

# LYONS TOWNSHIP HIGH SCHOOL

## District 204 Board of Education and Administrative Directory

Tim Albores, President

Jill Beda Daniels, Vice President

Gioia Giannotti-Frye, Secretary

Christine Kozelka Campbell, Member

Shawn Kennedy, Member

Kari Dillon, Member

Elias Lopez, Member

### District Administrators

- Dr. Brian Waterman 579-6451  
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- Dr. Patrice Payne 579-6470  
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- Ms. Leslie Owens 579-6429  
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- Mr. Ed Piotrowski 579-6456  
Director of Human Resources  
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- Dr. Jennifer Rowe 579-6415  
Director of Equity and Belonging  
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- Mr. Brian Stachacz 579-6464  
Director of Business Services  
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- Mr. Ed Tennant 579-6478  
Director of Technology  
Email: etennant@lths.net
- Ms. Kristine Zieman 579-6360  
Assessment & Research Coordinator  
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- Ms. Mary Lin Muscolino 579-6471  
Community Relations Coordinator  
Email: mmuscolino@lths.net

### Building Administrators

- Dr. Jennifer Tyrrell NC 579-6305  
Principal SC 579-6505  
Email: jtyrrell@lths.net
- South Campus
  - Mr. Greg Gardner 579-6500  
Associate Principal, South Campus  
Email: ggardner@lths.net
  - Mr. Adam Davis (Freshmen) 579-6871  
Assistant Principal, South Campus  
Email: adavis@lths.net
  - Mr. Rene Valdez (Sophomores) 579-6528  
Assistant Principal, South Campus  
Email: rvaldez@lths.net
- North Campus
  - Ms. Sarah Smith 579-6300  
Associate Principal, North Campus  
Email: ssmith@lths.net
  - Ms. Monique Godziszewski (Juniors) 354-4700  
Assistant Principal, North Campus  
Email: mgodziszewski@lths.net
  - Mr. Bryan Radavich (Seniors) 354-4700  
Assistant Principal, North Campus  
Email: bradavich@lths.net

### North Campus

100 S. Brainard Avenue  
LaGrange, IL 60525-2101  
TEL: (708) 579-6300

### District Office

100 S. Brainard Avenue  
LaGrange, IL 60525-2101  
TEL: (708) 579-6300  
FAX: (708) 579-6768

### South Campus

4900 S. Willow Springs Road  
Western Springs, IL 60558-1795  
TEL: (708) 579-6500

*LTHS District 204 Website: [www.lths.net](http://www.lths.net)*



# Division & Department Chair Directory

Divisions	Departments	Division Chairs
<b>Fine Arts</b> .....	Art, Music, World Languages.....	Mr. Gerry James TEL: (708) 579-6488 Email: gjames@lths.net
<b>Global Studies</b> .....	Business Education, Social Studies ..... Applied Technology, Family & Consumer Sciences	Dr. Daniel Buys TEL: (708) 579-6420 Email: dbuys@lths.net
<b>Language Arts</b> .....	English, ELL, Media Arts, Theatre.....	Ms. Karen Raino TEL: (708) 579-6402 Email: kraino@lths.net
<b>Mathematics</b> .....	Mathematics .....	Dr. Jeannine Prucha TEL: (708) 579-6409 Email: jprucha@lths.net
<b>Physical Welfare</b> .....	Physical Education/Health..... Driver Education	Mr. Kurt Johns TEL: (708) 579-6383 Email: kjohns@lths.net
<b>Science</b> .....	Science .....	Dr. Erin Groth TEL: (708) 579-6051 Email: egroth@lths.net
<b>Special Education Services</b> .....	Special Education Services .....	Dr. Melissa Moore TEL: (708) 579-6341 Email: mmoore@lths.net
<b>Student Support Services</b> .....	Student Services.....	Mr. Drew Eder TEL: (708) 579-6433 Email: aeder@lths.net



## Counselor/Social Worker Directory

Telephone, fax, and email information below is for the 2025-2026 school year.  
Counselor-student assignments for the class of 2029 will be determined at a later date.  
Direct questions regarding the Class of 2029 to the Student Services Division Chair at (708) 579-6433.

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### Class of 2029

Lauren Beran (TBD)  
Tel: (708) 579-6028  
Email: lberan@lths.net

Alex Ip (TBD)  
Tel: (708) 579-6350  
Email: aip@lths.net

Kristen Sisto (TBD)  
Tel: (708) 579-6348  
Email: ksisto@lths.net

Tammy Miller (TBD)  
Tel: (708) 579-6349  
Email: tmiller@lths.net

### Class of 2028

Kate Pruski (A-Ep)  
Tel: (708) 579-6351  
Email: kpruski@lths.net

Chris Grosrenaud (Er-Le)  
Tel: (708) 579-6421  
Email: cgrosrenaud@lths.net

Brooke Spencer (Lo-Ri)  
Tel: (708) 579-6347  
Email: spencer@lths.net

Gia Garro (Ro-Z)  
Tel: (708) 579-6095  
Email: ggarro@lths.net

### South Campus Counselors and Social Workers (Grade 9-10) Tel: (708) 579-6510

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### Class of 2029 Social Worker

Nekeia Wilson  
Tel: (708) 579-6352  
Email: nwilson@lths.net

Mimi Yong (TBD)  
Tel: (708) 579-6345  
Email: myong@lths.net

### Class of 2028 Social Worker

Kate Kokenes (A-Le)  
Tel: (708) 579-6374  
Email: kkokenes@lths.net

Jennie Fanta (Li-Z)  
Tel: (708) 579-6386  
Email: jfanta@lths.net

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### Class of 2027

Nicole Ziroli (A-D)  
Tel: (708) 579-6515  
Email: nziroli@lths.net

David Figueroa (E-Le)  
Tel: (708) 579-6514  
Email: dfigueroa@lths.net

Kathryn Kozlowski (Li-Re)  
Tel: (708) 579-6509  
Email: kkozlowski@lths.net

Anne Strickland (Ri-Z)  
Tel: (708) 579-6513  
Email: astrickland@lths.net

### Class of 2026

Patrick King (A-Fi)  
Tel: (708) 579-6516  
Email: pking@lths.net

Jane Bauer (Fl-Li)  
Tel: (708) 579-6512  
Email: jbauer@lths.net

Kristi Gabriel (Lk-Q)  
Tel: (708) 579-6501  
Email: kgabriel@lths.net

Michael Ziroli (R-Z)  
Tel: (708) 579-6508  
Email: mziroli@lths.net

### North Campus Counselors and Social Workers (Grades 11-12) Tel: (708) 579-6343

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### Class of 2027 Social Workers

Mary Palacios (A-Le)  
Tel: (708) 579-6518  
Email: mpalacios@lths.net

Reyna Nunez (Li-Z)  
Tel: (708) 579-6522  
Email: rnunez@lths.net

### College and Career Coordinator Mr. Cody Dailey Tel: (708) 579-6357 Email: cdailey@lths.net

### Class of 2026 Social Workers

Gina Horeni (A-Li)  
Tel: (708) 579-6524  
Email: ghoreni@lths.net

Annette Butler (Lk-Z)  
Tel: (708) 579-6507  
Email: abutler@lths.net



## Course Request Timeline for 2025-2026 Academic School Year

DATE	INCOMING FRESHMAN ACTIVITY	DATE	GRADES 9-11 ACTIVITY
January 22	<ul style="list-style-type: none"> <li>Future Freshman Night at LTHS South Campus (LTHS-SC)</li> </ul>	Late December	<ul style="list-style-type: none"> <li>Academic Program Guide available online</li> </ul>
January	<ul style="list-style-type: none"> <li>LTHS Division Chairs collaborate and consult with Associate School Teachers to make joint recommendations in math, science, and English</li> </ul>	Mid-January	<ul style="list-style-type: none"> <li>Teachers talk with students about sequence of courses in their subject areas.</li> </ul>
January 23	<ul style="list-style-type: none"> <li>Academic level placement recommendations emailed home</li> </ul>	January 17 & 18	<ul style="list-style-type: none"> <li>Students attend presentations with Counselors on the Course Request Process by grade level</li> </ul>
January 27-31	<ul style="list-style-type: none"> <li>Orientation visits to Associate Schools</li> <li>Academic Program Guide distributed</li> <li>Course selection process reviewed</li> </ul>	January 20 - February 7	<ul style="list-style-type: none"> <li>Students meet individually with their Counselor to select courses.</li> </ul>
January	<ul style="list-style-type: none"> <li>Required courses with academic ability levels entered into Infinite Campus by LTHS</li> </ul>	February 14	<ul style="list-style-type: none"> <li>Final day for parents/students to request academic level changes (Requests are made to Division Chairs)</li> <li>The next window for academic level change requests is after school starts</li> </ul>
February 4 & 6	<ul style="list-style-type: none"> <li>Orientation meeting for all Private/Parochial School students &amp; parents at LTHS South Campus 3:15-5:00 p.m.</li> </ul>	February 14	<ul style="list-style-type: none"> <li>Final day for parents/students to request academic level changes</li> <li>The next window for academic level change requests is after school starts</li> </ul>
January 23	<ul style="list-style-type: none"> <li>Academic level placement recommendations emailed home</li> </ul>	February 17	<ul style="list-style-type: none"> <li>Summer School online registration at <a href="http://www.lths.net/domain/201">http://www.lths.net/domain/201</a></li> </ul>
January & February	<ul style="list-style-type: none"> <li>Annual Review/IEP meetings held for students with special education needs</li> </ul>		
February 17	<ul style="list-style-type: none"> <li>Summer School online registration at <a href="http://www.lths.net/domain/201">http://www.lths.net/domain/201</a></li> </ul>		

\*All dates subject to change. All changes will be posted.

**IMPORTANT NOTE:**

*Personal growth involves making informed decisions and learning from the consequences of those decisions. For this reason, the selection of courses should be made carefully by students and parents with information from teachers and counselors. The role of these professionals is to help students and parents make informed decisions which minimize failure, maximize success, and ensure the orderly and efficient operation of the school. Finally, teachers have the responsibility to maintain the integrity of standards and expectations of courses.*

# General Information

The Academic Program Guide should be reviewed carefully. As you make your course selections, it may be helpful to keep the following questions in mind:

1. What courses will I need to take each year to meet Lyons Township High School graduation requirements?
2. Considering my strengths, talents, and challenges, what career alternatives do I consider now?
3. In pursuing my probable educational and career plans, what continuing education will I want or need? Will I go directly to work? Should I consider a career in the armed services?
4. If I plan to seek additional education in college or other career preparation, am I familiar with the specific requirements needed for such a program?
5. Am I fully aware that my success depends upon good study habits, consistent self-discipline, an attitude of inquiry and cooperation, regular attendance, and positive progress toward predetermined goals?
6. Have I considered how much time is required to successfully manage the courses I have chosen? Will I be able to meet the demands of the course both physically and emotionally? Have I chosen courses that will allow for healthy and manageable levels of stress?

You should list the courses you need and desire, then discuss your choices with school staff in light of your performance, your aptitudes, your test scores, your interests, and your future planning. Consider not only the courses that are appropriate for next year but those that will meet your goals over four years of high school.

All faculty & staff at LTHS are available to assist students and parents. Counselors are especially qualified to help students assess their academic, personal, and social aptitudes to become increasingly capable of mature self-guidance. The final responsibility for making wise educational decisions ultimately rests with the student and the parents. I encourage you to read through this Guide and choose your courses carefully. LTHS has much to offer. We look forward to helping you achieve your goals through our motto: *Vita Plena* - the quest for the fulfilling life.

