Academic Planning Guide/Student Handbook
2016 – 2017
Superintendent's Message

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 “Five-Year Educational Plan” on page 13 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 24 AP courses and administer 25 exams. AP programming represents one of Lake’s Park’s greatest success indicators with 852 students taking 1,438 AP exams and 82% scoring a “3” or higher in 2015.

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 2015-2016 school year launched with the opening of a 3,000 square foot engineering and precision machining facility. The state-of-the-art “Innovation Center” is designed to support curricular opportunities and increasing demand for skilled workers in the engineering and precision machining industries. Momentum began in 2013 when Lake Park became a recognized Project Lead the Way (PLTW) School - the nation’s leading science, technology, engineering, and math (STEM) program. The hands-on, project-based engineering courses can provide students with a foundation and proven path to college and career success. PLTW classes are listed in the Technology and Engineering section beginning on page 60.

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 2020!

Lynne Panega, Ed. D.
Superintendent

* Information in this publication is current as of January 2016.
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.
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.
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 Claire Adachi, and Members At Large Judith Briggs, Keri DeWaele, and Robert Marino.

Administration:
Lynne Panega, Superintendent, is supported by a leadership team composed of two assistant superintendents, the principals and 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 144 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 ACT 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.

Donations to the Lake Park High School Educational Foundation are tax-deductible. To learn more about how you can help the Foundation, please contact (630) 529-4500.
Lake Park High School Directory

Main Switchboard: 630-529-4500

OFFICE OF THE SUPERINTENDENT
   Lynne 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 EDUCATIONAL SERVICES
   Michael Wojtowicz 630-295-5422

PRINCIPAL’S OFFICE, EAST CAMPUS
   630-295-5211

PRINCIPAL’S OFFICE, WEST CAMPUS
   630-295-5311

OFFICE OF STUDENT ACTIVITIES
   630-295-5312

OFFICE OF ATHLETICS
   630-295-5325

DIRECTOR OF COMMUNICATIONS
   630-295-5401

DIRECTOR OF OPERATIONS AND MAINTENANCE
   630-295-5397

DIRECTOR OF PUPIL PERSONEL SERVICES
   630-295-5370

DIRECTOR OF SPECIAL EDUCATION
   630-295-5202

PUPIL SERVICES

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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. The District employs approximately 213 teachers and 124 aides, clerical and support 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
General Computer Laboratories
Sixteen computer laboratories located at East and West Campuses offer students access to state of the art computing resources, including word processing, presentation software, data analysis tools, Internet access, specialized curriculum software, printers, scanners, and web-based applications. The laboratories are open for student use one hour before and after school, and are staffed with instructional aides. Cloud-based file storage services enable students to access and work on assignments between campuses and off campus. All students are encouraged to develop essential technology skills to help them succeed in an increasingly technological society.

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. These are accessible through 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.

The libraries host a math tutoring area, and East also houses a Write Here, where students can go to receive writing assistance in any subject. This is housed in another location at West Campus.

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.

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 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, class rank, or honor roll placement.

Student Service Contract job descriptions are available in the counseling office at each campus. Student Service Contract workers are not allowed to work with student records; handle confidential information such as grades, test scores, or parent letters; or grade student assignments or tests.
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.

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.
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.

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.

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 Director of Pupil Personnel Services for Lake Park High School District 108 at (630) 295-5370.

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.

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.
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:
Lake Park High School District’s 108 free lunch program 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 principals’ 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 your 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
7. Up-to-date activities and athletics calendars
8. Current and archived issues of the electronic newsletter LP Link

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 will introduce a gradual rollout of a 1:1 technology program for all freshman students at East Campus beginning with 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. Teachers have been participating in extensive professional development to prepare for the next phase of the 1:1 program.

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

COMMUNICATIONS
The Office of Community Relations 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.

Connect-ED:
This service keeps parents and employees updated of 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 mainframe system. If your phone number has changed, please contact the East Campus Registrar at (630) 295-5240 or West Campus Registrar at (630) 295-5340. Any questions about Connect-ED can be directed to the Community Relations 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.

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.
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 21, 2016 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_________________________________________________________
Inspire a sense of **personal responsibility** and a **passion for learning** while challenging students to reach their **full potential**
## Five-Year Educational Plan

### Year 1 - Grade 9

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### Year 2 - Grade 10

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<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
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<td>5. P.E.</td>
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### Summer School

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<th>1st Semester</th>
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<tbody>
<tr>
<td>4. History</td>
<td>4. History</td>
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<tr>
<td>5. P.E./Health</td>
<td>5. PE/Health</td>
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### Year 3 - Grade 11

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### Year 4 - Grade 12

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<tbody>
<tr>
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<td>1. Class</td>
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<tr>
<td>2. Consumer Ed. or Elect</td>
<td>2. Consumer Ed. or Elect</td>
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### Year 5 - Post Secondary

Vocational/Technical Training ______________________________________________________
Two-Year College ________________________________________________________________
Four-Year College ______________________________________________________________
Military Training _________________________________________________________________
Career Choice _________________________________________________________________


**ACT/SAT CODE NUMBER: 142852**

**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 ACT 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 (includes Health and Driver Education) 4.0 credits
- Science (Biology, Chemistry and Physics) 3.0 credits
- Social Studies 3.0 credits
- Electives (chosen by the student) 3.5 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.

**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 I/A, I/B, I/C, I/D, or 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 two additional weeks into the next semester is provided for the completion of the work. At the end of the two-week period, all incompletes are automatically changed to the final grade indicated below the slash if the work is not completed. 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 permissible only in instances of prolonged illness. A written plan must be approved for an extension.

**FAILURES**

If a student receives a failing grade on the semester report, this grade is recorded on the permanent record with no credit given for the class. If the class failed is required, such as English, then the class must be repeated. Should a student fail an elective he/she need not repeat the course, and may substitute another elective course in its place. If a student were to fail either a semester or a year of math, the student must retake the whole year over again, or make up the failed semester in summer school.

A student who retakes the exact same failed course at Lake Park High School for the full semester during the regular school year will earn a grade replacement. The prior failing grade will be noted on the transcript but will not calculate into the student’s grade point average.

If a failed course is retaken at the exact same level in our Lake Park summer school courses, the student can also earn a grade replacement. The prior failing grade will be noted on the transcript but will not calculate into the student’s grade point average.

Classes taken in the Credit Recovery online curriculum will be listed on the transcript as a Pass or Fail grade.

**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 EXPLORE placement test, which is given at Lake Park High School in the fall of a student’s eighth-grade year. A mathematics placement test developed by Lake Park is administered at the same test session.

Placement recommendations for all required classes are made by Lake Park High School. Sender school teacher recommendations and prior achievement test scores are also considered during the placement process. Placement in honors classes is 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 in an honors course. The only criteria for placement in elective courses are the prerequisite requirements identified in the Academic Planning Guide.

**READING PLACEMENT**

Lake Park High School’s reading 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. The reading program also stresses the development of student communication skills through structured class discussions and by emphasizing the reading/writing connection. Placement in the reading
program is based on a student’s performance on the reading section of the EXPLORE test administered to all incoming students. Retests can be given and are coordinated by the sending school principal.

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. Parents will be notified by letter if their student is placed in the reading program.

The criteria for the reading program placement is:
-Incoming freshman: A reading comprehension grade equivalent score below 7.2.
-Sophomores: A reading comprehension grade equivalent score below 8.5.

STANDARDIZED TESTS
EXPLORE - administered in the fall of a student’s eighth grade year. The results are used to help place students in required classes during their freshman year.

PLAN - administered in the spring of freshman year. The purpose is to help prepare students for the ACT test and to gather information to assist students in selecting future courses and placement.

Practice ACT - given the spring of sophomore year and the fall of junior year. In addition to providing students with additional exposure to the ACT, results of the exam identify the amount of learning growth from the PLAN test which is administered the previous year.

PSAT/NMSQT - available to interested juniors in October for possible national merit scholarship.

SAT I - a three-hour test of verbal and mathematical reasoning skills available to juniors and seniors. This exam is required by many colleges/universities, particularly those on the East and West coasts. Lake Park is not a test center for the SAT. Some colleges/universities also require SAT II subject tests which are available upon request on the same test dates.

SAT II - a one-hour test in 19 different subject areas which is available to juniors and seniors. These tests measure knowledge of particular subjects and the ability to apply that knowledge.

In 2015-2016 Lake Park will be administering the Partnership for Assessment of Readiness for College and Careers (PARCC) exam. More information regarding PARCC will be available on the Lake Park website.

ACT (American College Test) - available to juniors and seniors. This exam is required by the majority of Midwestern and Southern colleges/universities for admission. It is offered at Lake Park in October.

AP TESTS (Advanced Placement) – designed for students enrolled in advanced placement courses, the exams are administered in May. Depending on the student's score and the college/university they are planning to attend, college credit may be received. Some institutions offer advanced course status; some do not accept the results at all. Students should check with the institution they are planning to attend prior to taking the test to find how the results will be treated.

ELECTIVE COURSES
1. A student may add/drop an elective class during the first two weeks of the semester and petition to drop an elective through the end of the second week of the semester.
2. A student may only add or drop a year-length elective during the first two weeks of the first semester and may petition to drop an elective for a study hall through the end of the sixth week of the semester.
3. Adding an elective which is not a study hall after two weeks will require administrative approval.
4. Requests to drop a semester-long elective after the first two weeks will not be honored.
5. Requests to drop a year-length elective after the first two weeks of the semester will be evaluated for the next semester.

LEVEL CHANGE PROCEDURE FOR A REQUIRED COURSE
1. All level changes must be requested by a parent or teacher by May 15 to be in effect the following school year. The teacher must generate the Level Change Form and mark “advised” or “not advised.”
2. Students may not be moved to a lower level due to a lack of performance.
3. All level changes must be supported with student data that illustrates the need for the change. A few examples of the type of data required include EPAS scores (EXPLORE, PLAN, ACT), student attendance rates, student motivation/behavior, quiz and test scores, and homework completion rates. All documents necessary to support the requested change should be attached to the Level Change Form.
4. The Level Change Form must be signed in the order listed on the form to ensure informed processing of the request.
5. The Level Change Form need only be submitted for approval to the Assistant Principal if the following two circumstances apply:
   a. All parties do not agree to the level change, or
   b. The level change request was initiated AFTER the first four weeks of the semester.

Should either of the above circumstances apply, the completed form and all relevant documentation should be submitted. If the request is granted, the level change form will be returned to the counselor for the appropriate schedule changes to be made.

Level changes may also be completed at an IEP meeting and forwarded to the Curriculum Leader.

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 determine 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 Class Rank and Honor Roll). These points will be utilized in calculating the student’s class rank and 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

Class rank is the student’s position relative to other students based on Grade Point Average. A student’s GPA is the average of all grades in credit classes. The weighted and non-weighted GPA and class rank will appear on a student’s transcript. For purposes of honor roll and final class rank placement, the District will consider only the weighted GPA. Grades are converted to a five point system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
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<td>B</td>
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<td>C</td>
<td>3</td>
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<td>D</td>
<td>2</td>
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<td>F</td>
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The GPA of each student is placed in rank order and given a numerical ranking with one being the highest. If two or more students are tied for the same rank, each will be assigned the same number. Class rank should be available three weeks after the end of each semester.

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: Advanced Algebra, Biology, Chemistry, Geometry, Precalculus, World Literature and Composition, and Written and Oral Communications.


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:

English — a rank order scale is developed using scale scores on the EXPLORE Test (English, reading and composite), and teacher recommendation.

Mathematics — a rank order scale is developed using student scores on local assessments and scale scores on the EXPLORE Test (math, reading and composite).

Science — a rank order scale is developed using scale scores on the EXPLORE Test (science, math, reading and composite), and teacher recommendation.

Social Studies — a rank order scale is developed using scale scores on the EXPLORE Test (reading and composite), 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
Students may receive an academic letter or a high academic letter by accumulating points at the honor roll level as indicated below:

- Honors = 30 points
- High Honors = 45 points
- Highest Honors = 60 points

A student needs 180 points to earn an academic letter and 360 points to earn a high academic letter.

**HONORS CREDIT IN ELECTIVE CLASSES**

West Campus students have an opportunity to earn honors level credit by pursuing advanced study in a specific elective area. Students interested in pursuing this option must attend an orientation meeting and complete a proposal in which they describe their project area. A committee of teachers and administrators will review and approve all proposals and will evaluate the final project. Additional information regarding the honors credit option is available in the Counseling Office at each campus.

**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.

**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 varsity 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 varsity athletes are required to complete a physical education exemption form that must be obtained in and returned to the Athletic Office at West Campus. Administrative guidelines for physical education exemptions are available for review on the district 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**

**NIGHT PROGRAM** - The Lake Park High School Alternative Night Program was developed to serve the students of District 108 who have had difficulties with school in the traditional day setting or who can best be served by attending small classes at night. Students who have had multiple failures, excessive absences, and/or disciplinary difficulties may be considered for the alternative program. In contrast to day school, the program is not required by law and can be terminated at any time.

