CITY OF CHICAGO

Rahm Emmanuel
Mayor

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Vice President

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Chief Education Officer

NETWORK 12

Jeffrey Dase
Chief of Schools

SOUTH SHORE INTERNATIONAL COLLEGE PREP HIGH SCHOOL

Janice Wells
Principal

Paulette Grissett
Assistant Principal
MISSION STATEMENT

In partnership with parents, staff and the world community, South Shore International College Prep students will experience a curriculum that immerses an individual in a rich and safe environment to obtain awareness of foreign cultures through language, studies, and interactive field experiences. Our expectation is that students obtain and apply skills necessary for college preparedness, global citizenship, technology and medical health careers both domestic and abroad.

VISION STATEMENT

South Shore International College Prep will graduate active, enthusiastic learners who are prepared to succeed in the nation’s top universities. All students will be exposed to a college prep sequence of study that promotes multi-cultural awareness, civic responsibility and leadership.

TIA Statement

Through speaking, writing, and/or performance students will be able to form an opinion and defend an opinion through the use of evidence.
Greetings Students and Parents!

It is with distinct pleasure that I welcome new and returning families to South Shore International College Prep. This year is going to be filled with excitement and challenge as we officially implement our International Baccalaureate (IB) Diploma Programme curriculum, complete the IB Middle Years Programme (MYP) authorization process, and enroll our first graduating class into colleges and universities across the country.

It seems like just yesterday, I walked the halls observing the class of 2015 as they transitioned from elementary to high school students trying to establish who they would be in this world. Over the past few years, many have figured a few things out. We stand proudly as we hear our students engage in conversations about post-graduation plans with recruiters, community and their peers. We have witnessed the transformation of many from precarious adolescents to scholarly individuals. This lets us know that we are doing something right as we prepare our students for college and the world of work.

I am excited to accept the challenge of creating a new legacy within South Shore. We are honored that some of the best and brightest students have chosen to attend the newest selective enrollment high school in CPS. As we establish ourselves among the ranks of the top schools in the country, we acknowledge our job to grow the highest performing students in the district by way of academic achievement, social emotional learning and college preparedness. In addition, this year is going to be fun!

I would like to thank the parents for trusting us to be your partners on this pathway through high school. As a parent of a high school and college student, I am currently taking this journey with you for the second time. I have brought on the best talent in the district to prepare your student. I want you to know that you and your child are in good hands.

I am looking forward to this year and many more ahead. At South Shore International, we are anchored in excellence and nothing but the best is expected. No exceptions, no excuses.

*Mrs. Janice Wells, Principal*
# Staff List

## Administrative Team

Mrs. Janice Wells, Principal

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paulette Grissett</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Vincent Hatthorn</td>
<td>MTSS Coordinator</td>
</tr>
<tr>
<td>Brennetia Walton</td>
<td>School Admin Manager</td>
</tr>
<tr>
<td>Jose Sotelo</td>
<td>Business Manager</td>
</tr>
<tr>
<td>Angela Parks</td>
<td>Attendance Coordinator</td>
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## Leadership Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Amanda Baltikas</td>
<td>IB MYP Coordinator</td>
</tr>
<tr>
<td>Anne Bekker</td>
<td>Case Manager</td>
</tr>
<tr>
<td>Scenecia Curtis</td>
<td>Upper Level Success Team Lead</td>
</tr>
<tr>
<td>Laurenton Ghent</td>
<td>Counselor</td>
</tr>
<tr>
<td>Lauren Lucchesi</td>
<td>IB DP Coordinator</td>
</tr>
<tr>
<td>Amanda Freeman</td>
<td>IB MYP Coordinator</td>
</tr>
<tr>
<td>Easter Young</td>
<td>Post-Secondary Specialist</td>
</tr>
<tr>
<td>Romel Coleman</td>
<td>Freshman Success Team Lead</td>
</tr>
</tbody>
</table>
## ACADEMIC DEPARTMENTS

### English
- Joel Barr
- Scenecia Curtis
- Fatima El
- Sashai Jasper
- Kathleen Mahoney
- Samuel Rasch
- Kimberly Rush
- Alyson Weier

### Individuals and Societies
- Anne Bekker
- Jennifer Chin
- Andrew Coleman
- Sarah Gomez
- John Kaffer
- Kathleen Mahoney
- Jimini Ofori-Amoah

### Math
- Romel Coleman
- Jason Cooper
- Fatima El
- Myra Fletcher
- Benitta Jones
- Alexander Zalar

### Science
- Marta Johnson
- Aidan O’Dowd-Ryan
- Charles Larson
- Claudette Terry

### World Language
- Nancy Diaz - Spanish
- Emilia Home - Spanish
- Shan Wang - Chinese

### Career & Technical Education
- Felix Egharevba - Medical
- Joan Kane - Business

### PE/ROTC
- Kenneth Johnson - ROTC
- John Kaffer - PE
- Angelus Logan - ROTC
- Doris Spencer - Riordan - PE
- Kenneth Wood - ROTC

### Security
- Officer Shirley Brown
- Jovan Connor
- Michele Griffin
- Officer Quinton Hanks
- Mark Jordan
- Christopher Presswood
- Officer Thomas Robinson