## Equal Educational Opportunity

All persons who legally reside within LTHS attendance boundaries under the age of 22 (or until graduation) shall be afforded the right and opportunity to an equal education. No student shall be excluded, segregated, or discriminated against in the District's programs on account of race, color, national origin, sex, handicap, disability, or religion. District 204 affirms the human dignity and worth of each student to be free from discrimination and harassment.

The District does not permit 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 for student and employee complaints. The Nondiscrimination Coordinator for District 204 is Mr. Ed Piotrowski, Director of Human Resources. The Section 504 Coordinator for District 204 is the Student Services Division Chair. The Special Education Director is Dr. Melissa Moore.

## LTHS Equity Statement

Lyons Township High School remains committed to building a community based on a foundation of equity and inclusion where all students are treated with respect and dignity and know they belong. As an institution that fosters the physical, social, and emotional well-being of its students, we pledge to continue to promote practices, systems, and processes that advance equity, access, and inclusivity.

We understand the impact all of our decisions have on our students, their families, and our community. Decisions will be made to advance success, promote growth, and support social emotional health of all LT students.

Improving academic achievement and promoting student engagement in all LT has to offer remain top District priorities. We will continue to partner with associate school districts, colleges, community agencies, and others to continually enhance student opportunities, improve student preparedness, and provide positive learning environments for all students at Lyons Township High School.

## Daily Schedule

The daily schedule is the same at South and North Campus. LTHS exceeds the required instructional time set forth by the State of Illinois and the Carnegie Instructional Unit. A daily schedule and special schedules will be set by the Principal's office for assemblies, guidance, registration, staff development, testing, late starts, early dismissals, school improvement, and other programs.

## Lunch/Study

All students will be assigned a 25 minute study period that is led by a teacher. Students may be assigned to a support study hall for extra help until their grades improve.

LTHS Graduation Credit Requirements	
SUBJECT AREA	
Civics /AP US Gov't	.5
Consumer Economics	.5
Creative Arts/Practical Arts	1.0
Driver Education (classroom)	.5
English	4.0
Health Education	.5
Mathematics	3.0
-Algebra (1)	
-Geometry (1)	
Physical Education	3.5
Science	2.0
United States History	1.0
World History	1.0
Electives	5.5
<b>Total Credits</b>	23

## Graduation Requirements

A student must successfully complete all graduation requirements as specified by the LTHS Board of Education, the Illinois State Board of Education, and The School Code of Illinois 105 ILCS 5/27-22. In summary, a student must earn twenty three (23) academic credits as shown in the box on this page to receive a diploma from LTHS.

Enrollment in all courses is subject to requirements and prerequisites as noted throughout the Guide and as listed in each departmental section. Students and parents should carefully review these as courses are selected and as Four Year Academic Plans are developed. For any exception or deviation from the regular program not covered in the Guide, please refer to pp. 24-25 of the Guide for listing of Alternative Educational Opportunities.

## Creative & Practical Arts Requirements

LTHS maintains its mission of meaningful learning through a comprehensive curriculum, in part, by requiring students to earn Creative and Practical Arts credits. The Creative and Practical Arts allow students to pursue unique areas of study that may interest them and that the student may not have been aware of. Students must earn one credit from the combined lists of Creative Arts and Practical Arts. Students and parents should discuss the selection of these required courses with their counselors. Please refer to course descriptions for campus location and year of course availability.

### Creative Arts Course Selections

**Art** - All Courses

#### Language Arts

All elective courses **EXCEPT**

- Philosophy of Self-Knowledge
- Language Learning Experience (ML)

**Music** - All Courses

#### Physical Education

- Dance Studies
- Dance Arts
- Dance Studies & Fitness (unless it is taken for Sophomore PE credit)

#### Technology Center of DuPage (TCD)

- Multi-Media & Television Production

### Practical Arts Course Selections

#### Alternative Program

- Work and Careers

**Applied Technology** - All Courses

**Business Education** - All Courses **EXCEPT**

- Consumer Economics

#### Special Education Services

- Career Training & Education

#### Technology Center of DuPage (TCD)

- All programs and courses except Multi-Media and TV

## Promotion and Retention of Students

In general, students are classified as freshmen, sophomores, juniors, and seniors according to the number of credits they have earned. Requests for special classification should be made to the principal.

The Board of Education will promote students to succeeding grade levels as they successfully meet the District 204 academic standards embodied in course curricula or in courses of study demonstrated to be comparable to that of District 204.

Students earn academic grade level promotion based upon the following:

- To be promoted from grade 9 to grade 10, a student must pass a minimum of 5.00 units of academic credit.
- To be promoted from grade 10 to grade 11, a student must pass a minimum of 10.00 units of academic credit.
- To be promoted from grade 11 to grade 12, a student must pass a minimum of 15.00 units of academic credit and the state administered assessment.
- To graduate and earn a diploma from LTHS, a student must pass a minimum of 23.00 units of academic credit and fulfill all other District 204 requirements for high school graduation.

Students who successfully earn sufficient credits to advance to the next grade level will be reclassified to the appropriate grade level at the close of the semester in which such additional credit is earned.

## Early Graduation

Students who satisfactorily complete the graduation requirements after 7 semesters may, at the option of the student and the parent(s), decide to leave LTHS for further education or work experience. Students who plan to graduate early must take required courses from LTHS or transfer into LTHS their equivalent. Students who complete graduation requirements ahead of the usual four year schedule receive their diplomas at the time their class graduates. Students are urged to consult with their counselors early to determine required courses and to adjust their four year academic plans as needed.

A student wishing to pursue a program leading to early graduation is required to arrange the following:

1. A conference with the counselor to discuss the feasibility for such plans
2. A conference with the student, parent(s), and class counselor, where parental understanding and approval will be established
3. If parental approval is given, a conference is held involving student, parent(s), counselor, and an administrator. The purpose of this last conference is to discuss and seek administrative approval for a plan leading to early graduation to pursue further education or meaningful work experience.

## College Entrance Requirements

Students who intend to attend college should carefully review the requirements for admission to the institutions in which they are interested. Talking to counselors is a good first step in this process. The group guidance curriculum will also provide students with important resources to aid in the college search. College information is available in the College/Career Center. **Some colleges may not accept credit/no credit courses which are used for college entrance or consider credit/no credit as a “D” when calculating GPA.**

Wise program planning, registration each semester for six (6) to seven (7) subjects, and utilization of opportunities afforded by summer school will yield solid college preparation.

*The Four Year Academic Plan* on p. v of the **Guide** will help students create the best high school program to meet college admission requirements. Students also develop 4 year plans with their counselor in *SchoolLinks*.

Sixteen (16) to eighteen (18) units of academic work in the areas of English, mathematics, science, social studies and world language are recommended for admission to most colleges. A solid background of courses in the academic areas is important. Strength of preparation in English, mathematics, languages, science and social studies has great significance not only for securing college admission but also for attaining success in college work. Many colleges continue to revise their admission requirements to include additional, specific courses; therefore, students should plan to fulfill more than the minimum entrance requirements for the colleges of their choice.

Students who enter four-year Illinois universities must meet minimum requirements. Up to three additional credits may be distributed among these five categories:

1. 4 credits of English (emphasizing written and oral communications and literature)
2. 3 credits of social studies (emphasizing history and government)
3. 3 credits of mathematics (introductory through advanced algebra, geometry, trigonometry and/or precalculus or fundamentals of computer programming)
4. 3 credits of science (laboratory sciences)
5. 2 credits in a world language; some universities allow substitution from language arts, music, career and technical education, or art. (practical arts)

For students who wish to play sports in college, the NCAA has strict course requirements. They can be found on page 21 of the Guide.

### Class of 2024 Post-Secondary Profile

- 2024 Graduates: 939

#### College Plans

- 4-year College 79 %
- 2-year College 12%
- Public Colleges 73%
- Private Colleges 27%

Distribution of those attending 4-year Colleges:

173 Colleges in 38 States plus Canada, Ireland & Italy

#### Total Continuing Education: 91%

Significant Academic Accomplishments

- 9 National Merit Finalists
- 30 Letters of Commendation from National Merit
- 196 Illinois State Scholars

## Tests for College Admission

Most colleges require the score results from either the SAT or the ACT for admission. Students are encouraged to take college entrance examinations during the spring of their junior year.

The SAT consists of two sections: Reading and Writing and Mathematics. Each section of the test has 2 parts called modules. The total score on the SAT ranges from 400 to 1600. The section scores for Reading and Writing and for Mathematics each range from 200 to 800.

Beginning in the winter of 2024, the SAT will be administered digitally. Students will need an electronic device with the College Board testing application installed to complete the exam. More information on the digital version of the SAT can be found at <https://satsuite.collegeboard.org/digital>.

The ACT test is comprised of 4 subtests: English, math, reading and science. There is also an optional ACT essay. ACT scores range from 1 to 36 on each subtest. A composite score is calculated by averaging the subtest scores. The ACT essay total score range is 1-12.

The best preparation for college entrance tests is a rigorous background of academic courses. The following academic sequences are recommended for the best SAT and ACT preparation: English – the sequence of courses at the prep, accel, or honors level; mathematics – the sequence of courses at the prep, accel, or honors level; science – begin the study of science as early as possible in high school and select one of the following sequences: biology – chemistry – physics, or physical science – biology - chemistry; and social studies – world history, American history before the senior year, and one or more social studies electives.

Students may register for special SAT and PSAT test preparation classes which are offered after school and in the evenings. These classes help students familiarize themselves with the tests and teach test-taking strategies. Information about these classes can be obtained from the Testing Office at North Campus.

## Advanced Placement (AP®) Program

The Advanced Placement Program® provides students with the opportunity to take college-level courses in a high school setting. Students who participate in the AP® Program not only gain college-level skills, but in many cases they can earn college credit while still in high school.

AP® courses are taught by highly qualified high school teachers with curriculum approved by the College Board AP® Audit process.

AP® Examinations are administered in May. The exams contain a free-response section (either essay, problem solving, or listening and speaking) and a multiple-choice question section (exception: the AP® Studio Art subject follows a portfolio assessment format). The multiple-choice questions are scored by computer. The free-response portions are evaluated by a team of skilled college professors and high school teachers who meet annually to score exams in their area of expertise. Each AP® Exam grade is a weighted combination of the student's score on the multiple-choice section and on the free-response section. The final grade is reported on a 5-point scale:

5 = extremely well qualified

4 = well qualified

3 = qualified

2 = possibly qualified

1 = no recommendation

AP® Grade Reports are sent in July to the college(s) that the student chooses, to the high school, and are available to the students online. The reports include grades for all of the AP® Exams a student has ever taken, unless the student has requested that one or more grades be withheld from a college or canceled.

Each college decides which AP® examination scores it will accept. Students may earn credit and/or placement at most colleges and universities in the U.S., as well as colleges and universities in more than 40 other countries, through qualifying AP® Exam scores. At many of these institutions, students can earn up to a full year of college credit (sophomore standing) through a sufficient number of qualifying AP® Exam grades. In July, 2015, Illinois enacted a law requiring state colleges to give credit for AP® scores 3 or higher. Individual colleges and universities, not the College Board or the AP® Program, grant course credit and placement. Because credit policies vary from school to school, students should obtain a college's AP® policy in writing. Students can find this information in the institution's catalogue, on its website, or by using collegeboard.org's AP® Credit Policy Info search. Colleges that have received an AP® Grade Report will generally notify the student of any placement, credit, and/or exemption earned during the summer. Students can also contact the college's admissions office to find out the status of AP® credits.

