education) of high school work the previous semester to be eligible for the ensuing semester.

ACTIVITIES

STUDENT ORGANIZATIONS

Lake Park High School offers a wide variety of activities for student participation.

- Art Club
- Austausch German Exchange
- Chess Club
- Choral Groups
- Class Councils
- College Unidos
- Color Guard
- DECA (Association of Marketing Students)
- Dance Ensemble
- Drama Events
 - Children's Theatre
 - Fall Play
 - Winter Operetta
 - Winter Play
 - Contest Play
 - Group Interpretation
 - Spring Musical
- Earth Club
- FCCLA (Family Career & Community Leaders of America)
- Fishing Club
- Future Medical Professionals
- Gamers Club
- Gay Straight Alliance
- Homecoming Activities
- International Thespians Group
 - Student Directed One Acts
 - Improv
- Jazz Band/Pep Band
- L'Exchange French Exchange
- Lancers Lead
- Marching Band
- Mathletes
- National Honor Society
- Poetry Team
- Psychology Club
- Publications
- Lance/Yearbook
- Montage/Literary Mag.
- Perspective/ Newspaper
- Scholastic Bowl
- Science Olympiad
- Snowball
- Speech Team
- Student Council
- Thespians
- Winter Guard
- WONDER Diversity Club
- World Language Clubs (French, German, Spanish)
- Xtreme Game
- Youth & Government

YEARBOOK

The Lance is an annual student publication printed by Herff Jones. The yearbook may be purchased at the beginning of the school year during registration. The purchase price includes a digital version of the yearbook and the literary magazine, Montage. The Lance and Montage are delivered in early August.

Yearbook meetings are held year-round. During the school year, students meet daily after school at East Campus in the yearbook room and occasionally on weekends.

Students in grades 9-12 can work on the yearbook. Informational meetings are held in the fall. Students may also contact an advisor for an application and additional information. The yearbook room is located at East Campus.

ATHLETICS

Lake Park High School offers a full range of athletic competition for boys and girls in grades 9 through 12. The Lancers compete in the Dupage Valley Conference. All Lake Park athletes must abide by the eligibility rules established by the IHSA and Lake Park High School.

Fall

- Cheerleading
- Girls Cross Country
- Boys Cross Country
- Boys Football
- Girls Golf
- Boys Golf
- Lancettes
- Boys Soccer
- Girls Swim & Dive
- Girls Tennis
- Girls Volleyball

Winter

- Competitive Cheerleading
- Girls Basketball
- Boys Basketball
- Girls Bowling
- Girls Gymnastics
- Boys Swim & Dive
- Lancettes
- Boys Wrestling
- Boys Bowling

Spring

- Girls Badminton
- Boys Baseball
- Boys Gymnastics
- Girls Soccer
- Girls Softball
- Boys Tennis
- Girls Track and Field
- Boys Track and Field



SUMMER SPORTS CAMPS

Summer sports programs (camps) are offered annually at Lake Park High School. Summer camp schedules and registration will be posted at the beginning of April on the athletic department website: <http://il.8to18.com/lphs>. You may call the Athletics Office at (630) 295-5326 for more information.

Activities/Athletics

NATIONAL HONOR SOCIETY

Membership in the National Honor Society is one of the highest honors that can be awarded to a high school student. The NHS has worked to bring the accomplishments of outstanding students to the attention of parents, teachers, peers, and community. No student is inducted into the society simply because of a high academic average. Rather, the NHS strives to recognize the total student, one who excels in scholarship, leadership, character, and service.

Criteria for Membership in the National Honor Society

Scholarship - Juniors and seniors who have a cumulative grade point average of 4.75 (on a 5.0 scale) are eligible for NHS membership consideration on the basis of character, leadership, and service.

Character - A student of good character

- demonstrates the highest standards of honesty and reliability;
- upholds principles of morality and ethics;
- manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others;
- shows courtesy, concern, and respect for others;
- cooperates by complying with school regulations concerning property, programs, office, halls, etc.;
- consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability);
- observes instructions and rules, punctuality, and faithfulness both inside and outside of the class room;
- takes criticism willingly and accepts recommendations graciously;
- has powers of concentration and sustained attention as shown by perseverance and application to studies;
- actively helps to rid the school of bad influences or environment.

