

DR. PEDRO ALBIZU CAMPOS PUERTO RICAN HIGH SCHOOL

A CAMPUS OF YOUTH CONNECTION CHARTER SCHOOL
& MEMBER OF THE ALTERNATIVE SCHOOLS NETWORK



Dr. Pedro Albizu Campos – the first Puerto Rican to graduate from Harvard – was a WWI veteran, labor leader, President of the Nationalist Party, and political prisoner. He is widely considered a beacon of Puerto Rican consciousness and national pride.

2013-2014
STUDENT HANDBOOK

Dr. Pedro Albizu Campos

Puerto Rican High School

Los pueblos son fuertes en cuanto al amor por su niñez.
Los pueblos son libres en cuanto a los niños se les
respete.

*A nation is strong to the extent that their children are
loved, a nation is free to the extent their children are
respected.*

- Dr. Pedro Albizu Campos

This Student Handbook belongs to:

Name _____
Address _____
City/Town _____ Zip Code _____
Phone _____
Student No. _____

TABLE OF CONTENTS

Part 1 - Purpose and History

Letter from Principal Matthew A. Rodriguez	3
PACHS School History	4
Mission/Vision & R.E.S.P.E.C.T Framework.....	5

Part 2 - Admission Requirements	6
Student Fee.....	6

Part 3 – Abayarde Scholar Expectations

Get Ready to Learn and Help to Learn	7
Offenses & Consequences.....	8
Level 1 - Offense and Consequence.....	8
Level 2 - Offense and Consequence.....	9
Level 3 - Offense and Consequence.....	10
Bully-Free Community.....	11
Dress Code	12
Academic Integrity.	13
Incident Reports, Peer Circle, Suspension Due Process.....	14

Part 5 – School-Wide Norms

Safety and Security.....	15
Student Participation in School/Community Activities.....	16

Part 6 – Attendance Policy	17
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Part 7 - Graduation Progress and Requirements

21 credit program core courses	19
Completion of senior portfolio and presentation.....	19
Prairie State Achievement Exam/ACT.....	19
Grading System	20
Progression in grade levels	20
Alternative Credit Accrual	20

Part 8 – Lolita Lebrón Family Learning Center

History and Purpose.....	21
FLC Student Support.....	21
Infant and Child Care Policy	23

Part 9 - Every Student Should Know

La Borinqueña.....	25
Faculty and staff	26
School Map.....	27

To the students – the brilliant students,

Every year, we expect for our students to answer the call of our founders and RISE TO THE CHALLENGE! You have found a small community based high school that was built just for you. We have a staff and faculty that are committed to the calling of libratory education, dedicated to our community and passionate about working with you in achieving your personal and academic goals. RISE TO THE CHALLENGE and take full advantage of what our school has to offer you!

We believe in every student that walks through our doors. We believe that you have the capacity to be responsible, ethical, proud of your culture, intelligent, disciplined, college-bound, community oriented and an agent of social change. You might think that is a lot! We not only believe that you can do this, our school was built to help you make this happen so we expect for ALL students to do so. RISE TO THE CHALLENGE and believe in yourself as you begin to embody our school’s mission and vision!

This will not be an easy journey; nothing will be handed to you that you have not earned. Many of you come to our school without having been truly pushed to strengthen your skills. Hard work, tenacity and a sense of urgency are critical in order for you to realize your full potential as a human being. RISE TO THE CHALLENGE and take this opportunity dig deep inside to find your motivation to work hard day after day!

Dr. Pedro Albizu Campos Puerto Rican High School is the **Home of the “Abayardes”**, also known as the “fire ants”. The “Abayarde” is indigenous to the island of Puerto Rico and is known for its small size, intensely sharp bite, resilience, persistence and its collective spirit. Rise to the ABAYARDE CHALLENGE and build the skills necessary to “LIVE AND HELP TO LIVE”!

With love,

Matthew A. Rodríguez
Principal

HISTORY OF DR. PEDRO ALBIZU CAMPOS HIGH SCHOOL

In the 1970s, Puerto Rican youth exhibited a shocking 70% dropout/pushout rate. Yet contrary to dominant discourses that portrayed Puerto Rican students as lazy, slow, and culturally unprepared for academic learning, this statistic reflected a social context of racism, discrimination and marginalization. Moreover, classroom curriculum and the operations of public schools were designed and delivered without considering the complex realities of Puerto Rican youth. Feeling alienated and frustrated by this condition, many of these students “dropped out” of school thinking that education was not for them.

In response to this bleak situation, the community organized a campaign to bring relevant curricula in Puerto Rican history and culture to Tuley High School (prior to the establishment of Roberto Clemente High School). Chicago’s then conservative school board refused to hear the call for change, and out of the struggle that followed, parents, students, teachers, and activists would unite to establish an independent school that would teach pride in Puerto Rican culture, history and language: The Puerto Rican High School.

The school shortly after was named Rafael Cancel Miranda, in honor of imprisoned Puerto Rican nationalist and political prisoner. Though deeply grateful, Rafael Cancel Miranda expressed through correspondence that the school’s name should reflect the highest expression of Puerto Rican national affirmation. As a result, the school took on its current name, Dr. Pedro Albizu Campos Puerto Rican High School.

The naming of Pedro Albizu Campos (1891-1965) linked the school to a long history of Puerto Rican struggle and resistance both on the island and in the Diaspora against colonial domination. Albizu Campos – the first Puerto Rican to graduate from Harvard – was a WWI veteran, labor leader, President of the Nationalist Party, and political prisoner. He is widely considered a beacon of Puerto Rican consciousness and national pride.

As the push-out rate among Puerto Ricans in the Chicago Public School system has not improved much since the 70s, Dr. Pedro Albizu Campos High School (PACHS) remains an important alternative educational site. The mission of PACHS aims to “provide a quality educational experience needed to empower students to engage in critical thinking and social transformation, from the classroom to the Puerto Rican community, based on the philosophical foundation of self-determination, a methodology of self-actualization and an ethics of self-reliance.” In the spirit of the school’s founding, PACHS adopted the motto that “La educación rompe las cadenas”-Education breaks chains.

OUR VISION & MISSION

The Dr. Pedro Albizu Campos Puerto Rican High School mission/vision is *to provide a quality educational experience needed to empower students to engage in critical thinking and social transformation, from the classroom to the Puerto Rican community, based on a **philosophical foundation of self-determination, a methodology of self-actualization and an ethics of self-reliance.***

If you are asking yourself, “What does all of that mean?” keep reading.

Self- Reliance “Live and help to live”

You don't have to depend on other people to rescue you or provide for you, to give you direction. You can accomplish that yourself. If you don't have to depend on the Other to "save yourself from yourself" but turn instead to the strength, knowledge and experience of those in your own community then you are acting in a self-reliant way.

Self-Actualization “Be the change you want to see in the world”

You need strength and belonging to your community and an understanding of your past and your people to achieve your maximum potential-- these things make you who you are and you will never fully self-actualize and become your best self until you recognize your need as a human to belong to and participate in a meaningful community.

Self-Determination “Building a sacred self and sovereign nation”

A strong community is built only by strong individuals. In order for a community to thrive, its members must first recognize and cultivate the value, talents, and strengths that they are born with. Every individual and community has a right to decide: major problems that need to be solved; what resources to use in solving those problems; and how the solution should look. A sovereign community is not controlled by outsiders, instead, it is to determine its own future.

Our mission and vision is all about.... R.E.S.P.E.C.T

Self-Reliance	<p>R (responsibility) – A practice of self-discipline where students take responsibility for their own actions;</p> <p>E (ethics) – A sense of ethics based on the idea of “Live and Help to Live”, where students learn how to work well with others;</p>
Self-Actualization	<p>S (self) – A strong sense of self/identity A strong sense of self/identity and pride in “who you are” in terms of your ethnicity, Nationality, sexuality and gender;</p> <p>P (Puerto Rican) – An understanding of the Puerto Rican reality and how it relates to all students’ lived experience;</p>
Self-Determination	<p>E (extended education) – A skills-set that prepares students for college level material upon graduation;</p> <p>C (community) – A practice of building community sustainability; and,</p> <p>T (transformation) – A capacity to think critically about themselves, about problems in the world and how to solve them</p>

ADMISSION REQUIREMENTS

Admissions Process

Applicants who are 16-20 years must take the following steps and meet the stated criteria to gain acceptance at Dr. Pedro Albizu Campos Puerto Rican High School (PACHS).

Step 1: Submit a Youth Connection Charter School Lottery/Waiting List Application in person at 2739-41 W. Division St. or online at www.pedroalbizucamposhs.org, click on “apply now”.

Step 2: PACHS will invite candidates to participate in an information session. Applicants will take the STAR Test, submit a PACHS Student Application, and essay. Both the essay and application will be reviewed by a committee and evaluated using a rubric that will be shared with all applicants. All candidates are also expected to participate in community building workshops to demonstrate their ability to collaborate in groups.

Step 3: Based on each candidate’s performance of step 2, PACHS will invite the successful candidate and their parents to participate in an orientation session. Each student will participate in an orientation process inclusive of the following elements:

- Review of the Student Handbook
- Introduction to staff and faculty
- Tour of school facilities
- Tour of school community

At this point in admission process, each candidate is expected to submit the following documents:

1. Copy of Transcript and Release Form (Official or Unofficial)
Transfer Policy - credits earned at other school will be assessed based on PACHS criteria
2. Copy of Birth Certificate (age 16-21)
3. Copy of current Health Records, including Immunization Records
4. Proof of Address
5. Proof of Income
6. Picture I.D.
7. Release Form from Prior School
8. Student Annual Fee \$250.00 (or payment plan form completed)
All students are required to pay an annual school fee of \$250, based upon the needs of the school that may include, but are not limited to: gym, books, calculators, field trips, etc. Seniors have an additional fee of \$150 for all graduation expenses.
9. *Evidence of Emancipated Status - Any student that shows evidence of **emancipation**, independent living or parental separation within the Illinois criteria of self-representation has the right to do so as long as all appropriate documentation is on file.*

Step 4: Each candidate that successfully completes Steps 1-3 will receive a letter of acceptance, stating their first day of class.