### Fine-Performing Arts
- Xavier Custodio - Music
- Kristin Yenior - Visual Arts
- Marigold Goetz - Visual Arts

### Career Education
- Kathryn Jones
- Jordan Rice
- Lisa Ousley-Taylor

### SECA
- Charles Alexander
- Randy Hemphill
- Carl Murray
- Shonee Muse

### Office Staff
- Tresetta Cotton
- Angela Parks
- Jose Sotelo
- Brenettia Walton

### Support Staff
- Deandra Cannon
- Stanley Coleman
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal</strong></td>
<td>Ms. Janice Wells</td>
<td><a href="mailto:ssinternational@cps.edu">ssinternational@cps.edu</a></td>
<td>(773) 535-8351</td>
</tr>
<tr>
<td><strong>Assistant Principal</strong></td>
<td>Ms. Paulette Grissett</td>
<td><a href="mailto:plgrissett@cps.edu">plgrissett@cps.edu</a></td>
<td>(773) 535-8351</td>
</tr>
<tr>
<td><strong>MTSS Coordinator</strong></td>
<td>1st Sgt. Devin Jackson</td>
<td><a href="mailto:dojackson@cps.edu">dojackson@cps.edu</a></td>
<td>(773) 535-8350 Ext 13912</td>
</tr>
<tr>
<td><strong>IB Diploma Coordinator</strong></td>
<td>Ms. Lauren Lucchesi</td>
<td><a href="mailto:llucchesi@cps.edu">llucchesi@cps.edu</a></td>
<td>(773) 535-8369</td>
</tr>
<tr>
<td><strong>IBMYP Coordinator</strong></td>
<td>Ms. Amanda Freeman</td>
<td><a href="mailto:Afreeman23@cps.edu">Afreeman23@cps.edu</a></td>
<td>(773) 535-8350 Ex 13922</td>
</tr>
<tr>
<td><strong>Curriculum Lead</strong></td>
<td></td>
<td><a href="mailto:scurtis@cps.edu">scurtis@cps.edu</a></td>
<td>(773) 535-8350 Ext 13902</td>
</tr>
<tr>
<td><strong>Business Manager</strong></td>
<td></td>
<td></td>
<td>(773) 535-8376</td>
</tr>
<tr>
<td><strong>School Administrative Manager</strong></td>
<td></td>
<td></td>
<td>(773) 535-8377</td>
</tr>
<tr>
<td><strong>Clerk -Treasurer</strong></td>
<td></td>
<td></td>
<td>(773) 535-8351</td>
</tr>
<tr>
<td><strong>Counselor/Athletic Director</strong></td>
<td></td>
<td></td>
<td>(773) 535-8367</td>
</tr>
<tr>
<td><strong>Counselor</strong></td>
<td></td>
<td></td>
<td>(773) 535-8366</td>
</tr>
<tr>
<td><strong>Post-Secondary Specialist</strong></td>
<td></td>
<td></td>
<td>(773) 535-8350 Ext 13895</td>
</tr>
<tr>
<td><strong>Counselor Assistant/Attendance</strong></td>
<td></td>
<td></td>
<td>(773) 535-8350 Ext 13899</td>
</tr>
<tr>
<td><strong>Diverse Learner Case Manager</strong></td>
<td></td>
<td></td>
<td>(773) 535-8368</td>
</tr>
<tr>
<td><strong>Head of Security/Dean</strong></td>
<td></td>
<td></td>
<td>(773) 535-8350 Ext 13929</td>
</tr>
</tbody>
</table>
# HOMEROOM LIST

<table>
<thead>
<tr>
<th>Program</th>
<th>Teacher</th>
<th>Room</th>
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<tbody>
<tr>
<td><strong>Seniors</strong></td>
<td></td>
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<tr>
<td>701</td>
<td>IB</td>
<td>Ms. Ofori-Amoah</td>
</tr>
<tr>
<td>702</td>
<td>IB</td>
<td>Mr. Cooper</td>
</tr>
<tr>
<td>711</td>
<td>Medical</td>
<td>Ms. Johnson</td>
</tr>
<tr>
<td>721</td>
<td>Cisco</td>
<td>Ms. Wang</td>
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<tr>
<td>731</td>
<td>College Prep</td>
<td>Ms. Jones</td>
</tr>
<tr>
<td>732</td>
<td>College Prep</td>
<td>Ms. Home</td>
</tr>
<tr>
<td>733</td>
<td>College Prep</td>
<td>Mr. Custodio</td>
</tr>
<tr>
<td>662/762/062</td>
<td>College Prep</td>
<td>Ms. Taylor</td>
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<tr>
<td><strong>Juniors</strong></td>
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<tr>
<td>801</td>
<td>IB</td>
<td>Mr. O'Dowd-Ryan</td>
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<tr>
<td>802</td>
<td>IB</td>
<td>Mr. Zalar</td>
</tr>
<tr>
<td>811</td>
<td>Medical</td>
<td>Ms. Chin</td>
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<tr>
<td>821</td>
<td>Cisco</td>
<td>Ms. Gomez</td>
</tr>
<tr>
<td>831</td>
<td>College Prep</td>
<td>Ms. Weier</td>
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<tr>
<td>832</td>
<td>College Prep</td>
<td>Ms. Diaz</td>
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<tr>
<td><strong>Sophomores</strong></td>
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<tr>
<td>901</td>
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<td>902</td>
<td>IB</td>
<td>Mr. Kaffer</td>
</tr>
<tr>
<td>903</td>
<td>IB</td>
<td>Ms. Mahoney</td>
</tr>
<tr>
<td>911</td>
<td>Medical</td>
<td>Ms. Jasper</td>
</tr>
<tr>
<td>921</td>
<td>Cisco</td>
<td>Mr. Coleman</td>
</tr>
<tr>
<td>931</td>
<td>College Prep</td>
<td>Ms. Rush</td>
</tr>
<tr>
<td>932</td>
<td>College Prep</td>
<td>Ms. Fletcher</td>
</tr>
<tr>
<td>933</td>
<td>College Prep</td>
<td>Ms. Goetz</td>
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<tr>
<td>861/961/061</td>
<td>College Prep</td>
<td>Mr. Rice</td>
</tr>
<tr>
<td><strong>Freshmen</strong></td>
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<td></td>
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<tr>
<td>001</td>
<td>IB</td>
<td>Mr. Barr</td>
</tr>
<tr>
<td>002</td>
<td>IB</td>
<td>Mr. Rasch</td>
</tr>
<tr>
<td>003</td>
<td>IB</td>
<td>Mr. Larson</td>
</tr>
<tr>
<td>004</td>
<td>IB</td>
<td>Dr. Spencer-Riordan</td>
</tr>
<tr>
<td>005</td>
<td>IB</td>
<td>Ms. Yenior</td>
</tr>
<tr>
<td>011</td>
<td>Medical</td>
<td>Dr. Egharevba</td>
</tr>
<tr>
<td>031</td>
<td>College Prep</td>
<td>Ms. Kane</td>
</tr>
<tr>
<td>032</td>
<td>College Prep</td>
<td>Ms. El</td>
</tr>
</tbody>
</table>
### Regular Bell Schedule (M, T, Th, F)

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Min</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>8:05</td>
<td>0:05</td>
<td>Transition</td>
</tr>
<tr>
<td>8:05</td>
<td>8:56</td>
<td>0:51</td>
<td>Period 1</td>
</tr>
<tr>
<td>9:00</td>
<td>9:51</td>
<td>0:51</td>
<td>Period 2</td>
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<tr>
<td>9:55</td>
<td>10:46</td>
<td>0:51</td>
<td>Period 3</td>
</tr>
<tr>
<td>10:50</td>
<td>11:41</td>
<td>0:51</td>
<td>Period 4</td>
</tr>
<tr>
<td>11:45</td>
<td>12:36</td>
<td>0:51</td>
<td>Period 5</td>
</tr>
<tr>
<td>12:40</td>
<td>1:31</td>
<td>0:51</td>
<td>Period 6</td>
</tr>
<tr>
<td>1:35</td>
<td>2:26</td>
<td>0:51</td>
<td>Period 7</td>
</tr>
<tr>
<td>2:30</td>
<td>3:21</td>
<td>0:51</td>
<td>Period 8</td>
</tr>
<tr>
<td>3:21</td>
<td>3:23</td>
<td></td>
<td>Announcements</td>
</tr>
</tbody>
</table>

There is a 4-minute passing period between classes.
Students are expected to be in their class before the tardy bell rings.
Students may attend lunch during their designated lunch period only A or B.

