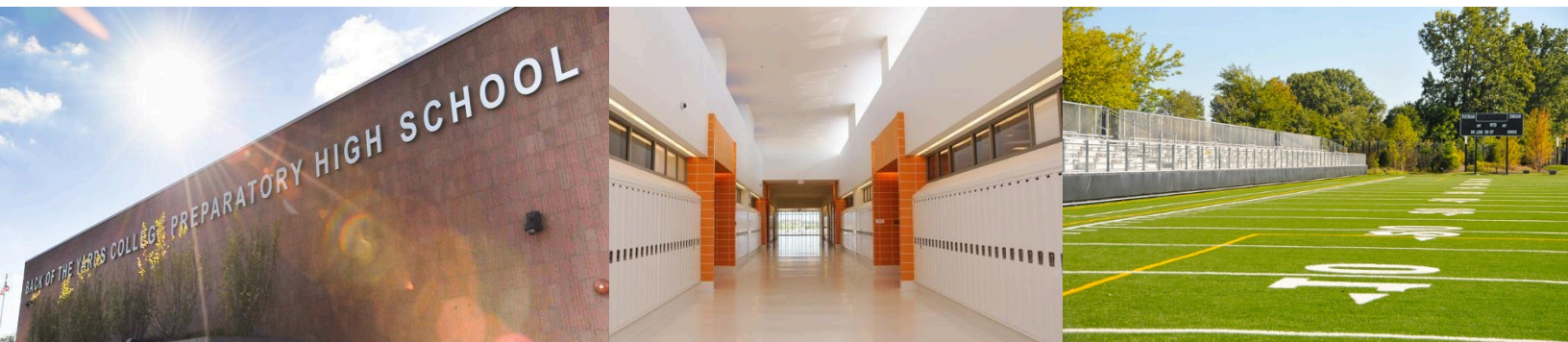




Parent & Student Handbook

2025 - 2026



Back of the Yards College Preparatory High School

2111 W. 47TH STREET, CHICAGO, IL 60609

(773) 535-7320

2025 - 2026

Dear Students and Parents,

Welcome back to Back of the Yards College Prep!

We're excited to kick off another school year and extend a heartfelt welcome to both our returning students and those joining us for the first time.

The past couple of years have brought its share of challenges, but thanks to our collective resilience and strong school community, we navigated them together. As we move forward, our commitment remains the same: to provide a safe, supportive, and enriching environment where every student can grow academically, socially, and emotionally.

Our teachers and staff have been working hard to prepare for your return—enhancing our curriculum, introducing new tools, and expanding extracurricular opportunities to create a well-rounded experience. Whether in the classroom, on the field, or through clubs and activities, we can't wait to see our students thrive.

To our parents, thank you for your ongoing partnership. Your involvement is key to your child's success, and we are dedicated to keeping the lines of communication open throughout the year. Please be on the lookout for our weekly newsletter with updates on school events and opportunities to connect through the PAC and BAC.

As we begin this new chapter, we encourage all students to embrace new opportunities, stay engaged, and meet challenges with confidence. Together, let's make this year one of growth, discovery, and lasting memories.

We're looking forward to an incredible year ahead. If you have any questions or need support as we start the new school year, please don't hesitate to reach out.

Warm regards,

Mrs. Barbara Manjarrez

Principal

bmthull@cps.edu

773-535-7320

TABLE OF CONTENTS

Mission & Strategic Plan	4
Characteristics of an Ideal Graduate	4
Local School Council	5
Parent Advisory Committee.....	6
Bilingual Advisory Committee.....	6
General Information.....	7
School Organization.....	8
School Communication & Contact Info.....	9
Student Dress Code.....	10
School IDs.....	11
Student Expectations.....	11
Attendance & Early Dismissals.....	11
Cell Phone & Electronics Policy.....	12
Social Media & School Technology.....	12
Parking.....	13
Hall Passes.....	13
Locks and Lockers.....	13
Closed Campus Policy.....	13
Lunchroom Policy.....	13
CPS Student Rights & Responsibilities and Off-Campus Behavior.....	13
Student Records.....	14
Transcript Policy.....	16
Homeless Liaison.....	16
Information Regarding Section 504.....	17
Emergency School Closing.....	18
Emergency Procedures	18
Security	18
Volunteering.....	18
Online Services Available to Parents.....	19
Academic Planning	20
4-Year Course of Study at BOYCP.....	21
Dual Language Course of Study.....	23
IB Diploma Programme Course of Study.....	24
IB Career Programme Course of Study.....	25
Graduation Requirements.....	26
Senior Agreement.....	27
IB Middle Years Programme.....	28
Advanced Placement Courses.....	29
Credit Recovery.....	30
Standardized Tests.....	30
Schedule Change Procedure.....	31
Weighted Grades.....	31
Cumulative Grading Information	31
Class Rank.....	31
Homework.....	31
Late Work Policy.....	32

Special Education.....	33
Freshman Year & Freshmen On-Track	33
College Preparation	34
Bobcat Business Hour/Tutoring.....	35
Homebound Service.....	35
Child Labor Laws Policy.....	35
Options After High School	35
Postsecondary Planning	36
Colleges & Universities.....	37
Admission to College.....	37
Scholarships and Financial Aid.....	37
NCAA Eligibility.....	37
Admission Competition Categories.....	38
College Selectivity and Match.....	39
A Vocational or Technical School.....	40
The Military.....	40
Related Service Providers	41
Counselors.....	42
Postsecondary Coaches.....	43
Case Manager.....	43
English Learner Support.....	43
Nurse.....	44
Psychologist.....	44
Social Worker.....	45
Extracurricular Activities	45
Student Organizations.....	46
National Honors Society.....	
Placement Information.....	19

Mission

At Back of the Yards College Preparatory High School, our mission is to provide students with a variety of experiences that integrate and expand international-mindedness and global perspectives. We strive to promote intercultural respect and understanding and to inspire our students to enrich their learning by providing service to the greater world outside of our school walls. We aim to engage our students in holistic and rigorous studies that advance critical thinking and motivate students to become problem solvers and socially responsible citizens prepared for postsecondary success.

Vision

Instruction at Back of the Yards is driven by intentional design and authentic inquiry. We prioritize student voice, real-world connections, and interdisciplinary thinking to cultivate ownership of learning and prepare students to solve complex, real-life problems.

Graduate Profile & Characteristics

The Graduate Profile is what we aspire for our graduates to be. Ideally, when students graduate from CPS, they possess the knowledge and skills to pursue their interests and achieve their postsecondary goals. Whether entering the workplace, training programs, or higher education, they are socially, emotionally, and academically prepared to think critically and creatively to solve problems. They are culturally sensitive and informed decision-makers capable of understanding multiple perspectives and eager to contribute to civic life. They are also dynamic and balanced individuals able to establish productive personal and professional relationships and live rich and rewarding lives.

As a wall-to-wall IB school, BOYCP shares the aim of all IB Programmes to develop internationally minded young people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

BACK OF THE YARDS COLLEGE PREPARATORY HIGH SCHOOL LOCAL SCHOOL COUNCIL

Chicago Public Schools have Local School Councils (LSCs) to help with the operations of each school. The LSC is charged with three main duties: to decide how school funds and resources are allocated, to develop and monitor the annual School Improvement Plan, and to evaluate and select the school principal.

The Local School Council consists of 6 parents, 2 teachers, 1 non-teacher staff, 3 students (high school), 2 community members and the principal of the school. Council members are elected by members of their peer group. Parent, community, student, and teacher representatives serve a two-year term beginning July 1 after each election and ending June 30, two years later. The school principal is automatically a member of the LSC. The BOYCP Local School Council (LSC) will meet every month during the school year and meeting times and dates are posted on the BOYCP website. These meetings are open to all. The LSC encourages the participation of teachers, parents, students, and neighbors in the important decisions it makes. There is a time for public comment during each meeting. Our members are listed below.