PACHS does not discriminate in selecting students or staff on the basis of race, national origin, sexual orientation, gender or religion.

ABAYARDE SCHOLAR

Get Ready to Learn and Help Learn

At PACHS, we believe that academic discipline is a high priority. Our school's mission and vision can only be made real when students take our learning environment, and their role in it, seriously. For this reason, we have listed below some clear expectations that students can use to demonstrate that they are **prepared to learn and help others learn**. We expect students to:

- Be **aware** of, and follow, school norms and expectations
- Be **on time** to every class
- Come **prepared** with all supplies/materials/homework relevant to each class
- Provide **full attention and effort** to course themes, assignments, projects, activities, and discussions.
- **Plan** to access a quiet space and technology, outside of school, to complete all homework assignments.
- Help **build a positive learning environment** in all classes

***American Disabilities Act:** In compliance with ADA guidelines, students who have any condition, either permanent or temporary, which might affect their ability to perform in class are encouraged to inform the instructor at the beginning of the term. Adaptations of teaching methods, class materials, including text and reading materials, or testing, will be provided as needed to provide for equitable participation.*

Support System to Help Students Be “Ready to Learn”

Mentor Support with Performance Improvement Plans

Performance Improvement Plans (PIP) outline goals between the student, the student's mentor, and possibly the parent/caregiver, which work towards addressing a behavioral or academic issue. The student will be responsible for collecting teacher feedback with an **academic tracker** every school day that the PIP is in place. In the event that multiple revisions of the PIP have proven to be ineffective, a student may be recommended for a disciplinary transfer to a school that better meets their needs.

Tutoring and Study Habit Development

The Instituto Abayarde After School Program offers a variety of engaging programs ranging from Basketball to Theater. Each day before the program begins, we have Homework Help Time. This time is designed to support students in more challenging courses. Students can utilize teacher one-on-one support, school laptops, books, and other educational resources to help them build stronger study habits.

Study Hall is offered as an elective course credit for students in good academic standing and who are on the verge of completing their 21 credit requirement toward their graduation. This course will serve as additional time to complete assignments for other classes.

OFFENSES AND CONSEQUENCES

PACHS encourages self-discipline based on social responsibility coupled with a restorative justice model. Restorative justice is an invitation for dialogue and exploration. When a school policy or procedure is broken restorative justice is a process to involve the school, staff, and students in re-establishing relationships. The goal is to engage everyone involved to collectively identify and address harms, needs, and obligations, in order to heal. Restorative justice encourages outcomes that promote responsibility, and reparation.

LEVEL 1

The first classification includes a wide range of behaviors, which distract the learning community but are not severe enough to require administrative intervention. Such distractions are addressed through classroom strategies and SEL mentor support. The consequences listed below are subject to change depending on each student scenario.

Offense	Consequence
Distraction to the learning environment in class, which prevents you from learning and/or <u>interrupts</u> the teaching process. Examples of distraction include, but are not limited to; not on task, head down/sleeping in class, side conversations, unintentional use of foul language, etc.	Teacher will provide classroom interventions with a minimum of 3 strikes process to remind student to stay on task.
Failure to have a valid (staff authorized) hall pass outside of class or lunch.	Student will be escorted to class. Constant loitering in hallway will result in a student/mentor meeting, to plan a change in behavior
Uniform Violation (See page 12)	Uniform violators will be given an opportunity to change into the correct PACHS uniforms. Repeat violations are subject to progressive discipline.
Tobacco possession: Having tobacco visibly in one's pockets, bags, locker, and pinned behind the ear.	Tobacco will be confiscated and returned at the end of the day.

LEVEL 2

The second classification of behavior offenses is considered disruptive; expressions of disregard to school learning community and will be dealt with accordingly. Administrative interventions may be required.

Incident reports will be written on each of these offenses.

Offense	Consequence
Disruption of the learning environment in class, which prevent you or others from learning and <u>delays</u> the teaching process. Examples of a classroom disruption include, but is not limited to: 3 or more teacher verbal warnings for distractive behavior, outburst, intentional use of foul language, excessive talking, ignoring teacher or class procedures, etc.	Student will receive written/verbal notification of being written up. Each incident will be written up. Mentors and teacher will work with student in an “Out of Class Intervention” to learn how their behavior impacts the learning environment and how we can work together to teach student behavior conducive to learning. Student may be required to complete request re-entry form and/or responsibilities in order to return to class.
Use of cell phone or electronic devices during school time, including passing periods, between classes and all buildings. Use of cell phone includes “checking the time”. Unless a part of school curriculum and approved by the teacher.	Confiscation of cell phone or electronic device. Returned at the end of the school day.
Food and drinks (with the exception of bottled water) are not allowed. Unless a part of curriculum and approved by the teacher.	Food or drink will be confiscated and returned during lunch time or after school by the staff member who first addressed the issue.
Trespassing: To enter school campus without authorization, including during suspension	Student will be asked to leave school premises and/or police will be notified of trespassing.
Skippping Class: Unauthorized absence from school or class.	Student/Mentor/Teacher conference, conference with Dean of Student Affairs, or out of school suspension. If student was dismissed from class, he/she will engage in a class re-entry process. Student will engage in restoration of damaged relationship, missing class time, or damaged school property. If behavior continues, this could be grounds for disciplinary transfer to another campus. <i>*Consequences may immediately require denial of school privileges (i.e. fieldtrips), and/or conference with the parent/caregiver, and/or temporary drop from enrollment for the current quarter.</i>
Minor scuffles: pushing, shoving that interferes with the educational process	
Vandalism of school property: The willful and malicious destruction of any school property	
Extortion: The solicitation of money, or something of value, from another student, regardless of the amount, in return for protection from a threat to inflict harm.	
Defamation: False statements or representations about an individual or identified group of individuals that harm the reputation of the person or the group by demeaning her/him.	

LEVEL 3

The third classification of behavior offenses is a blatant violation of our school community and will not be tolerated. Administrative interventions are required. Incident reports will be written on each of these offenses.

- Cumulative Level Two incident reports: constant accumulation of negative behavior reports.
- Disrespect of learning environment in class, which intentionally harms the learning community and stops the teaching process. Examples of disrespectful behavior includes but is not limited to; throwing objects, intentional effort to prevent the class from learning, academic dishonesty/cheating/plagiarism (see page 13), etc.
- Tobacco use in/around school premises during school time or school activity/fieldtrip
- Coming to school under the influence of any drug or alcohol
- Alcohol/Drug possession and/or use/sale/solicitation: Having, offering, asking for, purchasing or consuming drug/alcoholic beverage “on one’s person” during a school activity or on school property.
- Inciting a fight: The intentional promotion by a student to engage another student in a physical conflict.
- Fighting: Mutual and/or willful engagement in an incident involving physical violence/combat.
- Physical Assault/Battery: Intentionally causing bodily harm to an individual without provocation.
- School Threat: Any threat (verbal, written, electronic) made by a student to cause damage to school property or to harm students and staff through catastrophe (e.g. burning or exploding).
- Possession/Use of Weapon: The possession, use, sale and distribution of a firearm, knife, and/or any other item that might be used as a weapon is prohibited. Objects that by the manner in which it is used or is intended to be used, is capable of inflicting serious bodily injury or items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and patrons.
- Gang Related Activity: Gang writing on personal property or body parts. Representing gang affiliation through body language. Jewelry with gang symbols (stars, crowns, pitchforks, etc.). Gang recruitment. Continuously using gang-affiliated colors, phrases, and representations.
- Sexual Harassment/Assault: Unwanted and inappropriate verbal, written, or physical conduct directed towards others. Unwelcome sexual advances, touching, requests for sexual favors directed towards others. This includes, but is not limited to derogatory comments, jokes, slurs, remarks or questions of a sexual nature; offensive touching, offensive posters, cards, cartoons, graffiti, drawings, and gestures.
- Theft of any student/school property.
- Bullying (see page 11).

Consequence (can be combined depending on severity of offense)

- Repeated Level 3 offenses could be grounds for a disciplinary transfer from our school.
- Removal of student from class for a mentor/teacher conference to help student learn how their behavior impacts the learning environment. If student was dismissed from class, he/she will engage in a class re-entry process. Student may be referred for in/out of school suspension.
- Parent/Guardian and/or Mentor conference will be held in order for student to return to class.
- Short-term in/out of school suspension with restorative program with tasks, goals and consequences directly related to the infringement. Parent/Guardian Conference required for reinstatement.
- Referral to peer circle for recommendation of consequence.
- Disciplinary transfer to another school.
- Referral for expulsion to Youth Connection Charter School for indefinite period.

BULLY FREE SCHOOL COMMUNITY

Illinois Anti-Bullying Law 105 ILCS 5/27-23.7

In an effort to make schools safer, Illinois enacted an Anti-Bullying Law. Bullying is prohibited on the basis of actual or perceived characteristics:

- Race
- Color
- Religion
- Sex
- National Origin
- Ancestry
- Age
- Marital Status
- Physical or mental disability
- Military status
- Sexual orientation
- Gender related identity or expression
- Unfavorable discharge from military service

And, people associated with a person or group with acting on one or more of the actual or perceived characteristics or any other distinguishing characteristics are subject to the enforcement of the law.