### Late Start Wednesday Bell Schedule

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Min</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>8:50</td>
<td>0:50</td>
<td>Colloquium</td>
</tr>
<tr>
<td>9:03</td>
<td>9:47</td>
<td>0:44</td>
<td>Period 1</td>
</tr>
<tr>
<td>9:51</td>
<td>10:35</td>
<td>0:44</td>
<td>Period 2</td>
</tr>
<tr>
<td>10:39</td>
<td>11:23</td>
<td>0:44</td>
<td>Period 3</td>
</tr>
<tr>
<td>11:27</td>
<td>12:11</td>
<td>0:44</td>
<td>Period 4</td>
</tr>
<tr>
<td>12:15</td>
<td>12:59</td>
<td>0:44</td>
<td>Period 5</td>
</tr>
<tr>
<td>1:03</td>
<td>1:47</td>
<td>0:44</td>
<td>Period 6</td>
</tr>
<tr>
<td>1:51</td>
<td>2:35</td>
<td>0:44</td>
<td>Period 7</td>
</tr>
<tr>
<td>2:39</td>
<td>3:23</td>
<td>0:44</td>
<td>Period 8</td>
</tr>
</tbody>
</table>

Wednesday classes begin at 9:03 AM and are 44 minutes long. There is a 4-minute passing period.
IMPORTANT DATES

First Day of School…..September 6, 2016
Back to School Night…..September 27, 2016
HOLIDAY-No School…..October 10, 2016
Homecoming Week…..October 11-14, 2016
Homecoming Football Game…..October 15, 2016
End of 1st Quarter…..November 3, 2016
School Improvement Day-No School…..November 4, 2016
Parent Teacher Conferences…..November 10, 2016
HOLIDAY-No School…..November 11, 2016
Thanksgiving Break…..November 23-25, 2016
Annual Breakfast with Santa…..December
Winter Break…..December 26, 2016-January 6, 2017
HOLIDAY-No School…..January 16, 2017
End of 1st Semester…..February 2, 2017
School Improvement Day-No School…..February 3, 2017
HOLIDAY-No School…..February 20, 2017
End of 3rd Quarter…..April 6, 2017
School Improvement Day-No School…..April 7, 2017
Spring Break…..April 10-14, 2017
Parent Teacher Conferences…..April 20, 2017
HOLIDAY-No School…..May 29, 2017
Junior Pinning…..June 19, 2017
Sophomore Half Cap…..June 20, 2017
Freshman Rites of Passage…..June 20, 2017
Last Day of School - End of 4th Semester…..June 20, 2017
AFTER SCHOOL ACTIVITIES

South Shore International recognizes the importance of extracurricular activities. All school-sponsored after school activities will have a staff member who serves as a sponsor or coach. To ensure safety, one sponsor or coach must be present during all meetings, practices, and/or performances. Groups may not meet if the coach or sponsor is not present. Meetings may take place during colloquia, lunch, or before or after school.

- Academic Enrichment
- After School Matters
- American Sign Language
- Art Club
- Baseball
- Basketball - Girls & Boys
- Beta Club
- Bowling - Girls & Boys
- Business Professionals of America
- Cheerleading
- Chess Club
- Chinese Club
- Choir
- Community Schools Initiative
- Cross Country
- Debate
- Environmental Club
- Fashion Club
- Football
- Golf
- Homework Center
- Latin American Student Organization
- Lyrical Extortion Spoken Word
- Mentoring
- Model United Nations
- Musical Theater
- National Honor Society
- Pom Pon
- Soccer
- Softball - 16” Boys
- Softball - Girls
- Spanish Club
- Student Government
- Swimming
- Technology Club
- Theater Tech & Design
- Track and Field
- Volleyball - Girls & Boys
- Wrestling
- Writing Center
- Yearbook
- Youth Leadership
GENERAL INFORMATION

Dress Code (students)

The South Shore International College Prep dress code is designed to provide an environment conducive to learning without distractions. It is our goal to provide opportunities for students to be able to respectfully express themselves while modeling scholarly attire and decorum. **Students at SSICP have the option to wear a uniform every day.** The uniform is a white polo or white oxford shirt, khaki pants with a belt. Young ladies have the option of wearing a knee-length khaki skirt or capris. Additional options for the standard uniform are any school-issued paraphernalia (i.e. colored polos, sweaters, hoodies, and sweatshirts with the school crest.)

**Students may opt out of wearing the school uniform.** Clothing must be respectful to self and others. Clothing must be representative of scholars who are anchored in excellence. Clothing must be worn with dignity and honor. Students are to be covered from shoulders to knees.

**The following are not allowed:**
- Memorial T-Shirts
- Tank tops
- Crop Tops
- Flip-flops
- Hats

Fees

There are many things involved in education besides the basic subjects. Among these are programs, services, and student activities for which the board of education cannot supply funds. It is for this reason that schools collect student fees.

The activity fee covers consumables including: Student ID (10 temporary IDs), Yearbook, printing materials, special mailings, school-testing programs, grading programs, post-secondary tracker programs, and the cost of operation and maintenance of the computer network throughout the school and expenses related to student activities.

A list of fees is distributed at the beginning of each school year. Students are expected to pay all debt and fees to the school treasurer during the first week of school.

No student will be denied activities or services and no penalties will be imposed against a student because his/her parent is unable to pay a fee. In order to receive a transfer, official transcripts, or diploma, all fees must be paid in full. If a student is unable to pay a fee, the parent must contact the business manager who will provide an application for a waiver of payment of fees and the definition of eligibility for a waiver. Fee waivers are available for students who are eligible for the free and
reduced lunch program, are in medical compliance and have completed a current Lunch Application. Fee waiver requests must be made by October 1st of each year. Completion of application does not guarantee waiver. Proof of income must be submitted with application. Payment plans can be arranged at any time.

**Fire Drills and Emergencies**

Fire and disaster drills are regularly scheduled so that everyone will know what to do in case of an emergency. When the fire alarm sounds, everyone must evacuate the building as quickly as possible using the nearest exit.

**Fundraising**

The principal must approve all sales. It is contrary to the rules of the Board of Education to allow sales of any nature without prior approval of the principal and the Network Office.

**Grades**

South Shore International is on a semester academic calendar. Official grades are given four times per year, at the end of each quarter. Credits are awarded when two quarters are completed and the two quarter grades are averaged together. In addition to these quarterly grades, progress report grades are mailed home at least four weeks before each quarter ends. Fifth week progress reports are mailed to the homes in October, January, March, and May.