Babara Manjarrez	Principal	Arturo Ballesteros	Community Member
------------------	-----------	--------------------	------------------

Josefina Diaz	Parent Member	Consuelo Martinez de Ferrer	Community Member
Paulina Roman	Parent Member	Maria Vega	Teacher Member
Patricia Morales	Parent Member	Irma Sandoval Vizcaino	Teacher Member
Cindy Goga	Parent Member	Kimberly Sanchez	Student Member
Kemma Granville	Parent Member	Daniel Goldsborough	Student Member
Denise Romo	Staff Member	Judaea Courtenay	Student Member

PARENT ADVISORY COUNCIL (PAC)

CPS has formed NCLB Title I Parent Advisory Councils (PAC) at the local school level. The PACs exist to provide parents/legal guardians, teachers/staff, and concerned community individuals with the opportunity to work with their principal in the planning, design, implementation, and evaluation of the Title I Program.

The PACs serve as an advisory group by providing input on amendments and future Title I programs. PACs jointly develop and approve a parent involvement policy which includes the school-parent compact.

BILINGUAL ADVISORY COMMITTEE (BAC)

Every school implementing a state-mandated Transitional Bilingual Education (TBE) Program is required to form a Bilingual Advisory Committee (BAC), according to the Chicago School Reform Act. It is also recommended that schools implementing a Transitional Program of Instruction (TPI) encourage parents to participate in BAC meetings since issues regarding the education of all English Learners (ELs) are discussed and decided at these meetings.

The Office of Education's goals for the BACs are to:

- Ensure the organization and training of the BAC members at the local and citywide level
- Provide technical assistance to the EL Program Teacher and existing BACs
- Empower each local BAC to ensure their participation in the education of their children
- Encourage parents to take on leadership roles within the school community and other parent committees, such as the Local School Councils
- Engage parents and families in the overall governance of bilingual education.



General Information

Our goal is to engage our students in **holistic and rigorous studies** that advance **critical thinking** and motivate students to become **problem solvers** and **socially responsible citizens**, prepared for **postsecondary success**.



SCHOOL ORGANIZATIONAL CHART

Ms. Barbara Manjarrez	Principal
Ms. Sabrina Walker	Assistant Principal
Mr. Juan Carlos Salinas	Lead Counselor
Ms. Alina Gutierrez	Post-Secondary Lead
Ms. Lorena Oropeza	Main Office Clerk
Ms. Denise Romo	Operations Manager
Ms. Savannah He	Attendance Clerk
Ms. Bre Richards	Case Manager/IDEA Coordinator/504 Coordinator
Mr. Christopher Oakes Ms. Kelsey Beckman Ms. Meg Kavalauskas	IB Coordinator of Career Programs IB Coordinator of Middle Years Program IB Coordinator of Diploma Program
Ms. Nancy Guzman, Ms. Anabel Avitia	Dual Language Program/English Learner Program/Parent Engagement Coordinator
Ms. Sophia Papaefthimiou Ms. Charanjeet Baez	School Interventionists
Ms. Elizabeth Kelly	Programmer & Data Lead
Ms. Bridget Koviekis	Engineer I
Mr. Kevin Joy	Engineer II

SCHOOL COMMUNICATION & CONTACT INFORMATION

We work hard to keep the lines of communication open between the school and our students' homes. To keep parents/guardians informed about school events, we distribute a weekly Parent Newsletter every Friday afternoon. The newsletter is delivered via email to the contact information families provide in Aspen. Parents/guardians are encouraged to call the main office if they are not receiving the weekly newsletters, as important information about school events are contained in those letters.

There are times when families need to speak with someone at the school. Should you need to speak with someone regarding your student or you would like to share any other comment or concern, please see a list of departments below:

Main Office	773-535-7320, extension 21258
Attendance Office	773-535-7320, extension 57477 (English) 773-535-7320, extension 57479 (Spanish)
Case Manager	773-535-7320, extension 57448
Bilingual Education Office	773-535-7320, extension 57446

For all other inquiries, please call the main office and your call will be directed to the appropriate person or to select a department from the menu.

STUDENT DRESS CODE

DAILY DRESS CODE POLICY

Decisions regarding student dress code are made by the Local School Council, which is composed of parents, students, teachers, staff, community members, and the principal. The LSC carefully reviews the dress code policy on an annual basis and makes recommendations to enhance our school community. All BOYCP students are responsible for following the appropriate dress policy.

The Dress Code is as follows:

9th & 10th Grade Students

- Maroon school polo shirt or Maroon school sweater
- White and/or Black Shoes
- Gray bottoms (pants, skirts, shorts, etc.)

11th & 12th Grade Students

- Black school polo shirt or Black school sweater
- White and/or Black Shoes
- Gray bottoms (pants, skirts, shorts, etc.)

Clothing cannot have rips, tears, holes, etc. Polos and sweatshirts must be unaltered. Students may not wear hats of any kind, hoodies, jackets, or coats during the school day. These must be stored in the student's locker.

On Fridays, students can dress in school spirit wear. This means Bobcat gear. If you have to question if you can wear it, the answer is probably a no. Students may wear jeans. Shoes must still be black and/or white. Feel free to visit our main office for more information or if you have any questions.

PHYSICAL EDUCATION DRESS CODE POLICY

Uniforms for Physical Education are **required**. PE uniforms may be purchased with the PE teacher.

SCHOOL ID'S

ID's are issued to all students at the beginning of every school year. Students are required to wear their ID's each day as part of the BOYCP dress code policy and are considered school property; therefore, students who lose, break, or deface ID's are subject to pay a \$5 replacement fee. Defaced ID's include those that have been purposely damaged with writing, stickers, scraping, etc., preventing the information on the ID from being visible or preventing the barcode from scanning.

All students must scan in every morning using their ID. If students forget their ID, temporary IDs will be issued for \$2 upon entering the building.

STUDENT EXPECTATIONS

As part of our vision and mission for BOYCP, we believe that the culture of the school is shaped by our students, their parents, and our staff members. Therefore, we expect our students to respect the school as an institution for learning and growing as individuals. Parents are always welcome to visit and/or call to voice any concerns, and their direct involvement in their students' education is encouraged and recognized as a factor for the culture of our school.

To support a positive, respectful, and calm learning environment BOYCP has programs and policies in place, including restorative justice strategies used to consequence discipline infractions. Students in need of assistance may speak to their counselor for information on specific programs to suit their needs.

Our staff members will hold all of our students to the highest expectations to ensure that the culture of the school remains calm and safe for all. Posted throughout the building are our basic student expectations. All other CPS and BOYCP policies and guidelines are detailed in this handbook, as well as in the Student Code of Conduct.

ATTENDANCE & EARLY DISMISSALS

Consistent school attendance is a foundation for student learning and is important for success in high school, postsecondary education, and career. Students must strive for maintaining a 90%+ attendance rate and being on time for school, just as if they were preparing for their future careers. Research shows that students with consistent attendance have stronger academic outcomes.

BOYCP students enter through the Main Entrance. The building is open at 7:00 AM. Upon entering the school, students must scan their IDs and then pass through the metal detectors before proceeding to the cafeteria, where they can eat breakfast, enjoy the company of their friends, or study in a quiet space. Passing through the metal detectors, security, and ID scanning is an extremely busy time at the beginning of the day. It is the student's responsibility to arrive with enough time to scan in, pass through security, retrieve items from the locker, and prepare for the school day. All students must be in their 1st period classes by 7:55 AM.

Excused absences:

1. Illness / Doctor's appointments
2. Religious holidays
3. Death in the family
4. Family emergency

Students with excused absences must bring notes from home with the following information:

- Date
- Student's name
- Reason for absence
- Contact number for parent/guardian
- Parent / guardian signature

It is the student and parent/guardian's responsibility to inform the school of student absences. Please call the attendance office at 773.535.7447 to let us know if your child will be out for the day.

The Attendance Clerks are Ms. He and Ms. Reyes-Velasquez.