Besides stating that students may not be bullied on school grounds, the school bus or at school-sponsored events, the law prohibits bullying in cyberspace using a school computer or network.

Bullying is described as:

- Any severe or pervasive physical or verbal act or conduct against a student;
- Included are communications made in writing or electronically that can be expected to place the student in fear of their person or property;
- Causing a substantial detrimental effect to a student's academic performance or ability to participate in school activities.

STUDENT DRESS CODE

Dr. Pedro Albizu Campos Puerto Rican High School requires all students who choose to attend PACHS to wear a uniform.

- School IDs must be displayed above the waist.
- SOLID black, grey, khaki or denim bottoms (see below for acceptable bottoms).
- POLO shirt with school logo (\$8.00)
 - Frosh/Soph/Junior = Grey color
 - Senior = Light blue color
 - Seniors Accepted to College = Red color
 - Sweatshirts, sweaters, and light jackets must be PACHS school wear

STANDARDS:

- If ID is lost, student must purchase a new one: \$4 (\$1 for lanyard, \$1 for plastic cover, \$2 for ID). Temporary ID's will cost \$1.
- Pajamas are not permitted.
- Tears, holes, patches, slits in the seams, and “cut-off” style hems in pants and/or shoes are not permitted.
- Size appropriate clothing is required. **(No baggy/sagging or overly tight pants/leggings/jeggings permitted)**
- Shorts or skirts can only fall 3 inches above the knee or lower.
- PACHS team jerseys and warm-ups may be worn.
- Shoes must adhere to PACHS standards – no house slippers, no “flip flops”, or “croc-style” shoes.
- Hoods must remain down at all times on campus. **(Exceptions are outside during inclement weather only)**
- Hats, wave caps, bandannas, hairnets, combs, or head coverings of any kind are not permitted unless provided by PACHS. **(For religious or cultural exceptions, students must have a document on file verifying religious and/or cultural purpose)**
- Clothing, apparel or jewelry that promotes sexual activity, violence, death, suicide, the use of alcohol or drugs, or that demeans persons of another race, gender, religious persuasion, national origin, disability, or gang membership are not permitted.
- Gang-related colors and/or writing on backpacks, shoes, and clothing are not permitted.

ENFORCEMENT:

Uniform violators will be given an opportunity to change into the correct PACHS uniforms. Repeat violations of uniform policy are subject to progressive discipline.

ACADEMIC INTEGRITY

Our school believes strongly in the importance of integrity. According to Dictionary.com, the word “integrity” means: “the adherence to moral and ethical principles; soundness of moral character; honesty”.

We strive to work with students to be young men and women of their word. By choosing to come to our school, a student makes a commitment to offering their full effort on any and all tasks everyday, taking pride in their work. That commitment **MUST** be followed with action – when that happens, a student demonstrates “academic integrity”.

If a student decides not to uphold their commitment to academic integrity and instead commit acts of “cheating”, our school addresses these offences more seriously than other academic incidents. Below is an outline of how our school defines “cheating” and how our school will respond to such offenses.

“**Cheating**” shall mean a violation of any standards, conditions, or rules for which a student may receive benefit, credit, or acknowledgment, academic or otherwise. Cheating includes, but is not limited to, performance of any of the following acts, or abetting a fellow student in the performance of any of the following acts: using unauthorized materials in the completion of work, copying from a fellow student, plagiarism, multiple submission, false citation, false data submission, and/or unauthorized acquisition of advance knowledge of the contents of an exam or assignment.

(Taken from: Univ. of Virginia – Honor Code Bylaws Article VI.)

On the second offense, a student will be recommended for a disciplinary transfer to a school that better meets their needs.

CONSEQUENCES

Incident Report

If a student commits any offense outlined in levels 1, 2, or 3, the staff member who witnessed or dealt with the infraction will write an incident report. The incident reports contain information regarding who was involved, when and where the incident took place, and a full written explanation of what happened, as well as what the staff member who addressed the problem. The student will be informed when an incident report is documented.

Peer Circle

Peer Circle refers to a restorative justice model of a group of student peers whom offer greater insight and capacity to grapple with student conflicts, student-staff conflicts, and harmful issues. On a case-by-case scenario, extreme student issues will be assessed by the SEL Team and referred to a peer circle intervention. The peer circle will be responsible for making recommendations to the staff regarding consequences for the student.

Due Process for Suspensions and Disciplinary Transfers

When the nature or the frequency of the objectionable behavior may result in suspension, the teacher or other member of the staff who has first-hand knowledge of the incident writes an incident report and informs the Dean of Students for approval of suspension. The Dean of Students contacts the parent or legal guardian by telephone or letter and invites them to attend a conference. Students and parents have the right to present evidence and bring witnesses in the student's defense. If the parent is unable or unwilling to attend the conference, it is held without the parent and the parent is notified of the outcome. The student's mentor advocates for the student and attends conferences.

If the outcome is an in/out-of-school suspension, the student is responsible for completing all assignments during the suspension. The student is given the opportunity to send her/his teachers an email requesting their assignments. No student is suspended for more than 10 days during a school year.

In cases where the violation results in temporary drop from current quarter or disciplinary transfer from PACHS, the parent is notified through the conference and a certified letter. If the violation is grounds for expulsion, PACHS will refer the case to the Youth Connection Charter Schools (YCCS)

SAFETY & SECURITY

Closed Campus

PACHS is a closed campus. During the entire school day, including lunchtime, students are expected to be in designated school sites.

Arrival & Dismissal

Our legal responsibilities for young people require that no student will be allowed to leave the building without express consent of staff or parent. Students need to leave the building after school unless they have a specific task to do and an adult supervisor is present. Students are not allowed to congregate in front of the building before or after class; all students must enter and go to the cafeteria upon arrival.

Locker Use

All lockers will have combination locks registered at the office. Students must keep their lockers clean and orderly. Any items that are not school related must be taken home or thrown out.

Staff/Faculty Office Space

Staff supervision of students is required in any high school office.

Emergency Phone Use

Staff/faculty consent and supervision is required for student emergency phone use.

Kitchen and Cafeteria

Staff consent with hall pass is required for student to enter kitchen and cafeteria any time other than designated lunch period.

Front Desk

Reception area of each building is to remain clear of unnecessary traffic.

Visitor's Policy

When visitors arrive at PACHS, they must sign in at the front desk and be granted access by the receptionist or is escorted upstairs by a PACHS staff member. No visitor is allowed in the building without following this process.

Book and Instructional Materials Policy

As participants of a learning community, we hold students accountable to the responsible use and careful care of all books, supplies and supplementary educational resources. These include, but are not limited to, books, calculators, laptops, etc. Students who misuse or lose such important resources are held responsible for the same.

SAFETY & SECURITY

Computer Use

Use of laptops or computers are permitted only with staff and faculty supervision. Computers are only to be used for academic purposes.

In-School Activities

Participation in school-sponsored activities during school hours, including fundraisers, field trips, or parent/guardian-teacher-student conferences and presentations is required. Field trips will be planned by the staff, and require written or verbal parental consent.

After School Activities

Participation in school-sponsored activities after school hours, including fundraisers, community building activities, or parent/guardian-teacher-student conferences and presentations is highly recommended. Students who choose to participate in an activity will be required to abide by school rules and regulations. Parents/ guardians will be notified when a student is involved in an after school activity.

Field Trip Policy

Student participation in class fieldtrips is based upon satisfactory progress in the rest of their courses. Parental/caregiver consent is required for student participation in each fieldtrip. Expectations for student conduct are equally upheld throughout fieldtrip opportunities. The privilege of participating in class outings can be denied based on student behavioral or truancy issues.

ATTENDANCE POLICY

We begin our description of our attendance policy by, first, listing the support mechanisms in place for common truancy issues.

- **Wake-up Calls:** Developing the self-discipline to wake up early enough and arrive to school takes a little push in the beginning. Our mentors provide wake up calls for a short period, while the students develop the discipline to wake up on time by themselves.
- **Establishing and Maintaining Habits of a Student:** After some time of no formal schooling, students lose the sense of student routine, such as going to sleep early, having clothes clean for school, and study time after school hours. Our mentors work with the student to develop the habits of a responsible student.
- **PANA Class:** Each student is assigned to a PANA class, where the teacher, mentor and classmates support each other in working towards good attendance, social and emotional wellness, and academics. This support mechanism is called PANA – **Peers Advising for New Achievements**. The success of a student is interdependent with the success of their PANA class peers.
- **Pana (TIP) Tardy/Truancy Improvement Plan:** Students can partner up with a friend to plan support for one another to arrive to school on time every day to school. If Pana TIP is successful to having both students arrive to school on time everyday for; two weeks, one unexcused absence; three weeks, two unexcused absences; four weeks, four unexcused absences will be removed from student attendance record.
- **House Visits:** When students begin to demonstrate a truancy issue, our Family Support Services Mentor will visit student's home to identify obstacles and work with the family to overcome attendance issues.
- **Incentives:** In specific circumstances, mentors work to garner program resources towards providing incentives, such as gift cards, for students to arrive to school on time everyday.
- **Students have the option, at any point throughout the school year to support their peers by participating in a PANA TIP (Tardy/Truancy Improvement Plan).** Students collaborate to support one another arrival to school on time every day. If two students

Definition of a Tardy

Breakfast is served at 7:30am. **The school day begins at 8:30am.** Attendance is taken in PANA class. Arrival into PANA class anytime after 8:30 am will be marked as a tardy. If a student arrives after 9:00am, she/he must sign-in at the front desk of the main building and receive a tardy pass to be permitted into class. Failure to sign-in at the front desk after 9:00am, will result in a student marked absent for the entire school day. **For every five (5) tardies, a student accrues one (1) unexcused absence.**

ATTENDANCE POLICY

Intervention for Accrual of Un-excused Absences

At the moment a student accrues the 4th **unexcused absence in one quarter***, urgent interventions will take place in order to help the student improve their attendance. In addition to the interventions listed on page 17, the student will:

- Begin a Tardy/Truancy Improvement Plan (TIP). If a student is not able to improve their attendance within the time set in the TIP with their mentor, a parent conference will be held with the Dean of Student Affairs. If the parent or caregiver is unable to meet, the mentor will participate in the conference with the Dean of Student Affairs to assist the student in developing a plan to improve the student's attendance.
- If a student misses 3 or more consecutive (excused/unexcused) days, a house visit will occur to conduct a parent/guardian conference.

