

Dear Parent/Guardian and Student:

Selection to Jones College Prep (JCP) is a privilege that will serve the student for many years to come. The mission of the school is to help students develop themselves as leaders through a rigorous college prep program that focuses on educating the whole person. This handbook is intended to help students and their caretakers participate in this ambitious mission. Ultimately, the student and his/her parent/guardians (hereafter implied with the word parents) are responsible for the fulfillment of the mission in the life of the individual student. As a result, parents must ensure that JCP has accurate emergency/contact information in the database at all times. Email is an effective means for communication between school and home. Call the main office at 773-534-8600 or email information@jonescollegeprep.org to update emergency or contact information at any time.

The faculty and staff of Jones College Prep want to provide a program of study and social development that will best support the student in becoming an attractive candidate for highly selective colleges and universities. The specifics of the JCP program are explicated in this handbook. If you have any questions on the content of this handbook, please contact the appropriate person listed below:

- **The Principal** is the instructional leader of the school. Issues requiring attention in a specific area should first be addressed to the teacher / director / coordinator in that area. The principal, Dr. Joseph Powers, can be reached directly at 773/534-8606 or via email at pjpowers@cps.k12.il.us.
- **The Assistant Principal** is primarily involved with issues concerning either the academic program, grades, scheduling/programming of students, or matters of teaching and learning. The Assistant Principal, Ms. Carolyn Rownd, is best reached via email at ctrownd@cps.edu or 773-534-8630.
- **Dean of Students** is primarily involved with issues concerning matters of attendance and discipline. The Dean of Students, Ms. Grace Moody, is best reached via email at gmmoody@cps.edu 773-534-8633.
- **Director of Counseling and College Counseling** is primarily involved with issues concerning college selection and placement. The Director of College Counseling, Ms. Susan Spillane, is best reached via email at smspillane@cps.edu or 773-534-8750.
- **Director of Finance & Operations** is primarily involved with issues concerning, alumni, finances (including debts & fees), use of the facilities, parking, alumni transcript requests, or other customer service related matters. The Director of Finance & Operations, Mr. Jeremy Voigt, is best reached via email at jvoigt@cps.edu or 773-534-8618.
- **Director of Admissions** is primarily involved with issues concerning admissions, enrollment and selection of new students, or information for prospective students. The Director of Admissions, Mr. Eugene Lockhart, is best reached via email at elockhart1@cps.edu or 773-534-8612.
- **Director of Student Services** provides oversight for standardized testing, student records and transcripts, academic remediation programs, and scheduling. The Director of Student Services, Ms. Molly Lee, may be reached at mlee23@cps.edu or 773-534-8688.

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General Information

The History of Jones College Prep

Jones College Prep became an entirely new school as of August 1998. Jones College Prep is now a full four-year college preparatory school, offering the best and most innovative opportunities for student academic achievement. The first graduating class was the class of 2002. JCP is ranked among the top high schools based on standardized test data in the city, and among the top two in attendance. While JCP intends to retain the sense of achievement and commitment to excellence that Jones has generated, we are in the process of making a brand new history.

Jones College Prep, formerly Jones Academic Magnet High School, Jones Metropolitan High School of Business and Commerce, and Jones Commercial High School, came into existence in February 1938. The building, constructed shortly after the Chicago fire, was located at Harrison Street and Plymouth Court. The Chicago Board of Education, recognizing a need for a commercial business education, remodeled an old building, once Jones Elementary School and later Jones Continuation School, to house Jones High School. It was named for William Jones, who in 1840 became the first and thirteenth president of the Board of Education. He encouraged the education of every child, including girls, a progressive position during his time.

The present building, opened in 1967 and constructed to resemble an office building, housed the Jones program, designed for juniors and seniors, qualifying them for office work after graduation. Jones was the first Chicago school to engage in the Cooperative Work-Study program, organized to give students practical experience in their subject and skill areas.

Although Jones has always enrolled students from any part of the city, during the spring of 1982 Jones became part of the Chicago Board of Education's "Options for Knowledge" program. Magnet schools and programs were created to provide Chicago Public Schools students with unique educational opportunities in an integrated setting. The magnet school policy is designed to ensure equity and equal access to magnet schools for all children while maintaining racially balanced schools.

During the academic year 2001-2002, Jones underwent yet another transformation. The students, faculty, and staff were temporarily located at 1450 North Larrabee in the Near North Metro building while the school located at Harrison & State underwent a 14 million dollar renovation. As a result of this renovation, Jones is an entirely new school.

Faculty and Staff

The Jones College Prep administration endeavors to recruit, develop, and retain the best educators in the country. Support staff is also selected with high standards of excellence. For detailed information on the JCP faculty and staff, view our website at jonescollegeprep.org.

Local School Council (LSC)

After the Illinois education reforms of the late 1980s, all Chicago Public Schools are administrated in partnership with an LSC made up of six parent, two community, and two faculty representatives

in addition to one student and one principal representative. Detailed information can be found on the Jones College Prep website.

School Calendar / Bell Schedules

JCP maintains a web calendar of school events. For questions or concerns about the calendar, contact Carolyn Rownd, Assistant Principal at 773-534-8630 or ctrownd@cps.k12.il.us. This calendar is the clearinghouse for all information regarding school events. It will be updated frequently, so check back often. This calendar can be found directly at the 'events' tab at <http://www.jonescollegeprep.org>.

The Mission and Core Values of Jones College Prep

The mission of Jones College Prep is to help students develop themselves as leaders through a rigorous college prep program that focuses on educating the whole person. The values at the core of the mission of Jones College Prep include: (1) the belief that the world can become a better place by nurturing children to their full potential, (2) the commitment to equality and dignity of all persons regardless of background, (3) the goal of excellence in all endeavors, (4) the power of the mind and heart.