Official Parent Teacher Conferences are scheduled for November 10, 2016 and for April 20, 2017. At this time, parents are to pick up grade reports at school.

Second quarter report cards will be mailed on February 3, 2017. Fourth quarter report cards will distributed to students on June 21, 2017.

Students and parents have the ability to monitor student grades and attendance. For students in the 9th and 10th grade as well as the IBDP, parents can check daily work and assignments on ManageBac. Progress Reports and Quarterly grades can be seen every 5 weeks on Gradebook/Parent Portal. ManageBac and Parent Portal may be accessed via the school’s website at southshoreinternational.org. On the right of the school’s homepage click “Important Links” and then click “Check My Child’s Grades.” Your Parent Portal login can be obtained from your child’s counselor. ManageBac can be accessed by completing the Google Form found on the school’s website under ‘important links’. ManageBac is our platform for monitoring assignments, grades, and extracurricular activities and can also be accessed via ssicp.managebac.com.

It is important to remember that success in class requires:

- Completing required class and homework assignments
- Being on time and in attendance daily
Hall Procedures

Students are not to walk the halls during class periods without a signed pass from a South Shore International staff member and signed passes should only be given in emergencies. Teachers may not issue passes to any student **10 minutes before or after the bell.** The following rules must be observed by all students in order to assure and maintain an orderly educational environment:

1. Students are to travel between their classes during the time allotted by the current bell schedule.
2. Students are not allowed to congregate in the halls, bathrooms or stairwells.
3. Students are not to yell or run through the halls.
4. Students may not walk through the halls without a signed pass and his/her ID. Staff members are posted throughout the halls and will send students without passes back to their classrooms or to the Dean.

In addition, all teachers and staff members are required to stand in the hallways during passing periods to encourage students to hurry to their classes. When the final bell rings, all teachers should close their doors and only admit students who have received a proper tardy pass. We must all be consistent with these policies if we want the students to feel a sense of urgency about arriving to class on time.

Identification Cards (I.D.’s)

To insure the safety of all students and staff at South Shore International and to prevent trespassers from entering the building, all staff and students are required to wear a South Shore International photo I.D. card in school at all times.

Procedures are as follows:

1. All students will be issued an identification card the first week of school.
2. The I.D. card is to be worn at all times while in the building.
3. If a student’s I.D. card is lost or misplaced, they can purchase a new card for $5.00 or purchase a temporary I.D. for $1.00. Ten temporary IDs will be provided at no additional charge for students who have paid student fee.
4. The I.D. card is necessary to enter the school building at any time during the school day, to enter classes, to check out library materials, to enter the lunchroom and to participate in extracurricular activities, etc.
5. Students are to surrender their I.D. cards to any staff member upon demand. Failure to do so is an act of insubordination and violation of the Student Code of Conduct.
6. The student’s current program will appear on the I.D. card.
7. The student’s name and homeroom must be clearly displayed on the picture side of the I.D. card. Students may not alter or deface this card in any manner.
8. I.D. cards are required to receive reinstatement slips, tardy slips, and early dismissals from the Attendance Office in Main Office South.
9. I.D. pictures can be taken each day before and after school in Rm 106.

**Library Media Center**
The Library Media Center is located on the first floor in Room 100. The center provides additional educational resources for students attending South Shore International as well as for members of the community. Students are encouraged to develop the habit of visiting and using the Center regularly throughout the school year. The Center houses reference books, novels, magazines, newspapers, and CD ROM’s in its computer reference center. Admission requires a current South Shore International student ID card, a signed pass from a South Shore International staff member, or, if it is the student’s lunch period, proof that the lunch period stamped on the student’s ID card corresponds with the period the students is seeking admittance to the Center. The Center is also available to students before and after school.

**Locks and Lockers**
All students are assigned a locker to store their belongings. **Students are not allowed to share lockers.** It is the student’s responsibility to keep the locker orderly and clean. No stickers are to be placed on the outside of the locker. School locks are provided for each locker. Student assigned to the locker must purchase a replacement if lock is missing from locker. Lockers must always be locked when not in use. Locker keys/combinations **should not** be given to anyone other than the student(s) to whom the locker belongs. Money or other valuables should not be stored in the lockers. **Lockers are the property of the school and may be checked at any time.**

**Lost and Found**
All misplaced articles should be turned in to the Main Office South.

**Lunchroom**
At South Shore International, students may purchase or bring a lunch. No glass containers are allowed in the school building. To assure the proper maintenance of the lunchroom and to help maintain order, the following rules must be observed by all:
1. Students are required to wear their I.D. cards to receive lunch.
2. Food is to be eaten only in the lunchroom. Food outside the lunchroom without authorization will be confiscated.
3. Students may not go to their lockers in the middle of the period.
4. Students must remove all trays before they leave the lunchroom. Everyone is responsible for the cleanliness of the tables. All tables must be left clean, and recyclables placed in appropriate bins.
5. Students with a pass may go to the library to work. Lunchroom Library Passes may only be used during the first 15 minutes of the period.
6. Students must remain in the lunchroom or library until the dismissal bell rings.
Parent Visitation and Conferences
Parents are always welcome. If they wish to see a specific staff member, they should call in advance to assure the availability of that person. Parents are not to be escorted to a classroom without the permission of the classroom teacher. Parent/teacher conferences may be held in the presence of an administrator if needed. Visitors who wish to visit repeatedly must complete a volunteer packet. Parent conferences may be requested by administration and any member of the leadership team and require teacher participation.

Poster Regulations
If an individual club or other school organization plans to display posters, the approval of the principal must be secured. It is expected that those who put up the materials will take them down when they are outdated.

Textbooks
At the beginning of the year, students are supplied with textbooks for all of their classes. Books remain in the student’s possession for the duration of the class in most cases. When the books are issued, each book will be scanned and electronically attached to the student’s school record. These books become the student’s responsibility. If lost, the books must be paid for before another text will be issued to the student. At the end of the year, the student returns all books. If a book is not returned, a debt slip will be placed in the student’s record. For specific courses, students may also be required to purchase their own books. For more information about purchasing books for a specific course, see the course syllabus. All debts must be paid before the student transfers, receives an official transcript or graduates.

School Assemblies
Throughout the year various forms of assemblies may be planned and organized for different purposes. School pride and school spirit is expressed in the quality of the program as well as in the quality of the audience response. Mature, responsible, participation is expected of all students and adults.
Looking for information?