Parents and students who are anticipating college should begin early—even in the ninth and tenth

grade—to prepare for AP® opportunities by making sure that the appropriate prerequisite courses are taken. AP® courses are offered, provided enrollment is sufficient. The AP® policies listed in the departmental sections should be studied along with the specific course descriptions. Students should also consider the time required to adequately study and prepare for an AP course when developing a 4 year plan so as not to be overwhelmed.

### AP® Courses & Exams Offered at LTHS May 5-16, 2025

#### Art

- Art History
- Studio Art: 2-D Design
- Studio Art: 3-D Design
- Studio Art: Drawing

#### Biology

#### Calculus

- Calculus AB
- Calculus BC

#### Chemistry

#### Computer Science Principles

#### Computer Science A

#### Economics

- Macroeconomics
- Microeconomics

#### English

- English Language & Composition
- English Literature & Composition

#### Environmental Science

#### French Language and Culture

#### German Language & Culture

#### Government & Politics

- Comparative Government & Politics
- United States Government & Politics

#### History

- African American Studies
- European History
- Human Geography
- United States History

#### Italian Language and Culture

#### Latin

#### Music Theory

#### Physics

- Physics C: Electricity & Magnetism
- Physics C: Mechanics
- Physics I: Algebra Based

#### Psychology

#### Spanish Language and Culture

#### Statistics



**Spring 2024 - AP Examination Profile**

- 1,473 Students took 2,719 Examinations
- Of the total grades reported, 86% were 3, 4, or 5.

Course	Exams	Course	Exams
Art History	2	Government-Comparative	29
Biology	87	Government-US	304
Calculus (AB)	159	Human Geography	233
Calculus (BC)	111	Italian Language	6
Chemistry	40	Computer Science A	71
Computer Sci. Principles	23	Music Theory	12
Macro Economics	98	Physics I	191
Micro Economics	106	Physics C: E & M	62
English Lang./Comp.	354	Physics C: Mechanics	62
English Lit./Comp.	122	Psychology	140
Environmental Science	135	Spanish Language	22
European History	13	Statistics	59
French Language	19	Studio Art	6
German Language	6	U.S. History	246
		World History	1

**Career Internship Guidelines for Approval**

A career internship is designed as a capstone experience for students who have completed a defined career pathway. Students will apply for the internship through the department that they wish to receive credit for the experience. A student will work a minimum of 90 hours during the semester for credit in the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, and be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for transportation to and from the workplace. It is the sole discretion of each department team to recommend the student for a work internship. The internship course may not be taken as an 8th course, but it may be taken for duplicate credit. Application does not guarantee admission. Internships may be developed in any Division with an established career pathway. Career Internships earn Level IV credit only and are available to juniors and seniors. As Internships are approved entirely on a case-by-case and departmental basis, every proposal is unique.

**Components of an effective internship include:**

- A culmination of study, not an introduction.
- A link to a career field with activities designed to prepare a student for a specific career, not necessarily a college major.
- A minimal time frame of 90 hours, which corresponds to a ½ (semester) Carnegie unit of credit.
- An instructor on LT’s staff who will coordinate and ultimately evaluate the student’s progress (determine the grade).
- A design/outline for a culminating project that the instructor has reviewed and approved.
- The possibility of earning an industry certification in the career field of focus.

Required steps include:

- A review by the internship teacher of prior student work in the internship area.

- A written document that describes the evaluation procedure to be employed by the supervising teacher that incorporates input from the employer.
- A written partnership agreement between LTHS and the employer.
- A final written document including the final grade and any artifacts used to determine the grade.

**Internship Acceptance and Procedures**

An application, document review, interview, and written partnership agreement will be required as a part of the acceptance process. The application, along with a resume and all required components, will be submitted to the teacher in the division that the student wishes to receive credit for the internship. The teacher, upon receiving a Career Internship Registration form, will confer with the Division Chair to ensure that all criteria are met.

Upon acceptance, a meeting with the teacher, Division Chair, student and employer (if possible) will set out the expectations for work, evaluation and any other necessary arrangements. Upon completion of the meeting, the Division Chair will submit a complete packet of documents to the Associate Principal, Principal, and the Director of Curriculum and Instruction.

**Academic Ability Levels**

Students are assigned to course levels on the basis of test scores, performance/achievement, and teachers’ recommendations. A student may be in one or more honors or accelerated level courses at one time since departments individually place students. No student can take all courses at either the honors or accelerated level. Several courses required for graduation (practical arts, creative arts, consumer education, and physical education) are offered only at the preparatory level.

**Initial Academic Ability Level Placement Procedures**

Students are placed initially into ability levels as incoming freshmen through a process that involves articulation between LTHS and Township associate schools, both public and private. Placements are made using the following criteria:

- standardized test scores;
- grades from first semester eighth grade; and
- eighth grade teacher recommendations.

Discrepancies between recommended placements by the associate schools and LTHS are best resolved by conferences among LTHS division chairs, associate school teachers, and parents. Special Education Services placement information is available through the Special Education Services Division. Placement information specific to each department may be found in the division sections of the guide.

# Academic Ability Levels - Standards and Expectations

**OUR VISION:** All students graduate prepared for life, career and college success.

**GOAL:** All students who enter LTHS will graduate prepared for college and careers through the systematic connections made among academics, character and leadership, career and technical education, health and physical education, the arts and design.

**FOUNDATION:** The minimum expectation for all students at LTHS is to succeed at the Preparatory level.

**EXPECTATION:** All students will challenge themselves to delve deeper into courses and programs that stretch their abilities and provide opportunities for college and career goals.

An emphasis on application of learning, problem solving, and critical thinking are imperative for all of our graduates, no matter their plans for their futures or the level assigned to the course of study.

- **Rigor** pertains to the fundamentals of education. All students will be expected to demonstrate mastery of the essential outcomes at the Preparatory level. Interventions and supports will be designed, implemented and measured to allow each student to succeed in accordance with individualized plans (e.g. IEP, Section 504).
- **Relevance** links the past, the present and the future. Relevance at LT is the use of the building blocks of the past as learned through disciplines, applied to the problems of the present, to design solutions for the future.
- **Relationships** are interconnected networks and systems. Wherever possible, opportunities to link course content to other courses and disciplines will be explored. While many assignments and courses require individual attention to achieve mastery, teachers and students will also seek relationships between and among all disciplines.

## What Levels Signify at LTHS

Each course in the Academic Program Guide (core and elective) is assigned an academic ability level. Each level has a standard/expectation which outlines the academic rigor students are expected to meet to successfully complete these courses.

In addition to these expectations, academic ability level descriptions, standards and expectations are designed to assist students and parents in course selections and in understanding the differences among academic ability levels. These standards are also intended to help students meet the expectations of State Standards and to score well on ACT, SAT and AP assessments. Individual courses may have additional expectations and/or move at an accelerated pace. Students and parents should note each course's individual prerequisites, characteristics, and expectations in the Guide.

## Level III Preparatory (Prep)

*Courses for students are college-bound and desire secondary training, have attained basic school skills and are working toward higher competencies. Courses are offered in grades 9-12.*

## Level IV Accelerated (Accel)

*Courses for students working at higher, challenging levels and school skills and/or at an accelerated pace. Courses are offered in grades 9-12.*

## Level V Honors (Hon/Advanced Placement)

*Courses for students with exceptionally rapid learning abilities, advanced school skills, and/or who are preparing for an Advanced Placement Examination.*

## Student Course Assignment/Class Load

A student will be enrolled only in courses for which he/she has met the prerequisites as published annually in the Academic Program Guide. Initial student course selections will be accommodated whenever possible. Important and timely course and staffing decisions are based upon these selections. LTHS guarantees educational opportunities to students as posted in the Guide and as noted below:

1. A full-time student at LTHS carries a minimum of six (6) classes per semester. Most students at LTHS are enrolled in seven (7) classes per semester. Students who enroll in The Technology Center of DuPage (TCD) enroll for the equivalent of three (3) classes. The work experience portion of Cooperative Career Education is the equivalent of one class per semester. Students returning to LTHS for a fifth year carry only those classes necessary to complete graduation requirements.
2. LTHS will make every effort to deliver courses on the basis of two criteria:
  - minimum enrollment of 18 students per course, with the possible exception of capstone courses; and
  - student selection of courses does not result in irresolvable master schedule conflicts.
3. The class period in which a course is offered depends on a variety of scheduling considerations including staff availability, fewest master schedule conflicts, and facility usage.
4. If a course does not have the minimum enrollment at either North or South Campus, students have the following two options:
  - select that same course at the other campus, provided it has the minimum enrollment and provided it is offered during 1st and/or 8th periods or
  - drop the course and adding another available course in its place.
5. If a student chooses a course offered at the other campus, that student will only commute/travel between campuses on transportation provided by District 204. Students who select this option should be fully aware that instructional time of the periods before, during, and after the course selected will be lost due to travel time. Careful consideration of the student's academic and organizational strengths should be made before selecting this option. Students may not choose courses at the other campus during periods 2 - 7.
6. Specific semester course requests may not be accommodated based on balancing schedules for staffing purposes.
7. LTHS does not guarantee the delivery of elective

or capstone courses (see p. 32) regardless of their enrollments.

8. Students may register for only one study hall per semester.
9. Study hall period assignments are made by the District and may not be requested for specific periods or semesters.

## Schedule Changes

Once initial student academic ability level placement is made following the process described under Initial Academic Ability Level Placement Procedures on page 10, a student's placement may be reviewed periodically to ensure that he/she is placed at an appropriately challenging level. Academic ability level changes may be made for students seeking a challenge (to a higher level) or for students experiencing exceptional difficulty (to a lower level). District guidelines for academic ability level changes are necessarily restrictive to ensure space is available in classes and that students begin the year in the best possible placement in an appropriate class. Barring significant exceptions, most changes are made for 1st semester by March of the previous school year and starting the week after Thanksgiving for 2nd semester.

- Placements for sitting freshmen, sophomores, juniors and seniors are based on the recommendations of LT teachers.
- If a student and/or parent wish to adjust a placement, the student and parent consult first with the student's teacher to review the current placement and determine if a change is warranted.
- After parents and students have reviewed the differences in levels and the reasons for level recommendation changes, parents and students have the final say in the decision.
- Changes are only made when space is available.

After initial placement and scheduling are completed in February, schedule changes are not permitted. Initial student course selections made during registration will be accommodated whenever possible. Important course and staffing decisions are based upon these selections. Student changes of mind or schedule preferences (teacher, period, time of day) will not be accommodated. Therefore, only for limited reasons will adjustments be considered and/or approved. Regardless of the request, students must continue attending class and completing assignments until notified of the decision regarding adjustment requests in case space is not available or a request cannot be accommodated.

## Schedule Adjustments

### Adding a Course

A course may be added to a student schedule during the first 10 days of the semester if the following criteria are met:

*The student has a study hall that can be replaced by a course AND there is available space in the class during the same semester AND same period.*

### Necessary Course Adjustments

Individual courses can be adjusted based on the following criteria:

- A1) An adjustment necessitated by completion or non-completion of summer courses
- A2) An adjustment necessitated by first or second semester failures
- A3) An adjustment necessitated by a student's Individualized Educational Plan (IEP) supports
- A4) Documented change of college/career plans requiring a different course that cannot be accomplished during the 4 year academic plan, summer or remaining school years prior to graduation. This requires review by the College & Career Coordinator.