Leadership - The student who exercises leadership

- exemplifies positive attitudes;
- inspires positive behavior in others;
- exercises influence on peers in upholding school ideals;
- demonstrates academic initiative;
- contributes ideas that improve the civic life of the school;
- demonstrates leadership in promoting school activities;
- is resourceful in applying principles and making suggestions regarding problems;
- successfully holds school offices or positions of responsibility, conducting business efficiently and effectively;
- demonstrates reliability and dependability in any responsibility accepted

Service - The student serves both the school and community by enthusiastic and dedicated participation in Lake Park High School's extensive extracurricular program including the school's community service projects. He/she does group or team work uncomplainingly and works well with others.

The National Honor Society offers one-hour, after school tutoring sessions at East Campus on Tuesday and Thursdays. West Campus tutoring is by appointment only. Any Lake Park student experiencing difficulty with a subject may take advantage of these sessions.

PARENT ORGANIZATIONS

LAKE PARK BAND AUXILIARY

The Lake Park Band Auxiliary is the parent, staff and alumni support system for the band programs at Lake Park High School. All band parents are welcome to join the Auxiliary. The group's major projects include the annual Lake Park Joust marching band competition, Tag Day fundraiser, and the bi-annual band auction. Meetings are held the first Monday of each month at 7:00 p.m. in the West Campus Conference Room.

Contact Information:

P.O. Box 72087, Roselle, IL 60172
www.lakeparkband.com

LAKE PARK LANCERS BOOSTER CLUB

The Lake Park High School Booster Club has one goal - to enhance the experience Lake Park athletes have while participating in the school's 27 IHSA sports programs and the Lancettes beyond what the school budget can provide. The Booster Club also funds scholarships for college bound senior student-athletes as well as professional development opportunities for Lake Park coaching staff. The group accomplishes this by providing financial support for all of the athletic programs. You can help by becoming a member today or by purchasing LPHS Booster Wear, which is available on the group's website or at the school stores located at each campus. Meetings are held the second Monday of each month in the East Campus Community Room at 7PM.

Contact Information:

P.O. Box 182, Bloomingdale, IL 60108
www.lphsboosters.org

LAKE PARK CHORAL PARENT ASSOCIATION

The LPCPA consists of parents, staff and friends of the choir, dedicated to promoting and supporting the LPHS Choral Programs. Through material, financial and moral support, we enable students and staff to strive for excellence in their musical educational pursuits. YOU can help the LPCPA enrich the musical education and experiences of our choral students by volunteering on a fundraising, hospitality, wardrobe, web design, marketing or other committee, working a project or event, or serving on the Board of Directors. Meetings are held on the 3rd Tuesday of each month at 7:00 p.m. in the West Campus music room.

Contact Information:

info@lakeparkchoir.org
www.lakeparkchoir.org

LAKE PARK THEATRE BOOSTERS

The Lake Park Theatre Boosters mission is to provide support, energy, resources and ideas to the Theatre Program. This organization is open to all Theatre parents and meets on the third Thursday of the month at 7:00 p.m. in the East Campus Auditorium.



Illinois High School Association

(For 2019-20 School Term)

This summary is for the purpose of assisting in the understanding of IHSAA By-laws and Policies. In case of a conflict between this publication and the constitution and by-laws of the IHSAA, the constitution and by-laws shall control.

Key Provisions Regarding IHSAA Rules

Eligibility Rules

When you become a member of an interscholastic team at your high school, you will find that both your school and the IHSAA will have rules you must follow in order to be eligible for interscholastic participation. The IHSAA's rules have been adopted by the high schools which are members of IHSAA as part of the Association's constitution and by-laws. They must be followed as minimum standards for all interscholastic athletic competition in any member high school. Your high school may have additional requirements, but they may not be less stringent than these statewide minimums.

The principal/official representative of your school is responsible to see that only eligible students represent the school in interscholastic competition. Any question concerning your eligibility should be referred to your principal/official representative, who has a complete copy of all IHSAA eligibility rules, including the Association's due process procedure. Only the IHSAA Executive Director is authorized to make formal rulings on eligibility, so if your principal/official representative has questions or wishes assistance in answering your questions, the principal/official representative should contact the IHSAA Office.

Information contained here highlights some of the most important features of the IHSAA by-laws regarding interscholastic eligibility. It is designed to make you aware of major requirements you must meet to be eligible to compete in interscholastic competition. The information here is only a general description of major by-law provisions and does not contain the statement of the by-laws in their entirety. You can review the by-laws at www.ihsaa.org.

You may lose eligibility for interscholastic competition if you are not in compliance with IHSAA by-laws. Remember, if you have any questions regarding IHSAA rules, please contact your principal/official representative.