The night program is available to students not attending Lake Park during the day. The student and his/her parent/guardian must come in for an enrollment conference with the alternative school facilitator, discuss the student’s individual academic plan, and complete all of the appropriate forms. The building principal and alternative school facilitator must approve that the student is eligible for the program before he/she is enrolled. Upon placement, specific academic, vocational, and social/emotional goals will be developed for the student. The night program runs Monday through Thursday from 5:00 to 8:00 p.m. at the West Campus. The credits/courses needed for graduation will be determined when a student is accepted into the program.

**AFTERNOON PROGRAM** - The Lake Park High School Alternative Afternoon School Program is offered for students who have attempted and failed a required course or are enrolled in the Alternative Night School Program. 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 in class on 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.

**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 – which includes 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**

Grades determine class rank/percentile. Students who rank high in their class have a better chance of being accepted by the college of their choice.

**ACT or SAT scores**

In addition to class rank, test scores from the ACT and SAT are important factors in college admission decisions. The ACT is widely used by colleges in the Midwest, South, and West. The ACT and/or SAT is accepted at all four-year colleges.

**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 post-secondary institutions may be obtained and sent by logging on to PARCHMENT.COM. Students must create a free profile online and can send transcripts electronically to the 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 Registrar.

**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 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. Grades determine class rank. A student who ranks high in his/her class has a better chance of being accepted by the college of his/her choice. In addition to a class rank, test scores from the ACT and SAT are vital factors in college admission. The ACT is widely used by colleges throughout the country. The SAT is required mainly in the East, in California, and at some highly selective schools. 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:

<table>
<thead>
<tr>
<th>Units</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English</td>
</tr>
<tr>
<td>3</td>
<td>Social Studies</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics—through Advanced Algebra</td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
</tr>
<tr>
<td>2</td>
<td>Art, Drama, Debate, Journalism, Music,</td>
</tr>
<tr>
<td></td>
<td>World Language, or Career and Technical Education (Business, Family &amp; Consumer Science, Technology &amp; Engineering)</td>
</tr>
</tbody>
</table>

**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](http://www.FAFSA.ed.gov/FAFSA/app/f4cForm). More information can be found at [www.fafsa.ed.gov](http://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.

<table>
<thead>
<tr>
<th>Admission Competition Categories</th>
<th>Educational Opportunities in the U.S.</th>
<th>Mid-50% range of ACT &amp; SAT scores</th>
<th>Recommended High School Academic Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly competitive colleges and universities</strong>&lt;br&gt;These schools typically examine all aspects of a potential student’s application. Everyone who applies possesses the highest academic and personal qualifications.</td>
<td>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.</td>
<td>ACT: 27-31&lt;br&gt;SAT I: 1210-1360</td>
<td>4 years English&lt;br&gt;4 years advanced mathematics&lt;br&gt;3-4 years laboratory science&lt;br&gt;3-4 years social studies&lt;br&gt;3-4 years foreign language&lt;br&gt;1 year fine arts&lt;br&gt;Honors and AP course work are desirable</td>
</tr>
<tr>
<td><strong>Competitive colleges and universities</strong>&lt;br&gt;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.</td>
<td>Includes Big Ten Schools, most state university systems, most liberal arts colleges, and many conservatories and institutes.</td>
<td>ACT: 21-25&lt;br&gt;SAT I: 1000-1144</td>
<td>4 years English&lt;br&gt;3 years advanced mathematics&lt;br&gt;3 years laboratory science&lt;br&gt;3 years social studies&lt;br&gt;2 years foreign language&lt;br&gt;1 year fine arts&lt;br&gt;Vocational education courses are acceptable at some Illinois state-supported universities in place of foreign language.</td>
</tr>
<tr>
<td><strong>Colleges and universities with open admission</strong>&lt;br&gt;These schools have very liberal admission policies. They give every student a chance to try college-level work.</td>
<td>Some state universities are included, as are almost all community colleges.</td>
<td>ACT: 15-22&lt;br&gt;SAT I: 720-1030</td>
<td>4 years English&lt;br&gt;3 years mathematics&lt;br&gt;2-3 years science&lt;br&gt;2-3 years social studies&lt;br&gt;1-2 years foreign language&lt;br&gt;Vocational education or fine arts courses may be acceptable</td>
</tr>
<tr>
<td><strong>Specialized colleges and conservatories</strong>&lt;br&gt;These schools are often oriented toward fine arts.</td>
<td>Includes the School of the Art Institute, Oberlin Conservatory of Music, Etc.</td>
<td>Portfolios or auditions are weighted more heavily than test scores</td>
<td>Same as competitive colleges category with the addition of specialized courses in the fine arts.</td>
</tr>
<tr>
<td><strong>Trade and technical schools</strong>&lt;br&gt;These schools are most concerned with a student’s career aptitude.</td>
<td>Includes thousands of independent vocational schools throughout the United States.</td>
<td>Not always required for admission</td>
<td>Emphasis on English, science, mathematics and vocational courses.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>DIVISION I</th>
<th>16 Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years of English.</td>
<td></td>
</tr>
<tr>
<td>3 years of mathematics (Algebra I or higher).</td>
<td></td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab offered by high school).</td>
<td></td>
</tr>
<tr>
<td>1 year of additional English, mathematics or natural/physical science.</td>
<td></td>
</tr>
<tr>
<td>2 years of social science.</td>
<td></td>
</tr>
<tr>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
<td></td>
</tr>
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</table>

<table>
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<th>DIVISION II</th>
<th>16 Core Courses</th>
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<td>3 years of English.</td>
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For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.
Inspire a sense of **personal responsibility** and a **passion for learning** while challenging students to reach their **full potential**
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.

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

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.

DIRECTOR OF PUPIL PERSONNEL SERVICES
The Director of Pupil Personnel Services works collaboratively with the PPS members to coordinate programming and delivery of services for the PPS Department, including developmental curriculum, homebound instruction, articulation, and Section 504 Eligibility.
Course Descriptions

Inspire a sense of **personal responsibility**
and a **passion for learning**
while challenging students to reach their **full potential**
Possible Sequences for Art

Art Fundamentals 2-D
Grades 9 - 12

Art Drawing 1
Grades 9 - 12

Art Drawing 2
Grades 10 - 12

Painting 1
Grades 9 - 12

Painting 2
Grades 10 - 12

Ceramics 1
Grades 9 - 12

Ceramics 2
Grades 10 - 12

Sculpture
Grades 9 - 12

Art Studio AP
See Course Description for Prerequisite

Photography 1
Grades 10 - 12

Photography 2
Grades 11 - 12

Photography 3
Grades 11 - 12

See course descriptions for prerequisites.
ART FUNDAMENTALS 2-D
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.

ART DRAWING 1
Grades 9-12 1 semester  
Prerequisite: Art Fundamentals 2-D 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.

ART DRAWING 2
Grades 10-12 1 semester  
Prerequisite: Art Drawing 1 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 1
Grades 9-12 1 semester  
Prerequisite: Art Fundamentals 2-D 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 2
Grades 10-12 1 semester  
Prerequisite: Painting 1 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.

ART FUNDAMENTALS 3-D
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 making three-dimensional art. You will be exposed to making sculptures through carving, modeling, constructing and soldering. You will work with various materials including but not limited to wire, clay, metal and plaster! You will focus on making art, technical processes, looking at and evaluating works of art that are both decorative and functional.

CERAMICS 1
Grades 9-12 1 semester  
Prerequisite: Art Fundamentals 3-D with a grade of “C” or better or teacher consent.  
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, Ceramics 1 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 10-12 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.
SCULPTURE
Grades 9-12          1 semester
Prerequisite:  Art Fundamentals 3-D 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. You will explore a variety of sculptural media and materials through carving, modeling, casting and fabrication in the creation of non functional sculptural forms. Sculpture 1 will expose you to state of the art materials and techniques for making beautiful and expressive work. You will learn to weld, cast metal, and create a variety of molds to reproduce your work.

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. In Photography 1, you will learn how cameras work, what makes photos interesting, and most importantly, you will take lots of pictures. It’s highly recommended that students have a 35mm film camera; however, several school cameras are available for checkout if needed. Digital cameras will be provided for in class assignments.

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 darkroom and 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 the darkroom, you will get to work with more types of chemicals and different processes to layer images, tone them, and create a variety of effects in your prints. If you loved digital imaging, you will learn more in depth techniques to manipulate and print your photos with beautiful results. You will use the same 35mm film camera 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. You will use the same 35mm camera from Photography 1 and 2. (All other cameras will be provided.)

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 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, students will construct a portfolio of work, which focuses on a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving, and ideation. Students also develop a body of work for the Concentration section of the portfolio that investigates an idea of personal interest to them.
Possible Sequences for Business Education

**Business:**
- Accounting
- Business Management
- Economics
- Entrepreneurship
- Finance & Marketing

**Computer Technology:**
- Computer Applications
- Web Design
- Intro Programming
  (Java)

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

BUSINESS COMMUNICATIONS  
Grades 11-12  
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, bailments, landlord/tenant rights and responsibilities, employer/employee rights and responsibilities, patents and copyrights, and business ownership.

CAREER INTERNSHIP  
Grades 12  
1 semester  
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.

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.

COMPUTER APPLICATIONS  
Grades 9-12  
1 semester  
Prerequisite: None  
Computer Applications is designed as a survival course for the digital world. The major component in this course is the introduction of application software such as Google Drive and Microsoft Office Suite. The student will also be exposed to the latest Web 2.0 applications. Skills acquired in the course will be of value in completing assignments and projects throughout the student's academic career and beyond. Students will not regret taking this course!
WEB DESIGN  
Grades 9-12  1 semester  
Prerequisite: None (Recommended: Intro to Java Programming, Intro to 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.

INTRODUCTION TO PROGRAMMING  
Grades 9-12  1 semester  
Prerequisite: None (Recommended: Enrollment on completion of Algebra)  
Introduction to Programming/Visual Basic is designed as an introductory programming course for all interested students. This course presents Visual Basic language, syntax and elementary problem-solving using the computer. The course is intended for those students who have had little or no experience in computer programming.

INTRODUCTION TO JAVA PROGRAMMING  
Grades 9-12  1 semester  
Prerequisite: None (Recommended: Introduction to Programming/Visual Basic)  
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.

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.

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).

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.

A+ Certification: Computer Software and Hardware Maintenance  
Grade 11 & 12  Full Year  
Prerequisite: Students should complete one of the following:  
   a. Two computer related courses (Web Design, Computer application, or programming)  
   b. Teacher’s consent  
This one-year long course covers aspects of general hardware and software support relating to computers. It prepares students for Comp TIAA+ 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.
Possible sequences for Cooperative Education

**Grades 11 - 12**

Cooperative Work Training Class 1 – 2
Cooperative Work Training Job 1 – 2

**Grade 12**

Cooperative Marketing Education Class 1 – 2
Cooperative Marketing Education Job 1 – 2

See course descriptions for prerequisites.

See Business Education, Family & Consumer Sciences, and Technology & Engineering for related courses.

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**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.

Application forms are available in the Counseling Office

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.

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**COOPERATIVE MARKETING EDUCATION**
(CME)
CME CLASS 1-2
Grade 12 ½ credit per semester for class
CME JOB 1-2 1 credit per semester for job
Prerequisite: Age 16, good attendance, teacher approval of class and job, and any of the following: CWT, Accounting, Business Law, Economics, Marketing, Merchandising, or approved work experiences (Recommended: Keyboarding)

DECA dues required.

Application forms are available in the Counseling Office

CME is a course for the business, marketing, or management student interested in a work experience. Individual student work in the specific skills needed by him/her on the job is developed in class. Class time is also devoted to group and individual study of pricing, retailing, career and consumer skills, human relations, management principles, and applying for a job. Students will be members of DECA, the related student organization, which meets during class time to develop leadership skills, develop social awareness and prepare for DECA competition.

Special Notes:
- Students must be enrolled concurrently in class and job.
- Each cooperative education course has a related student organization.
- Successful completion of 2 semesters of cooperative education class/job meets the District’s requirement for consumer education.
**Possible Sequences for English**

Level changes may be made in required courses per department criteria.

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<tr>
<th>Grade 9*</th>
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<th>Grade 11*</th>
<th>Grade 12*</th>
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<td>World Literature and Composition or World Studies</td>
<td>American Literature and Composition or American Studies</td>
<td>Senior Selectives: College Preparatory Composition, Contemporary Literature and Composition, Humanities I, Humanities II, Music and Literature, Rhetoric of Cinema</td>
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<tr>
<td>Advanced Written and Oral Communication</td>
<td>Advanced World Literature and Composition</td>
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<tr>
<td>Honors Written and Oral Communication</td>
<td>Honors World Literature</td>
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**ELECTIVES**

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<tbody>
<tr>
<td>Speech 1 - 2</td>
<td>Stagecraft 1 - 2</td>
<td>Speech 1 - 2</td>
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<tr>
<td>Debate 1 - 2</td>
<td>Journalism 1 - 4</td>
<td>Stagecraft 1 - 2</td>
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<tr>
<td>Drama 1 - 2</td>
<td>Yearbook Publications 1 - 4</td>
<td>Debate 1 - 2</td>
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<tr>
<td>College Literacy</td>
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<td>Drama Practicum 1 - 4</td>
</tr>
</tbody>
</table>

See course descriptions for prerequisites.