Definition of Excused Absence

Documentation of an excused absence is required.

- Illness or illness of your son/daughter (**required medical documentation**)
- Family Emergency
- Death in the family
- Religious holiday
- Quarantine
- Suspension from school
- Pre-approved educational trips and tours
- Required court appearances
- IEP or other school related meetings

Early Dismissal

Students request an early dismissal from their mentor. The mentor will assess the situation and determine consent for an early dismissal. In the absence of the mentor, a student will get consent for an early dismissal from the Dean of Student Affairs. **Students are permitted 3 early dismissals per quarter.** Childcare or sibling care is not an excusable reason for an early dismissal. In the event that a student continues to request an early dismissal, a parent conference or a house visit takes place.

*Parents/Caregivers will receive a letter at the 5th, 10th, and 15th unexcused absence. When a student accrues 18 unexcused absences, a parent conference will be held to dismiss student from enrollment. In exceptional cases, the principal holds the right to adjust the policy to meet the needs of our students, family and community.

GRADUATION REQUIREMENTS

I. 21 Credit Hour Program

- English/Communication (**4 Credits**)
 - Seniors will have mandatory enrollment into Senior Portfolio Class
- Social Studies (**3 Credits**)
 - At least 1 year must be History of the United States or a combination of history of the United States and American Government, where students take the constitution exam
- Science (**3 Credits**)
 - At least 2 years must be a laboratory science
- Mathematics (**3 Credits**)
- Electives (**5 Credits**) – can include a combination of the following:
 - Health education
 - Physical Education
 - Consumer Education
 - Unity for Social Analysis Course – includes “community service”
 - Driver and Safety Education
- Foreign Language (**2 Credits**)
- Art and/or Music (**1 Credit**)

II. Completion of Prairie State Achievement Exam/ACT Test

Illinois State Law requires that all high school juniors take the PSAE standardized test before they earn a diploma. If a student is a senior and did not take PSAE, the student must take the PSAE before graduating. The two-day exam is intended to measure student achievement primarily in mathematics and reading skills. A student must take both days of the exam to qualify for a diploma.

III. Completion of Senior Portfolio and Presentation

All graduates are required to complete a portfolio of their achievements at PACHS before being eligible for graduation. The Portfolio draws from the wide variety of experience and expertise that each student has brought with them and developed at PACHS. A panel of community members, partners of the high school, and educators evaluate the portfolio and student’s unique presentation as the student’s defense of graduation. For further information, refer to Senior Portfolio packet.

IV. Skill Level Demonstration

Students must have a minimum of 10th grade reading level as reflected in their STAR Test scores OR evaluation by IEP/AEP with supporting documentation in the AEP

V. Residency Requirement

All students must be enrolled in our school for one full academic year.

GRADUATION PROGRESS

Grading Scale

100-90 A

89-80 B

79-70 C

69 or below NC (no credit)

Progression in Grade

Freshman: 0-5.25 credits

Sophomore: 5.25-10.5 credits

Junior: 10.5-15.75 credits

Senior: 15.75-21 credits

Alternative Credit Accrual

Only students who are “behind their cohort” will be assigned alternative credit accrual options. No student can use this form of credit accrual to graduate before his or her official cohort. Alternative credit accrual will **not** be assigned to students to make up credit for classes that they failed in current school year.

Students are responsible to schedule an appointment with their mentor to apply for any of the following options.

- ***Online Courses:** No student can accrue more than 2 credits in a school year, unless enrolled in the YS3 program. The last enrollment to a course will be at the beginning of the 3rd quarter.
- ***Practice GED Exam:** Practice GED is used as an assessment of competency in five areas (Writing, Reading, Math, Social Studies, and Science). Students who qualify for the exam can sign up for one of two annual test dates (provided by Senior Transition Specialist). In order to earn credit, student must demonstrate 80% mastery of the skills assessed.
- **Offsite Night School/Saturday Courses:** Offsite night school credit accrual opportunity is extended to students in need of credit recovery (for courses they failed at previous schools or at PACHS). Enrollment into offsite night school courses requires a referral form approved by mentor and Dean of Student Affairs and/or Principal.

*** \$25 fee due to PACHS for any alternative credit accrual provided by PACHS.**

LOLITA LEBRÓN FAMILY LEARNING CENTER (FLC)

History

Founded in 1993 with federal funding through Even Start, the Lolita Lebrón Family Learning Center (FLC) was created by the Juan Antonio Corretjer Puerto Rican Cultural Center to address the issues of single mothers who lacked a high school diploma because they dropped out of school to raise a family. Initially, the program served mothers ages 14-45, providing adult education classes, parenting and life skills workshops, intergenerational and family activities, and support services such as childcare. The program attempted to address the needs of the young women by providing a curriculum that was culturally attentive and diverse and incorporated the lived realities of the parents into instruction.

Currently, the FLC provides parenting support groups, curriculum in the Social History of Parenting, and a continuum of childcare services for students of the Dr. Pedro Albizu Campos High School (PACHS). The curriculum for parenting students in high school is student-centered, culturally relevant, and interdisciplinary.

Programming and Curriculum

A core value of the programming and curriculum is to remain attentive to the cultural dynamics of the parenting student population. It is important that the cultural values and foundations of the parenting students are actualized through the programming and curriculum because it validates their identity and choices as parenting students.

The programming and curriculum is in alignment with the Illinois State Standards in the areas of Social Studies and Social and Emotional Learning. The core academic course for parenting students is *The Social History of Parenting*. Parenting students enrolled in the course for one academic year can earn one (1) credit to fulfill their Social Studies credits toward graduation progress. A Social and Emotional Learning Mentor is assigned to the parenting students to provide additional support. Through this mentorship, FLC parents receive services granted by the State of Illinois through Reenrollment Services Program. This programming contributes to student fees and academic enrichment activities.

FLC STUDENT SUPPORT SERVICES

Students who are expecting mothers and/or fathers can rely on the continuous care and support provided by the Lolita Lebrón Family Center. If a student is a parent or expecting to become a parent, he/she can notify our Assistant Principal and Director of the FLC, Danette Sokacich to begin enrollment into the FLC Program.

Enrollment into the FLC Program will include an assessment of the young parent's needs (including daycare), graduation progress (if maternity leave is expected to occur during school year), and referral to FLC Partner Agencies and Institutions listed below:

- **El Valor:** The partnership with El Valor engages parenting students enrolled in the Social History of Parenting course in examining parenting practices through literacy, bonding, pregnancy care and prenatal health, and creative play. The program is also designed for parenting students to gain the knowledge of evaluating child care services and schools.
- **Centro Infantil Consuelo Lee Corretjer:** This Illinois State certified childcare services provides parenting students with a continuum of care for children 15 months through five years of age. Head Start services are also provided for children aged three to five years. The curriculum is bilingual and in accordance with Illinois standards for early childhood education.
- **Youth Empowerment Strategies (YES):** Offering relevant and outcomes based curriculum, YES engages parenting students in sexual health education. The program discusses pregnancy prevention, reproductive health, and sexually transmitted infections and HIV/AIDS.
- **University of Illinois at Chicago–Center for Literacy:** The Center for Literacy provides eight (8), one hour sessions that encompass the span of literacy from letter recognition, phonemic awareness, and fluency for the purpose of developing family literacy.
- **Women's Health Foundation (WHF):** The WHF offers five (5), one-hour workshops focusing on women's pelvic health for women, which attempts to transform women in best practices to avoid pelvic health issues as women age. The workshops identify the components contributing and detracting from women's pelvic health.
- **New Moms:** New Moms is a referral agency assisting transitional housing students with an option for long-term temporary housing. The program accepts parenting mothers ages 18-21. They provide cooperative apartments, plans for permanent housing, and life skills training.
- **Northern Illinois University – Department of Education:** The Department of Education is partnering with the FLC to develop a mentorship program for parenting students. The program organizes presentations made by graduates of the FLC for current program participants. It is the purpose of this program to offer guidance, support, and motivation for parenting students.
- **Vida/SIDA:** A program of the Juan Antonio Corretjer Puerto Rican Cultural Center, Vida/SIDA supports the community with sexual health, reproductive health, contraception, LGTBQA support groups, and STI/HIV testing. This is the only center of its kind the in the Humboldt Park community.
- **Chicago Children's Museum (CCM):** CCM has a program for community organizations to receive discounted family memberships and free transportation to a museum trip organized for members in the community. In addition, CCM supports professional development workshops for students participating in the annual community conference, Community as Intellectual Space.
- **Love.Life.Awakening:** LLA is a curriculum program designed to develop self-actualization through empowerment and self-esteem building. The classes are designed for women to be reflective and incorporate best practices for self improvement.