Profile of the Ideal Graduate of Jones College Prep at Graduation

In light of the mission of the school, we have created this profile as our “dream” statement of who we hope our students will be on the road to becoming as they walk across their graduation stage. All of our energies are focused on helping students develop as the type of individual described here.

Adolescents are journey people. While we do not believe that students will be finished in developing these characteristics, we believe that the Jones College Prep experience will bring substantial “beginnings” in the following areas. The ideal Jones graduate at graduation would be on the road to becoming...

• INTELLECTUALLY COMPETENT

- a decision maker, a critical/analytical thinker
- able to apply knowledge to reality
- literate in all areas
- able to absorb information and analyze it
- a life-long learner

• SOCIALLY SKILLED & MATURE

- self motivated
- aware of his/her own attitudes, biases, strengths, and weaknesses
- honest
- responsible for his or her own actions

• COMPASSIONATE

- a moral and civically responsible member of society
- able to enter into meaningful and deep relationships with others
- a person with a sense of belonging to a larger community
- empathetic
- others-centered

• SOCIALLY JUST & RESPONSIBLE

- able to look at all parts of ideas and then make judgments
- culturally aware
- a person of integrity and character
- aware of and beginning to make sense of issues of environment, globalization, poverty, and other macrocosmic frameworks

• WELL-ROUNDED & HOLISTIC

- able to think “out of the box”
- a person who can make connections across history, subject areas, themes, and ideas
- well-rounded mentally, physically, educationally, and culturally
- enthusiastic and curious

ACADEMIC CODE OF CONDUCT

The faculty and staff of Jones College Prep High School expect the highest standards of honesty, ethical behavior, responsibility, and self-discipline from all students. To promote these values, to protect everyone's right to a fair education, to maintain the integrity of the Jones academic program, and to specify behaviors contrary to these standards, this Academic Code of Conduct has been established.

HONOR CODE

“A Jones College Prep High School Student does not lie, cheat, or steal, or tolerate the behavior of those who do.”

ACADEMIC DISHONESTY

Cheating (CPS Student Code of Conduct 3-8)

Behaviors that are considered cheating include, but are not limited to, the following: (Note: “tests” or “testing” includes tests, exams, quizzes, or any other form of teacher assessment of student work.)

1. Looking at or copying from another student's paper or allowing another student to look at or copy from one's paper during testing.
2. Using any kind of written, mechanical, electronic, or other unauthorized aids in cheating.
3. Copying work (homework or class work) assigned to be done independently, or letting others copy one's work.
4. Providing others with test information, or receiving test information from someone else.
5. Plagiarism (see below)

Consequences:

- First Offense: Zero or F on the activity, notify parent, referral to administration, possible suspension out of school up to 5 days.
- Second and Subsequent Offenses (cumulative for all classes and school years): Failing grade for the current grade period; notify parent, referral to administration; suspension out of school for 5 days.
- Severe, blatant, or repeated incidents of cheating can lead to further disciplinary action, including suspension from school for up to ten days.

Plagiarism (CPS Student Code of Conduct 3-8)

Plagiarism is defined as misrepresenting the work of others as one's own. This includes, but is not limited to: writings, research, ideas, opinions, experimental data, and creative works. When a student wishes to make use of such materials, the student must give full credit to that source. This can be accomplished by means of a reference or attribution in

the body of the text or speech, according to instructions provided by the teacher. The following guidelines should be used in complying with this code:

1. All quotations of exact words must be enclosed in quotation marks, and the exact source from which they are copied must be indicated.
2. The source of all summaries or paraphrases must be acknowledged.
3. The sources of factual material beyond common knowledge must be indicated.
4. Any assistance given to the student writer through books, films, lectures, internet sources, computer programs, or direct interviews should be properly and clearly credited.
5. Students should assume that all written assignments are to be completed independently unless the teacher's instructions explicitly permit collaboration.

Consequences:

- The consequences for incidents of plagiarism are the same as those for other forms of academic cheating (see above).

Unauthorized Possession of School Materials (CPS Student Code of Conduct 4-9)

The theft, possession, or unauthorized use of the following school materials, are serious violations of the Academic Code of Conduct:

1. Exams, tests, quizzes, scoring rubrics, answer keys, or any other materials utilized by teachers or other staff to assess student performance.
2. Standardized Tests (ACT, SAT, PSAT, Advanced Placement, etc.)
3. Computer access codes of other students, teachers, or staff.
4. Accessing student grades or other teacher records, both print and computer-based, without authorization.

Consequences:

- Zero or F on activity;
- Notification of parent; and,
- Referral to administration: 10 days out of school suspension.

Referral of Incidents of Academic Dishonesty

1. Students who are aware of incidents of academic dishonesty have a responsibility to report such incidents to a teacher or administrator. Confidentiality and anonymity will be protected.
2. A copy of the code will be distributed to all parents as part of the fall registration packet.
3. Each student will be given a copy of the code in the Advisory period meeting of the school year, and the code will be discussed at that time.
4. Each student will sign and return the statement printed on the first page of the handbook that states that they have reviewed and have an understanding of all the information in the student handbook, which includes the Academic Code of Conduct and Honor Code. This signed statement will be collected in Advisory and then kept on file in the administrative office.
5. In order to prevent misunderstandings, at the beginning of each course the teacher will clarify what constitutes a violation of the Academic Code of Conduct in

his/her class. Teachers will communicate to students how this policy affects their specific class assignments. Each student will receive a written course outline or syllabus that includes an explanation of the following:

- a. The extent to which collaboration or group participation is permissible in preparing papers, lab reports, notebooks, reports of any kind, tests, quizzes, homework, or any other work assigned by the teacher.
- b. The extent to which the use of study aids, books, data, computer programs, or other information or materials is permissible to fulfill course requirements.