All Studies classes must be taken concurrently with the companion social studies course.

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

*Level changes may be made in required courses per department and district criteria.
READING 9-10
Grades 9-10  full year for Grade 9
Semester or full year thereafter
Prerequisite: Reading scores and standardized test scores.
Reading is a required remedial class for incoming freshmen reading below 42% (a 12 in reading) on the EXPLORE 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 ACT College Readiness Standards 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. (The skills addressed vary according to regular, advanced and honors levels.)

GLOBAL STUDIES
Grade 9  full year
Global Studies is a college readiness skills-based curriculum aligned to the ACT College Readiness Standards 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.

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 ACT College Readiness Standards 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 STUDIES
American Studies
Advanced American Studies
Grade 11  full year
Recommended: Successful completion of World Literature
American Studies is a college readiness, skills-based curriculum aligned to the ACT College Readiness Standards 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 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 (poetry, novels, short stories, drama and non-fiction from 1970 to the present). Students will write several formal and informal essays, as well as a research paper. Classroom activities will include reading, writing, discussion, and assessments of various types.

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 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, reading, writing, in-depth discussion, and the completion of a formal research paper.

Humanities I and II two 1 semester courses
This course builds on world literature from the classics to the current day, exploring the central question “What does it mean to be human?” Students will read literature, but will also examine theology, anthropology, cultural arts and history so as to gain a better perspective on the human race, its overall achievements, the impression it has left behind, and the direction in which it is going. This course will include a research paper.

Music and Literature 1 semester
This course entails careful analysis of music, nonfiction literature, short stories, poetry and a novel. Students will analyze both music and literature in order to explore the element of conflict. 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 complete a formal research paper.

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/ACTION/DIRECTING COURSES OFFERED

DRAMA 1
GRADERS 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 scenes 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
GRADERS 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
GRADERS 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.

STAGECRAFT 1
GRADERS 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.

JOURNALISM COURSES OFFERED

JOURNALISM 1  
GRADES 9-12  
1 semester  
Prerequisite: “B” average or better in English  
In this course, students discover the role of mass media in a free society where legal freedoms to hand-in-hand with legal restrictions. By studying and applying various communication techniques, students will be better able to evaluate and appreciate mass media messages. Students will learn written and verbal communication skills. This class also incorporates broadcast media and an introduction to graphic design and photography. Writing for possible publication in the student newspaper, Perspective, is a part of the course. This course fulfills .5 credits towards the Fine Arts graduation requirement.

JOURNALISM 2-3-4-5-6-7-8  
GRADES 9-12  
1 semester  
Advanced Journalism students make extensive use of technology to develop basic journalistic skills. Students use a variety of methods to do newswriting and news reporting, including extensive, in-depth feature articles, multimedia presentations, in-depth research, hypertext and layout programs, and individual broadcasting. Students establish a schedule and timeline with instructor oversight and approval, and work in tandem with Journalism One students. Writing for publication in the Perspective is incorporated into the course. Students may repeat the class up to six times with a B or better in the previous section, and with instructor approval. This course fulfills .5 credits towards the Fine Arts graduation requirement.

TELEVISION COURSES OFFERED

TV PRODUCTION  
GRADES 11-12  
full year  
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.

TV PRACTICUM 1-2-3  
GRADES 11-12  
1 semester  
Prerequisite: TV Production or teacher approval  
These courses will focus on the intricacies and techniques of advanced television production and editing in a laboratory setting. Students will build on their knowledge of using the new studio equipment in a variety of new filming projects. Students will be faced with problem-solving situations as they produce television programming for use within the school and/or for school-related requests; i.e. Homecoming Video. Students will use a cooperative learning approach. Emphasis will be placed on advanced production skills and increased capabilities with electronic and computer-based digital media equipment. Students will be involved in all phases of the production process. This course fulfills .5 credits towards the Fine Arts graduation requirement.
Possible sequences for Family and Consumer Sciences

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<th>Grade 9</th>
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<td><strong>Fashion</strong></td>
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<td><strong>Foods</strong></td>
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<td>Culinary Skills 1</td>
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<td>Housing and Design</td>
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See course description for prerequisites
**FASHION**

**FASHION CONSTRUCTION 1**
Grades 9-12 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 9-12 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.

**FASHION CONSTRUCTION 3**
Grades 11-12 1 semester  
Prerequisite: Fashion Construction 2  
The focus of this course will be to expand on previously acquired skills in construction techniques and to gain new knowledge and skills on more detailed construction techniques. Other areas of study will include basic introduction to textiles, color, line and design. The construction projects will include techniques such as those used in design-making and are geared to challenge each student.

**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.

**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 teamwork. 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 HIGH SCHOOL 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.

**WELLNESS: NUTRITION AND EXERCISE**
Grades 11-12 1 semester  
Prerequisite: None  
This course integrates Family and Consumer Sciences and Health and Physical Education. Students will participate in nutrition and fitness assessments and learn cognitive skills of nutrition and exercise. While in the FCS classroom period, healthy eating will be emphasized through food preparation. Students will take the FCS portion of Wellness daily as well as the Physical Education portion daily. Students are required to be enrolled in both the FCS and the PE portion of Wellness. A field trip to Lifetime Fitness and Whole Foods Market is included in this course.
HUMAN DEVELOPMENT

PARENTING
Grades 10-12 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.

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 AND CARE
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.

DECISIONS IN LIVING
Grades 11-12 1 semester
Prerequisite: None
Students will explore, through discussion, life experiences, decisions and adjustments. Decisions in Living seeks to assist the student in coping with everyday and future occurrences. Areas of study include basic needs, self-concept, personality, maturity, self-health care, goal setting, decision-making and problem-solving techniques, stress management, communication styles, life styles, family crises, dating, STD’s, aging, death and dying, the family, and work and the effects of technology. Students work in cooperative (family) groups to solve case studies related to human concerns and can choose to plan a wedding project or research a crisis topic.

HOME MANAGEMENT AND DESIGN

HOUSING AND 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.
Possible sequences for Mathematics
Course placements are based on mathematics assessment scores

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<tr>
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<td>Geometry B</td>
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<td>Finite Mathematics</td>
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<td>Algebra 1</td>
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<td>Pre-Calculus</td>
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<tr>
<td>Honors Geometry</td>
<td>Honors Algebra 2</td>
<td>Honors Pre-Calculus</td>
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<td>Honors Algebra 2</td>
<td>Algometry</td>
<td>AP Statistics</td>
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<td>Pre-Calculus</td>
<td>AP Calculus BC</td>
<td>AP Statistics</td>
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</tbody>
</table>
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 scores on the mathematics placement test
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 – Double Period**
Grades 9-10 full year
Prerequisite: Pre-Algebra or qualifying scores on the mathematics placement test.
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**
Grades 9-10 full year
Prerequisite: Qualifying scores on the mathematics placement test
For the qualified mathematics student, Algebra (single period) is the appropriate preparation needed to go on to advanced mathematics courses. Algebra generalizes the structure and properties of arithmetic in an abstract, symbolic manner. All of the topics of elementary Algebra through quadratics are studied.

**GEOMETRY B**
Grades 10-12 full year
Prerequisite: Algebra Double Period or teacher recommendation
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.

**HONORS GEOMETRY**
Grade 9 full year
Prerequisite: Meet the qualifying score on the EXPLORE test, grade of A or B in eighth grade Algebra and teacher recommendation
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 2B**
Grades 11-12 full year
Prerequisite: Geometry B
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**
Grades 10-11 full year
Prerequisite: Geometry
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 permutations, combinations, sequences, series, probability and trigonometry.

**HONORS ALGEBRA 2**
Grades 9-10 full year
Prerequisite: Honors Geometry
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.

**HONORS ALGESTRY**
Grade 10 full year
Prerequisite: Meet placement requirements for Algebra 2 and Honors Chemistry
This team-taught, two-hour block course, integrates Chemistry and Algebra 2. Students use technology to refine problem-solving and laboratory skills. This is an excellent course for students interested in engineering or other occupations requiring a strong math and science background.
FINITE MATHEMATICS
Grades 12  full year
Prerequisite: Algebra 2B
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. Students enrolled in this course may qualify to receive Dual Credit through the College of DuPage based on test scores and permission from the Curriculum Leader.

PRE-CALCULUS
Grades 11-12  full year
Prerequisite: Algebra 2
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.

HONORS PRE-CALCULUS
Grades 10-12  full year
Prerequisite: Honors Algebra 2 or teacher recommendation
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
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 Honors Pre-Calculus
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 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.

APPLICATIONS FOR MATH REASONING
Grade 12  1 semester
Prerequisite: Algebra 2B
This course is designed to explore the uses of mathematics outside of high school. Students will be taught both the algebraic portion of mathematics as well as finding applications of these topics outside the classroom. Topics taught in the course include consumer mathematics, applicable geometry, probability and more. The graphing calculator will be used for computation, discovery, and problem analysis.
Possible sequences for Music-Instrumental

Grades 9 - 12

See course descriptions for prerequisites.
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 ENSEMBLE 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.

MUSIC THEORY
Grades 11-12  semester or full year
Prerequisite: A reading knowledge of music in at lease one clef
Music Theory is designed to prepare the student for a college music course or is for the student interested in learning more about music theory. The course is designed to teach classroom theory. A survey of western music history and literature is an integral part of the course. Electronic music notation and sequencing will be incorporated into projects throughout the course. Students need to have a reading knowledge of music.

AP MUSIC THEORY
Grades 11-12  full year
Prerequisite: Teacher recommendation or successful completion of Music Theory
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.
Possible sequences for Music-Vocal

Grade 9  |  Grade 10  |  Grade 11  |  Grade 12
---|---|---|---
Freshmen Mixed Choir

Sophomore Mixed Choir

West Women’s Choir

West Mixed Choir

Jazz / Chamber Choir*

*Must be concurrently enrolled in West Women’s Choir or West Mixed Choir.
FRESHMEN MIXED CHOIR
Grade 9  semester or 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  semester or 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.

WEST WOMEN’S CHOIR
Grades 11-12  semester or full year
Prerequisite: Instructor approval and audition
West Women’s 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. West Women’s 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 West Women’s Choir and West Mixed Choir based upon ability growth, and balanced voicing.

WEST MIXED CHOIR
Grades 11-12  semester or 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 West Women’s Choir based upon ability, growth, and balanced voicing.

JAZZ CHAMBER CHOIR
Grades 11-12  semester or full year
Prerequisite: Instructor approval and audition
Jazz Chamber Choir is a choral ensemble for junior and senior students at Lake Park High School. This ensemble is open to all students enrolled in West Women’s Choir or West Mixed Choir and who are eager to develop advanced skills in vocal production, musicianship, and performance. Jazz Chamber Choir performs music from jazz and pop genres, and early music through modern styles. Members of Jazz Chamber Choir are required to participate at all Lake Park High School concerts, dress rehearsals, and community performances throughout the year. Formal audition will take place in the spring of each academic year.
Possible sequences for Physical Education, Health & Driver Ed.

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<td>Introduction to Dance Arts</td>
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<td>Health</td>
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<td>Restrictive Physical Education</td>
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<td>Continuing Dance Arts</td>
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See course descriptions for prerequisites.
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.

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, meeting guidelines of HB 418 Driver Education
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 the classroom phase to meet Lake Park graduation requirements, and they must pass both the classroom and driving phases to qualify for an Illinois license prior to the age of 18.

State law stipulates that a student must have received a passing grade in at least eight courses during the previous two high school semesters or receive a waiver from this requirement form the building principal. Further explanation of this law may be obtained from a student’s counselor.

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.

*Health Education is required as one of the two semesters of physical education during freshman year.

**Driver Education 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.

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.

CONTINUING DANCE ARTS
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.

INTRODUCTION TO DANCE ARTS
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.

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. AED/CPR certification is also offered. 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***
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 to improve overall physical fitness.

WELLNESS: NUTRITION AND EXERCISE
This course integrates Family and Consumer Sciences and Health and Physical Education. Students will participate in nutrition and fitness assessments and learn cognitive skills of nutrition and exercise. While in the Physical Education classroom period, exercise will be emphasized through fitness club activities and instruction. Students will take the Physical Education portion of Wellness daily as well as the FCS portion daily. Students are required to be enrolled in both the FCS and the PE portion of Wellness.

***A fee is charged for participation in the program.
**Possible Sequences for Science**

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<td>Chemistry*</td>
<td>Physics*</td>
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<td>Earth &amp; Space Science</td>
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<td>Forensic Science</td>
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<td>Advanced Placement Biology</td>
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<td>Advanced Placement Environmental Science</td>
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* Multiple levels available, placement evaluated each year.

Classes listed for grades 11-12 may be taken concurrently or in order based on prerequisites.
BIOLOGY (G)
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
Grade 9  full year
Prerequisite: Qualifying scores on the science and reading placement assessments 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.