FLC STUDENT SUPPORT SERVICES

FLC Infant Care Policy

Student with infant children can qualify for child on-site FLC Infant Care, which is located in the FLC at 2700 W. Haddon. The FLC Infant Care is available to any parenting student enrolled in the FLC with a child(ren) between the ages of 6 weeks and 15 months of age. Upon enrollment in PACHS, if students are interested in applying for the FLC Infant Care, they can request the FLC Infant Care Handbook. This includes the application and necessary documentation to qualify for a space. Required documents include:

- Copy of official birth certificate
- Copy of child's social security card
- Copy of parent's social security card
- Copy of medical card
- Current medical exam with physician signature, including immunization records
- Current dental exam for children 12 months old or older

The FLC Infant Care is a subsidized service provided by PACHS. The co-payment is a monthly fee of \$5. The monthly payment is due on the first Friday of the month. The co-payments are used to maintain the space and supplies of the infant care, including laundry, disinfectant materials, and the changing station. Payment plans are available through Danette Sokacich. If a student does not contribute co-payments for two (2) consecutive months, a meeting will take place with the FLC Director to consider alternatives form payment.

Students with children in the FLC Infant Care must arrive to school by 8:15 am in order to secure their child and arrive to class on time. There will be a 5-minute grace period for these students for circumstances beyond their control. This requires prior approval from the FLC Director and must be discussed when the student arrives to the FLC Infant Care.

FLC Lunch

Lunch for students of the FLC is served at 2700 W. Haddon during the scheduled lunch period. FLC students with infants in the FLC Infant Care must report to pick up their children immediately after class. FLC students will be spend lunch with their child(ren) at 2700 W. Haddon to allow for flexibility to feed their child.

If a FLC student needs to attend a field trips, meetings, or tutoring during lunch, the student will need to make arrangements for alternative infant care with the FLC Director one (1) day in advance. The FLC Director or the FLC Infant Care staff are not responsible for providing care during lunch, regardless of the circumstances.

FLC STUDENT SUPPORT SERVICES

“What if I have a child(ren) older than 15 months old? What happens when my child(ren) turns 15 months old?”

The FLC collaborates with Consuelo Lee Corretjer Centrol Infantil, an Illinois certified child care located at 2739 W. Division, the first floor of the PACHS main building, to place children between the ages of 15 months and 5 years old. Centro Infantil accepts applications for Illinois Action for Children, an agency that supports childcare expenses.

When a child in the FLC Infant Care is 13 months old, the transition to a more appropriate childcare setting will take place. The FLC Director will work with the student to discuss best options that are suitable for the child and parent. It is recommended that FLC students apply to Centro Infantil for the next stage of childcare because of its location and relationship with the school. A one-month grace period may be granted by the FLC Director to continue placement in the FLC Infant Care to allow for alternative placement.

Eating During the School Day

Pregnant and nursing students will receive no more than three (3) passes per school day to eat a healthy snack in the mentor area of each building. Students can receive the passes from the FLC Director or mentor. Healthy snacks include: fresh fruit and vegetables, crackers/bread/pretzels, water, 100% juice, milk, yogurt, cheese, and nuts.

Maternity Leave for Young Parents

Maternity leave is honored for both young mothers and young fathers. Mothers are granted six (6) weeks and fathers are granted two (2) weeks.

Students whose due date is at or after the first four weeks of the current quarter, are eligible to earn .125 credit in core classes with homebound assignment completion. Credits from PANA, Unity for Social Analysis and Wellness Time are exempt from this credit accrual opportunity.

LA BORINQUEÑA
ORIGINAL NATIONAL ANTHEM OF PUERTO RICO

La Borinqueña

Despierta, Borinqueño,
que han dado la señal.
Despierta de ese sueño
que es hora de luchar.

A ese llamar patriótico
¿no arde tu corazón?
¡Ven! Nos será simpático
el ruido del cañon.

¡Nosotros queremos la libertad;
nuestro machete nos la dara!
¡Vámonos, Borinqueño,
vámonos ya!

Que nos espera ansiosa,
Ansiosa la libertad.
¡La libertad, la libertad!
¡La libertad, la libertad!

English Translation

Awaken, Borinqueño
The signal has been given.
Awake from this dream
The time to fight has arrived.

Doesn't this patriotic call,
Set your heart ablaze?
Today you will welcome
The roar of the cannon.

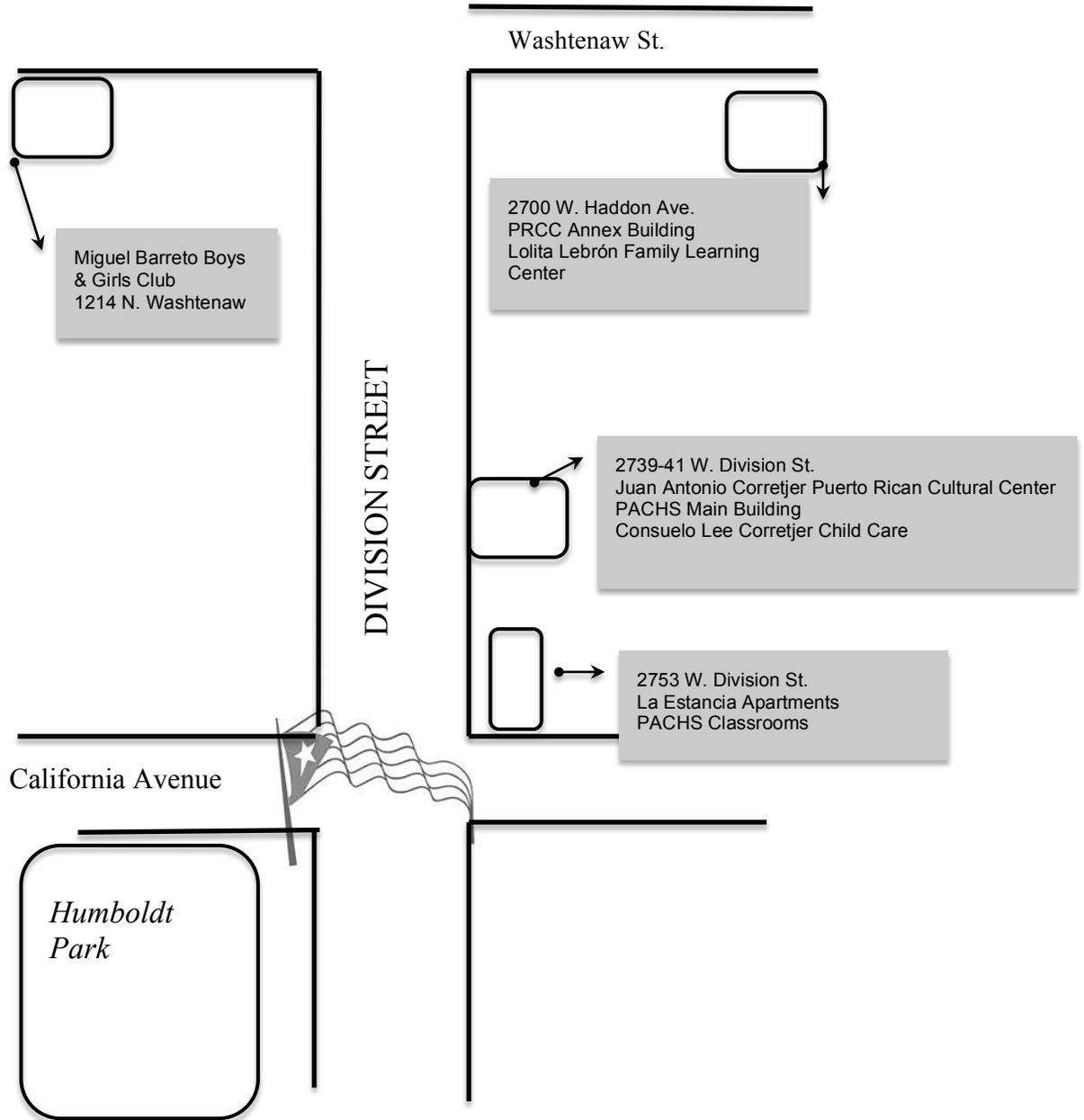
We want to be free now;
Our machete will get it for us!
Come, Borinqueño
Come now!

Freedom is anxiously waiting,
Anxiously waiting for us.
Freedom, Freedom
Freedom, Freedom!