2010-2011 Jones Bell Schedule

Period	Regular Day 10 Min Advisory	Minutes	Period	Restructured Day Staff Development	Minutes
0	7:10 – 7:55	45	0	7:10 – 7:55	45
1	8:00 – 8:45	45	1	8:00 – 8:30	30
2	8:50 – 9:35	45	2	8:35 – 9:05	30
ADVISORY	9:40 – 9:50	10	ADVISORY	9:10 – 9:20	10
3L	9:55 – 10:40	45	3L	9:25 – 9:55	30
4L	10:45 – 11:30	45	4L	10:00 – 10:30	30
5L	11:35 – 12:20	45	5L	10:35 – 11:05	30
6L	12:25 – 1:10	45	6L	11:10 – 11:40	30
7	1:15 – 2:00	45	7	11:45 – 12:15	30
8	2:05 – 2:50	45	8	12:20 – 12:50	30
9	2:55 – 3:40	45		1:35 – 3:00 (PD)	85
Length of Instructional Day *	325 Minutes		Length of Instructional Day *	290 Minutes	

Period	Restructured Day 50 Min Advisory	Minutes	Period	Restructured Semester Exam Schedule	Minutes
0	7:10 – 7:55	45	Day One		
1	8:00 – 8:40	40	EXAM	8:00 – 9:20	80
2	8:45 – 9:25	40	EXAM	9:30 – 10:50	80
ADVISORY	9:30 – 10:25	50	EXAM	11:00 – 12:20	80
3L	10:25 – 11:05	40	Day Two		
4L	11:10 – 11:50	40	EXAM	8:00 – 9:20	80
5L	11:55 – 12:35	40	EXAM	9:30 – 10:50	80
6L	12:40 – 1:20	40	EXAM	11:00 – 12:20	80
7	1:25 – 2:05	40	Day Three		
8	2:10 – 2:50	40	EXAM	8:00 – 9:20	80
9	2:55 – 3:40	45	EXAM	9:30 – 10:50	80
			EXAM	11:00 – 12:20	80
Length of Instructional Day *	325 Minutes				

The Counseling Department

The Counseling Department provides social/emotional support, academic advisement, JCP and community referrals, general informational assistance, as well as college counseling.

Counselors are often a good "first inquiry" person when a student, parent, or guardian has a question about the school (how to start a club, where to go for a fee waiver, how to change a course request, etc.) but doesn't know who to ask. Please feel welcome to field such inquiries with us. We're happy to help.

One counselor works exclusively with freshmen while the other three work with sophomores, juniors, and seniors, dividing each of these classes in three by alphabet according to students' last names. To better understand what counselors do (it's often misunderstood), please consult the Counselors' Corner on the Jones website.

The Counseling office is open Monday through Friday from 7:30 a.m. until 3:30 p.m. with both walk-ins and appointments welcome before and after school and during all lunch periods. In advance, appointments can be requested at other times, also. Students should not drop by the Counseling office during class time except in the case of an emergency.

Students can not eat in the Counseling office at any time, including lunch. However, students are welcome to come to the Counseling office after eating lunch in the cafeteria. To do so, students should stop by the Counseling office for a pass *before* their lunch periods.

Lastly, as is noted elsewhere in this Handbook, academic issues should be addressed first with teachers, second with the chair of the department, and third with the Assistant Principal. There is little a counselor can do to address academic concerns except offer a listening ear before referring you back to the teacher, department chair, or Assistant Principal.

Freshman Connection

Freshman Connection is a CPS-wide initiative to help incoming freshman prepare for a successful transition into high school. Because JCP students come from over 100 elementary and middle schools, Freshman Connection is especially important at JCP to help students make new friends before the school year starts and to help students get on the same page academically and socially. Freshman Connection programming consists of morning academic preparation and enrichment activities in the afternoon. Registration for Freshman Connection takes place in late spring each year.

Freshman Retreat

Freshman Retreat is a special *day program* to help freshman assess and improve their transition to high school. The Freshman Retreat focuses on community building, friendship, and leadership. It is scheduled on a day of school and all 9th graders are strongly encouraged to attend this experience. Student Leaders, the principal, staff, and parent volunteers organize this retreat.

Freshman Curriculum

Transitioning to a college prep school can be a challenge for any student. The JCP Freshman Counselor has organized a special freshman curriculum which will be delivered in part during

Freshman Connection and in part throughout the school year. This curriculum will help freshmen with such new tasks, opportunities, and responsibilities as taking public transportation to school, signing up for clubs and activities, and registering for classes.

Sophomore Retreat

Sophomore Retreat is a special *overnight program* designed to help sophomores engage more deeply with high school, understand the importance of their class choices and grades for college matriculation and scholarships, and plan successfully for their sophomore, junior, and senior years. In addition, the retreat is a great opportunity for sophomores to develop their team building skills and problem solving skills, as well as increase their school spirit and sense of community. Sophomore Retreat is designed to build upon the Freshman Retreat from the previous year.

Service Learning

Service learning is a graduation requirement that couples academic learning in content areas with experiential learning through active participation in community activities and/or projects. A minimum of 40 Service Learning hours are required for graduation. In order for a student to elevate from sophomore to junior status, the student must have a minimum of 20 Service Learning hours. Students are strongly advised to earn at least 10 Service Learning hours every year.

Participation enhances students' intellectual growth, social and moral development, and sense of civic responsibility. While there are a number of ways to approach this initiative, good service learning programs meet a recognized need in the community, reinforce skills and knowledge learned in school, achieve curricular goals and objectives, provide opportunities for reflection and analysis, and develop student responsibility.