CELL PHONE & ELECTRONICS POLICY

Cell phone use or other electronic communication or listening devices are permitted during the student's lunch period. During lunch periods students may use their phones to listen to music or play games (using earbuds). This privilege may be revoked if students are found to be in violation of the [CPS Acceptable Use Policy](#). Taking pictures, filming, bullying, threatening, bothering and/or disrespecting others or any other disruptive behaviors will not be permitted.

Cell phones or any personal electronic devices may not be used in the classroom for any reason whatsoever. Students are strongly encouraged to store their cell phones or electronics in their lockers at the beginning of the school day to avoid the temptation to handle their devices.

BOYCP Cell Phone Policy

- 1st Offense: Teacher will have a conversation with student, and will be given a reminder.
- 2nd Offense: Teacher will have a conversation with student, and will be given a reminder. Parents/Guardians will be contacted to express concern about cell phone use and its impact on learning.
- 3rd Offense: Student turns in cell phone to the teacher and teacher brings it to the office in a sealed envelope. The student picks up the cell phone at the end of the school day.
- 4th Offense: Student turns in cell phone to the teacher and teacher brings it to the office in a sealed envelope. Parents are contacted to pick up the phone at their convenience.

Maintaining all types of electronics is the **sole responsibility of the student**.

Social Media & School Technology

The Chicago Public Schools provides access to technology devices, internet, and network systems to students for educational purposes. The [Student Acceptable Use Policy](#) establishes the standards for acceptable electronic activity of students accessing or using the district or school technology, internet, and network systems regardless of physical location and also the electronic communications between students and CPS staff and other adults who work in schools.

Students and teachers are not permitted to interact via Snapchat, X, FaceBook, Instagram, or any other social networking site, per CPS policy. Students are not permitted to view social websites, websites depicting sexual content, violence or gang life on school computers. In addition, the use of **any technology** equipment for bullying, threatening, bothering and/or disrespecting another's rights will not be tolerated. Students will be subject to disciplinary action as outlined by the Student Code of Conduct. This includes activity that occurs **before, during, and after** school hours.

Parking

Students may not park in the BOYCP lot. Students parking illegally will be ticketed and subject to tow. The school is not responsible for off-site parking or the loss/towing/damage to vehicles.

Hall Passes & Hallway Monitoring

Students have a 4-minute passing period to move between classes. It is important that students move swiftly to get to their classroom on time. Passing periods are also the time that students should use the restroom or get a drink of water. Students are not permitted to leave their classrooms within the first and last 10 minutes of the class period (see the Hall Pass Policy outlined below).

Every BOYCP student receives a Student Planner at the beginning of the school year at no charge. The weekly planner contains Hall Passes in two locations. The first location is within the calendar, during each week, and the others are located on the back page of the planner. These passes must be used to leave the room. Hall passes must be signed by the teacher. The security team or any staff member will redirect students to the appropriate classroom when students do not have a valid pass. Lost Student Planners should be reported to the Main Office and the student will be issued a new one for \$5.00.

Hall Pass Policy

- Your planners are your pass so carry it with you to each class.
- **10-10 Rule:** You can not be excused from class within the **FIRST** 10 minutes of class AND you can not be excused in the **LAST** 10 minutes of class. Please do not ask to use the restroom during those times. Security will redirect you to return to class within the first 10 and the last 10 minutes of each class.
- If you are in the hallway without your planner/pass, you will be redirected to return to class to retrieve your planner/pass.
- In the event that you **lose** your planner, you will need to **purchase** a new one from the **Main Office for \$5**. No other replacement passes may be used!

Hall Pass Log

- Your Hallway Passes are located on the upper right on the weekly page of your planner.
- At the bottom of your planner there are destination codes that you can use when you fill out your pass.
- **It is each student's responsibility to fill out the pass PRIOR to leaving class and your classroom teacher MUST sign your pass.**
- As you report to the washroom, security will collect your planner from you prior to entering the washroom and will return the planner to you upon exiting the washroom. Remember: You **MUST** have the pass with you when you leave the classroom. If not, security will redirect you back to your classroom!

Locks and Lockers

Students will be provided their locker assignment during Packet Pick-Up or on the first day of school. Their locker assignment is noted on their planner. It is every student's responsibility to ensure that the locker combination remains private and that the locker is closed properly after each use. The school is not responsible for lost or stolen articles. Lockers are the property of BOYCP and only locks issued by the school may be used. Locks other than school-issued locks will be removed immediately. In the event that a student loses or misplaces their locks, a lock may be purchased in the main office for \$2.

Closed Campus Policy

Students are not allowed to leave the building at any time during their regular school day. A closed campus is designed for the safety of the students, as well as to assure the parents that their students are receiving the full benefit of an academic environment.

Lunchroom Policies

- Students are expected to wear their ID's and present them to the lunchroom personnel. IDs are scanned once students have received their lunch.
- Students are expected to behave as young adults and clean up after themselves. It is every student's responsibility to pick up after themselves.
- Students are expected to wait in the lunch line to get their lunches.
- Students are expected to drink their beverages and eat their food in the cafeteria only – food is not to be taken out of the lunchroom.
- Students are expected to refrain from food/drink throwing.
- Students are expected to throw their trash away and help maintain cleanliness of the lunchroom.

CPS Student Rights & Responsibilities & Off-Campus Behavior

BOYCP takes a restorative approach to student discipline. The CPS Student Rights & Responsibilities will be used to determine any consequences for inappropriate behavior. Persistent negative behaviors will result in stricter consequences issued to students. BOYCP students are expected to hold themselves to high standards. All students are subject to consequences outlined in the Student Rights & Responsibilities for any infractions that occur between the school and home, as well as any behavior that is diffused in the school building but is carried outside or around school grounds.

BOYCP has a zero tolerance policy for the possession and/or use of alcohol and drugs as well as involvement in any gang-related incidents including but not limited to graffiti, representation through articles of clothing, and/or intimidation. Students found involved in such activities are subject to consequences outlined in the Student Rights & Responsibilities. This includes activity that occurs before, during, and after school hours.

Our Restorative Practice Coordinators are Ms. Rosie Valencia.

STUDENT RECORDS

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

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. A parent/guardian or eligible student should submit to the Records Custodian, Principal, or other appropriate official, written requests that identify the record(s) they wish to inspect. The District official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected. If the records are not maintained by the District official to whom the request was submitted, that official shall advise the parent/guardian or eligible student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes is inaccurate or misleading. A parent/guardian or eligible student may ask the District to amend a record that they believe is inaccurate or misleading. They should write the District officials responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent/guardian or eligible student, the District will notify the parent/guardian or eligible student of the decision and advise the parent/guardian or eligible student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notification of the right to a hearing.
3. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions: school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific State law.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, S.W. Washington, D.C. 20202-4605

MAINTENANCE AND DESTRUCTION

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

LOCATION

Records for students who are currently in attendance are kept in the Counselor's office. The records for students who have graduated can be obtained from the Office of Former Student Records at (773) 535-4110. They may also be requested online at [Student Records and Transcripts](#).

QUESTIONS

The main office and counselors handle the requests and questions regarding student records. Student Services can answer questions about attendance or discipline. Questions about test results, grades, credits, transcripts, admission, or transfers should be directed to school counselors.

TRANSCRIPT POLICY

Students will request official transcripts through their counselor. Students are required to apply to 5 colleges or universities during their senior year. As these applications will require official transcripts, the first 5 transcripts will be provided to students free of charge. Additional transcripts are \$1.00 per transcript.

HOMELESS LIAISON

Every homeless child and youth attending the Chicago Public Schools shall have equal access to the same free, appropriate education and programs as is provided to other children and youth. No homeless child or youth shall be discriminated against, segregated from the mainstream school population, isolated on the basis of their homelessness or stigmatized.