HONORS BIOLOGY
Grade 9  full year
Prerequisite: Qualifying scores on the science and reading placement assessments 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 high school biology and high school chemistry. It is suggested that students enrolling in AP Biology have earned a "B" or above in Honors Biology or an "A" in Biology (S) and a "B" or above in Honors Chemistry or an "A" in Chemistry (S).
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.

CHEMISTRY (G)
Grade 10  full year
Prerequisite: One semester of Biology G or Biology.
Chemistry(G) 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
Grade 10  full year
Prerequisite: One year of Biology 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.

HONORS CHEMISTRY
Grade 10  full year
Prerequisite: Biology – “A” or “B” grades in Honors Biology or an “A” in Biology and a teacher recommendation. Math – Minimum of a “B” in Honors Geometry or an “A” in Geometry or Algebra
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.

ALGESTRY
Grade 10  full year
Prerequisite: Meet placement requirements for Algebra 2 and Chemistry.
This team-taught, two-hour block course integrates Chemistry and Algebra 2. Students in Algestry use technology to refine problem-solving and laboratory skills.

HONORS ALGESTRY
Grade 10  full year
Prerequisite: Meet placement standards for Honors Algebra 2 and Honors Chemistry.
This team-taught, two-hour block course integrates Honors Chemistry and Honors Algebra 2. Students in Honors Algestry use technology to refine problem-solving and laboratory skills.
**AP CHEMISTRY**

Grades 11-12  
**full year**

Prerequisite: Chemistry and Advanced Algebra; completion of or concurrent enrollment in Physics

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.

The AP Chemistry course is designed to be taken by students after the successful completion of courses in high school biology, high school chemistry and high school physics or concurrent with physics. It is suggested that students enrolling in AP Chemistry have earned a “B” or above in Honors Chemistry or an “A” in Chemistry.

**PHYSICS (G)**

Grades 11-12  
**full year**

Prerequisite: Successful completion of one semester of Chemistry (G) 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 (S)**

Grades 11-12  
**full year**

Prerequisite: Chemistry and completion of or concurrent enrollment in Algebra 2. 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: Chemistry — “A” or “B” grade in Honors Chemistry or an “A” in Chemistry with a teacher recommendation. Math — minimum of a “B” in Algebra 2 or Honors Algebra 2 or an “A” in Honors Geometry or Geometry.

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 Honors Biology and Honors Chemistry, an “A” or “B” in Biology and Chemistry, or an “A” in Biology (G) and Chemistry (G).

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. 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.

EARTH AND SPACE SCIENCE
Grades 11-12
full year
Prerequisite: Two years of science. (Recommended: An "A" or "B" in Biology G and Chemistry G, or a "C" in Biology (S) and Chemistry(S) or successful completion of Honors Biology and Honors Chemistry. Juniors taking the course need to be concurrently enrolled in the appropriate level of physics.

Earth and Space Science is a lab-based science elective which allows students to pursue studies in astronomy, meteorology, geology and environmental science. The course is essential for students who would like an introduction to earth science and/or environmental science which can be continued as a major in college or help with general studies requirements in college. Topics include, but are not limited to: planets, stars, galaxies, black holes, astrobiology, wind and pressure relationships, weather forecasting, tornadoes, hurricanes, volcanoes, earthquakes, global warming, pollution, energy sources, and how to protect our home - the Earth.

AP ENVIRONMENTAL SCIENCE
Grades 11-12
full year
Prerequisites: The APES course is designed to be taken by students 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 (S) and Chemistry (S) and a "C" or above in Honors Math or a "B" or above in Algebra 1 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 human-made, 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.
Possible Sequences for Social Studies

**Grades 9**
- Global Studies
- Global Cultures
- Advanced Global Cultures
- AP Human Geography

**Grade 10**
- World Studies
- World History
- Advanced World History
- AP World History

**Grade 11**
- American Studies
- U.S. History
- Advanced U.S. History
- Advanced American Studies
- Social Studies Electives
  - Contemporary Issues
  - History of Chicago
  - Law in American Society
  - Psychology
  - Service in Action
  - Sociology
  - AP European History
  - AP Government and Politics
  - AP Psychology

**Grade 12**
- AP U.S. History
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  
Advanced/Regular  
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 STUDIES  
Grade 10 full year  
Prerequisite: None  
This course will integrate the various students of regular sophomore and regular World History. The focus will be on building skills in reading and writing through the study of short stories, plays, novels, nonfiction and poetry, as well as to study the human historical experience from the world’s first governmental systems through World War II. The class will fulfill the and Social Studies requirements for sophomores.

WORLD HISTORY  
Grade 10 full year  
Prerequisite: Advanced Global Cultures and/or teacher recommendation  
Advanced/Regular  
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.

AMERICAN STUDIES  
Grade 11 full year  
Prerequisite: None  
This course combines American literature and U.S. history to present the American experience through common themes. Through reading, writing, and problem solving, students develop an understanding of the interrelationship of historical and literary inquiry, thought, and communication. Satisfactory completion of the U.S. History portion of the American Studies course meets the graduation requirement for U.S. History.
ADVANCED AMERICAN STUDIES
Grade 11  full year
Prerequisite: Minimum Advanced World Literature and composition and Advanced World History

Geared to students planning to attend a four-year college, this course combines the study of American literature and American history to present the American experience through common themes. The content of the course covers American History from the colonial era to the present day. Through reading, writing, and problem-solving, students develop an understanding of the interrelationship of historical and literary inquiry, thought, and communication. The students also receive preparation in the reading and writing skills necessary for success on the ACT. To enroll in American Studies—students must be dually placed in Advanced American Studies in as well as Social Studies. Successful completion of the American History part of the Advanced American Studies course meets the graduation requirement for American History.

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.

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.

LAW IN AMERICAN SOCIETY
Grades 11-12  1 semester
Prerequisite: 1 year of social studies

Law in American Society is an introductory course for the study of law. Since the United States has more lawyers and lawsuits than any other country in the world, it is important that students understand their legal rights and responsibilities. Students will learn the basic principles of American law but will also examine the reasons for those laws. Units include a study of civil rights, criminal law and procedure, civil law and procedure, and juvenile law. Students will also be involved in a variety of academic activities such as mock trials and seminars. Any student interested in the study of law or of current legal issues is encouraged to enroll.
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.

SERVICE IN ACTION
Grade 11-12  1 semester
Prerequisite: None
Service In Action (SIA) combines academic instruction with experiential learning opportunities in the form of public service projects, field experiences, and public-sector job shadowing. Every project completed in SIA will be done with the intent to positively impact change on a surrounding community (school, local, state, region, world). Self-awareness and citizenship development are the key areas of focus, yet the area of personal self-mastery makes this learning opportunity unique. Creating and implementing service projects will be an essential objective of the class, but students will also set goals, evaluate progress, challenge assumptions, prioritize choices, take risks, and create individual learning opportunities.

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.

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. 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.

**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.
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
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
### Possible Sequences for Technology & Engineering

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*See course descriptions for prerequisites.
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 9-12                           1 semester
Prerequisite: None
(Recommended: Foundations of Technology)
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 UPKEEP (SYSTEMS)
Grade 9-12                           1 semester
Recommended: Energy and Transportation Systems
(Power Sports and Equipment)
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.

EXPLORING WOODS/METAL
Grades 9-12                           1 semester
Prerequisite: None
(Recommended: Foundations of Technology)
How many students can say that they learned to operate a CNC (computer numerical controlled) machine called ShopBot? Exploring Woods/Metal is a LAB BASED course where students will learn how to safety 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.

WOOD/METAL PRODUCTION
Grades 9-12                           1 semester
Prerequisite: Exploring Woods/Metal
Take the next step into the design and manufacturing world! Wood/Metal Production is designed to have students apply and expand upon the fabrication processes learned and experienced in Exploring Wood/Metal Technology 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.

PROJECT LEAD THE WAY (PLTW) – INTRODUCTION TO ENGINEERING DESIGN (IED)
Grades 9-12                           full year
Prerequisite: Completion of/or concurrent enrollment in geometry or higher
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.
PROJECT LEAD THE WAY (PLTW) – PRINCIPLES OF ENGINEERING (POE)
Grades 11-12 full year
Prerequisite: IED and Algebra 2 or higher
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.

PROJECT LEAD THE WAY (PLTW) – COMPUTER INTEGRATED MANUFACTURING (CIM)
Grades 11-12 full year
Prerequisite: IED or POE
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.

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.

ARCHITECTURAL DRAFTING
Grades 11-12 1 semester
Prerequisite: Introduction to Computer Aided Drafting
Architectural drafting and design is an advanced course involving residential and commercial drafting. Students will develop a basic understanding of an architect’s vocabulary including the alphabet of lines, floor plans, elevations, roof plans, and site planning. Students will be using the most up to date version of AutoCAD, which will be used to create today’s modern home styles. Model buildings is also explored.

ENGINEERING DRAFTING
Grades 11-12 1 semester
Prerequisite: Introduction to Computer Aided Drafting
Engineering drafting is another advanced course taken as a sequence in to Introduction to AutoCAD. The most up to date version of AutoCAD will be revisited as we continue to increase our knowledge of the 2-dimensional part. The course then directs its focus on 3-dimensional parts, using the Autodesk Inventor program. Inventor software takes your CAD designs beyond 3D to Digital Prototyping. With Inventor, the student can create a single digital model that gives him/her the ability to design, visualize, and simulate their products.

DIGITAL ELECTRONICS
Grades 11-12 1 semester
Prerequisite: Introduction to Electronics
The student will be introduced to digital electronics using a circuit building testing approach. Semiconductor theory, power supplies, gates binary numbers, counters, and linear circuits are also covered. Students will design and build more complex projects.

ANALOG AND DIGITAL CIRCUITS
Grades 11-12 1 semester
Prerequisite: Digital Electronics
Analogue and digital Circuits deals with analysis and application of active devices such as transistors, diodes, and integrated circuits. Electronic communication is covered for radio transmission and reception and fiber optic communication. Digital applications proceed to various computer interface circuits.
GRAPHIC ARTS I
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 II
Grades 11-12                                           1 semester
Prerequisite: Graphic Arts I
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.

ENGINEERING & PRECISION MACHINING TECHNOLOGY 1 (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)

ENGINEERING & PRECISION MACHINING TECHNOLOGY 2 (DUAL CREDIT)
Grades 11&12                                           full year
Prerequisite: 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. (DUAL CREDIT with College of DuPage: Manufacturing Technology 2251: Computer Numerical Control)
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

**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

**Industrial / Building**
- Construction Trades
- Heating, Ventilation, Air Conditioning & Refrigeration
- Landscape Design & Turf Management
- Precision Machining
- Residential Wiring
- Welding Technology
Possible sequences for World Languages

Grades 9 - 12

French 1 → French 2 → French 3
       |    |    | French 4
       |    |    | A.P. French
       |    |    | A.P. German
       |    |    | German 4

German 1 → German 2 → German 3

Spanish 1 → Spanish 2 → Spanish 3 → Spanish 4
       |    |    | A.P. Spanish Language
       |    |    | A.P. Spanish Literature

Spanish 2* → Spanish 3 → Spanish 4

Heritage Speakers I → Spanish 3 → Spanish 4

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

See course descriptions for prerequisites.
Students may enter a foreign language sequence at any grade level.
*Freshmen may enter at this level if they have completed the beginning sequence.
**Summer work, high “A” average, and teacher recommendation
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 Advanced 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.
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 Speakers II may take AP Spanish or AP Literature with teacher recommendation.

**Students in Heritage Speakers II may take AP Spanish or AP Literature with teacher recommendation.**
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.
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’Echange French Exchange
- Lancers Lead
- Marching Band
- Mathletes
- National Honor Society
- Poetry Team
- Psychology Club
- Publications
- 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 Upstate Eight 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
- Girls Badminton
- Boys Baseball
- Boys Gymnastics
- Boys Soccer
- Girls Softball
- Boys Tennis
- Girls Track and Field
- Boys Track and Field

Spring
- 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.
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.

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.

ACTIVITIES/ATHLETICS

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 2015-16 School Term)  

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

Key Provisions Regarding IHSA 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 IHSA will have rules you must follow in order to be eligible for interscholastic participation. The IHSA’s rules have been adopted by the high schools which are members of IHSA 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 IHSA eligibility rules, including the Association’s due process procedure. Only the IHSA 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 IHSA Office. 

Information contained here highlights some of the most important features of the IHSA 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.ihsa.org.  

You may lose eligibility for interscholastic competition if you are not in compliance with IHSA by-laws. Remember, if you have any questions regarding IHSA 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.
Athletic Eligibility Rules—Page 2

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.

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, or its official Illinois affiliate for the sport, your principal/official representative must request approval in writing from the IHSA Office 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.
Potential problems can arise when students drive to school which include, but are not limited to: moving violations, accidents, tardiness, or leaving school property without permission. Driving is a West Campus PRIVILEGE not a RIGHT. A parking permit may be temporarily or permanently revoked if a student violates Lake Park’s Attendance/Behavioral Expectations or drives recklessly. If parking privileges have been revoked, parking fees WILL NOT be refunded. Parking permits will be distributed during Registration and on Book Distribution days in the Student Services Office and students must have their permit displayed starting the first day of school. Parking permits will be issued for the entire year on a first come, first serve basis, after the registration process has been completed. During Final Exam Week, any student who does not have a valid parking permit hang tag and a designated parking space, must park in the overflow lot located near the West Campus tennis courts.