Check the school website at southshoreinternational.org or ManageBac with your Parent login

@SSICPTars
@SSICPParents
PEOPLE TO KNOW

**Athletic Director-Laurenton Ghent-(lnghent@cps.edu)**

The Athletic Director is responsible for managing student athletes, coaches, games (on and off campus) and other athletic events. The Athletic Director is also responsible for making sure that all student athletes are in medical and physical compliance and in compliance with the CPS sports policy. The athletic director supervises all coaches of sports teams and is responsible for communication of practices, schedule of games, and sports related activities as well as cancellations.

**Attendance Coordinator- Angela Parks-(adparks@cps.edu)**

The Attendance Coordinator is responsible for editing and updating student attendance records. The Attendance Coordinator is also responsible for issuing early dismissals for students who need to be picked up by their parents or legal guardians. The Attendance Coordinator is also responsible for making sure that students’ contact information is updated.

**Bilingual Education Coordinator-Sarah Gomez-(smgomez@cps.edu)**

The bilingual coordinator is to ensure equity and accommodations are made for all English language learners within the school. The bilingual coordinator is responsible for administering required language proficiency tests and academic achievement tests which determine class placement and when a student is to be exited from the program. Also the coordinator will work to ensure that the school is in compliance with the state board of education and that ongoing professional development is provided to the staff based on best practices for ELL students.

**Diverse Learner Case Manager-Anne Bekker-(ambekker@cps.edu)**

The diverse learner case manager serves students with IEPs and 504 plans including students with medical issues.

**Homeroom Teachers**

An important person a student will meet in four years of high school is his/her homeroom teacher. The homeroom teacher is the person to whom a student can go for advice and help with school or personal concerns. A homeroom teacher assists students in planning their four-year sequence of study and setting high school goals, recording their attendance, and calling homes when students are absent. The homeroom teacher also provides information to students with regard to books, test scores, and lockers. The first person students should consult whenever a problem arises is their homeroom teacher.

**IB Middle Years Programme Coordinator-Amanda Freeman-(afreeman23@cps.edu)**

The IBMYP Coordinator manages the implementation of the IBMYP framework for teaching and learning in the 9th and 10th grade, leads teacher professional development, and supports students in their academic journeys. The IBMYP Coordinator oversees the yearlong development of the Personal Project for 10th grade students.

**IB Diploma Programme Coordinator-Lauren Lucchesi-(llucchesi@cps.edu)**

The IBDP Coordinator manages the implementation of the IBDP curriculum, leads teacher professional development, and works with students to make their experience in the IBDP as successful as possible. The IBDP coordinator is available to conference with parents and students who are
curious and are interested in participating about the programme which is for eleventh and twelfth graders.

**MTSS Coordinator- Vincent Hatthorn**

It is the responsibility of the MTSS Coordinator to create and maintain a culture of learning while establishing academic supports and attendance interventions. The director will implement restorative justice and alternative to suspension programs. A referral to the disciplinarian is a last resort after the teacher has exhausted all other preventive measures. The MTSS Coordinator is the hearing authority for school discipline problems. (See Appendix for student Intervention Summary)

**Nurse**

South Shore International benefits from the part-time services of a nurse who acts as a liaison between the school, home and agencies in matters of student health. The nurse helps to secure and maintain the optimal health of the students.

**Post-Secondary Team (Counselors)-Laurenton Ghent, Vincent Hathhorn, Easter Young**

The Post-Secondary Team consists of counselors and a post-secondary specialist. Each student is assigned a guidance counselor. Students should not hesitate to seek guidance and assistance from counselors concerning problems either home related or school related. The counselor also helps students with academic and post-secondary planning. The Post-Secondary Team works with everyone in the school community to create programs and experiences that help students to formulate concrete individual post-secondary access plans. The College Resource Room is located in Room 116. Students who wish to confer with their counselor should do so before or after the school day or during their lunch period. Students are encouraged to set up and keep appointment times. Students need to meet with their counselor at least one time per quarter.

Parents desiring a conference with the counselor assigned to his/her student are invited to call the College Resource Room at South Shore International to make arrangements (773) 535-8350.

**Social Worker**

A social worker is available part-time to help students resolve or cope with personal matters by reducing school related interpersonal and family/community stresses that interfere with their progress in school. Students are encouraged to come for services on their own. Parents are encouraged to call or stop in for help. Teachers and other school personnel are encouraged to discuss their concerns with the social worker as well as to make formal referrals for services for students/families.
Academic Honesty Policy

Academic Honesty is very important at South Shore International College Prep High School. At SSICP, students have multiple opportunities to grow and develop as intellectuals. Students at SSICP are expected to approach all their coursework with academic honesty and the traits of the IB learner profile. In the CPS Student Code of Conduct, violations of academic honesty are a group 3 violation as defined: “3-8 Plagiarizing, cheating and/or copying the work of another student or other source.” As defined in the American Heritage Dictionary plagiarism “to use and pass off (the ideas or writings of another as one’s own.” Violating these terms of academic honesty, “plagiarizing, cheating and or copying the work of another student or other source,” will lead to consequences. The seriousness and frequency of a student’s violations of academic honesty will determine the level of his or her consequences. The levels of consequences are meant to be used progressively to provide students with restitution opportunities. Please see chart below for specifications.

Level 1:

- Student completes a reflection on academic honesty and conferences with his or her program coordinator.
- Student has the opportunity to do an alternate assignment with the same objective for full credit.
- Written parent notification of initiation of academic honesty process and action plan for student restitution.
- Student receives a zero for the assignment.
- Optional participation in after school tutorial on plagiarism determined by teacher.

Level 2:

- Student completes a reflection on academic honesty and conferences with his or her program coordinator, teacher, and parent.
- Written parent notification of initiation of academic honesty process and action plan for student restitution.
- Student attends after school tutorial on plagiarism and assists in leading an additional after school tutorial on plagiarism.
- Student has the opportunity to do an alternate assignment that has the same objective for partial credit as determined by the teacher.
- Student receives a zero for the assignment.

Level 3:

- Student participates in a parent, teacher, program coordinator, and administrator conference.
- Optional additional consequences of detention or in school suspension.
- Student attends after school tutorial on plagiarism and assists in leading an additional after school tutorial on plagiarism if it is his or her first violation.
- Written parent notification of initiation of academic honesty process and action plan for student restitution.
- Student receives a zero for the assignment
Level 4:

- Student & teacher review panel considers if placement in the student’s respective program or class is appropriate.
- Written parent notification of initiation of academic honesty process and action plan for student restitution.
- Student receives a zero for the assignment.