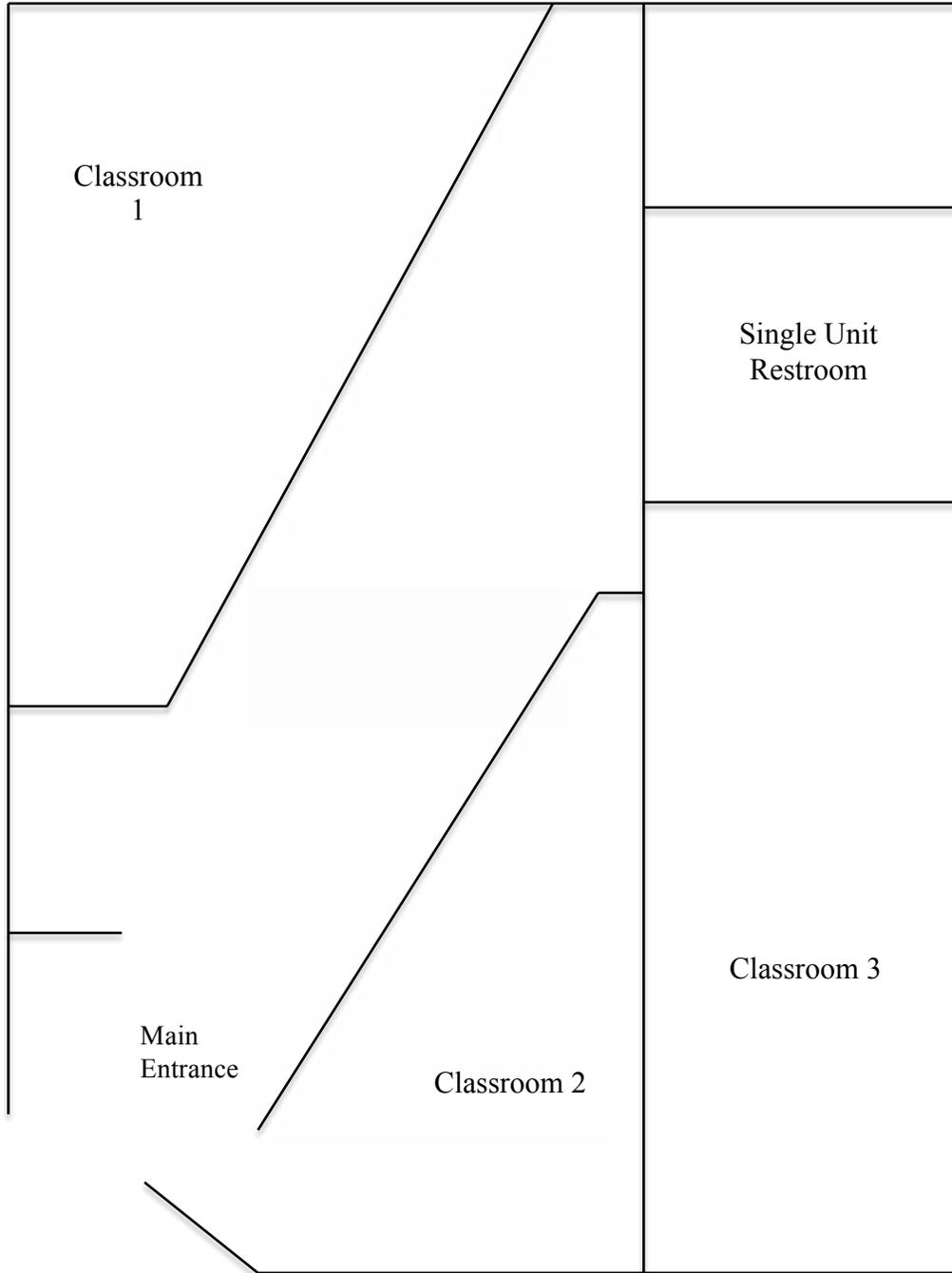
2013-2014 PACHS FACULTY & STAFF

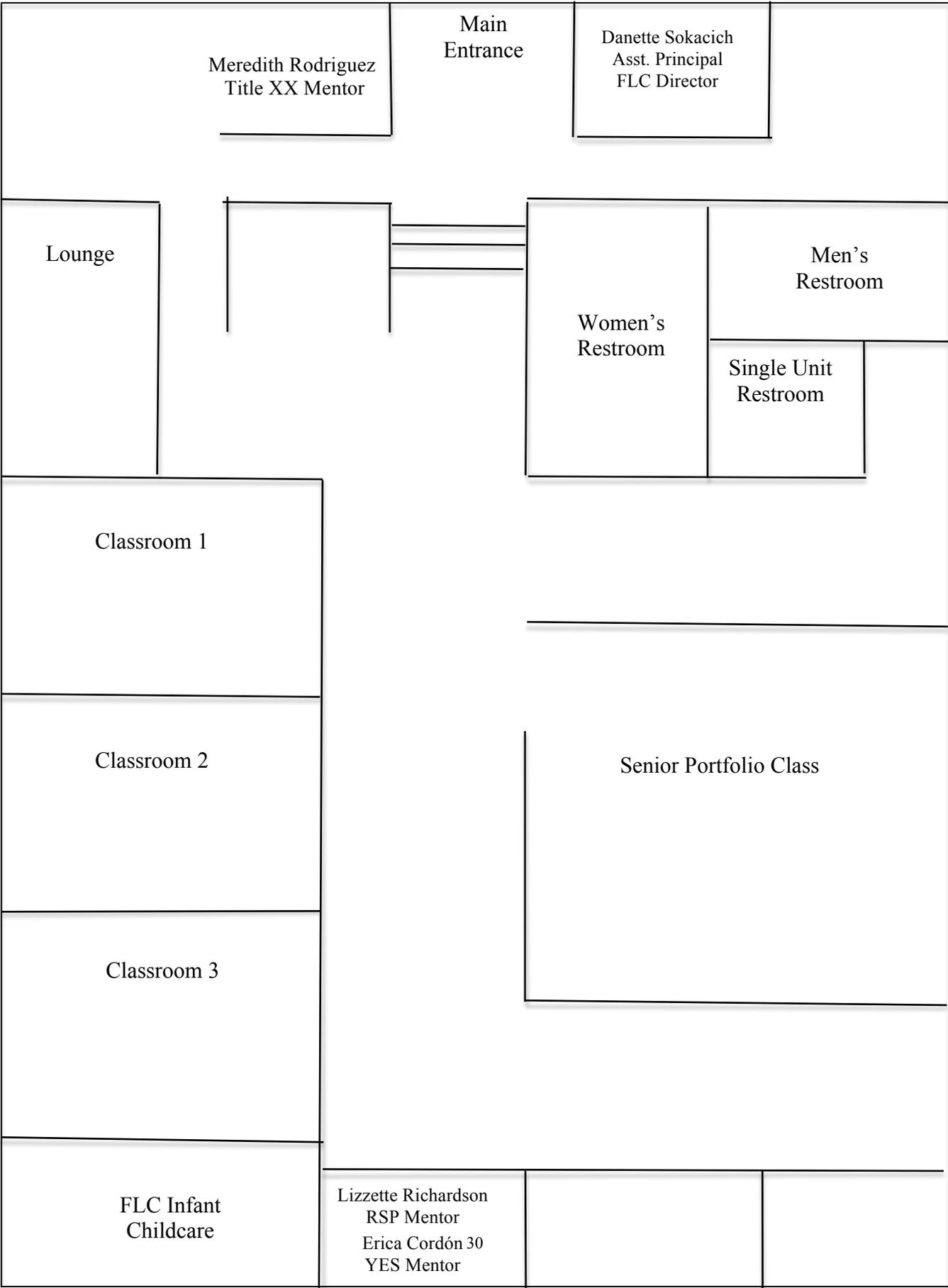
Matthew Rodríguez, Principal
Danette Sokacich, Assistant Principal/Director of Lolita Lebrón Family Learning Center
Juanita Garcia, Business and Operations Manager
Judith Díaz-Rodríguez, Dean of Student Affairs
Juan Rodríguez, Mathematics Teacher
Eduardo Rodriguez, Mathematics Teacher
Christina Camacho, Social Studies Teacher
Gustavo Colon-Braña, English Teacher
Patrycja Baran, Social Studies Teacher
Zoraida Rivera-Tañon, Spanish Teacher
Diamond Montana, Science Teacher
Yamini Bala, Science Teacher
Brenda Torres-Figueroa, Art Teacher
Elizabeth Hoffman, Senior Portfolio Instructor
Oni Woods, English/Language Arts Instructor
Arianna Anaya, English/Math Intervention Instructor
Ellen Floren, Special Ed Case Manager
Rubén Gerena, Youth Skills, Scholars and Service Mentor
Rodolfo Gonzalez, Instituto Abayarde Coordinator/Mentor
Lizzette Richardson, Re-Enroll Student Program Mentor
Meredith Rodríguez, Title XX Compass Counseling Mentor
Erica Cordon, Youth Experiencing Success Mentor
Elías Carmona, Building Operations Assistant
Michelle Oquendo, Atten./Records Counselor
Evelyn Rivera-Swint, Registrar
Migdalia Tinsley-Feliciano, Senior Transition Specialist
Viola Salgado, Fiscal Manager
Jason Gaya, Fiscal Assistant
Elvira Alba-Roman, FLC Infant Care Manager
Stephanie Robinson, FLC Infant Care Assistant