The following MUST be provided to receive a parking permit hang tag:

- Pay for parking fee with on-line registration or cash or check made out to Lake Park High School
- Completed parking permit application card
- Valid Driver's License
- Current Lake Park I.D.

Only students who have obtained a parking permit (family car or car registered to their family) from the student services office may park their vehicles in the student parking lot. All other cars will be towed. Students who have purchased a parking permit MUST park in their designated numbered parking space. The number on your parking permit hang tag is the parking space your car MUST OCCUPY. The parking hang tag must be attached to your car’s rearview mirror at all times. A hang tag that is lost will result in a $10.00 replacement fee. Students with parking privileges, using a different family car, must transfer their hang tag to the family car that is parked in the school parking lot. Failure to transfer the hang tag will result in behavioral consequences determined by the Student Services Office.

A temporary permit will be granted on a case by case basis for student’s requesting temporary parking privileges that have not purchased a valid parking permit and must be approved by the Student Services Office. Students requesting temporary parking permits MUST park in the overflow parking lot located next to the tennis courts. Students may only apply for a temporary parking permit twice a semester. A Lake Park student I.D. and valid driver’s license are required to obtain a temporary permit. Failure to register your vehicle will result in school behavioral consequences.

The student parking permit fee is $129.00. This fee may be paid in cash, by charge, or by check payable to Lake Park High School. Hanging tags will not be issued until the completed application form is turned in, proper identification is shown and the fee is paid. Any temporarily revoked permit must be turned in to the Student Services Office during the revocation period. The hang tag will be returned to the student after the revocation period has ended. PERMITS ARE NON-TRANSFERABLE and cannot be “sold” from one student to another. December graduates may return their parking permit to Student Services to receive a pro-rated 2nd semester refund ($64.50).

ALL CARS MUST BE PARKED SO THAT THE REAR WINDOW IS FACING THE DRIVE AISLE.

Students must use the student parking lot located next to the football field and the overflow lot located next to the tennis courts only. No student cars are permitted in the faculty parking lot, visitor spaces, behind the building by the football field or the parking spaces located near/around the Butler building.

Students in athletics/activities at East Campus will NOT be allowed to park in the East Campus faculty parking lot located behind the school building. Students must park in spaces provided adjacent to and behind the East Campus tennis courts. Students are not to leave their car and enter the East Campus building prior to 3:00 PM. Violators will lose their parking permit. The school is not responsible for any theft or damage that may have occurred while their vehicles are parked on school property. All vehicles parked in any of Lake Park’s parking lots are subject to search if there is reasonable suspicion that drugs, alcohol, tobacco products, weapons, or stolen property may be present or has been reported as present in the vehicle while on school property.

The parking lot is OFF LIMITS to students during the school day. Passes WILL NOT be given for forgotten items in a student’s vehicle. Cars must remain in the parking lot until the permit holder’s schedule is complete. Students who leave school property without permission and drive will have their parking privileges revoked for a period of time to be determined by the Student’s Services Office.

Students are reminded that they MUST park in the dedicated parking space that corresponds to their parking hang tag. Students CAN NOT create a space and/or use tardiness or fear of a class cut to first hour as a reason why they did not park in a designated parking space. Students must arrive to school on time. Motor vehicle trouble is NOT a valid excuse for tardiness or absence. Please see the reverse side for other violations that would result in the temporary removal of permanent revocation of their parking privileges.

If you arrive at school and your parking space is occupied by another vehicle, park your car next to the “spirit rock” and report the incident to Student Services immediately. DO NOT take another student’s parking space, it only creates a “domino effect”.

LAKE PARK HIGH SCHOOL
STUDENT SERVICES OFFICE
STUDENT DRIVING/PARKING RULES AND REGULATIONS 2015-16

Potential problems can arise when students drive to school which include, but are not limited to: moving violations, accidents, tardiness, or leaving school property without permission. Driving is a West Campus PRIVILEGE not a RIGHT. A parking permit may be temporarily or permanently revoked if a student violates Lake Park’s Attendance/Behavioral Expectations or drives recklessly. If parking privileges have been revoked, parking fees WILL NOT be refunded. Parking permits will be distributed during Registration and on Book Distribution days in the Student Services Office and students must have their permit displayed starting the first day of school. Parking permits will be issued for the entire year on a first come, first serve basis, after the registration process has been completed. During Final Exam Week, any student who does not have a valid parking permit hang tag and a designated parking space, must park in the overflow lot located near the West Campus tennis courts.

The following MUST be provided to receive a parking permit hang tag:

- Pay for parking fee with on-line registration or cash or check made out to Lake Park High School
- Completed parking permit application card
- Valid Driver’s License
- Current Lake Park I.D.

Only students who have obtained a parking permit (family car or car registered to their family) from the student services office may park their vehicles in the student parking lot. All other cars will be towed. Students who have purchased a parking permit MUST park in their designated numbered parking space. The number on your parking permit hang tag is the parking space your car MUST OCCUPY. The parking hang tag must be attached to your car’s rearview mirror at all times. A hang tag that is lost will result in a $10.00 replacement fee. Students with parking privileges, using a different family car, must transfer their hang tag to the family car that is parked in the school parking lot. Failure to transfer the hang tag will result in behavioral consequences determined by the Student Services Office.

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If you arrive at school and your parking space is occupied by another vehicle, park your car next to the “spirit rock” and report the incident to Student Services immediately. DO NOT take another student’s parking space, it only creates a “domino effect”.

Rules and Regulations
ANY VIOLATIONS LISTED BELOW COULD RESULT IN ONE OR MORE OF THE STATED CONSEQUENCES

<table>
<thead>
<tr>
<th>VIOLATION</th>
<th>POTENTIAL CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking permit improperly displayed</td>
<td>Written/Verbal Warning/ Detention</td>
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<tr>
<td>Purchased Permit not displayed on rearview mirror</td>
<td>Warning Sticker/City Parking Violation Ticket-SRO</td>
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<tr>
<td>Failure to Register for Temporary Parking Permit</td>
<td>Insubordination Step/ Parent Call/ISS/OSS</td>
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<tr>
<td>Parking in any area of school property other than a marked parking spaces in the student lots</td>
<td>In school suspension (ISS)/Car Towed at Owner’s Expense</td>
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<tr>
<td>Taking up more than one parking space or facing the wrong direction or parking in the wrong designated parking spot</td>
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<tr>
<td>Accumulating 4th and/or 5th tardies to first period class</td>
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</tbody>
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SIXTH TARDY AND EACH SUBSEQUENT TARDY → IMMEDIATE SUSPENSION OF PARKING PRIVILEGES FOR TWO WEEKS

Leaving your car and entering East Campus before the 3:00 bell.

Parking in faculty lot, visitor parking spaces, parking in restricted areas.

Reckless driving, squealing tires, speeding, or other potentially dangerous behaviors, i.e., sitting on hood of car, hanging from windows, etc.

Inappropriate language/gestures directed towards an employee of the school district or a bus driver on school ground and/or adjacent community areas.

Driving to the Technology Center of DuPage or East Campus during the school day without prior approval of the Assistant Principal for Student Services or his/her designee.

Failure to present an early release pass from the Attendance Office or Nurse's Office to the front desk personnel before going to vehicle and leaving the lot.

Being observed in the parking lot during the school day without permission from the Student Services Office.

Loitering in cars or parking lot before or after school.

Failure to report a change of license plate.

Students parking in the overflow lot must cross Bryn Mawr in the designated cross-walk. **ALSO NOTE: NO TURNS** from Bryn Mawr INTO the overflow lot (by tennis courts) are permitted between 7:00 a.m. to 7:30 a.m. **Left turns OUT** of the lot onto Bryn Mawr Avenue are prohibited between 2:15 p.m. and 2:45 p.m. Students are encouraged to use the west entrance off of Mensching Avenue.

IMMEDIATE SUSPENSION OF DRIVING PRIVILEGES FOR A PERIOD OF TIME TO BE DETERMINED BY THE ASSISTANT PRINCIPAL FOR STUDENT SERVICES OR THE DEAN OF STUDENTS.

Students receiving a moving violation citation on school days between 7:00 a.m. and 2:45 p.m. will have their parking privileges suspended for a period of time to be determined by the Assistant Principal for Student Services or Dean of Students.

If parking privileges are revoked due to Lake Park High School’s Attendance and Behavioral Expectations or reckless driving, the parking permit fee will NOT BE REFUNDED.

All persons using the streets and parking facilities at Lake Park High School are expected to follow these rules and regulations. If you have any questions regarding any of the rules and regulations, feel free to contact the Student Services Office at 630-295-5327.
RULES AND REGULATIONS DISCLAIMER
Parents and students are required by school code to sign a verification and acknowledgment receipt for the District’s attendance and behavior expectations.

DRUG FREE SCHOOL
Definitions
• The term “student” includes any child who is attending any classes in the District.
• The term “employee” is defined as any full or part time employee of the District.
• The term “controlled substances” or “drugs” which shall be defined as the term “controlled substances”, is defined in Schedules I-V of Section 202 of the Federal Controlled Substances Act (21 U.S.C. Section 812).
• The term “school property” shall include the school’s buildings and grounds and off-campus sites leased or controlled by the school.
• The term “school activities” shall include all on-campus functions and school-sponsored off-campus functions such as officially sanctioned field trips, social activities, contests/performances and professional meetings attended by employees.
• The term “illicit alcohol” is defined as alcohol which is possessed, used, or distributed in violation of federal, state, or local law.

Standards of Conduct
No student or employee shall possess, use, or distribute illicit drugs or alcohol on school premises or as part of any of its activities.

Statement of Sanctions
• Students: Discipline for violating the standards of conduct set out in Section II will be governed by the District’s student and disciplinary policies and rules. Consistent with local, state and federal law, the District will impose sanctions on students who violate the standards of conduct up to and including expulsion and referral for prosecution.
• Employees: Discipline for violating the standards of conduct set out in Section II will be governed by the District’s employee disciplinary policies and rules. Consistent with local, state, and federal law, the District will impose sanctions on employees who violate the standards of conduct up to and including termination and referral for prosecution.

Drug and Alcohol Education and Prevention Programs
The District will develop and maintain age appropriate, developmentally based drug and alcohol education and prevention programs (which address the legal, social and health consequences of drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol) for students in all grades of the district. Through these programs and other appropriate settings, the District will convey to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

Available Drug and Alcohol Rehabilitation Programs
The following are the names, addresses, and telephone numbers of local drug and alcohol counseling, treatment, rehabilitation, and re-entry programs available to students and employees:

• Employee Assistance Program, Workplace Solutions, 25 East Schaumberg Rd., Suite 105, Schaumburg, IL 60194 (847) 981-3687
• Central DuPage Hospital, 27W350 High Lake Rd., Winfield, IL 60190 (630) 653-4000
• Glen Oaks Hospital, 701 Winthrop, Glendale Hts., IL 60039 (630) 858-9700
• Alexian Brothers Hospital, 800 W. Biesterfield Rd., Elk Grove Village, IL 60007 (630) 437-5500
• Alcoholics Anonymous (630) 640-1424
• Narcotics Anonymous (708) 848-4884

Distribution of Information
Every school year, parents, students, and employees will be given a brochure containing the standards of conduct, statement of sanctions, and information about local drug and alcohol counseling, treatment, and rehabilitation or re-entry programs available to students and employees. The brochure shall also notify parents, students, and employees that compliance with the district’s drug and alcohol policy is mandatory.

Biennial Review
The district will conduct a biennial review of this policy to (a) determine its effectiveness and implement changes to the policy or program if they are needed; and (b) insure that the sanctions required under the policy and rules are consistently enforced.

RESPONSIBILITIES
To assure that all Lake Park students have a safe, orderly, and successful learning environment, students and parents, as members of the educational team, must be willing to meet the following responsibilities.

Students have the responsibility to...
• Respect another’s right to an education without interference.
• Be at school! Be on time! Be prepared!
• Be accountable for their individual actions.
• Cooperate with others to promote the well-being, safety, and security of the school/community.
• Recognize the obligation in free speech to avoid obscenity, defamation, racism, and denigration of people.
• Inform parents of their school records, their progress in school, and social events.
• Think ahead to educational and career goals.
• Offer suggestions for improving Lake Park.
• Protect school property and respect the property of others.

Parents have the responsibility to...
• “Be responsible” for the behavior of their students.
• Expect and encourage attendance and call in absences.
• Check on their student’s academic progress.
• Come to school for conferences.
• Be aware of Lake Park events.
• Attend school functions.
• Seek information relative to education and careers after high school.
Rules and Regulations

2015-2016 Attendance and Behavior Expectations

To assure that all Lake Park students have a safe, orderly, and successful learning environment, students and parents, as members of the educational team, must be willing to meet the following responsibilities.