### Drop to a Study Hall

Individual reviews by Student Assistance Teams may be considered for the following reasons:

- D1) Documented economic necessity to work
- D2) Documented provision for unusual family care situations and/or
- D3) Documented psychological inability to handle schedule.

### Level Changes

Student changes of mind on course preferences (teacher, period, time of day) are not considered for a level change and will not be accommodated. Level changes need review and approval by the corresponding Division Chair. There are two windows of opportunity for requesting level changes--during course selection in the winter and during the first four weeks of each semester. Students requesting a change from initial course placement must follow the procedural guidelines.

1. **The change must be initiated within the first four weeks of a given semester.**
2. Space must be available in the desired course and any other courses that may need to be changed to accommodate the request.
3. No existing course may be dropped to accommodate a level change after the start of a semester.
4. The grade from the previous course will not travel with the student.

5. The student will be required to make up major assignments. These will be determined by courses and departments so they are consistent among teachers who teach the same courses.

**Please note the master school schedule is built based on student requests during winter registration; consequently, any changes beyond that may not be possible due to space availability. Therefore, approved level changes are not a guarantee of schedule changes when seats are not available to accommodate the change.**

**Any appeals on schedule adjustments should be directed to the North or South Campus Associate Principal.**

### Repeating a Course

1. A student who repeats a course in order to improve the course grade shall have both courses and grades earned reported on the student's report card, transcript, and permanent record.
2. If a course is repeated, both grades earned are averaged, and the new averaged grade is used in the computation of the student's weighted and unweighted GPA.
3. Course credit shall apply only once towards a student's cumulative graduation credit requirement.

### Full Time Student

Students are enrolled in 7 classes per semester with a minimum 6 credit bearing courses to be considered as a full time student. When students have circumstances that prevent them from carrying a full day schedule, school beyond 4 years is a potential path that must be considered.

### Academic Grading System

The goals of a comprehensive high school education are accomplished by the pursuit of knowledge, skills, concepts and understanding. Diligent study and effort result in learning, achievement and rewards not measured by grades, GPA, and/or credits; however, grades and credit are universally accepted elements used to report on academic performance. A student's academic achievement in a course will be represented by a letter grade based on the attainment of objectives, standards and outcomes of the course.

### Grading Vision:

*The grading system at Lyons Township High School is consistent throughout the school, equitable and fair to all students, and reflective of student performance.*

## Purpose Statement

A grade communicates a student’s level of achievement toward identified learning objectives at a point in time.

### The LTHS Grading System:

- **must reflect growth and learning.**  
By allowing students to retake tests and projects (with the ability to replace previous scores), teachers can reward learning, support a growth mindset, measure learning that occurs when a student is ready, and level the playing field for students who enter classrooms with weaker academic backgrounds.
- **must value knowledge and understanding.**  
Instead of grading subjectively interpreted behaviors such as a student’s “effort” or “participation,” teachers should determine grades based on required skills, content or standards. Grades should not be used to reward compliance or homework completion, both of which invite implicit and institutional biases.
- **must provide a road map for success.**  
Standards-aligned rubrics, simplified grade calculations, outcomes-aligned curriculum maps and standards-based scales and gradebooks make teacher expectations explicit and facilitate student understanding, ownership, and power over their grades.
- **must not include behavior or soft skills.**  
Teachers can give students feedback on their behavior and teach soft skills; however, that feedback should not be included in a grade unless the course has specific outcomes focused on a specific behavior or soft skill.
- **must not measure effort, punctuality or attendance.**  
If a student demonstrates understanding, the grade should not also measure the degree to which they tried, whether or not they came late to class, or if they missed multiple classes prior to demonstrating learning. Feedback and consequences for behaviors should and must still occur; however, they should not be included in a measure of student achievement.
- **must not reward or punish for participation.**  
Grades need to measure the skills and outcomes of the course. In courses requiring participation, feedback must still be given so that the final summative grade can indicate mastery of outcomes, not compliance or participation.
- **must not measure personal organization or executive functioning.**  
Feedback for organization and executive functioning is an important part of helping students to develop habits that lead to improved mastery of outcomes. Teachers should definitely give this feedback to a student, but organization and executive

functioning do not measure the attainment of learning outcomes.

- **must not “give” points for extra credit or compliance.**

Teachers should reward students for demonstrating new mastery of skills and outcomes. Extra Credit implies that points are not tied to learning and that they can be “given” based on work not often tied to the outcomes of the course.

### Common Grading Practices at LTHS

- A common syllabus is used by all teachers of the same course and can be found on the District website.
- A common gradebook is used by all teachers of the same course.
- Coursework is included in semester grades and accounts for no more than 10% of the final grade.
- Coursework directly impacts student performance on summative assessments.
- “M” grades are used to indicate missing work in the Infinite Campus gradebook.
- Attendance is excluded from the academic grade.
- Students receive individual grades for work completed in groups. Group grades are not applied.
- Extra credit is not given.

In all courses, assessments of the learning objectives counted as part of the achievement grade can be retaken or revised without penalty or restrictions on the grade.

- Students are required to turn in summative work on time. If a student fails to turn in a summative assessment on the date it is due without a valid excuse or excused absence, the student will not have an opportunity to retake or revise the summative assessment.
- Students are required to submit the majority of their coursework prior to the initial summative to be eligible for a retake/revision.
- There is a two-week window to submit summative missing work before the grade turns into a zero. Teachers will record a grade of Missing (M=0) until the work is turned in.
- Course teams may choose to limit students to one retake/revision per summative assessment.
- Course teams may choose to limit the amount of retakes/revisions to a number that is equal to 50 percent of the total number of summative assessments eligible for retakes administered during the semester.

Course Teams will choose one of four options for final exam experiences:

- A Cumulative Final Exam
- A Final (Last) Summative Exam
- A Final Project or Performance
- An Opportunity to Retake, Revise or Reflect on the Work from the Semester

Academic achievement is represented by letter grades as follows:

- A - Superior
- B - Above Average
- C - Average
- D - Below Average
- F - Failure
- AS - Audit completed successfully
- AU - Audit completed unsuccessfully
- P - Pass
- CR - Credit
- NC - No Credit
- I - Incomplete
- W - Withdrawal
- WF - Withdrawal Failure

All letter grades noted above may be used for evaluation of student work per the following:

- A, B, C, D, F, I, AS, AU, CR, NC, W, WF all may be used at quarter and/or semester marking periods.
- P grades were used for Second Semester in 2020 due to pandemic challenges for students. The “P” grade carries the same grade point value as a D.
- A grade of “I” (Incomplete) is used when a student has not completed requirements for a course grade. It may be used at either quarter or semester time. Though completion of work as quickly as possible is recommended, a student may complete his/her work and receive a final grade for the course within the first six weeks of the following semester. Students receiving incomplete grades for second semester courses may complete work for final grades within the first six weeks of the following fall semester. After six weeks, the Incomplete becomes an F.
- A grade of “W” (Withdrawal) is generally used when a student drops or is removed from a course between the 10th day of a semester through the last day of the first or third quarter. The grade “W” will appear on the report card and transcript thereafter. The “W” grade does not receive a grade point value, and *is not* part of either the weighted/unweighted GPA or Honor Roll computation.
- During the pandemic in 2020-2021, a “W” grade was used instead of an “F”.
- A grade of “WF” (Withdrawal Failure) is generally used when a student drops a course during the second or fourth quarters (i.e., the halfway point or later of a semester) or is removed from a course at any time due to attendance or disciplinary reasons. The “WF” grade will appear on the report card and

transcript thereafter. The “WF” grade receives a grade point value of 0 and *is* part of the weighted/unweighted GPA and Honor Roll computation.

- CR and NC grades after the Class of ‘26 are only awarded to students in Special Education courses.

Teachers may use + or - signs with grades A-D in order to differentiate levels of achievement. These signs will appear on report cards and transcripts but they are not used to determine grade point averages.

## Academic Grading Scales

The following grading scale is used to determine grades earned in most courses:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 59% or less

Some courses do not use percentages and assign just the letter grades, A-F. For these and other details regarding grading scales, please consult the course syllabus.

In Special Education, when a student receives a modified curriculum that has been collaboratively developed by Special Education and regular education professional staff and parents, grading criteria are established and stated in the modified curriculum. In the L.I.F.E. Program, authentic assessment and portfolios are used to determine grades. For some Special Education students, Individualized Education Plan (IEP) goals may indicate grading criteria that are different from the grading scales noted above.

## Grade Reports and Grading Periods

LTHS informs parents of student grades twice each semester: Quarter Grades (9 weeks) and Final Semester Grades (18 weeks). Grade Status Reports are used by teachers through the Infinite Campus parent portal to notify parents if students are not working to their abilities and/or who are not passing classes. Quarter and final semester grading periods are posted on the official school calendar (see page iii of the Guide) and in the annual Parent Teacher Council Calendar. Final semester grade reports include 18-week daily grades, final examination grades (if applicable), weighted and unweighted GPA and honor roll designation.

## Auditing Courses and Audit Grades

On rare occasions, a student is granted permission to audit a course and receive an audit grade (AS-audit completed satisfactorily; AU-audit completed unsatisfactorily). The school employs a stringent process for recommendation and approval of audit status.

An Audit Student (other than late admittance or transfer):

- Begins and ends the semester without having transferred in or out of LTHS.
- Applies to the Principal for audit status prior to the 15th day of a semester.
- Meets all course behavioral and academic standards and expectations including but not limited to attendance, quizzes, tests, final exams, projects, and homework.

Once the audit is approved by the Principal, it cannot be changed after 15 school days. The student will not receive a traditional grade (A, B, C, D, F) or credit. The grade (AS/AU) will not apply toward graduation requirements or weighted/unweighted grade point average (GPA).

For information concerning audit status for transfer and late admittance students, please see page 23.

Students seeking additional information regarding audit standing should contact their counselor.

## Duplicate Credit Option

LTHS offers a number of courses which can be taken more than once for full academic credit each time. Each of these courses, taken at different times, provides an academic experience that is unique and is designed to meet the individual needs/skills of students at given points in time. Students and parents should refer to specific course descriptions for duplicate courses listed below and discuss these options with their counselor. Duplicate credit option courses are identified as (dc) in the course descriptions. Course selections here are listed by department and by campus availability. Duplicate credit courses may only be taken twice unless otherwise noted. Courses with a 3+ may be taken 3 or more times. Courses with a 3 or 4 may be taken no more than the number of times indicated.