This commitment to the educational rights of homeless children and youth applies to all services, programs and activities provided or made available by the Board of Education of the City of Chicago ("Board"), including but not limited to free and reduced lunch programs, school fee waivers, before and after school programs, preschool programs, school supplies, including uniforms, transportation, and academic support, including tutoring beyond that offered to all students attending the school. Students experiencing homelessness can apply to charter schools, selective enrollment schools, magnet schools, and all other CPS programs in the same manner as students who are permanently housed.

All Board employees are expected to treat children, youth and their families who are experiencing homelessness with respect, compassion and sensitivity.

The Board's Department of "Students in Temporary Living Situations (STLS)" services children and youths enrolled in CPS schools and are experiencing homelessness. The Board's STLS program offers

assistance to students in pre-kindergarten through 12th grade and their families. The goal of the STLS program is to protect the educational rights of students in temporary living situations and to provide services to students and their families.

The staff in the Board's STLS Department also addresses barriers to enrollment, transportation, attendance, retention and success for students in temporary living situations. If you are in need of STLS assistance, **please call (773) 553-2242**, fax (773) 553-2182, or **email at STLSInformation@cps.edu**.

The BOYCP STLS Liaison is: Mr. Juan Carlos Salinas. You may also contact Ms. Lorena Oropeza for assistance.

INFORMATION REGARDING SECTION 504

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

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

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

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

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

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

If you have questions or concerns, contact your school principal or the Equal Opportunity Compliance Office at 773-553-1013.

EMERGENCY SCHOOL CLOSING

CPS is empowered to close the schools or to dismiss students early in the event of hazardous weather or other emergencies which threaten the safety or health of students or staff members. It is understood that the CEO will take such action only after consultation with transportation and weather authorities. You can find information about school closings on the CPS website and at www.emergencyclosingcenter.com. Also, information about school closings can be heard by tuning to AM stations WGN (720) and WBBM (780). CBS (Ch. 2), NBC (Ch. 5), ABC (Ch. 7), WGN-TV (Ch. 9), Fox 32, and CLTV News will also be notified of any closing. The school will also send out robocalls and updates on their social media. Follow us on Instagram @boycpbocats and on Facebook Back of the Yards College Preparatory High School

EMERGENCY PROCEDURES/EVACUATIONS

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

SECURITY

Doors at BOYCP are locked during the school day. Visitors are required to enter the buildings through the main entrances and report to the front desk to obtain a visitor's badge. Visitors are required to display their badges while in the buildings to assist the staff and students in recognizing them as approved guests. Visitors are required to sign out and return their badges to the front desk upon their departure.

Volunteer Programs

CPS welcomes parents and community stakeholders who wish to contribute their valuable time and talents to enriching the academic experience of our students.

Volunteer Application Process

Volunteer activities offer parents and community members opportunities to engage with their local school and support student learning. These experiences are rewarding to students, parents, partners, and schools.

We offer two different levels of volunteer involvement and commitment:

- Examples of Level I Volunteers
 - Overnight field trip chaperones
 - Mentors
 - Tutors
 - Coaches
 - Non-supervised classroom assistants
- Examples of Level II Volunteers
 - Day field trip chaperones
 - Assistants in schools with administrative duties
 - Other volunteer activities in contact with students while supervised

Prospective volunteers must register with Family and Community Engagement (FACE) by completing the required [CPS Volunteer Application](#) forms and satisfying the requirements of the applicant review process. As part of the application process, you will receive an email asking you to complete a background check and submit the report. CPS pays the fee for the background check. Background checks are run annually for returning Level 1 volunteers. You will also be asked to submit TB test results that are less than two years old. We will provide information about where you can be tested. CPS does not cover the cost of the TB test.

Volunteers who plan to return for the following school year must notify their school by July 1. Returning volunteers do not need to submit new applications annually. For questions about the volunteer opportunities and your application, please email volunteer@cps.edu or call [773-553-1544](tel:773-553-1544).

ONLINE SERVICES AVAILABLE TO PARENTS

Parents may create accounts on CPS Parent Portal, which will allow them to check student grades and attendance and to create customized text or email alerts based on student performance or attendance. Parents can register at the Parent [Portal \(Aspen\)](#).

Additionally, the school website offers a variety of information for parents and students including: news and announcements, calendars, course and teacher information, recent student publications, athletic information, school newsletters and links to a variety of useful resources. The school website is <http://www.boycp.org>

SAFETY ALERTS

Parents are responsible for notifying the school about any safety concerns or court orders that may affect their child. This includes providing copies of up-to-date information and sending the most current Emergency Form to ensure the school can take appropriate measures to support the student's safety and well-being.



Academic Planning

Our goal is to engage our students in **holistic and rigorous studies** that advance **critical thinking** and motivate students to become **problem solvers** and **socially responsible citizens**, prepared for **postsecondary success**.



4-Year Course of Study at BOYCP

Most students enrolling in BOYCP will follow this standard course of study. You can click any course names that are hyperlinked/underlined to view a short video or course description.

- *H denotes an Honors section*

(Courses in red denote optional electives that students may choose, but are not required.)

		9	10	11	12
Math		Math I	Math II	Math III Or DP Math App I	Transitional Math Or DP Math App II
or		H Math I	H Math II	DP Math App 1	DP Math App 2
or		H Math II	DP Math App 1	DP Math App 2	AP Pre-Calculus
				Economics	Economics
English		English I	English II	English III Or DP SL Lit I	English IV Or DP SL Lit 2
or		H English I	H English II	DP HL Literature I	DP HL Literature 2
or		English as a Second Language courses (based on ACCESS test results)			
				Argumentative Literacy , Creative Writing , OneGoal	
Science		Physics	Chemistry	Biology	Computer Science
or		H Physics	H Chemistry Or AP Chemistry	H Biology or DP Biology	AP Comp Science and/or DP Biology 2
				Anatomy & Physiology, Zoology, Aquatic Science	
Social Science		World Studies	US History	Civics Psychology	Civics Psychology
		H World Studies or AP Human Geography	H US History	DP History 1 or DP Global Politics 1	Civics and/or DP Psychology 2 and/or DP History 2
PE		PE I/Health	PE II/Driver's Ed	Team Sports; Personal Fitness and Wellness	Strength & Conditioning; Individual Lifetime Activities
				Junior PE Leaders	Senior PE Leaders
World Lang		SpanSpeakers I	SpanSpeakers II	DP HL Spanish B 1	DP HL Spanish B 2

		H SpanSpeakers I	AP Spanish Lang	DP HL Spanish B 1	DP HL Spanish B 2
		AP Spanish Lang	AP Spanish Lit	DP HL Spanish A 1	DP HL Spanish A 2
or		Spanish I	Spanish II	DP SL Spanish B 1	DP SL Spanish B 2
or		French I	French II	DP SL French B Ab Initio 1	DP SL French B
Fine Arts		Dance I	Dance II	H Dance III	
Fine Arts website		Beginning Chorus	H Adv. Mixed Chorus	H Adv. Mixed Chorus	H Adv. Mixed Chorus
Fine Arts video		Beginning Band	H Concert Band	Marching Band I-IV	H Marching Band I-IV
Infographic		Multimedia Art I	Multimedia Art II	DP HL Visual Arts 1	DP HL Visual Arts 2
		Sculpture I	H Sculpture II	DP HL Visual Arts 1	DP HL Visual Arts 2
Course Options		Photography I		<i>Suggested: apply for IB CP Digital Media</i>	
GIF		Film & Animation I		<i>Suggested: apply for CTE Broadcasting</i>	
				Guitar	

Additional Notes:

- Honors placement in 9th grade is based upon academic marks from 8th grade, standardized test scores from 8th grade and placement assessments given by BOYCP.
- The State of Illinois requires 4 years of PE. Only students in the IB CP, IB DP, or CTE Broadcasting programs may obtain a waiver to skip PE during 11th and 12th grade.
- ALL students interested in the IB CP, IB DP, CTE Broadcasting, or OneGoal programs must apply during 10th grade, regardless of how you were admitted to BOYCP. Other students may choose individual DP courses to take, if they appear in the online course selections menu.
- All 9th and 10th grade students at BOYCP are in the IB Middle Years Programme, and must take a World Language and a Fine Arts credit both years.
- Some Fine Arts courses can be taken in any year. They are displayed above in 4-year pathways that some students follow, but other students try a variety of arts.