**Students have the responsibility to:**
- Respect another’s right to an education without interference.
- Be at school! Be on time! Be prepared!
- Be accountable for their individual actions.
- Cooperate with others to promote the well-being, safety, and security of the school/community.
- Recognize the obligation in free speech to avoid obscenity, defamation, racism, and denigration of people.
- Inform parents of their school records, their progress in school, and social events.
- Check their academic progress through e-School’s Home Access Center.
- Protect school property and respect the property of others.

**Parents have the responsibility to:**
- “Be responsible” for the behavior of their students.
- Expect and encourage attendance and call in absences.
- Check on their student’s academic progress through e-School’s Home Access Center.
- Come to school for conferences.
- Be aware of Lake Park events.
- Attend school functions.
- Seek information relative to education and careers after high school

**ATTENDANCE**

Attendance is a vital part of a successful educational experience and student involvement in daily classroom activities is an essential part of that success. The Illinois School Code requires compulsory school attendance for children between the ages of 7-17 years.

Parents have a major responsibility for seeing that their students attend school on a regular basis. If during the school year any contact/phone information has changed, parents must provide updated phone information and e-mail addresses so automated messages can be received as it relates to school emergencies, attendance and tardy issues.

**On the day of a student’s absence (illness, medical, legal or personal), a parent or legal guardian is required to notify school officials of the absence prior to 10 A.M.** When reporting all absences, the student’s absence must be verified upon their return, the absence is unexcused.

- For freshmen and sophomores  630-295-5232
- For juniors and seniors  630-295-5332

A student will be considered “truant” If a telephone call is not received within 24 hours on the day of the absence. A “truant” is defined as a child subject to compulsory school attendance who is absent without valid cause for a school day or portion thereof.

A “chronic or habitual truant” shall be defined as a child subject to compulsory school attendance and who is absent without valid cause for a school day or a portion thereof for five percent or more of the previous 180 regular attendance days. In instances of chronic or habitual absences, beyond 10 percent, Lake Park will place a student on a Student Attendance Contract and request a physician’s statement to certify the absence. Chronic truancy will be referred to the School Districts School Resource Officer or County Truancy Office. Students may be excused from school attendance for the reasons listed below. (Article 26 of the Illinois School Code)

- Death or serious illness in the immediate family
- Sickness or quarantine
- Family emergency with approval of the school administration
- Religious holidays

If parents are planning to be out of town, the school needs to be informed of a contact person in their absence.

**◆ Pre-arranged absences**—Visits to doctors, dentists, and courts will be excused upon the student’s return to school. To excuse these absences, the student shall present to the Student Services Office a written verification signed by the doctor, dentist, or court clerk, on their letterhead. If the student does not present written verification upon their return, the absence is unexcused.

**◆ College visitation**—College-bound juniors and seniors may be excused for two days to visit a college to which they have applied for admission. These absences must be prearranged by picking up the form from the student’s counselor and returning the completed form to the Student Services Office prior to the college visitation.

**◆ Family vacations**—The District discourages vacations which keep students from school. Requests from parents to excuse students for vacations with members of the immediate family are considered on an individual basis. The school will not excuse a student for a vacation if the student is not accompanied by their parent or legal guardian or has not filled out a vacation request form in advance.

To obtain approval for a family vacation for one day or more, please follow these steps:

- Parents should make the request by telephone far enough in advance so students can have their teachers sign the excusal form five school days prior to the vacation. The signed form must be turned in to the Student Services Office.
- A school administrator must approve the request prior to leaving for vacation.
- Students are responsible for asking their teachers for homework assignments at least five school days in advance of their vacation. To receive credit, daily work must be turned in on the day of return.
Rules and Regulations

◆ **Late to school**—Any student arriving late to school during any class period must report directly to the Student Services Office. Students arriving to school unexcused are subject to tardy/class cut guidelines.

◆ **Early release**—Any student who leaves school for any reason MUST be released through the Student Services Office or Nurse’s Office. Permission to leave school early MUST be initiated by the parent through the attendance office or the nurse’s office. If a parent is not notified by either of the aforementioned offices, the absence will be unexcused.

The West Campus LEER program must be administratively approved each semester. Any East Campus student requiring early release from school must be signed out by a parent or guardian.

◆ **Homebound**—A student who will be out of school two weeks or longer may obtain homebound instruction by notifying the student’s counselor and completing forms required by the program.

◆ **Leaving school buildings or property**—Once at Lake Park, or on a bus bound for Lake Park, students are not permitted to leave school buildings or property unless excused. Leaving will result in an unexcused absence, detention, in-school suspension, and/or out-of-school suspension and loss of parking privileges.

◆ **Class cuts/Unexcused Period Absences**—A class cut is an unexcused period absence from a class. A first period class cut will be issued to a student who arrives to school after 7:40 A.M. or arrives 10 minutes late after the bell for periods two through eight. The warning and discipline system for class cuts/Unexcused Period Absences:

  ▪ **First class cut:** Student has committed a major offense. Meet with Dean or Assistant Principal and automated parent contact. **Second class cut:** Student has committed a major offense. Meet with Dean or Assistant Principal, detention issued, receive half credit earned on make-up work. **Third class cut:** Student has committed a major offense. Meet with Dean or Assistant Principal, detentions issued, receive half credit on make-up work. **Fourth class cut:** Meet with Dean and SRO- Village Ordinance violation ticket issued, detentions, parent contact, loss of social privileges and receive half credit on make-up work. **Fifth class cut:** Student remains in class on Pass/Fail status, parent contact, loss of social privileges. **Sixth class cut:** Student does not receive credit for the course, detentions issued, loss of social privileges.

◆ **Study hall cuts**—A cut from study hall is a major offense and may lead to a one-day, in-school suspension, detentions, and/or loss of pass or driving privileges.

◆ **Tardies to school**—A student is considered tardy to school if he or she is not in his or her assigned classroom/lab and/or workstation when the bell rings to start the period. If the student misses 20 minutes or more of first hour, a class cut will be issued.

Students tardy to school must check in at the Student Services Office BEFORE reporting to class. Missing the bus, car problems, and/or oversleeping are not considered reasons for an excused tardy or absence. Students tardy to school six or more times will lose parking privileges for two weeks.

◆ **Tardies to class**—Students are responsible for regular attendance and arriving on time. Quality education is enhanced and positive work habits are reinforced by punctuality. Since the teacher and student are the primary elements in the learning process, it is to their mutual benefit that punctuality be enforced.

  ▪ **First Tardy**—student verbally notified by teacher and an automated email notification is sent to their LPHS student account.

  ▪ **Second Tardy**—student notified by teacher and an automated email notification is sent to the student’s LPHS student account and an automated email is generated to parents/guardians email account provided during registration.

  ▪ **Third Tardy to Class or Ninth Aggregate Tardy**—student notified by teacher, an automated email notification is sent to the student’s LPHS student account and an automated email is generated to parents/guardians email account provided during registration. The dean’s office will be notified in an electronic conduct referral and the dean will preview their tardies with the student and discuss the next level of consequences.

  ▪ **Four (+) Tardies to Class or Tenth (+)Aggregate Tardy**—student notified by teacher, an automated email notification is sent to the student’s LPHS student account and an automated email is generated to parents/guardians email account provided during registration. The dean’s office will be notified in an electronic conduct referral and the dean will issue one week of lunch detentions. A student who is chronically tardy to school or class and lunch detentions are not reducing the tardy issue, the Dean may issue a one-day, in-school suspension for chronic tardiness.

◆ **Unexcused Absences**—An unexcused absence is a period or full day absence that is not acknowledged as excused. Examples such as missing the bus, car problems, obtaining a permit or license, and/or oversleeping are considered reasons that would be unexcused. Students who have been reported for an all-day absence due to illness or personal reasons and appear on school grounds will be considered unexcused. When a case of an unexcused absence has been confirmed, credit will not be given for exams, quizzes, or homework assignments. Students who use electronic means (texting or calling) to notify a parent of illness and leave the building without reporting to the nurse or Student Services Office first will be documented as an unexcused absence.

**BEHAVIOR**

If a student violates the rules of Lake Park High School or the Board of Education’s policies on student conduct, certain consequences will follow. The specific consequences will be determined on a case-by-case basis and considering the nature, severity and/or frequency of the offense. It is expected that each student will comply with the established school regulations. The right of one person to attend school must not place in jeopardy the opportunity of others to benefit from school. Students are prohibited from engaging in conduct which in any way:
**Rules and Regulations**

- **Disrupts the educational process**  
  or
- **Infringes upon the rights of others.**

The grounds for disciplinary action apply whenever the student’s conduct is reasonably related to school or school activities, including, but not limited to, when the student is:

1. On or within sight of school grounds before or after school hours or at any other time when the school is being used by a school group.
2. Off school grounds at a school sponsored activity or event or any activity which bears reasonable relationship to school.
3. Traveling to or from school or a school activity, function, or event.
4. Anywhere, if conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, an interference with school purposes, or an educational function.
5. The penalties for offenses related to weapons, gangs, fighting and bullying are cumulative over the full period of time the student is enrolled at Lake Park High School.

◆ **Gross Disobedience / Misconduct**

Disciplinary action will be taken against any student guilty of gross disobedience or misconduct. The seriousness of the offense will result in suspension and will be considered for an expulsion hearing before the Board of Education. An action of gross misconduct may also be brought to the attention of the police for criminal prosecution. Lake Park will report any incident involving the battery of school personnel, firearms, or drugs to the Student Incident Reporting System as required by Illinois law (105 ILCS 5/10 – 21.7, 71A, & 71B).

A student, while on school property, at the Technology Center of DuPage, on a school bus, or at any school sponsored activity, shall not:

- Possess, consume, be under the influence of, or distribute any controlled substance or look-alike substances (alcohol, narcotics, marijuana) or other intoxicating compound. *(Chapter 38 of the Illinois Criminal Code, Section 550)*
- Intimidate, threaten, bribe, strike, or physically assault (which includes gang involvement and hazing) a school employee, a member of the Board of Education, a bus driver, a student, or a school visitor.
- Damage or vandalize property of the School District or the property of a school employee, a member of the Board of Education, a bus driver, a student, a school visitor, or the company with whom the District contracts for transportation service.
- Steal and/or possess stolen property of the school or a school employee, a member of the Board of Education, a bus driver, a student, a school visitor, or the company with whom the District contracts for any services.
- Activate a school fire alarm without appropriate cause.
- Make a bomb threat.
- Set a fire within a school building; to other school property; to the property of the company with whom the District contracts for transportation services; or to the property of a school employee, a member of the Board of Education, a bus driver, a student, or a school visitor.
- Possess or set off fireworks or other incendiary, explosive substances/devices.
- Possess or cause to be brought to school, or to any type of school sponsored activity, firearms, knives, lethal weapons, and/or disabling devices (mace, pepper gas, laser pens, etc.) of any type; potentially dangerous objects or substances; or look-alike weapons. *(Illinois Gun Free Schools Act 1994) (Chapter 38 of the Illinois Criminal Code, Section 24)*

◆ **SUSPENDABLE OFFENSES**

Actions that are major offenses and may lead to suspension and/or police prosecution include, but are not limited to the following incidents. Suspended students will receive credit for class assignments if given time lines are met upon their return.

An out-of-school suspended or expelled student is banned from participation in or attendance at any school-sponsored activity and is not permitted on the grounds of the two campuses or the Technology Center of DuPage. Suspensions may run from 1-10 school days.

◆ **AED Activation**—No student shall activate the Automatic External Defibrillator case without appropriate cause. First-time violators will be given a major step and an in-school or out-of-school suspension. A second violation may constitute a critical incident.

◆ **Academic Dishonesty**—Academic Dishonesty in any form or manner will cause the offending student to lose credit for the assignment. Any subsequent incident of academic dishonesty during a school year will cause the student to receive graduated consequences up to and including being removed from the course in which the second incident occurred without credit for the applicable semester. It is important that students recognize that using another person’s ideas is considered academic dishonesty. Students must give credit to the original source, whether directly quoting, paraphrasing, or loosely borrowing another individual’s ideas. This includes but not limited to the following: printed materials, electronic sources, computer programs, visual arts, performing arts and the literary arts. Plagiarism, according to the Modern Language Association (MLA) is defined: 1) taking notes that do not distinguish summary or paraphrase from quotation and the presenting wording from notes as it is the individuals own; 2) copying and pasting text, while browsing the Web/Internet, into a paper without quotation marks or without citing the source; repeating or paraphrasing someone’s wording without acknowledgement; taking someone’s unique or particularly apt phrase without acknowledgement; paraphrasing someone’s argument or presenting someone’s line of thought without acknowledgement; and acquiring a research paper and handing in part or all of it as the student’s own. The District and classroom teachers may use computer software programs to determine the extent of plagiarism on any assignment. A teacher’s tests, quizzes and homework are considered intellectual property. Any student who is found in possession of a teachers intellectual property either physically or a captured image on an electronic device will lose credit for the assignment. A second incident will result...
Rules and Regulations

in the removal from the class in which the second incident occurred. Students should not participate in unauthorized collaboration or the intentional sharing of their work/ideas or working together on an academic exercise when such actions are not approved by the instructor.