### Alternative Program

- Life Skills 3+
- Work and Careers 3+
- South Campus English
- North Campus English

### Applied Technology

- Automotive Engineering & Fabrication
- Engineering and Invention 2 (NC)
- Furniture/Cabinet Making II
- Private Pilot Operations

### Art

- Studio Art Accel (NC)

### Family & Consumer Sciences

- Chefs

## Language Arts

- Beginning, Intermediate & Advanced ELL (SC/NC) 3
- Beginning Reading ELL (SC/NC) 3
- Beginning Tutorial ELL (SC/NC) 3
- Intermediate and Advanced Tutorial ELL (SC/NC) 3
- Language Learning Experience (Summer) 3
- Tutorial ELL (SC/NC) 4
- Journalism: Newspaper Production (NC)
- Journalism: Yearbook Production (NC)
- Playwriting (NC)
- Theatre: Acting (SC/NC)
- Theater: Improvisation and Mime (NC)
- Theater: Playwriting (NC)
- Theater: Stage Tech(SC/NC)
- Media Arts: Summer Programming 3+
- Media Arts: Radio & Podcasting 3+

## Music

- Concert Band (SC)
- Concert Choir (NC)
- Concert Orchestra (SC)
- Jazz Ensemble (NC)
- Symphonic Band (NC)
- Symphony Orchestra (NC) 3
- Treble Choir (NC)
- Wind Ensemble (SC/NC) 3

## Physical Education

- Adaptive PE Leaders 3+
- Applied Personal Fitness (NC) 3+
- Dance Fitness
- Dance Arts 3+
- Dance Studies & Fitness (unless it is taken as a PE credit)
- Physical Education III/IV
  - Team Sports 3+
  - Individual Sports 3+
  - Adventure Ed 3+
  - Strength Training 3
- Sports Officiating
- Yoga 2

## Special Education 3+

- Academic Resource Center (SC/NC)
- B.A.S.E. II (SC/NC)
- Career Training & Education (SC/NC)
- Personal/Social Development I-II (SC/NC)
- Social Awareness & Perspective Taking (SC/NC)
- Advanced Social Awareness & Perspective Taking (SC/NC)
- L.I.F.E. Life Skills I (SC)
- L.I.F.E. Life Skills II (SC)
- All other L.I.F.E. courses

## Grade Point Average (GPA)

LTHS computes, records and provides both weighted and unweighted Grade Point Averages (GPAs) on a semester basis. The GPA is the cumulative point total of all letter grades earned (A, B, C, D, & F only) divided by the number of semester courses in which grades are attempted. Weighted and unweighted GPA will be included on report cards and transcripts, are cumulative, and represent all final semester grades earned to date.

In computing the unweighted GPA, letter grades in all courses are assigned the same numeric values regardless of the academic ability level of each course, i.e., A=4, B=3, C=2, D=1, and F/WF=0. In computing the weighted GPA, letter grades in all courses are assigned numeric values based on the academic ability level of each course, i.e., A=6, 5, or 4, depending on the academic ability level. Please refer to the Academic Ability Levels/Standards/Expectations section (pp. 11-12) of the Guide for more information on academic levels. Two tables reflecting the unweighted and weighted numeric value for courses are provided below. Course credit transferred to Lyons Township High School from another accredited and approved institution is included when computing and determining GPA.

**GRADE POINT VALUE TABLE**

WEIGHTED				UNWEIGHTED			
	III	IV	V		III	IV	V
A	4	5	6	A	4	4	4
B	3	4	5	B	3	3	3
C	2	3	4	C	2	2	2
D	1	2	3	D	1	1	1
F	0	0	0	F	0	0	0

The sum total of each of these different values is then divided by the number of courses in which 1/2 (.5) credits are attempted per semester to determine the student's two GPAs. Using the above tables and formula, a student taking 7 half-credit (.5) classes would receive the following unweighted and weighted GPAs:

COURSE	LEVEL	GRADE	UNWEIGHTED VALUE	WEIGHTED VALUE
1	III	A	4.0	4.0
2	III	B	3.0	3.0
3	IV	C	2.0	3.0
4	III	B	3.0	3.0
5	IV	D	1.0	2.0
6	V	B	3.0	5.0
7	III	F or WF	0	0
GPAs			2.28	2.85

## Honor Roll

Lyons Township High School maintains one honor roll that recognizes the academic achievement of its students.

All grades earned by a student apply toward honor roll determination with the exception of Audit (AS/AU) and Credit/No Credit (CR/NC) courses. Honor roll status is determined using unweighted or weighted GPAs, whichever is higher. Honor roll is determined by using the unweighted or weighted grade point value table for grades earned. To qualify for honor roll status, a student:

1. must obtain a grade point average of 3.125 or higher.
2. cannot receive an F or WF.
3. must be enrolled in at least 4 courses for which he/she received grades of A, B, C, or D.
4. must be enrolled in at least 5 courses, each of which carries .5 credit.

Students enrolled in courses at TCD, or the Teaching Internships - Elementary 1 & 2 courses may be exempt from 4.

The LT honor roll is calculated, awarded and announced at the end of first and second semesters and is based on the entire semester work, including final semester examinations and exemptions. Both Advisory Honor Roll and Semester Honor Roll are submitted to the local media for publication. Summer School grades do not apply to Honor Rolls.

## Academic Awards

Lyons Township High School offers a wide array of awards to its students for their academic achievement throughout their high school careers. Each award/honor has specific criteria which students must fulfill in order to be eligible. Some awards/honors require applications while others are based on test scores, GPA, or other criteria. Students are notified about these awards and honors through a variety of ways including daily announcements, *College News*, in Counseling Offices, on the College/Career page of the LT website and in the College/Career Center.

The following awards, honors, and/or scholarships have as their basis weighted GPAs: Gold L Award, Honor Graduate, Illinois State Scholar, IHSA All-State Academic Team, LTHS local scholarships, National Honor Society, National Merit Scholarship Program, President's Education Award, Robert C. Byrd Scholarships, and State of Illinois Merit Recognition Scholarships.

## Lyons Township High School Honors

Academic awards are granted through LTHS for academic achievement. Each of these has specific academic criteria which students must meet in order to be eligible for and to receive the awards. These include the following:

- Academic Letter Awards: academic performance over time – honor roll status for three consecutive or four cumulative semesters.
- Academic Chevron: continuing academic performance, 1<sup>st</sup> Chevron - honor roll status for five consecutive or six cumulative semesters, 2<sup>nd</sup> Chevron - honor roll status for seven consecutive or eight cumulative semesters.
- Gold L Award: students graduate with a Gold L if, after the 7th semester, they achieve an unweighted GPA of 3.6667 or higher or a weighted GPA of 4.5 or higher.
- High Honors: students graduate with high honors if, after the 7th semester, they achieve an unweighted GPA of 4.0 or a weighted GPA of 5.0 or higher.

## LTHS Division and Department Honors

At the end of each school year, LTHS recognizes outstanding students for their academic performances in and their contributions to departments and divisions.

## LTHS Scholarships

LTHS and certain out-of-school individuals and organizations award a number of scholarships to graduating seniors. These scholarships have special significance because they are awarded from within the school for academic achievement in and contributions to other

school and community related areas. The LT Awards, Honors, and Scholarship Selection Council comprised of faculty and administration selects recipients for these honors.

## Local Honors

Many local community groups, agencies, and organizations support LTHS by providing scholarships, awards and honors to students each year. They represent a commitment to LTHS students and are visible proof that we are a community that cares deeply about its young people. Through school communication, LT makes efforts to publicize the availability of these honors to students, and in appropriate forums to recognize both donor(s) and student recipients.

## Athletic and IHSA Academic Awards

Awards are presented to student-athletes and co-curricular students who perform at exceptionally high academic levels and are members of IHSA recognized athletic and activity teams/groups. Athletic-academic awards are also presented to student-athletes through the West Suburban Conference (WSC).

## Illinois State Scholar

The Illinois State Scholar Award is based on a combination of test scores and GPA. The Illinois Student Assistance Commission determines both eligibility and recipients for this award. Approximately 10% of the seniors in the state are recipients each year.

## National Honors

There are several national honors awarded to LTHS students each year. Included are national academic awards in content areas and the President's Education Award.

Based on performance and eligibility requirements, students are also eligible for induction into the following national academic honor societies of which LTHS is a school member: world languages, Thespians, Quill and Scroll, and the National Honor Society.

Based upon their achievement on the *PSAT* taken in the fall of the junior year, students compete in the following categories of the National Merit Competition: National Merit Commended students (top 5% *PSAT* scores nationally); National Merit Semifinalists (top ½ of 1 percent of *PSAT* scores in Illinois); and National Merit Finalists (National Merit Semifinalists who have successfully competed using an application, essay, *SAT* scores, high school grades, and school recommendation).

## Annual Academic Recognition Ceremonies

Each year, LTHS recognizes its students for their academic achievement at several major awards ceremonies: a monthly Student of the Month breakfast at each campus, a National Merit recognition evening, and the annual Senior Honors Awards Night. In all cases, parents are invited and encouraged to attend to show visible support for their student.

**The Senior Honors Award Night** is held at the end of the year in the Reber Center to recognize graduating seniors. Awards, honors and scholarships are presented to students by the Principal or scholarship representative.

## Advanced Placement (AP Scholars)

The College Board maintains an academic recognition program for students who excel in AP examinations. AP Scholars are those students who achieve high scores on three, four, five, or eight AP examinations. The following designations apply:

- AP Scholar: granted to students who received grades of 3 or higher on three or more AP Exams on full-year courses
- AP Scholar with Honor: granted to students who received grades of 3 or higher on four or more AP Exams on full-year courses, with an average exam grade of at least 3.25
- AP Scholar with Distinction: granted to students who received grades of 3 or higher on five or more AP Exams on full-year courses, with an average exam grade of at least 3.5
- AP National Scholar: granted to students in the U.S. who receive an average grade of 4 or higher on eight or more AP Exams on full-year courses

LT students earning these designations are recognized at the annual Senior Honors Assembly.

## National Honor Society

The National Honor Society (NHS) is a national organization established to recognize students who demonstrate excellence in scholarship, leadership, service, and character.

At LTHS, invitations to apply for NHS consideration will be extended to juniors and seniors who meet the minimum standard of scholarship of an unweighted GPA of 3.5 or higher or a weighted GPA of 4.25 or higher. Qualified candidates are also selected based on character, leadership and service.

Membership applications are distributed during the third quarter and require students to list demonstrated leadership and service to LTHS and the community. Teachers, coaches, and sponsors are asked to rate and comment on candidates they have had as students, players, and/or club members. The ratings are tallied and candidates are ranked. A selection committee comprised of an assistant principal, counselors, the Director of Student Activities, NHS sponsor(s), and at least one teacher each from North and South campus, review each application. Once selected, a student is invited to be a member at an induction ceremony. With induction, a member assumes certain obligations and must participate in at least half of the chapter's service functions. Examples include sponsoring the annual Thanksgiving luncheon for senior citizens, serving dinner at a local Ronald McDonald House, assisting at numerous school functions or serving as peer tutors.

Members are awarded an honor but are expected to share their talents and excellence in leadership, service, and character with their community and fellow students.

## Office of Assessment and Research

### Standardized Assessment Schedule

Test Name	Grade Level & Description	Test Dates
Pre ACT 9	Grade 9 ELA & Mathematics	April 2026
Pre ACT	Grade 10 ELA & Mathematics	April 2026
ACT with Writing	Grade 11 ELA, Mathematics, Writing *Graduation Requirement*	April 2026
ACCESS for ELLs	English Language Learners in Grades 9-12 English Language Proficiency Test	January-February 2026
Dynamic Learning Maps	Select students in Grades 9-11 Alternate state assessment for ELA, Mathematics, Science	March-May 2026

### National SAT/ACT Assessments

College admissions examinations may be required of students who plan to pursue higher education. A student who wishes to take an additional SAT or ACT assessment may register at [www.collegeboard.org/sat/registration](http://www.collegeboard.org/sat/registration) or [www.act/content/act/en/products-and-services/the-act.html](http://www.act/content/act/en/products-and-services/the-act.html). The anticipated test dates for the 2025 – 2026 school year are below.