Keeping track of service learning hours is a shared task between the student and Service Learning Coordinator. The Service Learning Coordinator has the final word on what counts as service hours with an emphasis on experiences that place the student in relationship with others who are different from him/her. For more information, contact Susan Spillane, smspillane@cps.edu.

Student Activities / Athletics / Eligibility Rules

Co-curricular involvement is essential part of any student's development as a well-rounded individual. In addition, highly selective colleges and universities look favorably on leadership experiences in student activities. JCP has a club, activity, or team for every student. For detailed information on JCP's athletic teams, clubs, and activities, go to our website.

Jones College Prep is a member of the Illinois High School Athletic Association and uses its rules as one guideline for participation in school activities. JCP applies the same rules for athletics, clubs, and activities. Students must meet all of the eligibility rules of the IHSA (go to www.ihsa.org/forms/index.htm) to view a variety of information on these issues) in addition to other JCP expectations such as those spelled out in the Behavior section of the handbook. Students in activities and athletics must also meet JCP's eligibility rules:

- All student athletes must earn a grade point average of 2.0 to be eligible at any time during the school year.

- A student is **partially** ineligible if he/she fails one class at any 5-week marking period. In this case, there is no activity is allowed during Recovery Club (every day after school during 9th period / for 45 minutes) for 5 weeks / until the next marking period as a spectator or a participant. Students are allowed to go to activities after they are dismissed from Recovery Club. Outside of these times, the student **may** participate. Eligibility will be reconsidered after 5 weeks, the next grading period.
- A student is **fully** ineligible if he/she fails two or more classes at any 5-week marking period. In this case, the student can no longer participate until the next 5-week grades are in, and then only if he/she is no longer failing two or more classes.
- A student who does not comply with JCP behavioral guidelines, detention procedures, GPA requirements and has failed more than one class will be placed in the Activity Ineligibility List (AIL).

The Athletic Seasons are:

Fall Sports	Gender
Cross country	Co-ed
Soccer	Boys
Volleyball	Girls
Tennis	Girls
Swimming	Girls

Winter Sports	Gender
Basketball (v)	Co-ed
Basketball G	Girls
Bowling (v)	Co-ed
Chess	Co-ed
Dance	Co-ed

Spring Sports	Gender
Baseball	Boys
Softball	Girls
Soccer	Girls
Track	Boys
Track	Girls

For more information, contact Director of Athletics, Frank Griseto, fvgriseto@cps.edu.

Fees, Debts, Fines, Payment Plans, and Fee Waivers

Fees are collected to support programs that benefit the students. Fees must be paid by the deadlines specified. Most fees will be collected before a new school year begins. Debts may be incurred any time a student elects to use a temporary ID (\$1), when books are damaged or not returned, for damage inflicted on the property of others, etc. Students and parents must take responsibility for making sure that debts are settled as soon as possible. It is the student's responsibility to keep track of debts.

For example, a student knows if s/he did not return a book issued by the school and should take the initiative to come to the main office to pay for the item. If fees, debts, and fines are not paid by deadlines specified by the JCP staff, loss of privileges may result and the student will be placed on the AIL. If the proper forms and fees are not turned in on time, the student may be subject to disciplinary action. Program and locker assignments will not be issued if fees and paperwork are not turned in by the summer orientation dates/time specified by the staff. Debts can be appealed by contacting the Director of Finance and Operations in writing, preferably via email.

Sometimes, families face financial hardships. JCP wants all students to be able to participate in programs even when in the midst of a financial crisis. Payment plans and/or fee waivers (requiring submission of W2 forms) are available for families who cannot afford to pay fees. Parents should contact the Director of Finance & Operations (773-534-8618 or jvoigt@cps.edu) to inquire about these provisions. Fee waivers are not applicable to debts and fines. A payment plan may be worked out for debts and fines with the approval of the Director of Finance and Operations.

Academics

Rigorous Academics

The mission of Jones College Prep is to help students develop themselves as leaders through a rigorous college prep program that focuses on educating the whole person.

High College Prep Standards

Academic standards are high at JCP and all decisions regarding academic programs are made through the lens of helping students work at their maximum personal potential on the road to the highly selective college or university of their choice.

Address the Teacher First

All matters involving academics should first be addressed with the teacher involved. If more involvement is needed, the next step is to go to the AP for Curriculum & Instruction at ctrownd@cps.edu or 773-534-8630.

Guardian/Parent Conferences Concerning Academic Matters

Guardians/parents must be partners in their child's education. JCP strongly encourages guardians/parents to stay in frequent contact with the school, please begin by visiting our highly informative website at www.jonescollegeprep.org to find answers to many of your questions.

If an issue arises that causes concern over an academic matter, parents and students should start by engaging in dialogue with the teacher. The JCP faculty is comprised of highly talented with professionals and leaders. They deserve to speak for issues in their own classrooms before an administrator becomes involved. Similarly, in college, students and parents are not able to go straight to the dean with concerns.

In this vein, we expect that students and families will begin practicing for the college years by bringing concerns to the person with whom they have a concern before involving administrators. If parents and students do not reach satisfactory resolution after discussion with the teacher, they should contact the AP .

Schedule a conference with the teacher(s) by emailing the teacher (see website for email addresses by going to Students > Staff Emails and Bios) or by calling in a request to a teacher or staff member. Guardians/parents and / or students must make an appointment, as classes cannot be interrupted for parent conferences.

Homework / Projects

Consistent with Jones' mission to provide a rigorous college prep program, homework and projects will be required in all classes. Similar to college instructors, individual teachers set their own unique expectations for grading and homework and students must conform to these expectations.