◆ Personal Electronic Devices—Cell Phones, IPad, IPod, Laptops, etc.—The personal use of electronic devices during the school day is limited to the cafeteria and at the discretion of the teacher in their instructional or non-instructional (i.e. study hall) classroom. With the exception of these two areas and discretionary times, electronic devices and all their accessories (i.e. camera) must be turned off and stored out of sight during the school day and their use is prohibited in hallways, stairwells, bathrooms, locker rooms and other common areas in the building where privacy is reasonably expected. Wireless/Bluetooth speakers are prohibited. Lake Park is providing notification to the student and parent/legal guardian that School Administrators or Deans may request or require a student to “unlock” their cell phone if the school has reasonable suspicion to believe the phone contains evidence that the student has violated a school disciplinary rule or policy. Failure to comply will be considered insubordination. Students will not be allowed out of class to receive or place a telephone call in order not to disturb classes. The school is not responsible for lost or stolen electronic devices/cell phones and will not investigate lost or stolen phones that have not been secured in a locked locker or locked vehicle.

◆ Social Media Notification—Lake Park is providing notification to the student and parent/legal guardian that the school may request or require a student to provide a password or other related account information in order to gain access to the student’s account or profile on a social networking web site if the school has reasonable suspicion to believe that the student’s account on a social networking web site contains evidence that the student has violated a school disciplinary rule or policy. (Public Act 098-0129 Sec. 15)

◆ Computer usage—No student shall violate the Computer and Internet Acceptable User Agreement.

◆ Fighting—No student shall engage in fighting or incite a fight while on school property, on a school bus, at any school-sponsored activity, or at the Technology Center of DuPage. Fighting may be reported to the police for prosecution.

◆ Gambling—Use of cards, coins, dice, or other gambling devices is prohibited on school grounds and/or at school related events.

◆ Halls—Any student in the hall without a pass during class time may be assigned a detention, an in-school suspension, or lose pass privileges. Repeated offenses may result in an out-of-school suspension until a parent/guardian conference can be arranged.

◆ Inappropriate language, gesture, material, and clothing—A student, while on school property, on a school bus, or at any school-sponsored activity, shall not use obscene, suggestive, or highly disrespectful language or gestures directed towards other students, staff, or companies under contract with Lake Park; shall not use racial or ethnic slurs; shall not wear, possess, or distribute profane, obscene, suggestive materials or clothing; and shall not possess clothing or material, use gestures or graffiti, that otherwise represent cults, gangs, or related activities. (School Code of Illinois, Chapter 105)

◆ Obscene and Libelous Materials—Distribution of any written or digital material (i.e. texting, tweeting, snap chat, vine, sexting or photographs) that is obscene or libelous is prohibited in school, on or around adjacent to school property, or at school-related activities. Obscene material is that which an average person viewing the material as a whole and applying community standards for children of a relevant age, would find depicts or describes sexual conduct in an offensive way, appeals to a prurient interest, and lacks serious literary, artistic, political or scientific value. Libelous material is that which tends to falsely depict the reputation of another. Students who distribute such material in written or electronic form or who write or publish such material for distribution will receive consequences. The specific consequences will be determined on a case-by-case basis and considering the nature, severity and/or frequency of the offense. (Board Policy Sec.7:140)

◆ Insubordination—A student, while on school property, on a school bus, or at any school-sponsored activity, shall not defy or refuse to obey reasonable instructions/request given by a school employee, a bus driver, or other authorized school personnel.

◆ Misbehavior with substitutes—Students should be on their best behavior in classes and especially when substitute teachers are in charge. Students referred to the Student Services Office for misbehavior with a substitute may be assigned major steps and receive an in-school or out-of-school suspension.

◆ Possession of drug paraphernalia—Possession of drug paraphernalia is not permitted and such material will be confiscated from students. A second violation may constitute a critical incident and police notification. (Chapter 38 of the Illinois Criminal Code, section 600-3.5)

◆ Student sexual harassment/bullying/cyberbullying—Any student who abuses another student or staff member through any sexually harassing and/or bullying conduct or communication is in violation of District policy. If the harassment or bullying has the effect of substantially interfering with a student’s education; is severe, persistent, or pervasive that it creates an intimidating or threatening education environment or has the effect of substantially disrupting the orderly operation of the school, the student(s) will receive disciplinary action which may result in a suspension or critical incident.

◆ Visiting campuses without permission—With the exception of assigned classes or activities, students without the written permission of an administrator cannot visit the opposite campus.

◆ Use of Tobacco—Use or possession of smoking materials or look alikes, chewing tobacco, hookah pens, E-cigarettes and/or snuff is not permitted on school property. Items will be
confiscated from students and may result in detentions, in-school suspensions, out-of-school suspensions, and/or police contact. State Law SB. 17.

◆ 911 calls—Making a 911 call for unfounded reasons is a major offense and will lead to an out-of-school suspension and police contact.

Corporal punishment is not permitted at Lake Park. The Control Center may be used by the Assistant Principal as an in-school disciplinary room. Students may be assigned to the Control Center for a period of time dependent on the particular incident. Students in the Control Center are responsible for bringing their own materials and their own lunches. Absolutely no talking or sleeping by students will be permitted in the Control Center. Students who misbehave in the Control Center, or who cut the Control Center, may be suspended from school. Tardies to the Control Center may result in an in-school or out-of-school suspension.

◆ Breaching Campus Security— Students who are either seen directly or through the use of campus security cameras proping any door open with any object (book, rock, stick, pencil, etc.) to gain access to a locked door or attempt to download any technology based program that interferes with the normal operation of the school’s technology network will result in an out-of-school suspension or may be a critical incident.

◆ Buses—The District provides bus services to ALL E/C students and W/C students residing more than 1.5 miles from W/C. Students must:
  ■ Display their ID cards when boarding the bus.
  ■ Obey the bus driver.
  ■ Remain seated while the bus is moving.
  ■ Refrain from any disruptive behavior (loud talking, shouting, pushing, etc.)
  ■ Keep all material inside the bus.
  ■ Keep head, arms, legs, hands, and feet inside the bus (windows must not be lowered below the mark indicated on the bus).

Video cameras may be placed on each bus. If a student causes damage to a bus, the student and his or her parents or guardians will be held responsible. A student who becomes a serious or chronic disciplinary problem may have bus privileges revoked for a period determined by a Dean. Bus drivers have the authority to refer a student to the Student Services Office.

◆ Cafeteria—Students have responsibilities in the cafeteria - good table manners, maintaining proper decorum, and disposing of personal trash. Trash in the immediate area, even under the table, is considered to be the responsibility of students at the table. Students may be assigned cleanup duty at the discretion of supervisory personnel. Misbehavior in the cafeteria may result in loss of cafeteria privileges, assignment to the Control Center, suspension, an assigned seat, or any combination of these. No food or drink is allowed outside of the cafeteria. The District offers a free or reduced price lunch program for qualified families. Information is available in the main office at each campus.

◆ Technology Center of DuPage (TCD)—Lake Park students enrolled at TCD are subject to the same regulations as all other Lake Park students. School bus transportation is required to and from TCD. Failure to meet this transportation requirement will result in loss of parking privileges and in-school suspension from TCD. Two violations will result in the student being removed from the TCD program.

◆  Dress and Grooming—Students’ attire and grooming should not be suggestive, offensive, obscene, disrupt the school environment, represent a gang, advertise illegal substances, or endanger other students’ health or safety and should adhere to the rules of modesty. Any tank top, any see-through top, any bare midriff top, pajamas, and excessively tight/short shirts, shorts or pants are not allowed. Garments are considered inappropriate school attire in and about the building and during school-sponsored activities. Clothing is to be worn as intended (bib overalls with straps up or down, pants/slacks must be positioned at waist/hip level, etc.). Hard-soled footwear must be worn at all times. Heavy chains/spikes should not be worn around the neck or hang from clothing. Jackets and headgear (hats, bandannas, visors, etc.) will not be worn or carried during the school day. Headgear will be confiscated until the end of the school year.

◆  Driving—Driving is a West Campus privilege only. Parents are asked to discourage students from driving to school unless the student must use the car to: 1) participate in a cooperative education program, 2) participate in an after-school sport or activity, 3) work immediately after school, or 4) meet a family emergency. During the school day, students may not drive to the East Campus or the Technology Center of DuPage without approval from the Student Services Office. Students will not be issued passes to their vehicles for any reason.

Parking guidelines will be provided when applying for a parking permit. A parking fee must be paid before a permit is issued. Students may apply for a parking permit on a first-come, first serve basis in the Student Services Office or during the registration process. Students will be issued a parking permit hang tag with a number that corresponds to a designated parking space in the parking lot closest to the football field. Students MUST park in their assigned parking space. When all the parking permits for the parking lot closest to the football field have been filled, students will be issued a parking permit for the overflow lot which is located near the tennis courts. Parking in the overflow lot is on a first come first served basis. Students may apply for a ONE DAY permit twice during the school year. Students applying for a ONE DAY permit MUST park in the West lot next to the tennis courts along the tree line. A parking permit may be revoked temporarily or permanently if a student violates other school and parking permit rules. If parking privileges are revoked due to violations to School Attendance and Behavioral Expectations or reckless driving, parking fees will not be refunded. Students tardy to school six times will lose parking privileges for two weeks.

The school does not assume responsibility for vehicles, bicycles, and personal articles that are damaged or stolen while on school property.

◆ Crosswalks—Students must cross Bryn Mawr Avenue in designated crosswalk area. Violations result in detentions.
Rules and Regulations

◆ Extracurricular Events—It is expected that all students will practice courteous, polite, sportsmanlike behavior at all stadium, auditorium, and field house events at Lake Park and at other schools. Students who misbehave will be referred to the Student Services Office and may lose privileges to attend future events.

◆ Field Trips—Parents must give students permission to go on all field trips. All school rules governing student behavior apply, and violators may be referred to the Student Services Office.

◆ ID Card—Students must carry a current ID card at all times. The ID card is required in both the Testing and Resource Centers. The ID must be presented to receive any pass and/or upon the request of a school employee or bus driver. When an ID card is lost, it is the student’s responsibility to report the loss to the Student Services Office as soon as possible. A $3 charge will be required for a replacement ID. Behavioral consequences will be issued when a student refuses to show their ID upon request.

◆ Lockers—Ownership of lockers is retained by the District. Students are granted limited use of the lockers. Lock combinations should be carefully guarded and should not be given to any other student. A few rules regarding the use of lockers are listed below.
  ▪ School officials have access to the lockers and their contents. Lockers will periodically be searched for health and safety reasons and when there is reasonable suspicion of a violation of school expectations.
  ▪ Combination locks and hallway lockers are leased from the school during registration. Hallway locks are the property of the school not the student and must be left on the locker at the end of the school year. Failure to leave the lock on the locker will result in a fine.
  ▪ All students must have Lake Park locks on their hallway and physical education lockers. Other locks will be removed.
  ▪ Lost or stolen locks must be reported to the Student Services Office.
  ▪ Students are responsible for keeping their lockers clean and damage free.
  ▪ Lockers are issued to individual students. The sharing of lockers by two or more students is prohibited, unless assigned by the Student Services Office.
  ▪ The District is not responsible for lost or stolen personal articles.

◆ Student Medications—Medications during school hours are provided to students by the nurse with authorization from a physician and parent. Students may not carry medication (including over the counter Tylenol, Advil, allergy medication, etc.) to self-administer. All require authorization from a physician and need to be dispensed by the school nurses with the exception of inhalers and Epi-pens which may be carried by students with physicians orders on file. Direct any questions to the nurse: West Campus - 630-295-5335 or East Campus - 630-295-5236

◆ Documented Medical Conditions—Documented Medical Conditions must be updated from a certified physician and be on file in the nurse’s office at the start of each school year. A doctor’s note is required for each day(s) absent from school on official letterhead in order to be excused.

◆ Public display of affection—Excessive physical contact and the public display of affection are not acceptable on school grounds. Students may be referred to the Student Services Office for such behavior.

◆ Security—Students are not to be in the buildings before 6 A.M. or after 4 P.M. unless they are specifically involved involved in a school sponsored activity.

◆ Special Education—The District has a behavioral intervention policy for all students receiving special education services. Contact the Lake Park Director of Special Education or request a copy of guidelines from the Illinois State Board of Education.

◆ Student Searches—The District authorizes the interrogation of students, and, where necessary, the search of the person and/or property (e.g. purses, wallets, school bags, book bags, lockers, cars, etc.) should there be reasonable suspicion of anything improper, illegal or unsafe existing, or is a school safety concern. According to the guidelines set forth in Board Policy (7.140) dogs can be used anytime during the school year to search for anything inappropriate, improper, illegal, unsafe or a school safety concern.

◆ Visitors—To minimize disruptions of the education program, visitors are required to make appointments. All visitors must register immediately upon entering the building. No student visitors are allowed on campus.
THE STEP SYSTEM

All reports of student misconduct are recorded as major "steps" for the entire school year. Lake Park follows due process procedures, searches under reasonable suspicion guidelines, and provides students the services of a school counselor, social worker, and psychologist.

Step 0
Every student is part of the Step System. All students start at Step 0.