PACHS CAMPUS MAP



2753 W. Division St.





Meredith Rodriguez
Title XX Mentor

Main
Entrance

Danette Sokacich
Asst. Principal
FLC Director

Lounge

Men's
Restroom

Women's
Restroom

Single Unit
Restroom

Classroom 1

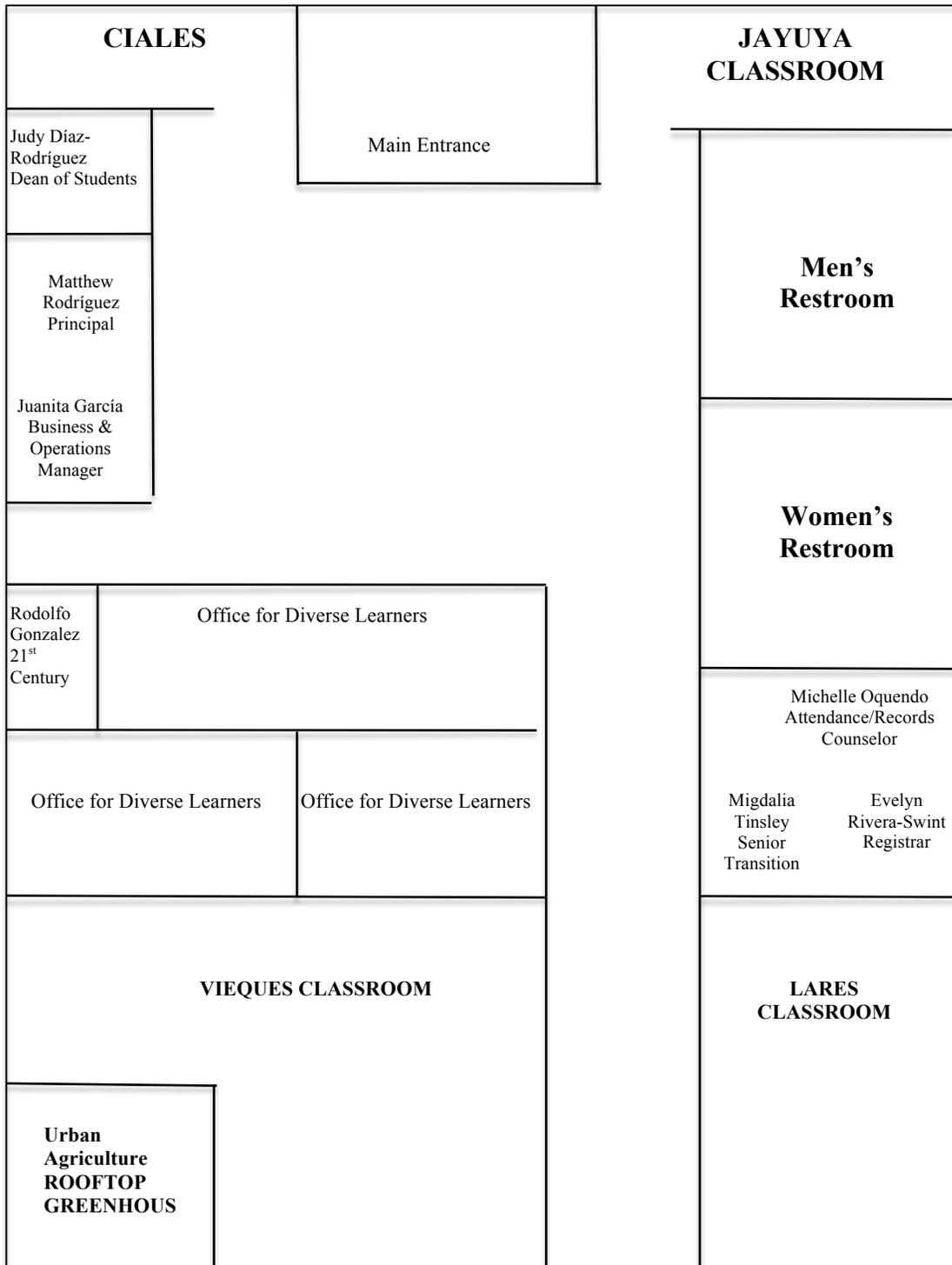
Classroom 2

Classroom 3

Senior Portfolio Class

FLC Infant
Childcare

Lizzette Richardson
RSP Mentor
Erica Cordón 30
YES Mentor



R.E.S.P.E.C.T PASSPORT

While experiencing your studies, you will be challenged to demonstrate the mission and vision of the school, through the RESPECT Framework.

As you participate in the transformation of yourself, the school, and community, you will discover how your actions and thoughts are tools for transformation.

Each time you demonstrate your willingness to embody the RESPECT Framework in the school, you will earn a stamp.

Faculty, administrators, mentors, and staff will share stamps with students that sincerely demonstrate their internalization of the RESPECT Framework.

The challenge is to keep sharing RESPECT and “Live and Help to Live”.

Peace,
Dr. Pedro Albizu Campos
Puerto Rican High School



R.E.S.P.E.C.T

Responsibility—A practice of self-discipline where students take responsibility for their own actions.

Ethics — A sense of ethics based on the idea of “Live and Help to Live”, where students learn how to work well with others.

Self—A strong sense of self/identity and pride in “who you are” in terms of your ethnicity, Nationality, sexuality and gender.

Puerto Rican—An understanding of the Puerto Rican reality and how it relates to all students’ lived experiences.

Extended Education—A skills-set that prepares students for college level material upon graduation.

Community—A practice of building community sustainability; and,

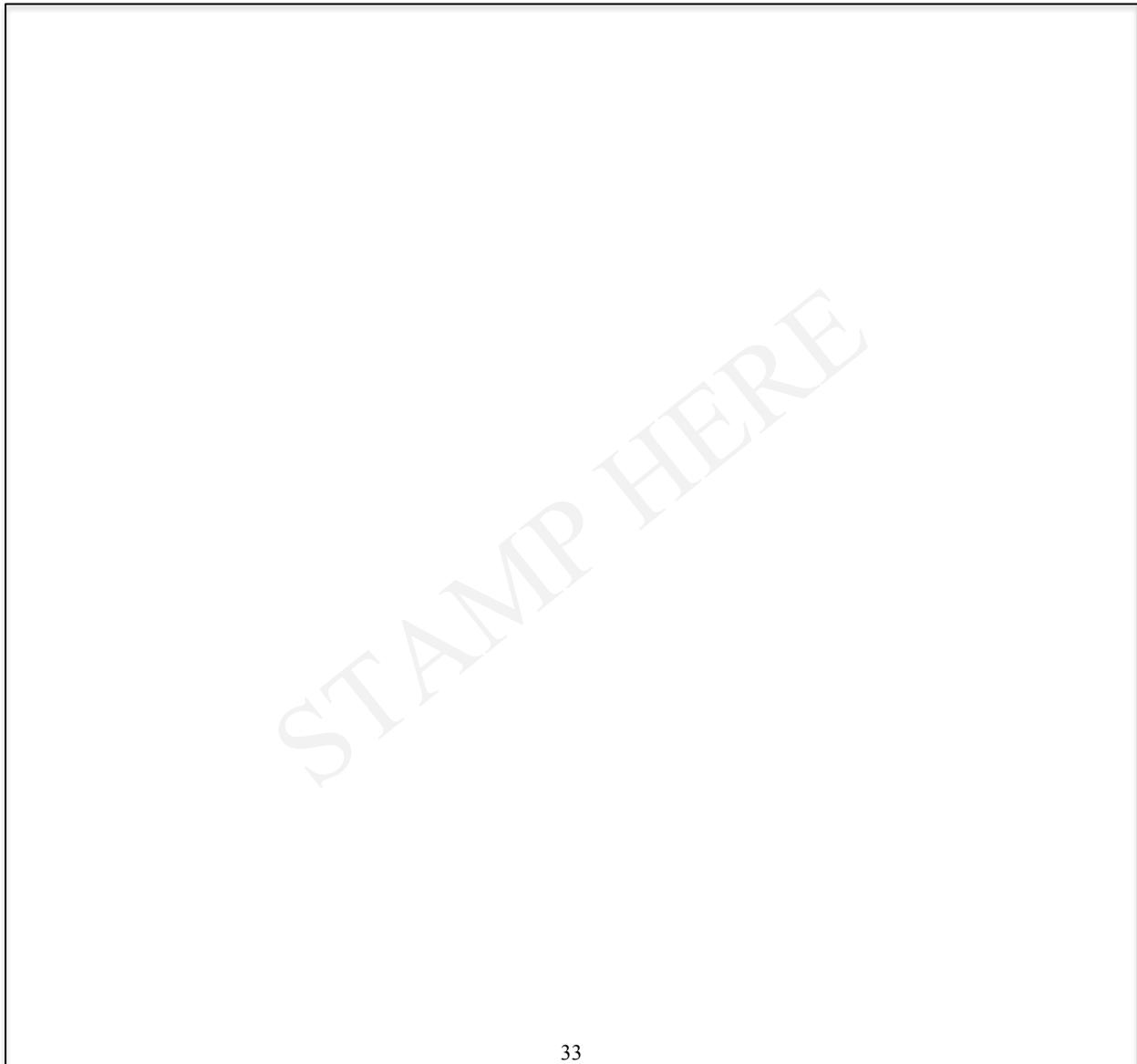
Transformation—A capacity to think critically about themselves, about problems in the world and how to solve them.

RESPONSIBILITY

“PROGRESS AND GROWTH DEMAND DEDICATION, RESPONSIBILITY AND DISCIPLINE, COURAGE AND SACRIFICE” ~ CARLOS ALBERTO TORRES

ACTIONS

STAY ORGANIZED, BE PREPARED, PARTICIPATE IN CLASS, DO YOUR BEST, MAKE AN EFFORT, SELF-MONITOR YOUR ACTIONS, AVOID EXCUSES, DRESS FOR SUCCESS, COMPLETE YOUR HOMEWORK, IMPROVE BEHAVIOR, BE ENGAGE IN CLASS, TAKE OWNERSHIP OF YOUR LEARNING, KEEP ELECTRONIC DEVICES OUT OF THE PICTURE ...