Dual Language Course of Study

BOYCP offers a Dual Language Program where students receive 50% of their daily instruction in Spanish and 50% of their daily instruction in English. This program, currently serving MYP students, aims to provide every student with international open-mindedness and global perspectives through rigorous, academic instruction that promotes bilingualism, biliteracy and multiculturalism with the ultimate goal of empowering students through language to become agents of change.

Benefits

- Bilingualism - Higher level of speaking proficiency in Spanish and English
- Biliteracy - Higher level of reading and writing proficiency in Spanish and English
- Multilingual and multicultural appreciation - Gaining a global perspective and deeper understanding and appreciation of world cultures
- College Credit - Potential to earn AP/IB college credits in Spanish
- Job opportunities - Bilingual/biliteracy skills are highly valued by employers
- State Seal of Biliteracy - Stronger proficiency across reading, writing, listening and speaking in English & Spanish to ensure earning the State Seal of Biliteracy on their diploma and transcript

Overview:

	One-Way Dual Language Education
Students	Emergent bilingual students (Students with strong Spanish proficiency; students previously enrolled in dual language or bilingual programs)
Languages	Spanish & English across core content classes in 9-10th grades Spanish World Language, 9-12th grade
Time Allocation	50/50 of target language & English; Linguistic bridging/cross-language transfer is highly promoted
Course offerings	Math, Social Studies, Science, ESL*; World language of Spanish <i>*English and/or English as a Second Language classes as needed</i>
Duration of Program	9th & 10th grade w/option of Spanish in 11th & 12th grade

Seal of Biliteracy

All bilingual Seniors, regardless of program, are highly encouraged to take the State Seal of Biliteracy Test. This test is offered in various languages. Students may take the exam in English and the target language. Some students can automatically earn their Seal of Biliteracy, by obtaining a score of 4 or 5 on an AP Spanish Language exam or pass the AAPL proficiency test in Spanish, as well as earning an ACT score demonstrating a high level of English proficiency.

IB Diploma Programme Course of Study

Back of the Yards College Prep is a wall to wall International Baccalaureate school with all of our 9th and 10th grade students participating in the Middle Years Programme. This program prepares students for DP and CP, and emphasizes international mindedness and service to their school and community. In addition, the program encourages students to be lifelong learners.

Students admitted into the IB DP will take the following two-year courses during 11th and 12th grades. When choosing a language and an elective, please note that IB Diploma Programme (DP) students must take at least 3 HL (higher level) courses. For senior year, no course selections need to be made. Every class is a continuation of the two-year course started in 11th grade.

Some students may select the Subject Certificate option and speak with their counselor/teachers to engage in certain DP-level courses.

	11	12
Math	DP SL Math Applications 1	DP SL Math Applications 2
English	DP HL Literature 1	DP HL Literature 2
Science	DP SL Biology 1	DP SL Biology 2
History	DP HL History 1	DP HL History 2
TOK	Theory of Knowledge 1 Honors Civics	Theory of Knowledge 2
World Lang	DP HL Spanish B 1 (heritage speakers)	DP HL Spanish B 2
or	DP SL Spanish B 1 (Spanish learners)	DP SL Spanish B 2
or	DP SL French B 1	DP SL French B 2
Electives	DP HL Global Politics 1	DP HL Global Politics 2
or	DP SL Psychology 1	DP SL Psychology 2
or	DP HL Visual Arts 1	DP HL Visual Arts 2

IB Career Programme Course of Study

Students admitted into the IB Career Programme (CP) will take the following courses during 11th and 12th grade.

Notes: 1) CP students may obtain a waiver for PE if it does not fit into their schedules; however, they are welcome to take PE electives if they have room. 2) CP students are recommended to take a DP language course, to help fulfill their 50-hour language development requirement.

	11	12
CP Core	H Digital Media I	H Digital Media III (double period)
or	H Engineering I recommended: AP Computer Science	H Engineering III (double period)
AND	Personal & Professional Skills Honors Civics	Personal & Professional Skills II
Math	Math III (AAT)	Transitional Math
or	DP SL Math Applications 1	DP SL Math Applications 2
English	English III	English IV
or	DP HL Literature I	DP HL Literature 2
Science	Biology	
or	Honors Biology	
or	DP SL Biology 1	DP SL Biology 2
DP Courses	CP Students must take 2+ DP Courses from among the following: • DP Math (if already selected above) • DP Literature (if already selected above) • DP Biology (if already selected above) • DP History • DP Spanish B HL (for heritage speakers) • DP Spanish B SL (for Spanish Learners) • DP French (for beginning learners; no French experience required) • DP Visual Arts • DP Global Politics • DP Environmental Systems & Societies • DP SL Psychology	
Electives	If CP students have not yet selected 7 courses, they will choose from other electives in order to complete their schedule. (See the standard course of study on page 2 for options.)	

GRADUATION REQUIREMENTS

To earn a high school diploma, a student must successfully complete all graduation requirements as specified by the Chicago Public Schools, the Illinois State Board of Education, and The School Code of Illinois. Students must also have District Wide Assessment scores on a state mandated college and career ready determination exam on file to graduate, per the Illinois State Board of Education. The graduation requirements are:

Mathematics	3.0 credits
English/ English as a Second Language	4.0 credits
Physical Education (Includes Health and Driver Education)	2.0 credits
Science (Biology, and two other science courses)	3.0 credits
Social Science	3.0 credits
World Language	2.0 credits
Fine Arts	2.0 credits
Career Education	1.0 credits
Computer Science	1.0 credits
Electives (chosen by the student)	3.0 credits
Drivers Education	Pass
Health	Pass
Consumer Education	Pass
Service Learning Projects (2)	<u>Pass</u>
TOTAL (minimum)	24.0 credits

Non-Credit Bearing Requirements:

- Students must complete 2 service learning projects. Details provided in Social Studies coursework.
- Students must complete their IB Personal Project.
- Students must *pass* Drivers Education.
- Students must pass Health Education
- Students must pass Consumer Education offered through Math 3.
- Students must pass U.S. and Illinois Constitution tests.

SENIOR AGREEMENT

Senior year is an exciting one for students and their parents. For many students, senior graduation opens a new chapter in their lives - one filled with many possibilities including attending college, engaging in vocational training, or pursuing a career. To ensure our students are well prepared for graduation, Back of the Yards College Preparatory High School outlines its expectations for successfully completing senior year. The Senior Expectations Agreement includes information for seniors and their parents. A hard copy and email copy of the Agreement will be given to every senior and their parent to the email address listed in Aspen.

Please see the Agreement:

The Agreement is available in Spanish and Chinese.

IB PROGRAM

Middle Years Programme

ALL 9th and 10th grade students are part of the Middle Years Program at Back of the Yards. Every student is registered to take seven MYP courses in each year of the program. In each year of the MYP, students are assessed on subject- specific criteria at least twice and are given an overall IB Scale Score to determine eligibility for an MYP Certificate at the end of 10th grade.

- MYP Language & Literature - English I, English II
- MYP Individuals & Societies - World Studies, US History
- MYP Sciences - Physics, Chemistry
- MYP Mathematics - Math I, Math II
- MYP Language Acquisition - Spanish or French
- MYP Arts - Dance, Drawing & Painting, Sculpture, Music, Graphic Arts, Film & Animation
- MYP Physical Education - PE I, PE II

In 10th grade, all students complete a Personal Project. This is exactly what it sounds like - something personal to each student! We have had students build Aquaponic gardens, learn to cook different cuisines, and even trained to run a 5K or compete in a triathlon! The completion of this project is mandatory for every 10th grade student. An annual Exhibition is held to celebrate student successes and parents and community members are invited to see the amazing work completed by the 10th grade class.