Students should keep a written record of all assignments and budget their time so they will be able to turn in all their assignments on the dates they are due. Also, it is the student's responsibility to get assignments, even in the case of an excused or unexcused absence. Students and guardians/parents can view daily homework at <http://www.jonescollegeprep.org/apps/classes/> or under Students > My Page.

As part of student training in self-management and motivation, it is highly recommended that students plan on a **minimum of two hours of homework per night as freshmen, and more as they progress.** Advanced Placement classes will require additional study time. All students are advised to keep records of their assignments in this handbook.

In addition to individual teacher-assigned projects and homework, there are required projects in various departments. Science Fair & History Fair projects are integral parts of the academic culture of the school, and students must strive to work to full potential in these projects. Quality of work on these projects is graded in the contests themselves as well as within the respective classes.

All freshmen must complete a History Fair project. History Fair projects will consist of research papers, exhibits or performances. Upperclassmen are strongly encouraged to participate in these projects as they are valuable learning experiences and since national scholarships are offered for exemplary performance. All work must conform to teacher expectations. Students who wish to advance to all-city and national competitions must follow the Chicago and national History Fair themes.

Instructional Media Center/ Writing Center

Students are encouraged to use the Writing Center (room 213) for academic interests during lunch periods and sometimes after school for various adult-supervised scheduled activities.

Students are allowed 150 free pages of printing from the Writing Center a semester. Any page over 10 costs \$.05 per page. A scanner is available to make copies.

Jones College Prep has a partnership with Roosevelt University, 430 S. Michigan Ave. There are no checkout privileges for JCP students but students are allowed to use the facilities. Visit the www.roosevelt.edu for more information.

The Chicago Public Library also has numerous branches including the Harold Washington Library Center at 400 S. State Street—this is one block away from JCP. Visit www.chipublib.org for more information.

Writing Center

The Writing Center is located inside the Student Learning Center. This center supports students as writers across the curriculum through individualized conversations with experienced writers.

Aligned with the Jones College Prep mission statement, the Writing Center is a supportive space that helps students ask questions, request feedback, contemplate ideas, explore resources, and employ self-directed tactics to improve their communication competence and confidence.

This development occurs through student-centered, interactive conferences that range between fifteen and thirty minutes. Writing consultants are available in during all lunch periods and before school, as staff scheduling demands permit.

Walk-in and scheduled appointments are available. Students can eat lunch in the cafeteria before or after their appointment as long as they pick up a pass in the library at the beginning of the lunch period. The library reserves the right to limit the number of passes to ensure equitable access to resources. Food and drinks are not allowed in the library or Writing Center.

For more information, visit the “Writing Center” link on the Jones Web site.

Standardized Exams

Standardized exams are one important way in which intellectual ability and academic progress are measured. While these test results are just one important tool for measuring student progress, test results are taking on great meaning and are under ever increasing scrutiny by politicians, colleges, universities, and members of the community. Therefore, JCP endeavors to prepare students for success on these exams.

In addition to a range of other types of assessments of student progress, including authentic, performance-based projects and activities, JCP staff uses standardized test results to fine tune instructional practices and curriculum. Jones administers several standardized tests to students on a regular basis. Ninth graders take the EXPLORE, tenth graders take the PLAN, eleventh graders take the PSAT and are encouraged to take the ACT and SAT. Twelfth graders can retake some exams, but it is often too late for scores to count for college admission. Junior year is the big testing year and students and parents must prepare far ahead of time for strong performance on these exams.

This is further information on the tests used at JCP (specific dates and times can be found on the appropriate month in the school calendar at the events tab at www.jonescollegeprep.org):

- **Prairie State Achievement Examinations (PSAE):** The PSAE measures the achievement of 11th grade students relative to the Illinois Learning Standards for reading, writing, mathematics, science, and social science. The PSAE includes three components: (1) Illinois State Board of Education-developed writing, science, and social science assessments; (2) the ACT Assessment, which includes reading, English, mathematics, and science reasoning tests (visit www.act.org to view the new writing assessment required of all students at JCP) and (3) two WorkKeys assessments (Reading for Information and Applied Mathematics). Further information is available from the test developer by going to www.isbe.state.il.us/assessment/psae.htm. This test is typically administered to all 11th graders at JCP in April with a retest offered in October of 12th grade, if requested. Taking the PSAE is a CPS graduation requirement.
- **Preliminary Scholastic Aptitude Test/National Merit Semi-Final Qualifying Test (PSAT/NMSQT):** This test is the qualifying examination for the National Merit Scholarship Program. In addition, it helps to prepare students for the SAT. Further information is available from the test developer by going to www.collegeboard.com/student/testing/psat/about.html. This test is typically administered to 11th graders at JCP in October.
- **EXPLORE Test:** The EXPLORE test is designed to help 9th graders explore a broad range of options for their future. The EXPLORE program prepares students not only for their high school coursework, but for their post-high school choices as well. It marks an important beginning for a student's future academic and career success. Further information is available from the test developer by going to www.act.org/explore/index.html. This test is typically administered to 9th graders at JCP in October.
- **PLAN Test:** As a "pre-ACT" test, PLAN is a powerful predictor of success on the ACT Assessment. At the same time, the PLAN focuses attention on both career preparation and improving academic achievement. Further information is available from the test developer by going to www.act.org/plan/index.html. The PLAN is typically administered to 10th graders at JCP in October.
- **ACT Test:** As mentioned above, the PSAE has the ACT Test as a component. Since the PSAE is offered at no charge to JCP students, it is strongly recommended that students view the day of the PSAE as their ACT Test date. All students can take the ACT twice for free as part of the PSAE. In addition, students who qualify for the federal Free/Reduced Lunch programs can obtain up to two fee waivers for additional ACT tests. Generally, for JCP students, scores will be stronger on the ACT than the SAT (the other college admission test), because Illinois state and CPS curricula are aligned with the ACT. It is not necessary to take both tests. See below for more information on the SAT.
- **Scholastic Aptitude Test (SAT) (Reasoning Exam):** The SAT is a four-hour test that measures verbal and mathematical reasoning skills students have developed over time as well as skills they need to be successful academically. Many colleges and universities use the SAT or the ACT or both as one indicator among others, including class rank, high school GPA, extracurricular activities, personal essay, and teacher recommendations, of a student's readiness to do college-level work. Further information is available from the test developer by going to www.collegeboard.com/student/testing/sat/about/SATI.html. If a student elects to take the SAT, the suggested date is in the spring of 11th grade. For students who qualify for the federal Free/Reduced Lunch Program, fee waivers can be obtained for the SAT, also. However, most JCP students will not take the SAT, as the ACT (PSAE) and SAT are used interchangeably in college admissions. However, if students score very well on the PSAT, it is strongly encouraged that they also take the SAT, as this may be the students "stronger" test.
- **Scholastic Aptitude Test Subject Tests (SAT Subject Exams):** Students applying to selective and highly selective private universities are strongly encouraged to take this college admissions test if it is required for their college(s) of choice. Subject Tests, one-hour, mostly multiple-choice tests, measure how much students know about a particular academic subject and how well they can apply that knowledge. Many colleges require or recommend one or more of the Subject Tests for admission or placement. Used in combination with other background information (your high school record, scores from other tests like the SAT, teacher recommendations, etc.), they provide a dependable measure of your academic achievement and are a good predictor of future performance. Further information is available from the test developer by going to www.collegeboard.com/student/testing/sat/about/SATII.html. It is suggested that students take the SAT Subject