<table>
<thead>
<tr>
<th>Level</th>
<th>Examples of Student Violations</th>
</tr>
</thead>
</table>
| Level 1 | ● 9th or 10th grade Homework assignment  
           ● 9th or 10th grade Classwork assignment  
           ● 9th grade essay or project |
| Level 2 | ● A few 9th or 10th grade classwork assignments (2-3)  
           ● A few 9th or 10th grade homework assignments (2-3)  
           ● 2nd time 9th grade essay or project  
           ● 10th grade essay or project  
           ● 11th and 12th grade homework assignment  
           ● 11th and 12th grade classwork assignment |
| Level 3 | ● 3rd time violation with previous violations at level 1 or 2  
           ● Many plagiarized homework assignments (4-5)  
           ● Many plagiarized classwork assignments (4-5)  
           ● Draft of Internal Assessment  
           ● Draft of Extended Essay  
           ● 11th or 12th grade major project or essay  
           ● 9th or 10th grade Final Exam |
| Level 4 | ● 4th time violation with previous violations at level 1 or 2 or 3  
           ● Final draft of Internal Assessment  
           ● Final draft of Extended Essay  
           ● Senior Thesis  
           ● 11th or 12th grade Final Exam |

A special note about written assignments and plagiarism:
There are many written assignments at South Shore International College Prep. As a student as SSICP, it is important to learn how to give credit to other’s ideas and words properly. Students are not expected to independently develop this skill, they will be instructed and provided multiple opportunities to practice researching, evaluating, and incorporating sources properly into their writing in both formative and summative assessments.
Attendance Policy
All students are expected to attend class regularly and promptly. Absence from school is the greatest single cause for poor achievement. The basic responsibility for the regular attendance of the student lies with the student and the parent or legal guardian.

A student who is not in attendance misses much needed instruction and therefore cannot adequately prepare for assessments or meet the course objectives outlined by the State of Illinois and Chicago Public Schools. Therefore, any student who is absent 10 or more days during the school year must attend a mandatory student/parent attendance-related conference. If your child does not attend the conference he/she will then be placed on academic warning and/or risk the loss of academic credit.

Students:
- If you know you will be absent, contact your teachers in advance to retrieve future assignments.
- You are required to check school’s website, ManageBac and student portal for assignments.
- Upon return from an absence, submit official cause of absence to attendance coordinator in Main Office South.
- If tutoring is needed, schedule a meeting with teacher upon returning from absence.
- Homework that was assigned the day before absence is due upon your return.
- Absent work is due one full school day following absence (If absent Monday, assignment is due Wednesday).
- Early dismissals will NOT be granted after 3:00pm.

300 minutes of instruction = 1 full day of attendance
299 – 150 minutes of instruction = ½ day of attendance
149 – 0 minutes of instruction = 0 day of attendance
**Excused Absences**

When a child is absent from school, the parent/guardian can call the Attendance Office at 773-535-8350, Option 2, no later than 10:00 a.m. on the day of the absence, please leave a daytime phone number. A written statement or a pre-made cause of absence form indicating the reason for the absence must be brought to school upon returning. A working contact number for a parent/guardian must be included on the form. There is a three-day grace period after an absence to turn in notes to the Attendance Office in order to prevent truant days from accumulating. In some cases, the Principal or Attendance Designee shall determine whether the absence is excused or unexcused.

A student’s absence is considered excused if sufficient evidence is presented to substantiate one of the following reasons:

- Personal illness
- Illness or death (immediate family)
- Observance of a religious holiday
- Extreme circumstance or family emergencies
- Circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the student (the reasonableness of the parent’s or legal guardian’s concern is subject to evaluation by the principal, principal’s designee, or other board officials, on a case-by-case basis)
- Other situations beyond the control of the student as determined by the principal or the principal’s designee, on a case-by-case basis, including, but not limited to, homelessness and its attendance difficulties (Students who may be homeless should be referred to Students in Temporary Living Situations of the Office of Special Education and Supports)

**Please Note: Oversleeping, living far away, and missing the bus are not grounds for an excused absence.**

**Unexcused Absences**

A student who is absent from school without written parental permission or permission from a school official is considered truant. All unexcused absences will be followed up with a phone call from the automated phone calling system. Students are responsible for making arrangements with their teachers to make up any work that they have missed. It is the teacher’s discretion to determine which assignments he/she will allow students to make up.

Absentee Out-Calling System: The Absentee Out-Calling System is an automated telephone system that is programmed to call the homes of all absent students on the day of an absence. All calls are placed to telephone numbers on file submitted by the student’s parent/guardian. If you never receive a phone call and your child is absent please contact the school Attendance Office immediately to ensure we have the correct telephone number.
Early Dismissals

Students who become ill during the school day must be picked up and signed out from the Attendance Office by a parent/guardian or parent designee 21 years of age or older. The parent must contact the Attendance Office if they choose to send a designee. No student is allowed to leave the school building without a parent or approved parent designee signature. No early dismissals will be granted after 3:00pm.

Excused Absence from Class

Students who are to be excused for one or more classes to participate in a school activity (field trip, dance, assemblies, etc.) must secure written permission from all of his/her classroom teachers including division prior to the event. Classroom teacher signatures are required on all permission slips of all events that take place in school and out of school. The parent is also required to sign off on all events that take place off school grounds.

Late Arrival or Tardy to School (3 Tardies to School = 1 detention)

Any student arriving after 8:05 a.m. is considered late/tardy which may result in the disqualification for any perfect attendance recognition, awards, etc. A total of (3) tardies within a 5-week period will result in (1) detention. During bad weather, final exams, and special events, the principal will advise on tardy/late to school procedures.

Tardy to Class (3 Tardies to Class = 1 detention)

A student is considered tardy to class when he/she is not in the classroom when the second bell or tardy bell stops ringing. If a student is more than 5 minutes late, the student must get a tardy pass from the second-floor attendance office and the student will be marked tardy in our computerized attendance system. In the event the student is chronically tardy to class, the teacher will contact the student’s home to inform the parent/guardian of the student behavior. Students are responsible for making arrangements with their teachers to make up any work that they have missed. It is the teacher’s discretion to determine which assignments he/she will allow students to make up.

Class Cuts (1 class cuts = 1 detention)

Class cutting occurs when a student is present at school but does not attend an assigned class and/or division. Any unauthorized absence is considered a serious infraction of school rules. A “cut” is essentially an unexcused absence and will be treated as such and disciplinary actions will be taken. (1) Class cuts = (1) detention. Class cuts will be followed up by a phone call home by the teacher and/or counselor. If a phone call cannot be made successfully, the attendance office will then attempt to make a home visit. Arrival to class 20 minutes after the tardy bell without a valid pass will be considered a cut. Students are responsible for making arrangements with their teachers to make up any work that they have missed. It is the teacher’s discretion to determine which assignments he/she will allow students to make up.
If a student is detained from class by a school staff member for any reason which may cause a class cut or tardy, that staff member must notify that class teacher of the whereabouts of the student in a timely manner. If the student is detained because of an emergency situation, the staff member must notify the teacher in writing indicating the date and time the student was detained, otherwise the absence is considered a cut.