1. Attendance

- A. You may represent only the school you attend. Participation on a cooperative team of which your school is a member is acceptable.

- B. You must be enrolled and attending classes in your high school no later than the beginning of the 11th school day of the semester.
- C. If you attend school for ten (10) or more days during any one semester, it will count as one of the eight (8) semesters of high school attendance during which you may possibly have eligibility.
- D. If you have a lapse in school connection for ten (10) or more consecutive school days during a semester, you are subject to ineligibility for the rest of the semester. The specific terms of your extended absence must be reviewed by the Executive Director to determine if it is "lapse in school connection" or not.

2. Scholastic Standing

- A. You must pass twenty-five (25) credit hours of high school work per week. Generally, twenty-five (25) credit hours is the equivalent of five (5) .5 credit courses (2.5 full credits).
- B. You must have passed and received credit toward graduation for twenty-five (25) credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester.

3. Residence

Your eligibility is dependent on the location of the residence where you live full time with your parents, parent who has been assigned custody by the court, or court appointed legal guardian.

You may be eligible if you are entering high school as a freshman and:

- A. You attend the public high school in the district in which you live full time with both of your parents, custodial parent or court appointed guardian; or
- B. In the case of a multiple school district, you attend the public high school in the attendance area where you live full time with your parents, custodial parent or court appointed guardian; or
- C. You have paid tuition to attend a public school for a minimum of 7th and 8th grades in a district other than the one where you live with your parents, custodial parent or court appointed guardian and you continue to pay tuition as a high school student in that same district; or
- D. You attend a private/parochial school located within the boundaries of the public school district where you live with your parents, custodial parent or court appointed guardian; or
- E. You attend a private/parochial high school and have attended a private/parochial school for 7th and 8th grades, or for any four (4) grades from kindergarten through eighth grades; or
- F. You attend the private/parochial high school which one or both of your parents attended; or

- G. You attend a private/parochial high school located within a thirty (30) mile radius of the residence where you live with your parents, custodial parent or court appointed guardian.

4. Transfer

- A. In all transfer cases, both the principal of the school from which you transfer and the principal of the school into which you transfer must concur with the transfer in writing on a form provided by the IHSAA Office. ***You cannot be eligible when you transfer until this form is fully executed and on file in the school office.***
- B. If you transfer after classes begin for the current school term, you will definitely be ineligible for thirty days from the date you start attending classes at the new high school. In addition, you will be ineligible for that entire school term in any sport in which you engaged in any team activity, including but not limited to tryouts, drills, physical practice sessions, team meetings, playing in a contest, etc. at the school from which you transferred. For example, if you were out for cross country at the school from which you transfer and transfer after **the IHSAA sport season has begun**, you will be ineligible for cross country that entire school term at the new school.
- C. If you transfer attendance from one high school to another high school, you will be ineligible unless:
 1. Your transfer is in conjunction with a change in residence by both you and your parents, custodial parent or court appointed guardian from one public school district to a different public school district;
 2. Your transfer is between high schools within a public school district and both you and your parents, custodial parent or court appointed guardian change residence to the district attendance area for the school to which you transfer;
 3. Your parents are divorced or legally separated; you transfer to a new school in conjunction with a modification or other change in legal custody between your parents by action of a judge; and required court documents are on file at the school into which you transfer;
- D. If you transfer in conjunction with a change in legal guardianship, a ruling on your eligibility must be obtained from the IHSAA Office.
- E. If you transfer attendance from one school to another while you are ineligible for any reason, the period of ineligibility imposed prior to your transfer or the period of ineligibility that would have been imposed had you stayed at the school, will be enforced at the school to which you transfer, even if you are otherwise in compliance with the by-laws.

Athletic Eligibility Rules—Page 2

- F. Any questions about your eligibility in any of these instances must be resolved by a formal ruling from the IHSA Executive Director.
- G. In all other transfer situations, a ruling by the IHSA Executive Director is necessary to determine your eligibility. This ruling must be obtained in writing by the principal/official representative of the school into which you transfer before you participate in an interscholastic athletic contest.
- H. **The IHSA Executive Director may grant limited eligibility if you transfer schools prior to the start of your sophomore year and are not otherwise in compliance with the transfer eligibility by-laws.**

5. Age

You will become ineligible on the date you become twenty (20) years of age, unless your twentieth (20th) birthday occurs during a sport season. In that case, you will become ineligible in regard to age at the beginning of the sport season during which your twentieth (20th) birthday occurs.