Tests as soon as possible after completing a course in that subject, while the information is still “fresh.” For students who qualify for the federal Free/Reduced Lunch Program, fee waivers can be obtained for the SAT Subject Tests, also.

Graduation Requirements / Early Graduation

The Jones College Prep diploma is different from a diploma earned at a typical high school. After four years of successful formation in a rigorous variety of academic and social programs, JCP will confer its college preparatory diploma.

All students and their parents should focus on "going the extra mile" in academic areas. Early graduation is not permitted at JCP except under rare circumstances and only after a written request is presented to the principal one calendar year before the proposed early graduation. Early graduation rushes students through an important process and does not allow the JCP staff to spend adequate time helping students develop into the leaders that our mission promises.

Graduation Requirements

The following are commonly known as the core subjects. As a college preparatory school, and because colleges and universities pay close attention to the core, JCP emphasizes exemplary performance in these areas.

The left side of the chart represents high school graduation requirements for every Chicago Public School. The right reflects the recommendations of the Jones College Prep Curriculum.

CPS Graduation Requirements	Recommended Jones College Prep
4.0 English	4.0 English
3.0 Mathematics	4.0 Mathematics
3.0 Science	4.0 Science
2.0 World Language	4.0 World Language
3.0 Social Science	4.0 Social Science
2.0 Fine Arts	2.0 Fine Arts (1.0 visual and 1.0 performing)
2.0 Physical Education	2.0 Physical Education
2.0 College-Career Pathways	0.0 College-Career Pathways
3.0 Electives	4.0 Electives
Student Advisory	Student Advisory
40 hrs Community Service	40 hrs Community Service
24 Credits	28 Credits

1. All courses offered are college preparatory courses.
2. A program of courses is developed at a conference with the students, his/her parents or guardians, and an advisor.
3. Each student must pass an examination on the Declaration of Independence, the flag of the United States, the Constitution of the United States and the Constitution of the State of Illinois.
4. Students must complete 40 hours of Service Learning activities prior to graduation

Electives

As the brightest students Chicago has to offer, JCP students must take electives as seriously as classes that are required for graduation. JCP offers students ample opportunities to explore and hone-in on areas of interest/need in order to be as prepared for college as possible. Among other benefits, electives offer students a chance to learn a subject matter at a deeper level, expand a student's horizons, as well as the chance to show colleges that they are serious students who take advantage of every academic opportunity they are offered.

JCP emphasizes education of the whole person-the mind as well as the heart and body. Students should concentrate on high performance in all areas to demonstrate well-roundedness.

Programming Process / Changes to Student Program

The programming process takes place during the second semester and following summer of each year. Graduation requirements are reviewed and the student's interests are taken into account. Ultimately, priority will be placed on programming students for the courses that will help them work to full academic potential in order to help them become attractive candidates for selective colleges and universities. The student's advisor and/or counselor will be available to meet with each student upon request, with mandatory meetings for rising seniors. Students must keep their scheduled appointment and they are expected to be prompt and to bring their programming materials with them. A parent signature is required on the student's class selection form. Failure to return the form by the established deadline will result in a student being placed in a low-priority group for programming, with his or her requests scheduled after all others.. Certain subjects require minimum proficiencies before a student may advance to higher level courses. More information is distributed regarding specific classes during the programming process early in the second semester each year.

JCP Students Do Not "Drop" Classes

A change in a student's program is highly unusual and is for academically necessary reasons only. A change in schedule will not be given simply to change a teacher or classroom or to be with friends. Program change requests can only be made within the first two weeks of the academic year, and only by completing FORM PC. Changes require consent of the student's counselor, and the student's guardian/parent through the completion of the program change request form (FORM PC). This form is acquired through the student's assigned counselor. Final approval or denial of a program change request is determined by the Principal or Assistant Principal. Seniors' schedules may be changed at semester if there is need of a credit for graduation that could not be fulfilled with the student's first semester courses and only if the student has shown evidence of doing their very best to meet all requirements during the previous academic years, at evening classes and/or summer school. No other second semester course changes will be granted.