Finally, all students are expected to participate in Service as Action. This means that students are given the opportunity throughout their two years to participate in unique service projects that are related to things happening in the classroom - we encourage students to participate in activities that are above and beyond typical "service learning hour" activities (that is, erasing boards, shelving books, etc.). We want students to feel what it's like to make an impact on something outside of the school walls!

Diploma and Career Programmes

In the middle of the sophomore year, 10th grade students are invited to submit their application to participate in the IB Diploma (DP) & Career-related (CP) Programmes for their junior and senior years at Back of the Yards College

IB Diploma Programme

The DP curriculum is made up of six subject groups and the DP core – theory of knowledge (TOK), creativity, activity, service (CAS), and the extended essay (EE). Students select courses from the following subject groups: Language and Literature; Language Acquisition; Individuals and Societies; Sciences; Mathematics; and the Arts. Some courses are offered at Standard or Higher Level. HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills in HL coursework.

Full Diploma students are required to engage in Higher Level coursework in at least 3 subjects of the student's choosing. It is not recommended that students take more than 4 HL courses. Throughout DP coursework, students will complete a variety of assessments that are scored by their teachers and moderated by the IBO. At the end of the 2-year course cycle, students will sit for their IB exams.

IB Career Programme

The Career Program requires students to choose a career-related study and complete a minimum of two IB DP courses along with the CP core – Personal and Professional Skills (PPS), Service Learning, Reflective Project, and Language Development. BOYCP offers career study programs in Digital Media and Engineering.

In addition to the DP assessments, career students also take certificate exams in their chosen career-related study to earn certification in the field – these exams are offered through the Chicago Public Schools Career & Technical Education Office.

Diploma Programme Assessments for DP, CP, & Subject Certificate Students

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted. A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance, including successful completion of the three essential elements of the DP core. Students who successfully complete their IB assessments may be eligible for college credit at selected universities, depending on each postsecondary institution's policies.

For more information, please visit www.ibo.org.

ADVANCED PLACEMENT COURSES

Courses designated as Advanced Placement (AP) provide students with a rigorous academic challenge in preparation for college level study. AP level courses provide students achieving a grade of A, B, or C with honor points used in the calculation of grade point averages.

AP Assessments

Students who enroll in AP courses sit for their required AP assessments in the Spring quarter. Scores range from 1-5, with 3's or higher considered passing scores. Depending on the student's score and the postsecondary institution they are planning to attend, college credit may be received, depending on each university's policy.

HONOR & HIGH HONOR ROLL

The purpose of the BOYCP honor roll is to recognize and reward scholarship and academic performance. Honor roll qualification is determined by the student's GPA and is open only to students carrying a minimum of five courses.

BALANCED COURSE LOAD

Students and their families are encouraged to work with a guidance counselor to determine an

appropriate course load. Factors such as the rigor of courses selected and academic skills should be included in the decision making. Students should make every attempt to stay on pace by earning their required course credits each year.

CREDIT RECOVERY

In the event that a student falls behind in any required course, they must recover the missing credit through various credit recovery options including, 1) Evening School, 2) Summer School, 3) Saturday School, 4) virtual coursework (when available). These options create a longer school day/week for students and must be carefully considered. Surrounding schools that offer options 1-3 include the following high schools: Kelly, Curie, Peace & Education, and Dunbar. Other high school options are available and should be discussed between the student, their parents, and their counselor.

If a student receives a failing grade on the semester report, the grade is recorded on the permanent record with no credit given for the class.

GRADING POLICY

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

The school year is divided into two semesters. At the end of each semester, a cumulative (not average) final course grade is given. Only this grade is placed in the student's permanent record file. Grades are always available to view via Student Portal and Parent Portal.

A student's grade represents all work completed for their classes. To streamline across each grade level and content, teachers organize their GradeBooks in three categories: *Practice*, *Formative Assessments*, *Summative Assessments*, and *Interim/Midterm & Final Exams*. Please refer to each teacher's syllabus to better understand category weights, as well as how every class- and homework will be categorized.

STANDARDIZED ASSESSMENTS

The State of Illinois has transitioned to the **ACT** for students in 9th-11th grade in the 2025-2026 school year. Students in the 9th and 10th grade will take the Pre-ACT and juniors will take the ACT in the Spring semester. The ACT exam is used as part of the admissions criteria for colleges and universities.

The Pre-ACT assessments for freshmen and sophomores show students growth and progress over the years and can provide insight to how students may perform on the ACT when they are 11th graders. Pre- and ACT scores can support students in making decisions about postsecondary institutions. Students are strongly encouraged to speak with their counselor or one of the Postsecondary Coaches when making important decisions related to the college-going process.

SCHEDULE CHANGE PROCEDURES AND POLICY

In order to meet the needs of students who require a schedule change, BOYCP will be observing the following guidelines for all schedule change requests. Schedule changes will only be made for the following reasons:

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

Counselors are not authorized to make changes to students' teachers, however students must speak to their counselors before submitting a request to change their schedule.

WEIGHTED GRADES

Based on District-established criteria regarding the quantity and quality of work required, a limited number of courses in the curriculum have been designated as IB or honors courses. Students earning semester letter grades of A, B, or C in such courses will receive honor points of 6.0, 5.0, 4.0, and 3.0 respectively rather than the normal 4.0, 3.0, and 2.0 points awarded for the same grades in non-weighted courses (see Class Rank and Honor Roll). These points will be utilized in calculating the student's class rank and honor roll status.

CUMULATIVE GRADING INFORMATION

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

CLASS RANK

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

Non-weighted Points

A = 4 points B = 3 points C = 2 points D = 1 points F = 0 point

Weighted Points (Honors)

A = 5 points B = 4 points C = 3 points D = 1 points F = 0 point

Weighted Points (DP or AP)

A = 6 points B = 5 points C = 4 points D = 1 points F = 0 point

The GPA of each student is placed in rank order and given a numerical ranking with one being the

highest. If two or more students are tied for the same rank, each will be assigned the same number. Class rank should be available at the end of each semester.

HOMEWORK

Homework is an opportunity for students to practice their learning and to demonstrate to their teachers what they are able to successfully complete on their own. In addition to practice, homework can be assigned to enrich and deepen students' learning experiences. Homework provides students with opportunities to show their teachers where they are *getting stuck* so that they receive additional support and be able to move forward. Homework will take a variety of forms. Homework assignments are made on the basis of individual class/pupil needs at the discretion of the teacher.

LATE WORK POLICY

- **Practice** Assignments cannot be submitted late
 - Excused Absence: same amount of time you were out you have to make up the work
 - Unexcused Absence: cannot be made up
- **Formative** Assessments will not be accepted after the completion of a unit
 - Excused Absence: same amount of time you were out you have to make up the work
 - Unexcused Absence: assessment is taken on the day you return to class
- **Summative** Assessments
 - Excused Absence: same amount of time you were out you have to make up the work
 - Unexcused Absence: assessment is taken on the day you return to class
- **Interim Assessment:**
 - Excused Absence: same amount of time you were out you have to make up the work
 - Unexcused Absence: assessment is taken on the day you return to class.
- **Final Exam:**
 - No make-up exams allowed; you must be present for the final exam

Retake/Revision Policy:

- Some work may be revised and resubmitted, with the teacher's consent, only until the end of the unit.

BOBCAT BUSINESS HOUR [ASSIGNMENT HELP/TUTORING]

Back of the Yards College Prep faculty and staff have high expectations for their students. Our expectations include that students are growing into responsible young adults who can communicate with their teachers when they are having difficulties with assignments or meeting deadlines.

Students know when they are experiencing issues with understanding assignments and/or completing work. Students are responsible for attending after school tutoring / homework center to receive help from teachers. Teachers may also require students to attend after school tutoring when students are not performing well academically. In these cases, teachers will notify parents via telephone to let them know that the student must stay after school for academic support. It is both the student and parent's responsibility to ensure that the student attends Bobcat Business Hour to ensure that the student experiences academic success.