National SAT Test Dates ( <i>anticipated</i> )
August 23, 2025*
September 13, 2025
October 4, 2025
November 8, 2025
December 6, 2025
March 14, 2026*
May 2, 2026
June 6, 2026

National ACT Test Dates ( <i>anticipated</i> )
September 6, 2025*
October 18, 2025
December 13, 2025
February 14, 2026*
April 11, 2026
June 13, 2026
July 11, 2026

\*LTHS hosts  
 LTHS School Code: 142483

### Purpose

The Assessment and Research office supports student learning through data collection, data analysis, and data-driven decision making. When interpreted correctly and used in conjunction with other data points, assessment data helps teachers and administrators identify areas of strength and opportunities for growth. This information helps drive student programming and instructional practices to improve teaching and learning for ALL students at Lyons Township High School.

Assessments have three main purposes:

- **Program Placement** It is necessary to assess the scholastic aptitude and achievement levels of students in order to recommend student placement to academic departments.
- **Educational Program Assessment** Adjustments in curricular offerings, student supports, and instructional methods are made using assessment data as a guide.
- **Growth Measurement** Frequent assessment provides students information concerning their academic growth. Assessment data helps school staff identify areas of strength and opportunities for growth to better meet the needs of each individual student.

### Standardized Assessments

The Illinois State Board of Education (ISBE) and US Department of Education require school districts to assess the Illinois Learning Standards for English Language Arts (ELA), mathematics, and science. ELA, mathematics and science standards are assessed in grades 9 – 11 through the ACT assessments. Some students will be administered the Dynamic Learning Maps Alternate Assessment (DLM-AA) instead of the ACT Assessments.

### Test Preparation

The best preparation for any exam is a solid foundation of course work. LTHS offers test preparation classes to help develop testing strategies and review subject material for those tests. More information is available at: [www.lths.net/student-resources12/office-of-assessment-research/test-preparation](http://www.lths.net/student-resources12/office-of-assessment-research/test-preparation)

## Academic Requirements for Athletic and Activity Eligibility

Illinois High School Association (IHSA) In order to maintain athletic/activity eligibility in high school, a student must pass work in at least five high school courses per week and he/she must have earned a total of two and a half credits in five - 1/2 credit bearing courses in the previous semester.

Lyons Township High School follows the IHSA requirements and also requires students who participate in athletics and/or activities and who are failing two courses and/or near failing three courses to do remedial work on a weekly basis with their teachers.

## NCAA Academic Requirements

To be eligible to receive athletic scholarship assistance and to practice and play in the freshman year at a Division I or II college, NCAA Divisions I and II require 16 core courses. Division I requires 4 years of English, 3 years of math, 2 years of natural/physical science, 1 year

of additional English, math, or natural/physical science, 2 years of social science and 4 years of additional years of core courses. NCAA Division I initial eligibility also requires 10 core courses to be completed prior to the student's 7th high school semester. Students also must earn a 2.3 GPA in the core courses. Division II requires 3 years of English, 2 years of math, 2 years of natural/physical science, 3 years of additional English, math or natural/physical science, 2 years of social science, and 4 years of additional core courses. Beginning August 1, 2018, Division II students must earn at least a 2.2 GPA in the core courses. For specific NCAA requirements, please refer to the NCAA website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Student-athletes must also be certified by the NCAA Initial-Eligibility Clearing House. Prospective college athletes should consult their counselors for further information on NCAA requirements and regulations. A list of NCAA approved core LTHS courses is below. For a complete list, including archived courses, please visit the NCAA website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

Approved NCAA Core Courses			
English	Social Studies	Science	Math
English I Prep, Accel, Honors	World History Prep	Biology Prep, Prep M, Accel, AP	Algebra Prep, Prep M, Accel, Accel M
English II Prep, Accel, Honors	World History ML	Chemistry Prep, Prep M, Accel, AP	Geometry Prep, Prep M, Accel, Honors
IPCII Accel	Human Geography	Physics Prep, Prep M	Geometry Accel, Accel M, Honors
English III Prep & Accel Am Lit	Human Geography AP	AP Physics 1, AP Physics C	Algebra II Prep, Prep M, Accel, Honors
English III Prep & Accel Am Studies	Contemporary Issues	Astronomy Accel	Trig/PreCalc Prep/Prep M, Accel
English III AP Lang & Comp	Civics, Civics ML	Environmental Science	Algebra III Prep, Prep M
American Lit and Comp Prep and Accel	European History AP	AP Environmental Science	PreCalc Honors
English IV Prep Lit of Comedy	US History Prep, Accel, ML	Earth and Space Science	Calculus AB/AP
English IV Prep Visual World	US History Am Studies Prep, Accel	Human Anatomy & Physiology	Calculus BC AP
English IV Prep World Perspectives	US History AP	Intro Organic Chemistry	Computer Science AP
English IV Prep Composition	Economics	Forensic Science Prep, Prep M	Statistics AP
English IV Prep Lit Exp. of Cr. & Ref.	Global Relations	Sustainable Urban Agriculture	Computer Science Principles
English IV Rhet of AP Lang and Comp	Sociology	STEM Research	Data Probability and Stats
English I/II Reading Writing & Inquiry	Intro to Psychology	<b>Additional Core Courses</b>	
English I/II Literary Interpretation	Psychology of Mind	Am Sign Language I, II Prep, Accel	Italian I, II Prep    Italian I, II Accel
Multicultural Literature	Psychology AP	ASL Expressive Language	Italian I, II Accel
Creative Writing I Prep and Accel	US Government AP	ASL Receptive Communication	Italian III/IV IH
Creative Writing II Accel	Comparative Government AP	French I, II Prep; French I, II Accel	Italian AP
Journalistic Writing	Constitutional Law	French IV Accel, French V Accel	Latin I, II Prep, Accel
Speech Arts	Microeconomics AP	French III/IV ACP, French IV/IV ACP	Latin Poetry, Prose Accel
<b>Disability Courses*</b>		German I, II Prep	AP Latin
World History, US History, Civics		German I, II Accel	Spanish I, II Prep, Accel
English I, II, III, IV	*Disability Courses require separate approvals through NCAA. For eligibility information regarding students with IEP and 504 plans, see the NCAA website.	German Communication Accel	Span. for Heritage Spkrs I, II Prep, Accel
Math I, II, Geometry		German Language Accel	Spanish IV Accel, Spanish V Accel
Biology		German III/IV IH	AP Spanish Language & Culture
Physical Science		German Language & Culture, AP	Spanish III/IV ACP, Spanish IV/IV ACP

## Student Records

Each District 204 student has both a permanent and a temporary record maintained by the Principal (or designee) from the time of the student's initial enrollment until his/her departure. Information about students is collected, maintained, used, disseminated, and retained in accordance with District administrative procedures and state and federal laws. Student records are confidential and are treated as such. They are accessible and released to the professional staff, parent/guardian, student, or other qualified individuals only as permitted by state and federal laws. For more information, please refer to the Student and Parent Handbook.

LTHS complies with the Illinois Student Records Act of 1975, Sections 50-2 through 50-4; the State of Illinois' Freedom of Information Act; and certain established procedures with regard to retaining or destroying student records and with confidentiality of student information. All student records are considered to be confidential information that is protected under state and federal laws. Records may not be shared or disclosed without prior written consent of the parent/eligible student. Student information may only be shared with other school officials, including teachers with a legitimate educational interest. Additional information is found in the Student and Parent Handbook and in school offices.

## Transfer Students

Students transferring into District 204 must complete several important steps before enrolling and beginning classes.

- Transfer students and their parents must contact the appropriate campus associate principal to establish and verify residency.
- Transfer students are ineligible to receive audit grades (AS/AU) during the semester in which they transfer to LTHS, unless they meet the qualifications of late admittance.
- LTHS grants credit to a transfer student's previous work contingent upon receipt of official transcripts from a student's previous schools.
- LTHS reserves the right to assign academic ability level credits to courses on transcripts based on reviews by school personnel. Courses with academic ability level credits will be assigned LTHS academic ability level credit befitting the parallel structure at LTHS. Courses without academic ability level designations will be reviewed on a case-by-case basis.
- Transfer students must satisfy all State of Illinois high school requirements as specified in The

School Code of Illinois, and, from the point of initial enrollment through graduation, those requirements specified by LTHS.

- Transfer students and their parents should see their assigned counselors for complete information.
- Students transferring into LTHS after 15 days of the beginning of a school term or semester or who have not attended school for 15 days since leaving their previous schools should review Transfer Students - Late Admittance to School below.

Transfer students who hope to participate in interscholastic athletics must follow all Lyons Township High School enrollment procedures before they are eligible to participate in tryouts, practice or competitions of any kind. Each student will need to complete eligibility forms for the Illinois High School Association (IHSA) in order to be eligible to participate on these athletic teams. Please contact the Athletic Office if you are a transfer student who would like to participate in any sports program.

## Transfer Students - Late Admittance to School

A student is required to enroll in courses at LTHS if he/she is a transfer student and meets one of the following criteria:

1. transfers to and enrolls in classes at LTHS more than 15 school days after the beginning of the semester and has not attended any school since the beginning of the current semester or the current school year; or
2. transfers to and enrolls in classes at LTHS after the beginning of the semester, and had attended a school since the beginning of the semester but who left that school and did not enroll in the District within 15 school days or less.

Students in both circumstances listed above will be required to audit the classes in which the student enrolls for that semester. They must complete all assignments and examinations prior to the date of enrollment as determined by the teacher of the course and all assignments and examinations subsequent to the date of enrollment.

Students who, in the judgment of their teachers, successfully complete course requirements will be awarded grades, weights, and credits. Those students who do not successfully complete course requirements will receive final grades of NC (no credit) for those courses. The

District will not enroll any person over the age of 19 who has dropped out of school and who, because of age and/or lack of credits, cannot attend classes during the normal school year(s) and graduate before or on his/her 21st birthday. (Board Policy 7.50)

### **Alternative Educational Opportunities**

LTHS permits students to transfer credits into LTHS to meet its graduation requirements, but only under strict policies and procedures. A student may transfer a maximum of three (3) credits from among the opportunities listed below to meet LTHS graduation requirements. Students may not enroll in or receive transfer credit(s) for the alternative educational opportunities listed below during their enrollment in the same course(s) during the regular school day. Students may not enroll in or receive transfer credit(s) for the alternative educational opportunities listed below if their 8 period day schedule permit them to be enrolled in those same courses at LTHS during the regular school day. Students must make choices about required and elective courses to fulfill graduation requirements on time. In addition, pre-approval and credit for the listed alternative educational opportunities is given on a case-by-case basis after consultation with the student's counselor, appropriate division chair, Division Chair of Student Services, and approval by the Principal (or designee). Grades and grading scales used by the credit-granting institutions will be the only ones accepted. No attempt will be made to adjust, modify, substitute, or change those grades given by the credit-granting institution. Students are advised to carefully read the requirements below prior to enrolling in any of these opportunities.

#### **1. Online Courses**

With prior approval from the Principal (or designee), a student may be granted credit for successful completion of an online course. Students are advised that approval and credit are contingent on a review of course academic standards and rigor. Successful completion must be documented with an official transcript from the granting institution. These courses are typically tuition-based and require students to work independently. LTHS is not responsible for any costs or fees including tuition, software, textbooks, materials or services for credits earned through an online provider.

#### **2. College/University Courses**

With prior approval from the Principal (or designee), a student may be granted credit for successful completion of a course from an accredited college/university. Successful completion must be documented with an official transcript from the granting institution.