**Detentions**
Students earn detentions by way of class attendance or behavior. A student is assigned one detention for every third tardy to school, every fifth tardy to class, and every cut. A student can serve detentions each day after school from 3:30-4:30 p.m. Each detention is one hour. Failure to serve a detention will result in further disciplinary actions. The discipline office will contact the parent/guardian if the student accumulates 5 or more detentions and is making no effort to serve them. Detention is an important part of the reflective component to assisting students to change their behavior.

**Cellular Phones or Electronic Devices**
Student electronic devices should NOT be used, heard or seen in class unless permission has been expressly granted by the teacher for educational purposes. Electronic devices should not be used in the hallway passing periods or washrooms. Students will be able to use electronic devices during lunch in the lunchroom. The first infraction will result in a verbal warning from staff. Additional infractions will result in confiscation of device and the device may only be picked up by the parent of student who was in possession of the device and/or parent of student who owns the device. Parents may pick up confiscated devices during these times: Tuesdays and Thursdays 7:30 a.m. - 9:00 a.m. and 3:00 p.m. - 4:30 p.m. It is the personal responsibility of the device owner to secure their items while in the building. **The school is not responsible for lost or stolen items.**

**CPS Internet Access**
Students are required to have an Internet use permission slip signed by a parent or legal guardian on file. Students who do not comply with this requirement will be denied Internet access. Students can obtain a permission slip in Main Office North.

**CPS Internet Policy**
The Chicago Public Schools provide computer and network capabilities to students for the purpose of enhancing instruction through technological including ManageBac and Naviance. Student use of the CPS Network is a privilege. A student’s failure to adhere to the Student Acceptable Use Policy will result in the revocation of the student’s access privileges. Should a student’s access privileges be revoked, there shall be no obligation to provide a subsequent opportunity for access to the CPS Network.
Improper use of the CPS Network is prohibited, including while using ManageBac and Naviance. Uses of the CPS Network that are prohibited include, but are not limited to:

1. Use of the CPS Network for, or in support of, any illegal purpose.
2. Use of the CPS Network, for, or in support of, any obscene or pornographic purposes; this includes, but is not limited to, the retrieving or viewing of any sexually explicit material.
3. Violation of any provision of Illinois School Records Act, which governs students’ rights to privacy and the confidential maintenance of certain information including, but not limited to, a student’s grades and test scores.
4. Use of profanity, obscenity or language that is generally considered offensive or threatening to persons of a particular race, gender, religion, sexual orientation, or to persons with disabilities.
5. “Reposting” or forwarding personal communication without the author’s prior consent.
6. Copy commercial software in violation of state, federal, or international copyright laws.
7. Using the CPS Network for financial gain or for the transaction of any business or commercial activities.
8. Plagiarizing (claiming another person’s writing as your own) any information gained on or through the CPS Network or any other network access provider.
9. Using the CPS Network for political lobbying.
10. Intentionally disrupting the use of the CPS Network for other users, including, but not limited to, disruptive use of any process, program, or tool for ascertaining passwords or engaging in “hacking” of any kind.

**CPS Anti-Bullying Policy**

Bullying is strictly prohibited:

1. During any school-sponsored or school-sanctioned program or activity;
2. In school, on school property, on school buses or other Board-provided transportation, and at designated locations for students to wait for buses and other Board-provided transportation (“bus stops”);
3. Through the transmission of information from a CPS computer or computer network, or other electronic school equipment;
4. When communicated through any electronic technology (including ManageBac) or personal electronic device while on school property, on school buses or other Board-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
5. When it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them
6. When it is a Student Code of Conduct (“SCC”) Group 5 or 6 offense that occurs off campus but seriously disrupts any student’s education.
Discipline
South Shore International follows the Chicago Public School System’s Student Code of Conduct. Teachers are to refer to this code when seeking to determine the appropriate discipline procedures for disruptive or otherwise uncooperative students. Severe discipline infractions are to be referred to the MTSS Coordinator in Room 213. The following are a list of rights and responsibilities of staff as outlined in the Student Code of Conduct, effective September 2, 2014:

School Staff Rights
- To work in a safe and orderly environment
- To be treated courteously and respectfully
- To bring complaints or concerns to school administration, Network and District offices
- To receive supportive professional development and resources

School Staff Responsibilities
- To explicitly teach, re-teach and model clear behavioral expectations to all students
- To actively supervise all areas of the school building and use positive strategies to redirect behavior
- To provide engaging learning activities that minimize opportunities for disruption
- To intervene early and de-escalate inappropriate behaviors
- To identify and respond effectively to students’ social, emotional, and/or behavioral health needs,
- Including referring students for additional support when necessary
- To treat everyone in the school community fairly and with respect
- For administrators to review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the school community
- For administrators to apply the SCC accurately, consistently, and in a non-discriminatory manner, including providing students with opportunities to respond, notifying parent/guardians when disciplinary action is taken, and recording all disciplinary action in IMPACT

Homework Policy
During the high school years, homework counts more than ever. South Shore International is committed to assisting and providing the resources needed so that South Shore International students can succeed.
Home is assigned to:
- Provide reinforcement, practice, application, and enrichment of what was learned in class.
- Prepare students for meaningful class participation.
- Develop independent activities beyond the school hours.
- Provide an opportunity for student creativity.
● Foster a closer home-school connection and ongoing parental involvement in the student’s education.
● Provide opportunities for the student to gain experience in utilizing community resources.
● Assist students in achieving the standards for promotion.

**Students**
Each student is responsible for:

● Recording their homework assignment in their South Shore International Daily Planners, class notebooks, or through their ManageBac calendars.
● Completing all homework assignments carefully and accurately, and turning in the assignments on the given date.
● Checking ManageBac or their work for quality feedback.
● Requesting assignments from the teacher when they return from an absence.

**Parent/Guardian**
Parents/guardians are responsible for:

● Providing space and quiet time for their child to complete homework.
● Monitoring their child’s homework assignment by checking student’s daily planner and ManageBac.
● Assisting their child in utilizing community resources such as, public libraries, museums, etc.
● Contacting teachers on a regular basis if there are any questions or concerns with the homework assigned via email, phone, or ManageBac.

**Teachers**
Teachers are responsible for:

● Planning and implementing South Shore International’s homework policy in the classroom.
● Correcting, reviewing, and providing critical feedback in a timely manner.
● Sharing the homework plan with students and Parents/Guardians.
● Helping students develop appropriate study habits and strategies.
● Including homework in their daily lesson plans.
● Modeling all homework assignment to guide the students.
● Encouraging the use of the South Shore International Daily Planner and ManageBac.
● Encouraging failing student to participate in academic intervention programs.