Step 1
First major offense – requires a parent/guardian contact. A repeat of Step 1 will result in a parent/guardian phone conference.

Step 2
Second major offense – requires a parent/guardian contact. A repeat of Step 2 will result in a parent/guardian phone conference.

Step 3
Third major offense – requires parent/guardian contact. The student may be suspended from school unless a parent/guardian conference can be held. A repeat of Step 3 will result in a parent/guardian phone conference.

Step 4
Fourth major offense – requires a parent/guardian contact. A return to Step 4 will result in a parent/guardian phone conference.

Step 5
Fifth major offense – requires parent/guardian contact. A repeat of Step 5 will result in a parent/guardian phone conference.

Step 6
Sixth major offense – requires a parent/guardian contact. The student may be suspended from school unless a parent/guardian conference can be held. A repeat of Step 6 will result in a parent/guardian phone conference.

Step 7
Seventh major offense – requires a parent/guardian contact. A repeat of Step 7 will result in a parent/guardian phone conference.

Step 8
Eighth major offense – requires a parent/guardian contact. A repeat of Step 8 will result in a parent/guardian phone conference.

Step 9
Ninth major offense – requires a parent/guardian contact. The student may be suspended from school unless a parent/guardian conference can be held. A repeat of Step 9 will result in a parent/guardian phone conference.

Step 10
Tenth major offense results in a Board of Education expulsion hearing or alternative placement based upon a recommendation from the Pupil Personnel Services team. During a suspension or expulsion period, a student may not be on school grounds (East Campus, West Campus, and/or the Technology Center of DuPage) without the Principal’s permission.

*A student may move back to the previous major step after ten straight school attendance days without an offense/disciplinary infraction.
## ATTENDANCE POLICY AND INTERVENTIONS

<table>
<thead>
<tr>
<th>Days Absent</th>
<th>Total Absences from School (P, V, I, EA, E, C, T, and X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every Absence-Automated E-mail and phone call home, randomized attendance check and incentives</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Student Attendance Review with PPS and phone call home as needed, possible SSP and mentorship</td>
</tr>
<tr>
<td>8</td>
<td>Mandatory parent conference (In School or by Phone) with Dean or Counselor, attendance contract, make-up time, loss of social privileges</td>
</tr>
<tr>
<td>12</td>
<td>Student remains in the class/es but receives only a pass/fail grade, make-up time interventions, parent conference, loss of social privileges</td>
</tr>
<tr>
<td>16</td>
<td>Student does not receive credit for the course, make-up time, possible parent conference, loss of social privileges</td>
</tr>
<tr>
<td>Other schooling options can be discussed during interventions: GED, ALOP, American School, Night School, Withdrawal</td>
<td></td>
</tr>
</tbody>
</table>

**Legend -**
- P-Personal
- V-Vacation
- I-Ill
- EA-Excessive Absences
- C-Cut
- T-Truant
- X-Temporary Exclusion

<table>
<thead>
<tr>
<th>Days Absent</th>
<th>Unexcused Absences - Cuts or Truancy Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meet with Dean, make-up interventions, parent contact, ability to receive half of credit earned on make-up work</td>
</tr>
<tr>
<td>2</td>
<td>Meet with Dean, make-up interventions, parent contact, ability to receive half of credit earned on make-up work.</td>
</tr>
<tr>
<td>3</td>
<td>Meet with Dean, make-up interventions, mandatory parent conference with Dean, SRO, and counselor. Attendance contract, truancy ticket warning from SRO, loss of social privileges, ability to receive half of credit earned on make-up work.</td>
</tr>
<tr>
<td>4</td>
<td>Meet with Dean, City Ordinance Violation Ticket issued by SRO, make-up interventions, parent conference, loss of social privileges, ability to receive half of credit earned on make-up work</td>
</tr>
<tr>
<td>5</td>
<td>Student remains in the class/es but receives a pass/fail grade, make-up interventions, parent conference, loss of social privileges</td>
</tr>
<tr>
<td>6</td>
<td>Student does not receive credit for course</td>
</tr>
<tr>
<td>Other Schooling options can be discussed during interventions: GED, ALOP, American School, Night School, Withdrawal</td>
<td></td>
</tr>
</tbody>
</table>

**Student Absences NOT included in Total Absence Count**
- M-Medical: Student must provide a note certifying the absence; A-Administrative: Student must provide copy of summons to be excused; CA-Counselor Appointment; N-Nurse-student must present a time stamped pass from the office; F-School sponsored field trip; OSS-Out of School suspension; ISS-In-School suspension; K-College visit; RH-Religious holiday.

*The Attendance and Behavior Expectations are not to be considered an irrevocable contractual commitment between the school and the student. Rather, the provisions reflect the current status of the rules, practices, and procedures and are subject to change.*
GUIDELINES FOR ACCEPTABLE USE OF
DISTRICT TECHNOLOGY SYSTEM BY STUDENTS

A. Acceptable Use
All users of the District Technology system ("System") must comply with the District Acceptable Use Guidelines, as amended from time to time. The "System" shall include all computer hardware and software owned or operated by the District, the District electronic mail, the District website, and the District on-line services and bulletin board systems. "Use" of the System shall include use of or obtaining access to the System from any computer terminal or other electronic device whether or not owned or operated by the District, including students' personal electronic devices which they have been authorized to bring to school under the provisions of Part I., below.

Students have no expectation of privacy in their use of the System. The District has the right to access, review, copy, delete, or disclose, as allowed by law, any message sent, received, or stored on the District's electronic mail system or on a personal electronic device which the student has been authorized to bring to school and has used to obtain access to the District System. The District has the right to and does monitor use of the System by students, including students' access of the Internet, as part of System maintenance and to determine whether the use is consistent with federal and state laws and District policies and guidelines.

B. Privileges
Access to the System is provided as a privilege by the District and may be revoked at any time. Inappropriate use may result in discipline, including loss of System use privileges. The System, including all information and documentation contained therein is the property of the District except as otherwise provided by law.

C. Prohibited Uses
The uses of the System listed below are prohibited and may result in discipline or other consequences as provided in Part J. of these Guidelines and in the District's Student Discipline Policy and rules. The System shall not be used to:
1. Engage in activities which are not related to District educational purposes or which are contrary to the instructions from supervising District employees as to the System's use.
2. Access, retrieve, or view obscene, profane or indecent materials.
3. Access, retrieve, view or disseminate any material in violation of any federal or state laws or regulation or District policy or rules. This includes, but is not limited to, improper use of copyrighted material; improper use of the System to commit fraud or with the intent to commit fraud; improper use of passwords or access codes; or disclosing the full name, home address, or phone number of any student, District employee, or System user.
4. Transfer any software to or from the System without authorization from the System Administrator.
5. Engage in for-profit or non-school sponsored commercial activities, including advertising or sales.
6. Harass, threaten, intimidate, or demean an individual or group of individuals because of sex, color, race, religion, disability, national origin or sexual orientation.
7. Disrupt the educational process, including use that is reasonably foreseeable to result in a disruption, or interfere with the rights of others at any time, either during school days or after school hours.
8. Disrupt or interfere with the System, including to willfully circumvent or attempt to circumvent System security or filtering.
9. Gain unauthorized access to or vandalize the data or files of another user.
10. Gain unauthorized access to or vandalize the System or the technology system of any other individual or organization.
11. Forge or improperly alter electronic mail messages, use an account owned by another user, or disclose the user's individual password or that of another user.
12. Invade the privacy of any individual, including violating federal or state laws regarding limitations on the disclosure of student records.
13. Download, copy, print or otherwise store or possess any data which violates federal or state copyright laws or these Guidelines.
14. Send nuisance electronic mail or other online messages such as chain letters, pyramid schemes, or obscene, harassing or other unwelcome messages.
15. Send mass electronic mail to multiple users without prior authorization by the appropriate District Administrator.
16. Conceal or misrepresent the user's identity while using the System.
17. Post material on the District's web site without the authorization of the appropriate District administrator.

D. Discipline for off-site use of electronic technology which disrupts or can reasonably be expected to disrupt the school environment.
The District may discipline a student whose personal web site or other off-site activity involving electronic technology causes, or can reasonably be expected to cause, a substantial disruption of the school environment, without regard to whether that activity or disruption involved use of the District Technology System.

E. Web sites
Unless otherwise allowed by law, District web sites shall not display information about or photographs or works of students without written parental permission. Any web site created by a student using the System must be part of a District-sponsored activity, or otherwise be authorized by the appropriate District administrator. All content, including links, of any web site created by a student using the System must receive prior approval by the classroom teacher or an appropriate District administrator. All contents of a web site created by a student using the System must conform with these Acceptable Use Guidelines.
F. Disclaimer
The District makes no warranties of any kind whether express or implied for the System. The District is not responsible for any damages incurred, including the loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions. Use of any information obtained via the System is at the user’s own risk. The District is not responsible for the accuracy or quality of information obtained through the System. The District is not responsible for any user’s intentional or unintentional access of material on the Internet which may be obscene, indecent, or of an inappropriate nature.

G. Security and User Reporting Duties
Security in the System is a high priority and must be a priority for all users. Students are prohibited from sharing their log-in IDs or passwords with any other individual. Any attempt to log in as another user will result in discipline. A user who becomes aware of any security risk or misuse of the System must immediately notify a teacher, administrator or other staff member.

H. Vandalism
Vandalism or attempted vandalism to the System is prohibited and will result in discipline as set forth in Part J of these Guidelines, and in potential legal action. Vandalism includes, but is not limited to, downloading, uploading, or creating computer viruses.

I. Students’ Use of Personal Electronic Devices for Educational Purposes at School
The district permits students to use their personal electronic devices for educational purposes in compliance with Parts A-H and J of these “Guidelines for Acceptable Use of District Technology System By Students,” provided they agree to the following provisions.

1. District Not Responsible for Loss of or Damage to Personal Electronic Devices
The District does not carry insurance coverage for loss of or damage to personal electronic devices or other personal property which students bring to school, and shall not be responsible for any loss of or damage to such property. Students who bring their personal electronic devices to school, or parents or guardians who permit them to do so, assume total responsibility to keep the devices secure, and agree to take reasonable steps to protect them against damage, theft or other loss.

2. Student Protection of Personal Property
When not in use, a student’s personal electronic device should be locked in the student’s locker. Students who bring personal electronic devices to school should not permit them to be used or borrowed by other students, and should not leave their personal electronic devices unattended for any period of time. An electronic device which is left unattended may be picked up by school staff and turned in to the building office.

3. Limitations on Students’ Use of Personal Electronic Devices During School
Students who use personal electronic devices to access the Internet while at school may do so only by means of the District’s wireless network.

Personal electronic devices may be used during school hours only for instructional activities related to classroom or lab assignments.

Students’ use of personal electronic devices at school is at the discretion of school staff. Before using approved personal electronic devices during a class, students must obtain permission from the teacher. To avoid distracting other students, the audio capability of any personal electronic device should be muted, unless the teacher grants specific permission to activate that feature. Students must turn off personal electronic devices and put them away, when a staff member asks them to do so.

Students may use their personal electronic devices before school, during recess or at lunch, and after school only in adult-supervised areas. Any supervising staff member has the right to inspect any material being viewed on a student’s personal electronic device. If a staff member observes a student using his or her personal electronic device for games or other non-instructional activities during these times, and asks the student to stop that use, the student must comply.

J. Consequences for Violations
A student who engages in any of the prohibited acts listed above, or fails to comply with the conditions and limitations set out in the Acceptable Use Guidelines, shall be subject to discipline, which may include: (1) suspension or revocation of System privileges, (2) other discipline including suspension or expulsion from school, (3) confiscation of his or her personal electronic device, if the device was used in committing the misconduct, until the student’s parent or guardian parent retrieves it, referral to law enforcement authorities or other legal action in appropriate cases, and (4) other disciplinary action as deemed appropriate by the school principal or designee. Misuse of the System by a student may be considered gross misconduct as that term is defined by the District Student Discipline Policy and rules, and a student may be subject to discipline pursuant to the Student Discipline Policy and rules. A student who believes that his/her System use privileges have been wrongfully limited may request a meeting with the building principal to review the limitation. The decision of the building principal shall be final.
This form must be read and signed by each student (and if under age 18 by his/her parent/guardian) as a condition of using the District Technology System.

By signing this Authorization, I acknowledge that I have received a copy of the “Guidelines for Acceptable Use of District Technology System By Students”, and that I have read, understand, and agree to follow the Guidelines.

I acknowledge that access to the District Technology System is provided as a privilege by the District and that inappropriate use may result in discipline, as may off-site use of electronic technology which disrupts or can reasonably be expected to disrupt the school environment.

I ACKNOWLEDGE THAT I HAVE NO EXPECTATION OF PRIVACY IN MY USE OF THE DISTRICT TECHNOLOGY SYSTEM, AND THAT THE DISTRICT HAS THE RIGHT TO AND DOES MONITOR USE OF THE SYSTEM.

Student Name: (PLEASE PRINT) __________________________________________

Student Signature: ___________________________ Date: _____________________

Parent/Guardian Name: (PLEASE PRINT) __________________________________

Parent/Guardian Signature: ___________________________ Date: _______________