JCP Schedule Change Request Policy and Form

Changing of a student's schedule is highly unusual and will likely only be approved when a mistake has been made by the counselors or administrators. JCP students do not "drop" classes. Guidelines for requesting a change of program include:

Changes can only be requested within the first week of the semester;

Changes require consent of all parties listed on the reverse side of this form;

Final approval is granted by the Assistant Principal;

A change in schedule will not be given simply to change a teacher, classroom, or timing of a class.

IF YOU DO NOT FIT INTO ONE OF THE ABOVE REASONS, YOU ARE NOT ELIGIBLE FOR A SCHEDULE CHANGE.

Please note: it is your responsibility to complete Change of Request form correctly. If you have questions, please see your counselor for guidance.

If you are eligible for a schedule change, bring this sheet to your counselor, the Director of Student Services or the Assistant Principal. They will work with you to see if changes to your schedule can be made by consulting your original requests.

Students Taking College, Community College, and University Classes

Overview

Taking and passing a college course with high marks while still in high school shows that you are ready for college-level work and that you have high levels of motivation and initiative. This can provide a big boost to your learning as well as your applications for college admission and scholarships. However, these are more than *opportunities*, such classes come with *responsibilities*.

Thus, it's up to you to register for every class, take appropriate placement tests, and keep your counseling informed. It is also up to you to attend every class and to keep up with college level work and expectations.

It's also important for you to be knowledgeable of your college's and your course professor's policies and procedures. For example, if after a few class periods you think that the load is too heavy, but the drop date has already passed, you may have to keep the course and struggle through – or accept an F on your transcript. This is how it works in college. No one is responsible for telling you this information.

Grading / Honors / Grade Reports / Progress Reports

Similar to the college level, grades are assigned according to student performance and at the discretion of the teacher. If a student or parent is dissatisfied with a grade assigned by a teacher, they must first attempt to resolve the issue with the teacher. Only after extensive conversation with the teacher, the student and parent may bring the case to chair of the department. Then, if satisfaction has not been reached, the student and parent should contact the Principal or Assistant Principal. The grading scale used in all JCP classes is as follows:

A = 92-100

B = 83-91

C = 74-82

D = 65-73

F = 64 or Below

Grades earned by students generally reflect the following general criteria:

- A. Indicates learning at the highest level. The student not only has demonstrated knowledge and understanding of the material but also has demonstrated an ability to analyze, synthesize, and evaluate the material with breadth and depth of understanding. An A indicates work that has gone above and beyond the expectations of an assignment.
- B. The student not only has demonstrated knowledge and understanding of the material but also applies the material. The student will be able, on occasion, to demonstrate an ability to analyze, synthesize, and evaluate the material.
- C. The student has demonstrated a basic knowledge and understanding of the material and some ability to apply it.
- D. The student has demonstrated a limited knowledge and limited understanding of the material and is not able to apply much of it.
- F. The student has not demonstrated knowledge and understanding of the material, and therefore is not able to apply it.

Report Cards: Report cards are issued four times each year at the end of each quarter. These are the permanent records of the student's progress. During Report Card Pick-Up Days parents/guardians must pick up grade reports at Jones.

The dates and times can be found on the school calendar www.jonescollegeprep.org. The end of the 2nd quarter (in January) and the 4th quarter (in June) mark the ends of the semesters. This is the time that credit is awarded in all classes.

Progress Reports: Regular notices to students and parents of class progress in a course are prepared every 5th week. When not prepared as a Report Card (above), they are prepared as a Progress Report; this happened on the 5th, 15th, 25th, and 35th weeks of the school year. Teachers or staff members may send out a progress report at any time if special attention to academic issues is needed.

Parents/guardians who would like a conference with the teacher as a result of the Report Card or Progress Report are requested to email or call the teacher with whom they would like to meet. Teacher contact emails can be found at www.jonescollegeprep.org.

Academic Difficulties

At the first sign of academic trouble, the student and parent should take swift action. This action must include a problem-solving conversation that includes the student, the teacher and a family member, and may also include the student's counselor. Academic struggles must be faced and students must recover by learning from their mistakes and getting back on track for successful development and graduation. Failing a class is a serious problem and should be prevented at all costs. Jones students are the best that Chicago has to offer and there is no place for minimum requirements. Consistent with helping students gain entrance to highly selective colleges and universities, all students should rise to the level of AP courses by the junior and senior years.

Failing a Class / Non-Promotion / Mission Graduation

Failing any class at JCP is a serious issue and may indicate that the student and parent should consider another school. Failures can lead to non-promotion to the next grade. To view a PDF version of the CPS policies on grade promotion go to policy.cps.k12.il.us/documents/605.1.pdf

At the first sign of trouble, the student and parent should contact the teacher *immediately*. If a student does fail any class, the student and/or parent must contact the student's assigned counselor to make appropriate arrangements retaking the failed class.

Academic Supports: Recovery Club

Recovery Club is a mandatory homework help program every day after school during 9th period / for 45 minutes after school. At Recovery Club, students will find a place to do their homework under the supervision of a JCP teacher, internet and printer access, and adults and peers to assist. Students can also sign out of Recovery Club on a day-to-day basis for tutoring from another JCP teacher. Recovery Club is assigned at every 5-week grading period to the students who are struggling most academically. Recovery Club is mandatory and attendance is taken (and consequences are assigned for tardies and cuts) as in any other class. While the threshold of struggle changes at every grading period (due to capacity issues – there is only so much room in Recovery Club), usually any student with an F on his or her report card or progress report is assigned to Recovery Club.