The following are Chicago Public School’s suggested time allocations for teacher-directed homework assignments:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>120 minutes per day</td>
</tr>
<tr>
<td>Grade 10</td>
<td>130 minutes per day</td>
</tr>
<tr>
<td>Grade 11</td>
<td>140 minutes per day</td>
</tr>
<tr>
<td>Grade 12</td>
<td>150 minutes per day</td>
</tr>
</tbody>
</table>
APPENDIX
CPS Service-Learning Guidelines

The Service-Learning Initiative of Chicago Public Schools supports the implementation of the student service-learning graduation requirement. The following guidelines are currently in place to guide our work.

Definition
The following definition for service-learning serves as a guiding framework in Chicago Public Schools:

Service-learning is a teaching strategy that connects classroom curriculum with service projects. Service-learning engages students in projects that serve the community while building social, civic, and academic skills.

Service-learning is a pedagogical strategy, not an outcome. Service-learning is an opportunity for students to learn 21st century skills through project development, implementation, and reflection: Collaboration, Communication, Critical Thinking/Problem Solving, and Creativity. Research demonstrates when students participate in high quality service-learning we see positive academic, social/emotional, and civic outcomes.

Stages of Service-Learning
In order to qualify as a service-learning project, a service experience must include the following components:

- **Preparation** - Students prepare for their service by learning about the issue, building their skills, and developing an action plan for service.
- **Action** - Students engage in meaningful service by working on a project that will make a difference in their community and is tied to their classroom curriculum.
- **Reflection** - Teachers enable students to analyze and make sense of their experience through discussion, journaling, and presentation opportunities.

Service-Learning Implementation
Each school will develop a strategy to ensure that all students can fully participate in three service-learning projects during their years in high school. We encourage schools to offer a combination of Classroom-Integrated Service Projects and Supported Independent Projects. The Department of Literacy recommends Classroom-Integrated Service Projects as being very appropriate for freshmen and sophomores and Supported Independent Projects as being more appropriate for juniors and seniors.

Service-Learning Project Approval
All service-learning projects and experiences must be pre-approved by the school’s Service-Learning Coach. Teachers and other faculty should complete the attached Service-Learning Project Certification. Service-learning credit will not be granted for projects that have not been pre-approved.
**Service-Learning Practice Standards**
Service-learning projects should meet the following standards of excellent practice:

- Youth Voice
- Meaningful Service
- Curriculum Integration
- Reflection
- Community Partnerships
- Progress Monitoring
- Duration and Intensity
- Diversity

For more detailed information about the service-learning standards, please visit the following website: http://nylc.org.

**Project Assessment**
At the completion of each classroom-integrated service-learning project, teachers should administer a brief project assessment for students to complete. The project assessment form enables both the teacher and the District to gain an understanding of the student experience during the service-learning project and can be downloaded at www.servicelearning.cps.k12.il.us/Forms.html.

**Project Resources**
The Department of Literacy has service-learning project exemplars, curriculum and resources available for teachers and schools at http://servicelearning.cps.k12.il.us/Curriculum.html. Professional development opportunities for schools and individual teachers are also available for planning, design, implementation, and assessment purposes. Please contact Jon Schmidt at 773.553.6391 or jjschmidt@cps.edu to request a professional development session.

**Graduation Requirement**
All students must complete three service-learning projects (minimum engagement of 40 hours of service) that include classroom integrated preparation, action, and reflection components. All sophomores are required to complete at least one project in order to be promoted to junior status.

**Allowable Service Activities**
The following service-learning activities can fulfill the graduation requirement:

- Classroom projects that are tied to curriculum and meet a community need. Click here for more details about classroom-integrated projects.
- Independent or small group service-learning projects that have been appropriately scaffolded by the classroom teacher. Click here for more details about independent projects.
- After school projects that meet a community need, have a clear academic objective, and include appropriate preparation and reflection activities.

The Board of Education places top priority on classroom-integrated service-learning project where a community need is identified and met as classroom learning goals are
achieved. Service-learning credit (preparation, action, reflection) can be earned during the school day for classroom-based service activities.

**Restricted Service Activities**

Students may not earn service-learning credit through the following:

- Work with for-profit businesses and corporations
- Work with religious organizations if the service involves promoting a particular faith
- Volunteer work where no academic objective is addressed
- Work that is financially reimbursed

Students **may not** earn hours for the following specific activities:

- Participation in a sports team or other extra-curricular activity unless that group designs a service-learning project that contains the components listed above
- Assisting a teacher (i.e. correcting papers, cleaning the classroom)
- Artistic performances unless students are involved in creating a project that includes a performance as an outcome of the project
- Attending a training or other educational event unless that training leads directly to a service project
# College Access and Eligibility Grid

## Categories for access to college types based on CPS graduates’ GPAs and ACT scores and patterns of college enrollment

<table>
<thead>
<tr>
<th>Composite ACT Score</th>
<th>Unweighted GPA in Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;2.0</td>
</tr>
<tr>
<td>Missing ACT</td>
<td>Two-Year Colleges</td>
</tr>
<tr>
<td>&lt;18</td>
<td>Two-Year Colleges</td>
</tr>
<tr>
<td>18–20</td>
<td>Nonselective Four-Year Colleges</td>
</tr>
<tr>
<td>21–23</td>
<td>Somewhat Selective Colleges</td>
</tr>
<tr>
<td>24+</td>
<td>Somewhat Selective Colleges</td>
</tr>
</tbody>
</table>

Note: Students in the Selective category who are either in an IB program or have taken at least two AP and at least six honors courses are moved up to the Very Selective category.
South Shore International College Prep: Student Intervention Summary

Student commits infraction

- If behavior does not warrant classroom removal:
  - Teacher logs incident into discipline tracker

- If teacher removes student from class for behavior:
  - Teacher logs incident into discipline tracker and calls for Security

- Security escorts student to speak with Dean of Students if Director of Student Support is unavailable

- Director of Student Support or Dean of Students facilitates initial conversation and determines intervention

- Director of Student Support reviews referral, previous interventions, and conversations with student

- Returns to Class:
  - Student is able to return to class before consequences or Restorative Justice take place.

- Peace Room:
  - Student engages in Restorative Justice and repairs harm.

- MTSS TEAM:
  - Student engages in a conversation with the following support system:
    - Counselor
    - Social Worker
    - Case Manager

- Parent Conference:
  - Student engages in a parent conference to address the incident and generate next steps on how to move forward.

- Detention:
  - Student serves detention and reflects on incident as well as generates a plan on how to move forward.

- In School Suspension:
  - Student serves ISS and upon return reflects on incident as well as generates a plan on how to move forward.

- Out of School Suspension:
  - Student serves OSS and upon return reflects on incident as well as generates a plan on how to move forward.

Student Support Team Staff log response to student behavior