SPECIAL EDUCATION SERVICES

BOYCP provides a free and appropriate program of special education services for exceptional children who are residents of the district and who are between the ages of 14 and 21. Parents have the right to have students evaluated for special education placement.

FRESHMAN YEAR & FRESHMEN ON TRACK

Freshman year is an important year of high school—perhaps the most important year of school as this is the year that may set the stage for whether students will graduate within 4 years and whether they will be ready for college & career opportunities.

Here is what really matters far more than anything: Grades and Attendance. How do we know this? Because researchers at the University of Chicago—the Consortium on Chicago School Research—have spent years trying to understand what really matters when it comes to graduating from high school. Working in cooperation with the CPS, the Consortium researchers have analyzed years of data—surveys, standardized tests, student grades, attendance records—and uncovered some connections that might surprise you.

It's not about 8th grade test scores, or even the ACT or SAT test that students will take in the 11th grade, although these tests do matter. It is not about where students live and how much money their families earn, although those facts get a lot of attention when educators talk about drop-out statistics. No one wants to be a drop-out statistic. So as students begin this crucial year, consider what research tells us about Chicago freshmen and the factors that influence whether or not they will graduate four years later.

Grades

- More than 95% of freshmen with a B average or better graduate within 4 years.
- Freshmen who earn a B average or better have an 80% chance of finishing high school with at least a 3.0 GPA.
 - Increased college/university options
 - Increased scholarship opportunities
- Freshmen with less than a C average are more likely to drop out of high school and/or find limited opportunities upon completing high school.

Attendance

- Nearly 90% of freshmen who miss less than 5 days of school per semester successfully graduate from high school.
- Freshmen who miss more than two weeks of school fail, on average, at least 2 classes—no matter whether they arrive at high school with top test scores or below-average scores. In fact, freshmen who arrive with high test scores but miss two weeks of school per semester are more likely to fail a course than freshmen with low test scores who miss just one week.

Essentially, the freshman year is an important chance for a fresh start. Strong students can quickly fall off course if they start cutting classes and/or fail to complete assignments. Students who struggled in elementary school can turn things around if they come to school every day and aim for a B average.

What does all this research mean for students?

Freshman year sets students up for success throughout their high school career. Students with a strong start to high school (90%+ attendance and B's or better) are more likely to graduate within 4 school years. Further, students with a strong start are more likely to continue following that same path and maintain B's or better and a high attendance rate during their high school years. This likelihood increases students' college options and provides enhanced opportunities for scholarships.

Get to school on time and don't cut classes. You may think it doesn't matter to blow off your first or last class of the day, but it does. Even occasional skipping leads to dramatically lower grades. And it sends the wrong message to teachers about your desire to succeed.

Ask your teachers for help. Teachers will help their students, but sometimes it falls on you to ask. We know from our research that students do better in their courses when they trust their teachers and count on them for support. Take advantage of our after school Bobcat Business Hour!

Make academics your top priority. This means trying hard on every assignment and choosing to study instead of socializing when there is a big test. Students with good study habits have higher GPAs and fail fewer courses than classmates who don't make homework a priority.

*Taken from: ccsr.uchicago.edu BOYCP partners with the **University of Chicago's Network for College Success (NCS)**. Our extensive work with NCS equips teachers with the necessary tools, resources, and knowledge to support students through high school.*

COLLEGE PREPARATION

Recent research shows that students who report that they plan to attend college as 9th graders are most likely to follow through on their college plans four years later. Findings also show that encouragement from parents, more than anyone else, is the strongest predictor of college interest for ninth-graders.

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

A strong academic background of

- 4 years of English
- 3 years of Mathematics, including Math 1, Math 2, & Math 3
- 3 years of Science, including Biology, Chemistry, and Physics
- 3 years of Social Studies
- 2 to 4 years of World Language
- 2 years of Art, Drama, Debate, Journalism, Music, TV Production, or Career and Technical Education

Class rank/percentile

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

ACT Exam scores

In addition to class rank, test scores from the ACT are important factors in college admission decisions. The ACT is accepted at all four year colleges.

Student Support Services

Resources are available to assist students and parents in researching colleges and career areas. College and military visits are arranged throughout the year. College, career, and financial aid information is available through computer software and the Internet.

HOMEBOUND SERVICE

A parent or guardian may apply for homebound services when a student is unable to attend classes due to a longer-term illness/accident. An application for this service may be obtained from the student's counselor. A physician's statement is required as authorization for the service.

CRISIS INTERVENTION

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

WORK PERMITS

Students may obtain a work permit or certificate of age verification from their counselor. Students must bring a written statement from a potential employer requesting the certificate. They must be accompanied by a parent or guardian. Usually the certificate can be provided within 48 hours if the student has their birth certificate on file.

Child Labor Law Summary

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



Options after High School



POSTSECONDARY PLANNING

Upon graduating from BOYCP, we want our alumni to have the necessary skills to open up a variety of postsecondary education options, including entering the workforce, attending a vocational school, joining the armed forces, or attending a college. Students are encouraged to discuss their post-high school plans with a counselor and with their parents to ensure that they receive the necessary support to achieve their goals.

The campus maintains a North Office/Postsecondary Education Suite where college catalogs, vocational/technical school information, and a wide variety of occupational information can be found. The center also provides computers to students so that they may research information about occupations, two- and four-year colleges, the military, and scholarships.

COLLEGES & UNIVERSITIES

When deciding on a college, a student needs as much information as possible regarding admission requirements, costs, location, course offerings, etc. This information can be found by discussing college options with a counselor or postsecondary coach, investigating a variety of sources on the Internet, reading college catalogs and brochures, visiting with college representatives, attending college fairs, and attending the various college informational programs offered by the Counseling Department.

ADMISSION TO COLLEGES

One of the most important factors in college acceptance is high school grades. Grades determine class rank. A student who ranks high in their class has a better chance of being accepted by the college of their choice. In addition to a class rank, test scores from the ACT and SAT are vital factors in college admission. The ACT is widely used by colleges throughout the country. The SAT is required mainly in the East, in California, and at some highly selective schools. Colleges also look at involvement in co-curricular activities such as athletics, clubs, band, and performing arts. Participation in several such activities may improve chances for admission. Finally, colleges consider whether the student meets their specific academic requirements. Requirements vary from school to school; therefore, specific requirements must be checked in advance. However, the Illinois Board of Higher Education has specified the following guidelines as the **minimum entrance requirements** for Illinois colleges and universities:

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

SCHOLARSHIPS AND FINANCIAL AID

The Counseling Office assists students in applying for college scholarships. Students have access to scholarship books and free scholarship search information. It is important for families to discuss

options. Financial aid can be calculated using the following website: studentaid.gov. More information can be found at www.fafsa.ed.gov.

Please see p. 24-26 and remember that you have an increased likelihood of earning scholarships when you have a strong GPA, ideally a 3.0 +. The best way to guarantee that you are in good shape to receive college scholarships is to start off strong as early as freshman year by maintaining 90% or higher attendance and B's or better throughout your high school career.

NCAA ELIGIBILITY

There are guidelines published and enforced by the National Collegiate Athletic Association (NCAA) which govern eligibility for athletic scholarships at Division I and II colleges. The NCAA judges course work of high school students and determines whether it meets the requirements for a scholarship. The NCAA requirements are subject to change.

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

Admission Competition Categories

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

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

COLLEGE SELECTIVITY AND MATCH

College selectivity is a measure of how difficult it is for students to get admitted. Remember that your GPA range and test scores play a large role in college admissions.