Remediation and Summer School Policy 2010 – 11 (including Summer 2011)

Overview

It is educationally critical that, in order to prepare yourself adequately for college, you retake **every** failed class, including electives. Doing so shows college admission representatives that you take your education seriously and that you can work through academic (and other) struggles. Making up classes are what is called “remediation.”

In addition, retaking **every** failed class is critical to ensure that you reach the 24 total credits required for graduation, and not just the requirements by subject. You won’t want to complete those final credits the summer after your senior year and miss graduating with your class!

Remediation classes at Jones are offered mostly using Aventa. ***These classes are taught over the computer in a supervised classroom setting at Jones.***

Following are the rules for retaking classes, or “remediation,” at Jones.

1. Every failed course – both graduation requirements and electives – must be made up. Prior approval regarding all remediation courses must be secured from the Assistant Principal. See your counselor ***as soon as possible after you fail a course*** to start this process.
2. All courses with the exception of P.E. (see #5) must be made up at Jones *as long as the courses are offered*. (See #4 if the courses are not offered at Jones.) These courses can be made up during the summer or during the school year according to the following guidelines.
 - a. If you fail one or more courses during first semester, you can request to make it/them up before or after school during second semester using Aventa at Jones. You would do this in addition to your full course load in a supervised classroom after school or before school as space and CPS requirements allow. If you wish, you can also wait until summer school.
 - b. If you have only one semester of a course to make up at the end of second semester, you must make it up during one session of summer school at Jones.
 - c. If you have two semesters of one or more courses to make up at the end of second semester, you must make them up using both sessions of summer school at Jones.
 - d. If you have more than two semesters of courses to make up at the end of second semester, you must make up two of them using both sessions of summer school at Jones. ***If and only if*** you

attend both sessions of summer school at Jones and pass both classes, you can request to make up remaining courses at Jones during the school day the following school year if the master schedule and your schedule allow. This is called “reprogramming” and is a HUGE reward for making the most of your summer school opportunities. It saves you from having to make up classes before or after school, in the evenings, or on the weekends.

3. Courses must be made up in a specific order that *prioritizes 4-year graduation requirements* (English, math) over other subjects.
4. If you fail a course and it is not offered at Jones, you can take it at another CPS selective enrollment high school. If it is not offered at another selective enrollment school, you can take it at another CPS high school with prior approval from the Assistant Principal. If you plan to continue with the specific course of study of the class that you failed (for example, you failed Spanish 1 and plan to take Spanish 2), please make this known to the Assistant Principal.
5. *P.E.* can be retaken at another CPS high school either during the summer or during the school year (evening school or Saturday school). *P.E.* does not need to be made up at Jones or at another CPS selective enrollment high school.
6. It is your responsibility when you finish making up a credit to acquire the official *transcript or grade report* and show it to your counselor; he or she will make copies for your files and to pass on to the Jones grades coordinator, and you will keep the original for your records. Do this right away, because transcripts and grade reports sometimes get lost – and if yours gets lost at the school where you took a course, you have lost proof that you’ve made up that course.
7. If you do not make up your failed classes, or if you are so far off track that you can no longer graduate from Jones in four years, you will be counseled to transfer to another school as early as your second semester sophomore year.

If you have any questions about this policy, please see your counselor or the Assistant Principal.

Examples

Following are a few examples to illustrate how the policy works.

1. You are a freshman. You failed World Studies first semester and did not make it up second semester. Then second semester you failed English and P.E. Because World Studies and English are graduation requirements, you prioritize them and should retake them at Jones – except World Studies isn’t offered at Jones over the summer. So, you must take English at Jones and World Studies at another school (selective enrollment if possible). For P.E., you can take it at another school during the summer, take it as an evening or Saturday class during the next school year, or the following summer as long as you have not failed other classes that take priority.
2. You are a sophomore. You failed four semesters during your freshman year and made up two of them over summer school. The following school year you make up each of the remaining two semesters after school during Recovery Club, one each semester. That same year, you do not fail another course. Therefore, at the end of sophomore year, you have completely caught up and promote to junior year on schedule.
3. You are a sophomore. You failed four semesters during your freshman year and made up two of them over summer school. Then sophomore year you failed four more semesters and didn’t make up any

courses at all. You are now three full credits behind for graduation. You will be counseled to transfer to another school where you are likely to be more successful. If you decide to continue at Jones, a plan will be put in place that you must meet in order to stay. This plan will include both requirements and supports. If you don't hold up your end of the plan, a transfer will be arranged.

4. You are a senior. You are on track for the 24 total graduation requirements with one-half credit to spare. Then you fail English and art during first semester. You are now a half-credit behind to make the 24, and you also need to make up both of these classes to fulfill the graduation requirements for English and art. For second semester, if space, the master schedule, and your schedule allow, you can drop one elective and then take English and art using Aventa, one during the school day and one either before school or after school. Or you can keep the elective just to give yourself a little breathing room, and take both Aventa courses before and after school. It's up to you. Do what you need to do to graduate!!!

What steps to take

If you fail a class:

1. The **first** thing to do is to meet with your counselor **RIGHT AWAY!!! Don't wait for your counselor to come find you!!!** He or she can go over your transcript with you and help make a plan for remediation. Aventa, Summer School, and Saturday and Evening School all have **firm** deadlines; when you miss these deadlines, you miss your chance to get back on track. If you'd like a family member to be part of this meeting, that's great!
2. The **second** thing to do is to work very hard, attend the remediation class regularly, and pass the class, as well as your other classes. This is important so that you won't dig a deeper hole for yourself. If you find yourself in trouble, see your counselor right away!
3. Finally, if you are still struggling to pass classes, the **third** thing to do is to meet with your counselor to discuss other high school options. It's possible that Jones is not the right fit for you academically, and that with a transfer you can still graduate high school in 4 years and head off to college on schedule.