#### **3. Other High School Courses\***

Full-time students who seek to receive and to transfer into LTHS credit(s) earned at other high schools are subject to the same limitations as prescribed in this section. With prior approval from the Principal (or designee), a student may be granted credit for successful completion of courses at other high schools. Students are advised that approval and credit are contingent on a review of the course's academic standards, expectations, and rigor. LTHS is not responsible for any costs or fees including transportation, textbooks, materials, services, etc., for credits earned at other high schools.

\*Other high school transfer credit as described here does not apply to transfer or home-schooled students.

#### **4. Credit Recovery Courses**

Any course that a student has failed may be made up through credit recovery courses. LT uses Edge-nuity for this service through Academy, Alternative School and Summer School. There is no limit to the number of courses a student can take to replace failing grades.

## Independent Study

Independent study provides students with the opportunity for enrichment of learning. Records of successful completion of independent study will be designated on the student's transcript by department and/or course, with the accompanying designation "IS" (independent study). An Independent Study Application and Contract must be completed and signed by the student and approved by his/her parent(s), the supervising teacher, counselor, the division chair, and the Principal (or designee). The Independent Study Contract is an agreement between a teacher and a student to complete a course of study in an approved area of the school curriculum.

For courses listed in the Guide, IS is taken only at the levels indicated. IS taken for courses of study not published in the Guide must receive recommendations by teachers and approvals by division chairs and the Principal (or designee). Students pursuing such IS credit are expected to pursue a rigorous course of study above and beyond that demanded in a Level III course, with content that challenges their intellectual abilities and requires learning concepts at significantly higher cognitive and affective levels. Standards and expectations for the level at which the IS is approved and taken must be met by the student and evaluated by the teacher.

### Conditions

A student may enroll in coursework through an IS if all the following guidelines are met:

1. A teacher is willing to supervise the IS student on a regularly scheduled basis and be responsible for validating that LTHS Standards and Expectations for the course and level have been met.
2. The course is not being offered during the current school year or a scheduling conflict exists that prevents the student from taking the course in a normal school schedule.
3. The student wishes to complete a prescribed program of study that goes beyond that offered in the normal school curriculum.
4. The course is not a required course for graduation.
5. The course may not be taken for credit/no credit.
6. The course is not taken as an 8th course/class.

### Procedures

1. A student must obtain an Application for Independent Study Credit from the teacher and/or division office.
2. The application form must be completed in full (including parent signatures verifying approval) and signed by the supervising teacher and counselor.
3. The completed Application and the completed Independent Study Contract are given to the division

chair. When approved and signed by the division chair, the Application and Contract are forwarded to the Principal (or designee) for approval and processing. A student's schedule will not be changed and will not reflect an IS course until all counselor conditions have been met and the Contract has been approved by all signatories.

4. Prior to approval and signature, the division chair will conduct an interview with the student and the supervising teacher, which will include the following:
  - a. a review of the student's work (samples) or other materials, which provide evidence of the student's ability to complete work on an independent study basis
  - b. a presentation of the evaluation procedure to be employed by the supervising teacher
  - c. preparation of an evaluation form to be presented at the end of the IS
  - d. recommended academic level of credit.
5. Applications for IS credit must be completed and submitted according to the following schedule:
  - a. applications for annual or fall semester only must be approved and submitted by May 1 of the previous semester
  - b. applications for spring semester only must be approved and submitted by December 1 of the previous semester
  - c. applications for summer must be approved and submitted by March 1 of the previous semester.
6. Because a student may not take IS as an 8th course, a student will be assigned to a study hall for the IS (7th class). In addition, IS will also be reflected on the student's schedule but without a period adjustment.

Independent Study is available in each academic area; however, it is not posted in the departmental areas of the Guide. Students interested and eligible for an IS must begin the process with a supervising teacher.

## Response to Intervention (RtI)

Federal and state laws have directed schools to focus more on helping all children learn by addressing problems earlier within the general education setting. This new process of providing interventions to students who are at risk for academic or behavioral problems is called Response to Intervention (RtI).

The RtI process at LTHS involves a problem-based review of available data and monitoring of student progress after identifying high-quality interventions matched to student needs. The information gained from the RtI process is used by school personnel and parents to adapt instruction and to make decisions about the student's educational program. Problem-solving teams are called Student Achievement Teams (SAT) at each grade level with the assistant principal, grade level social worker, counselors, school psychologist and /or special education coordinators in attendance. Information is shared and teachers submit information to provide interventions within the general education program.

RtI plans are only for students who are not currently receiving Special Education Services through an Individual Education Plan (IEP) or Section 504 Accommodations Plan. The student and his parents will work with the SAT team to identify strengths and possible areas of for educational interventions through the Response to Intervention process.

### Section 504 of Rehabilitation Act of 1973 American Disabilities Act

Students who qualify for Section 504 accommodations have a physical or mental impairment which substantially limits one or more life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working; do not have a disability under the individuals with Disabilities Act (IDEA); or do not need special education services. Information is reviewed by the SAT team to identify reasonable accommodations. The counselor monitors and informs teachers of the accommodations for the Section 504 Plan.

### Special Education Services

The Special Education Services program at LTHS includes a broad continuum of specialized services ranging from supports in the general education classroom to special education instructional classes. The program serves students who have been identified as having one or more of the following characteristics or conditions: speech and language impairment, learning disability, behavior emotional disorder, physical impairment, visual impairment, hearing impairment, mental impairment, multiple impairments, autism, and/or traumatic brain injury.

LTHS actively seeks out and attempts to identify all students with disabilities who reside in the District. Teachers, counselors, and other professional personnel may refer for screening those students who exhibit characteristics/conditions which interfere with educational progress and/or adjustment to the educational setting. Any parent, guardian, and/or student may also request that a student be screened for a disability. Requests for a domain meeting should be made to the student's counselor. At the time of domain meeting, it will be determined if the school should complete a case study evaluation. All private evaluations are considered in light of the school's case study. The need for special education services will be determined at a multidisciplinary conference following a case study evaluation.

Depending on a student's Individual Education Plan (IEP), modifications and/or supports for students may be provided in general education classes and/or special education instructional classes. Additionally, depending on the IEP, a student may be encouraged to and may access the broad range of courses available throughout the general education curriculum at LTHS.

## Summer Programs

LTHS offers a wide variety of programs each summer for incoming and current students. These range from recreational/activity programs and non-credit workshops to required, credit courses. All summer programs are tuition-based, unless otherwise advertised. Students must provide their own transportation to and from summer programs. The Program is designed to help students make-up credits, accelerate their academic progress, enrich their high school experiences, provide opportunities for developing healthy life-styles and/or pursue vocational interests. Summer Academic Programs are an extension of the most recent and previous school term/year.

Information about the Summer Academic Program may be found in the Guide beginning on p. 174. Information about the Summer Activity Program will be mailed to residents of LTHS District 204 in February. Both programs can be accessed and registration should be completed at [www.lths.net](http://www.lths.net).

## Pre-High School Credit

On rare occasions, pre-high school credit may be gained prior to 9th grade when the student attends a class on the LT campus. The most common option is for students in double-advanced Honors Geometry. They can take the course as 8th graders at LTHS during first period or at their home school if the home school has a certified high school math teacher and the middle school and LTHS have a partnership agreement in place. No matter the subject, the process begins with the administration at the students' home school.

## Network and Internet Use Policy

The use of the Network and Internet shall be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of students. The use of the Network and Internet comply with the selection criteria for instructional materials and library/media materials and is in support of education and/or research.

The use of the Network/Internet is a privilege, and general rules for its use, behavior of the student using it, and communications apply. The District's *Student and Parent/Guardian Network Access Agreement Form* outlines the appropriate uses, ethics, and protocols for Network/Internet use by students and staff. Each student and his/her parent(s)/guardian(s) must read and sign the *Agreement Form* indicating understanding and acceptance of the District's policies, procedures, and uses prior to student use. Students and parents should contact the Principal's Office or the Director of Technology for more information.

## Academic Honesty

Lyons Township High School is committed to providing students with ample opportunities to practice and improve their learning. To this aim, the assignments given to students by the classroom teacher are designed to give each student an opportunity to demonstrate what he/she knows and is able to do. In the writing process in particular, much time and effort is given to nurturing a student's ideas and interpretations. Cheating and Plagiarism are diametrically opposed to the fundamental goals of all of our courses. To that end, students should consider all work assigned to an individual unless the teacher specifies it differently.

Cheating is an attempt through fraud or collusion to gain unfair advantage for a student which undermines learning, the primary focus of our school. Cheating always involves the loss of academic integrity and inhibits the student's opportunity to learn. Therefore, any

student involved in cheating will be subject to corrective action.

Plagiarism is the act of taking, in part or in whole, someone else's original ideas without appropriately crediting the source and presenting them as one's own. The ideas may be presented in written, visual, auditory, computational, electronic, or other forms. Plagiarism, like other kinds of cheating, sacrifices academic integrity. Students who plagiarize will be subject not only to corrective action, but also to possible legal consequences.

**Due Process:** All divisions will follow the Disciplinary Procedures Relating to Cheating and Plagiarism in the Student Handbook. If, during the process of setting up a conference to remediate the behavior, a teacher finds another instance of plagiarism prior to the completion of the steps outlined in the policy, the student will be subject to the consequence of the next offense as well.

LTHS procedures reflect the district-wide commitment to honesty, integrity, and the first class principle "we are responsible and accountable for our actions." All violations of the plagiarism and cheating procedure are cumulative throughout the duration of the high school experience at LTHS. Please refer to the Student Handbook for specific consequences.

**Many organizations, summer camps, and talent development groups suggest that students can earn credit for high school through their offerings. LTHS does not accept or consider any pre-high school credit.**

## Instructional Materials and Textbooks

The LTHS Board of Education adopts all required textbooks used in its curricular and instructional programs. New titles are adopted annually at the regular Board of Education meeting after a 30 day review period. In addition, the Board has established procedures for the selection and use of textbooks and other, supplemental instructional materials and summer reading. Inspection of, objections to, and complaints about instructional textbooks and materials may be made in accordance with procedures outlined by the District. These are available by contacting the Principal's office, the Curriculum and Instruction office, or the Superintendent's office.

The purpose of any instructional material (print, non-print, or classroom assignment) is to provide quality learning experiences for students. The following objectives have been established by the Board in the selection of all instructional materials:

- to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, maturity, and development level of the students served
- to provide materials that will stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards
- to provide background information that will enable students to make intelligent judgments in their daily lives
- to provide materials on opposing sides of controversial issues so that students may develop the practice of critical thinking and critical analysis of all media
- to provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage and its role in the modern world
- to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality to assure a comprehensive collection appropriate for the users of texts and supplementary materials
- to provide access to a current, balanced collection of reference materials, periodicals, and audio-visual materials, which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society
- to provide materials that are appropriate to the objectives of a course/lesson.

## Textbook and Course Fees

LTHS has a District Rental Plan for textbooks and instructional materials. Students pay a flat \$75 Textbook Rental Fee, and in most cases, the District provides

course textbooks and instructional materials for this fee. Several courses within a student's schedule may require purchase of consumable items in addition to the Textbook Rental Fee. These consumable items vary widely in cost. Students receive and/or purchase their textbooks and materials at the beginning of each school term. District Rental Textbooks/Materials are returned to the school at the end of semester or annual courses, while consumable items for which the student paid remain his/hers to keep. Some lab courses have fees in addition to textbook/instructional material costs. In many instances, these are noted within course descriptions. Costs for courses taken at the Technology Center of DuPage (TCD) are noted within each of its courses.