		GPA RANGE				
		<2.0	2.1-2.4	2.5-2.9	3.0-3.4	3.5+
ACT and SAT Score Ranges	<18 ----- <860	Access to 2 year colleges	Access to nonselectiv e 4-year colleges	Access to somewhat selective colleges	Access to somewhat selective colleges	Access to selective colleges
	18-20 ----- 860-970	Access to nonselectiv e 4-year colleges	Access to somewhat selective colleges	Access to somewhat selective colleges	Access to selective colleges	Access to selective colleges
	21-23 ----- 980-1080	Access to somewhat selective colleges	Access to somewhat selective colleges	Access to selective colleges	Access to selective colleges	Access to selective colleges
	24+ ----- 1090+	Access to somewhat selective colleges	Access to selective colleges	Access to selective colleges	Access to very selective colleges	Access to very selective colleges

A VOCATIONAL OR TECHNICAL SCHOOL

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

THE MILITARY

Opportunities for various types of training are offered by the armed forces. Service training schools exist for most civilian occupations. A student can be tested prior to enlisting and know in advance whether he/she can get the training desired. One of the vocational tests used by the armed forces is ASVAB. This test supplies aptitude scores in several areas: clerical ability, electronic ability, motor mechanical skill, general mechanical, and general overall aptitude.



Related Service Providers

The mission of the Related Service Providers team is to provide the cooperative services of professionals who work toward the maximization of student potential and the development of individuals capable of functioning in a complex and ever-changing world. The RSP team consists of counselors, nurses, psychologists, social workers, and a speech/language therapist. They provide holistic and proactive services which contribute to each student's educational, vocational, and personal/social development. Collaborating with faculty, parents, and the community, RSP functions as an integral part of the educational program at BOYCP.

COUNSELORS

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

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

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

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

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

BOYCP's counseling staff includes Mr. Avila, Mr. Calderon, Ms. Foertch, and Mr. Salinas. To locate the name of your counselor, please log into Aspen.

POSTSECONDARY COACHES

The Postsecondary Coaches provide students with college and career advising, in collaboration with the school counselors. Postsecondary Coaches engage students in researching postsecondary options and provide access through field trips, presentations, and the annual College & Career Fair.

BOYCP's postsecondary staff includes Ms. Gutierrez.

CASE MANAGER

A special education case manager is responsible for ensuring services and support are in place and provided as determined by the student's Individualized Education Program (IEP) and/or 504 Plan. Their role is to act as a liaison between the student's teachers and parents and to facilitate IEP meetings and review requests for 504 Plans. In addition, Case Manager provides ongoing support to all Special

Education Teachers to ensure that students with IEPs and 504 Plans are fully supported throughout their time at BOYCP.

BOYCP's Case Manager is Ms. Richards.

ENGLISH LEARNER SUPPORT

Students at Back of the Yards represent more than fourteen countries worldwide and speak various dialects of Spanish, English, Mandarin, and Cantonese. Approximately 70% of our students report learning Spanish as their first language; 25% report learning English as their first language; and 5% of our students report learning Mandarin or Cantonese as their first language.

BOYCP offers a Dual Language Program where students receive 50% of their daily instruction in Spanish and 50% of their daily instruction in English. This program, currently serving MYP students, aims to provide every student with international open-mindedness and global perspectives through rigorous, academic instruction that promotes bilingualism, biliteracy and multiculturalism with the ultimate goal of empowering students through language to become agents of change.

Back of the Yards offers English as a Second Language (ESL) courses for students who qualify for services determined by procedures standardized by the district. All students who are identified as English Learners (ELs) are placed in ESL courses or courses with ESL support according to their ACCESS scores from the previous school year. These courses serve students with a wide range of English language skills and assist them in **building their English academic vocabulary and proficiency**. Our English Language Program Teacher (ELPT) provides professional learning opportunities for teachers. This professional development serves to strengthen and incorporate **instructional strategies** to support our ELs. See Assessment Policy and Academic Honesty Policy for more information on supports for students with limited English proficiency.

Students with the native languages of Cantonese or Mandarin are placed in a Transitional Program of Instruction. Students with Spanish as a native language are placed in the Transitional Bilingual Education program. Students in both programs receive support from ESL and/or bilingual certified teachers in multiple classes throughout the day. Additionally, there is the aforementioned Dual Language cohort. As stated above, this cohort of students receives instruction in Spanish in 50% of their classes and instruction in English in the other 50% of their classes with the goal of developing proficiency across both languages.

BOYCP's ELPTs are Mrs. Guzman and Ms Avitia.

NURSE

The certified school nurse evaluates and assesses the health needs of both students and staff. The nurse provides health counseling for chronic illness, nutrition, disease prevention, and positive lifestyles. They organize health screenings for vision and hearing and provide emergency first aid. The school nurse implements and monitors students' compliance with state immunization laws, and provides assistance

when homebound services are necessary for some students with special health considerations or injuries. A certified school nurse is on campus every Friday.

The School Nurse is Nurse Rivera and her office is located within the Media Center.

PSYCHOLOGIST

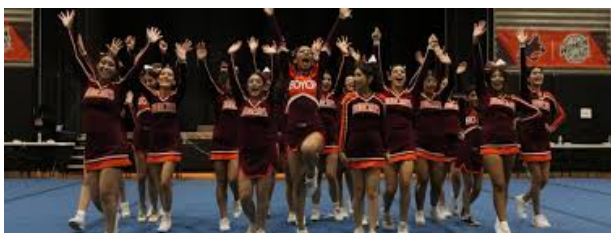
The certified school psychologist assesses the academic potential and mental well-being of students through formal evaluation instruments and consultation with students, parents, and faculty. They report their findings in order to determine an appropriate academic program for students. The psychologist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

SOCIAL WORKER

School Social Workers bring unique professional knowledge, skills and perspective to the school. School social workers are employed by school districts to enhance the academic mission by providing services which strengthen home/school/community partnerships. Practice includes assessment, crisis intervention, individual and group counseling, and coordination of services. They work with administrators to ensure compliance with special education laws and to implement effective prevention programs to support students on their caseloads.



Extracurricular Activities



At BOYCP we are dedicated to developing well rounded individuals with a variety of interests, talents and skills. We strive to provide a variety of after school opportunities to engage our students. All students are highly encouraged to participate in extracurricular activities.

STUDENT ORGANIZATIONS

BOYCP offers a wide variety of activities for student participation. A few clubs include the following:

- Art Club
- Gaming Club
- Book Club
- Chess Club
- Ballet Folklórico
- Robotics
- K-Pop & K-Drama Club
- Yearbook
- UNIDOS
- Morning Workout Club
- Robotics
- Debate en Español

ATHLETICS

BOYCP offers a full range of athletic competition for boys and girls in grades 9 through 12. All athletes must abide by the eligibility rules established by the IHSA and BOYCP.

- Boys Baseball
- Boys Basketball
- Boys Soccer
- Boys Volleyball
- Boys Football
- Cheerleading
- Cross Country (young men & young women)
- Girls Badminton
- Girls Basketball
- Girls Flag Football
- Girls Soccer
- Girls Softball
- Girls Tennis
- Girls Volleyball
- Swimming & Diving (young men & young women)
- Wrestling (young men & young women)
- Water Polo (young men & young women)

Please see the Student Athlete Handbook for more information about eligibility and student athlete expectations.

NATIONAL HONOR SOCIETY

Membership in the National Honor Society is one of the highest honors that can be awarded to a high school student. The NHS has worked to bring the accomplishments of outstanding students to the attention of parents, teachers, peers, and community members. The NHS strives to recognize the total student, one who excels in scholarship, leadership, character, and service.

Criteria for Membership in the National Honor Society Scholarship

Juniors and seniors who have a cumulative grade point average of 3.75 or higher are eligible for NHS membership consideration on the basis of character, leadership, and service. Eligible students will be invited to apply at the end of their sophomore or junior year.

Character - A student of good character:

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

Leadership - The student who exercises leadership:

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

Service - The student serves both the school and community by enthusiastic and dedicated participation in BOYCP's extracurricular program including the school's community service projects. They engage in teamwork and work well with others.