6. Physical Examination

You must have placed on file with your principal/official representative a certificate of physical fitness, signed by a licensed physician, physician's assistant or nurse practitioner in order to practice or participate. Your physical examination is good for 395 days from the date of the exam. The physician's report must be on file with your high school principal/official representative.

7. Amateur Status

- A. If you win or place in actual competition, you may accept a medal or trophy for that accomplishment, without limit to its cost. Your school may provide IHSA state champions with championship rings/mementoes.
- B. For participating in competition in an interscholastic sport, or for athletic honors or recognition in a sport, you may receive any type of award (except cash, check or legal tender) that does not exceed \$75 fair market value. There is no limitation on the value of your school letter.
- C. The amateur rule does not prohibit you from being paid to referee, receiving pay for teaching lessons or coaching in a little kids league, etc. It only applies to your own competition in an athletic contest.
- D. If you violate the amateur rule, you become ineligible in the sport in which you violate. You must be reinstated by the Executive Director before you may compete again.

8. Recruiting of Athletes

- A. The by-laws prohibit recruiting of high school students for athletics. If you are solicited to enroll in or transfer to a school to participate in athletics, you are being illegally recruited and your eligibility is in jeopardy.
- B. You will lose your eligibility if you enroll in or transfer to a school in response to recruiting efforts by any person or group of persons, connected with or not connected with the school, related to athletic participation.
- C. You will lose your eligibility if you receive special benefits or privileges as a prospective student-athlete which are not uniformly made available to all students who attend your school.
- D. You may not receive an "athletic scholarship" or any other special benefit from your school because you participate in athletics.
- E. It is a violation for any student-athlete to receive or be offered remuneration or any special inducement which is not made available to all applicants who apply to or enroll in the school.
- F. It is also a violation to induce or attempt to induce or encourage any prospective student to attend any member school for the purpose of participating in athletics, even when special remuneration or inducement is not given. Please remember that you may not be offered or receive any benefit, service, privilege or opportunity which is not also provided or made available to all prospective students at that school.
Note: If you are interested in finding out more information about a school, contact the principal/official representative or an administrator at the school, not a member of the coaching staff.

9. School Team Sports Seasons

- A. Each sport conducted by IHSA member schools has a starting and ending date. Your school may not organize a team, begin practice or participate in contests in a given sport until the authorized starting date. Your school may not continue to practice or participate in contests after the authorized ending date. This means that:
 - 1. During the school year, you may not participate on a non-school team coached by any member of your school's coaching staff unless it meets specific criteria established by the by-laws.
 - 2. No school coach may require you to participate in an out-of-season sport program as a requirement for being a member of a school team.
- B. Violation of the sport season by-laws will result in penalty to you and/or to your school's coaching personnel.

10. Playing in Non-School Competition

- A. During the time you are participating on a school team in a sport at your high school, you may neither play on a non-school team nor compete in non-school competition as an individual in that same sport or in any skill of that sport.
- B. If you participate in non-school competition during a sport season and subsequently wish to join the school team in the same sport, you will not be eligible.
- C. **If you wish to participate in a competition sanctioned by the National Governing Body of a sport, a junior affiliate of the National Governing Body of a sport or an official Illinois affiliate for the sport, your principal/official representative must request approval through the Schools Center prior to any such participation.**
- D. You may try out for a non-school team while you are on your school's team in that same sport, but you may not practice, receive instruction, participate in workouts, or participate in competition with a non-school team in that same sport until you cease being a member of your school's team. You cease being a member of your school's team when the team(s) of which you are a member terminates for the school term.
- E. You will become ineligible if you participate on, practice with or compete against any junior college, college or university team during your high school career.

11. All-Star Participation

- A. After you have completed your high school eligibility in the sport of football, basketball, soccer or volleyball, you may participate in three (3) all-star contests in any of these sports and still play for other school teams, provided the high school season in that sport has been completed. You may lose your eligibility for other interscholastic sports if you play in all-star competition in any of these sports under any other conditions.
- B. You are not restricted from participating in all-star competition in sports other than football, basketball, soccer or volleyball, except that you may not do so during the school season for the sport.

12. Misbehavior During Contests

- A. If you violate the ethics of competition or the principles of good sportsmanship, you may be barred from interscholastic athletic contests, either as a participant or spectator or both.
- B. If you are ejected from a contest for unsportsmanlike conduct, you will be ineligible for your team's next contest. You are also subject to other penalties.