Students may be eligible for fee waivers from course and textbook costs. Fee waivers are processed through the Assistant Principal's Office at each campus. Students and their parents should contact the appropriate office for additional information.

## Technology Center of DuPage (TCD)

LTHS is a member of a career education consortium with other DuPage County districts for the benefit of junior and senior students. TCD is located in Addison, IL. It provides capstone training in a limited number of program areas: Building and Machining, Business, Communications, Health Services, Marketing, Mechanical, Personal Services, and Technical. The typical TCD student spends a morning (periods 1-5) at TCD taking courses that earn him/her 1.5 credits per semester or 3.0 credits per year. Interested students should review TCD information under the departmental/divisional section on p.180 of the Guide and consult with counselors for additional assistance and applications.

## Career Information

All students participate in a career guidance curriculum in which they are provided the beginnings of on-line Career Planning. This is built upon throughout a student's four year high school experience at LTHS. Career Planning includes but is not limited to a career assessment, *Four Year Academic Plan* (p. v of the Guide), personal resume, and summaries of internship and career speaker experiences. Most departments have identified specific career paths/professions for which they prepare students, and may be found under each departmental section in the Guide. They reflect the need for students to develop a wide range of skills, in-depth knowledge, and the ability to be flexible and adaptable in a rapidly changing world.

## LTHS & COLLEGE/UNIVERSITY DUAL CREDIT

Dual Credit is awarded by a college or university in addition to the credit earned at LT. In order to receive dual credit, a student must complete a course at LT that has been recognized by the college or university as meeting the curricular standards of the college course. As part of the registration of the LT course, students will also register with the college or university granting dual credit. The grade earned in the LT course will also be listed on the college or university transcript. Transcribed grades may then be forwarded from the college/university granting dual credit to any subsequent college or university. In some states, dual credit is not synonymous with concurrent credit, although for LT student purposes, we may consider them as one and the same. LT offers Dual Credit through COD, Moraine Valley, Indiana University, Triton and Embry Riddle Aeronautical University (ERAU). Check the Academic Program Guide for up-to-date articulation agreements.

### ACP Program through Indiana University

Advance College Project (ACP) is a dual-enrollment partnership between Indiana University and select high schools throughout Indiana and surrounding states. IU courses taught through the ACP program provide both high school and college credits (known as concurrent or dual enrollment) and allow students to fulfill high school graduation requirements as well as start building their college career. IU Courses are taught during the regular school day by certified high school teachers who hold adjunct lecturer status through Indiana University. ***There is a cost of only \$75 per credit or free for students who qualify financially.***

LTHS Course	College/ University	Course	Credit
<b>DUAL or CONCURRENT CREDIT:</b>			
Principles of Aeronautical Science	ERAU	ERAU AS120 Principles of Aeronautical Science	3
Private Pilot Operations	ERAU	ERAU AS121 Private Pilot Operations	5
Chefs: ServSafe	COD	CULIN 1120 Sanitation	1
Teaching Internship: Elementary 1	COD	EDUCA 1110 Introduction to Education	3
Teaching Internship: Elementary 2	COD	EDUCA 1101 School Procedures	3
Fashion Merchandising	COD	FASHI 1210 Intro to the Fashion Industry	3
Sustainable Urban Agriculture (Semester 1)	COD	HORT 2300 Intro to Sustainable Urban Agriculture	3
Sustainable Urban Agriculture (Semester 2)	COD	HORT 2255 Greenhouse Crop Production	3
Small Engines	COD	HORT 1152 4-Cycle Engine Repair/Maintenance	3
Accounting I	COD	ACCOU 1110 Accounting Procedures	3
Computer Concepts & Software Apps.	COD	OFTI 1100 Keyboarding & Document Fundamentals	3
Computer Applications (MOS)	COD	OFTI 1200 Microsoft 365 for Business Professionals	3
PC Repair & Maintenance (Sem. 1)	COD	CIT 1111 Computer & Hardware Maintenance	3
PC Repair & Maintenance (Sem. 2)	COD	CIT 1112 Advanced System Maintenance	3
INCubatoredu	COD	BUSIN 1161 Entrepreneurship	3
Intro to Healthcare Careers	COD	HLTHS 1100 Survey of Healthcare Careers	3
Medical Terminology	COD	HLTHS 1110 Biomedical Terminology	3
Animation	COD	MPTV 1311 Intro to Animation	3
Media Arts: Film Production III	COD	MPTV 1011 Intro to Motion Pictures & TV	3
Media Arts: LTTV Broadcasting	COD	MPTV 1220 Intro to TV Studio Production	3
American Sign Language I	COD	SIGN 1101 American Sign Language	3
Spanish for Heritage Speakers I	COD	SPANI 2206 Heritage Speakers I	4
Spanish for Heritage Speakers II	COD	SPANI 2208 Heritage Speakers II	4
Self Defense	COD	PHYS 1751 Personal Defense	3
Yoga 1	COD	PHYS 1901 Hatha Yoga I	1
Yoga 2	COD	PHYS 1902 Hatha Yoga II	1
Linear Algebra	Moraine Valley	MTH 210 Linear Algebra	3
Calculus III	Moraine Valley	MTH 152 Calculus III/Analytic Geometry	4
Engineering & Invention 1	Triton	ENT 100 Introduction to Manufacturing	4
Engineering Design	Triton	ENT 110 Engineering Design Graphics/CAD	4
Automotive Engineering & Fabrication	Triton	ENT 116 Fabrication Processes	4
French III H (ACP)	Indiana Univ.	FRIT F200 Second-Year French I	3
French IV H (ACP)	Indiana Univ.	FRIT F250 Second-Year French II	3
Spanish III H (ACP)	Indiana Univ.	HISP S200 Second-Year Spanish I	3
Spanish IV H (ACP)	Indiana Univ.	HISP S250 Second-Year Spanish II	3
English IV Hon: Reading, Writing & Inquiry (ACP)	Indiana Univ.	IU English W131 Reading, Writing & Inquiry	3
English IV Hon: Literary Interpretation (ACP)	Indiana Univ.	IU English L202 Literary Interpretation	3

## Capstone Courses

A capstone course is a final course in a well-defined, multi-year course sequence within a department. While capstone courses are reviewed by the Administration and the Board of Education and given special consideration with regard to enrollment, LTHS does not guarantee the delivery of capstone course offerings regardless of their enrollments. The list of capstone courses below is by division and department.

### Fine Arts

#### Art

- Animation
- Ceramics Advanced
- Drawing and Painting Advanced
- Studio Art (Accel)
- AP Studio Art

#### Music

- Concert Choir
- Varsity Choir
- Treble Choir
- Sinfonietta
- Symphonic Band
- Symphonic Orchestra
- Wind Ensemble

### World Languages

- French Language (Prep/Accel)
- Advanced French Communication
- AP French Language
- German Language (Prep/Accel)
- German Communication (Prep/Accel)
- AP German Language & Culture
- Italian IV (Accel)
- AP Italian Language & Culture
- Latin Prose (Accel)
- Latin Poetry (Accel)
- AP Latin
- Spanish Language (Accel)
- Advanced Spanish Communication
- AP Spanish Language

### Global Studies

#### Applied Technology

- Architectural Engineering Design II
- Private Pilot Operations
- Advanced Engineering Design

#### Family and Consumer Sciences

- Advanced Culinary Arts
- Chefs
- Teaching Internship-Early Childhood Option
- Teaching Internship-Elementary Option

### Language Arts

#### English

- Journalism: Newspaper Production
- English IV (Prep): all courses
- English IV (Accel): all courses
- AP English IV Rhetoric of Literature & Language
- AP English IV Literature & Composition

### Math/Science

#### Mathematics

- AP Calculus BC
- AP Calculus AB
- Calculus III
- Trig/PreCalculus (Accel)
- Linear Algebra

#### Science

- AP Biology\*
- AP Chemistry\*
- AP Environmental Science\*
- AP Physics C\*
- Astronomy\*
- Organic Chemistry\*
- Human Anatomy and Physiology\*

\* At least one of these courses is needed to complete a four-year science program.

### Physical Education/Health

- Dance Fitness
- Applied Personal Fitness

### Technology Center of DuPage (TCD)

- All programs/courses. (Programs and courses are available through TCD procedures, but they are considered capstone courses at LT.)

### Course Titles and Numbers

The **Academic Program Guide** contains information for each course offered at LTHS. Information such as levels, grades offered, credits, course numbers, prerequisites, and course descriptions are included. The following should assist students and parents in understanding course information:

- Roman numerals are used to designate annual courses that are in sequence. “I” represents an annual first course, “II” represents an annual second course, etc. Latin I and Latin II are examples of annual sequence courses.
- Arabic numerals are used to designate semester courses that are in sequence. “1” represents a first semester course and “2” represents the next semester course in sequence, etc. Accounting 1 & 2 are examples of semester sequence courses.
- In all other cases, descriptive course titles such as Biology (Prep) and Biology AP (Advanced Placement) are used.
- After each course title, specific information about the course is listed as follows: credit (1/2, 1, etc.); academic ability level(s) (I, II, III, IV, or V); grade offered (9, 10, 11, and/or 12); term offered fall, spring, and/or annual; course number; and prerequisites (courses, approval, etc.). Also, where applicable, notations for credit/no credit courses (CR/NC) and duplicate credit courses (dc) appear next to credit.

Students and parent(s) should carefully review these as academic programs are developed and as registration for the following semester and year are completed. Course descriptions begin on p. 44 of the **Guide**.

# Lyons Township High School District 204 Homework Guidelines

## Homework Philosophy

Homework is a valuable learning activity performed outside of the classroom that contributes to student achievement and is an essential part of the educational process. It enhances learning by providing opportunities for practice, enrichment, and extension of classroom learning. The assignment of homework is given by the teacher and completed by the student in order to reinforce skills and/or knowledge presented during classroom instruction and is used to assess student achievement. Students at LTHS are expected to be assigned and to complete purposeful homework on a regular and timely basis. By completing homework, students develop mastery by applying what they have learned; acquire effective habits of self-discipline and time management; learn to work independently and in groups; gain a sense of personal responsibility for learning; and develop research skills such as locating, organizing, and condensing information.

## Responsibilities

Homework is a shared responsibility among the teacher, student and parents to encourage, provide and create an environment conducive to learning.

### *Teachers will...*

- ◆ assign homework that:
  - is realistic in length, duration and difficulty.
  - extends and/or reinforces learning.
  - students have the necessary resources to complete.
  - is meaningful and purposeful.
  - corresponds to course content.
  - targets students' needs, learning styles, and abilities through a wide variety of activities.
  - represents a variety of levels of understanding.
  - allows for flexibility in its completion to accommodate individual circumstances at the teacher's discretion and without sacrificing the integrity of the assignment.
  - complies with the Academic Ability Levels – Standards and Expectations as outlined in the **Academic Program Guide**.
- ◆ provide:
  - clear explanations about what is expected.
  - sufficient time for completion of assignments.
  - feedback by checking and/or grading the assignment.
- ◆ return homework in a timely manner.
- ◆ never use homework as punishment.
- ◆ communicate with both students and parents regarding any on-going homework concerns.

### *Students will...*

- be responsible for completing their assigned homework (including make-up assignments).
- take responsibility for their learning by seeking additional help when needed.
- exhibit academic honesty when completing homework assignments.
- communicate with both teacher and parents regarding any on-going homework concerns.

### *Parents will...*

- monitor homework completion.
- provide an environment conducive to studying.
- offer guidance, not answers.
- communicate with both teacher and student regarding any on-going homework concerns.