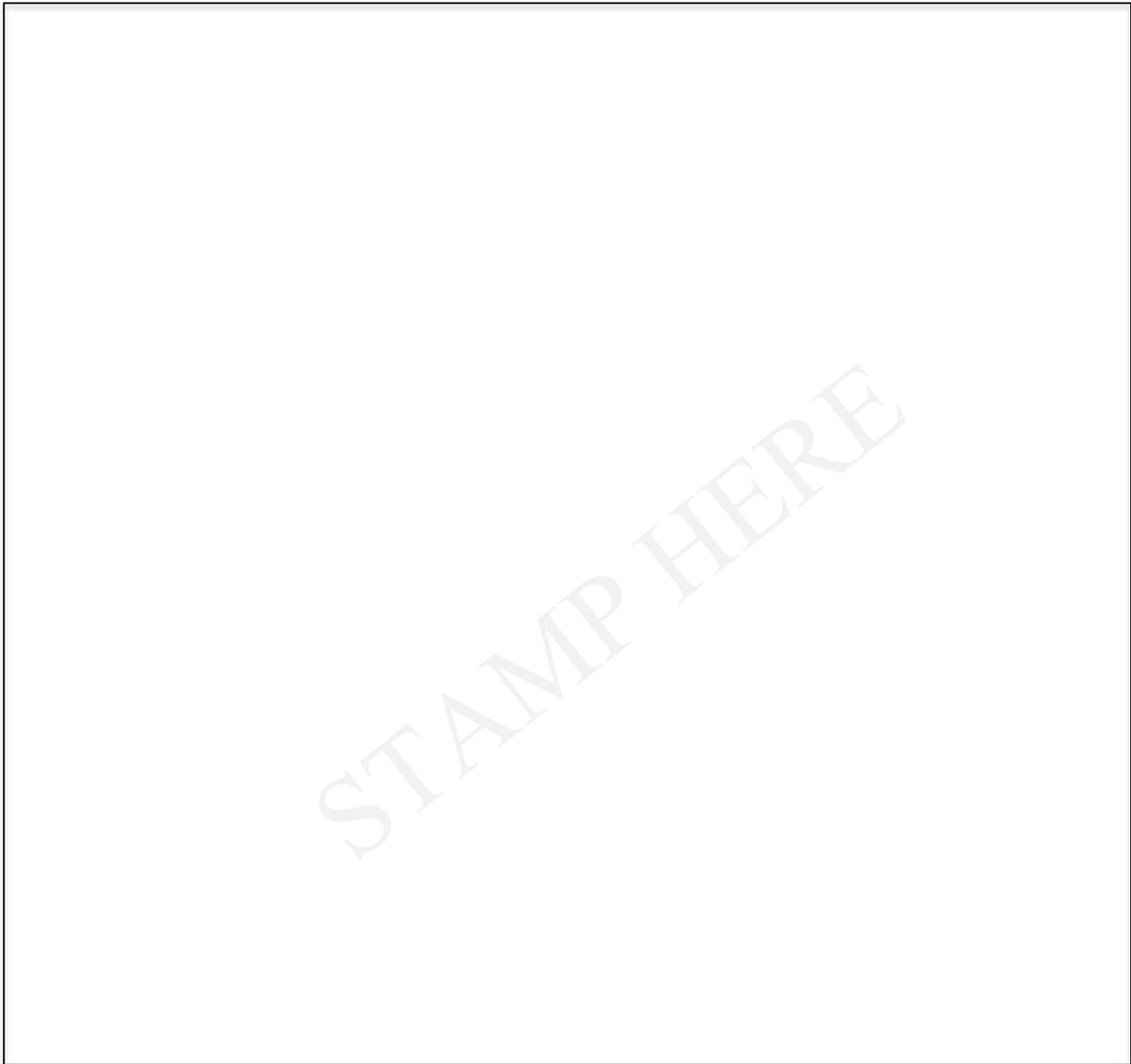


ETHICS

“PART OF BEING A REVOLUTIONARY IS CREATING A VISION THAT IS MORE HUMANE. THAT IS MORE FUN, TOO. THAT IS MORE LOVING. IT’S REALLY WORKING TO CREATE SOMETHING BEAUTIFUL” ~ ASSATA SHAKUR

ACTIONS

RESPECT OTHER PEOPLE’S OPINIONS, NO DEROGATORY COMMENTS, SUPPORT PEERS, OPEN TO NEW IDEAS, WORK WELL IN A GROUP, USE WORDS WISELY, HONOR LANGUAGE, RESPECT FREE SPEECH, SEEK CHALLENGES, USE KINDNESS,



KEEP OTHERS RESPONSIBLE FOR THEIR ACTIONS, MENTOR YOUR PEERS, HAVE SCHOOL PRIDE ...

SENSE OF SELF

“O MY BODY, MAKE OF ME A PERSON WHO QUESTIONS!” ~ FRANZ FANON

ACTIONS

KNOW YOUR ROOTS, READ A MEMOIR, ACTUALIZE YOUR STRENGTHS, ARTICULATE A GREATER UNDERSTANDING OF CULTURE/IDENTITY, BE PROUD OF SUCCESS, SHARE EXPERIENCES WITH OTHERS, PARTICIPATE IN DISCUSSIONS, LEAD DISCUSSIONS, FIND SOLUTIONS, BE OPEN-MINDED, BE A LIFE-LONG LEARNER ...



PUERTO RICAN

“THERE IS NO VICTORY WITHOUT PAIN.” ~ LOLITA LEBRÓN

ACTIONS

LEARN ABOUT COLONIALISM, KNOW INDEPENDENCE, BECOME A CÍMARRON, KNOW HOW TO APPLY THE TERM RESISTANCE, SING AND DANCE BOMBA, SHARE THE KNOWLEDGE OF ALBIZU CAMPOS, LOLITA LEBRÓN AND OSCAR LÓPEZ RIVERA, SING LA BORINQUEÑA, BE KNOWLEDGEABLE IN THE DIASPORA, BE IN SOLIDARITY WITH OTHER CULTURES THAT EXPERIENCE OPPRESSION ...

STAMP HERE

EXTENDED EDUCATION

“THE DAY SOMEONE QUILTS SCHOOL HE IS CONDEMNING HIMSELF TO A FUTURE OF POVERTY.” ~ JAIME ESCALANTE

ACTIONS

READ MORE ABOUT THE PASSIONS OF LIFE, VISIT A COLLEGE, GO TO A MUSEUM, GET A LIBRARY CARD, RESEARCH CAREERS, INVITE A GUEST SPEAKER TO CLASS, SCHEDULE THE ACT, USE CRITICAL THINKING, PUBLISH AN ARTICLE OR POEM, COLLABORATE WITH COMMUNITY LEADERS, ENROLL IN DUAL ENROLLMENT ...

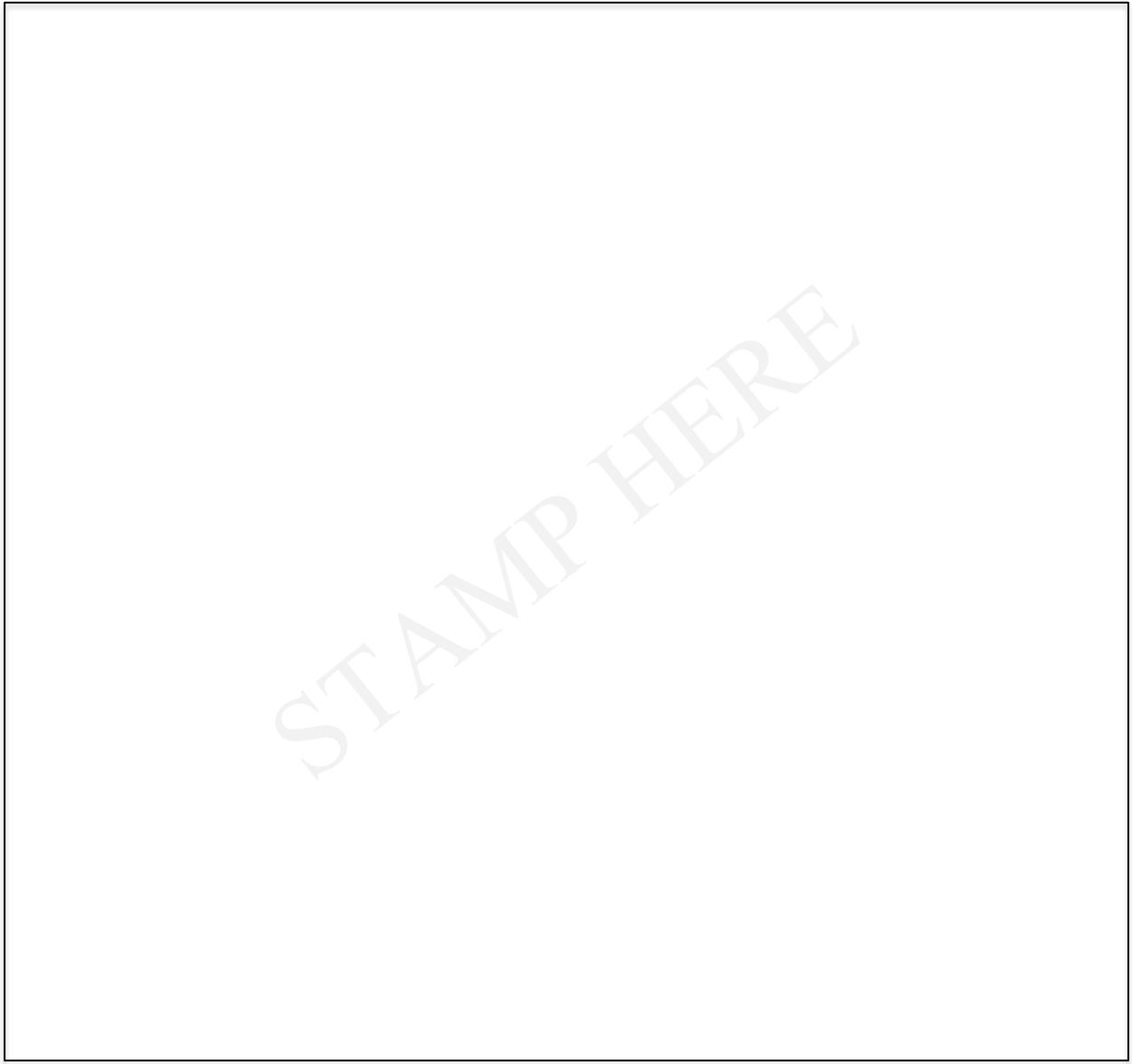
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COMMUNITY ORIENTED

“THIS IS THE DUTY OF OUR GENERATION AS WE ENTER THE TWENTY-FIRST CENTURY—SOLIDARITY WITH THE WEAK, THE PERSECUTED, THE LONELY, THE SICK, AND THOSE IN DESPAIR.” ~ ELIE WIESEL

ACTIONS

UNDERSTAND THE AUDIENCE, BRING CULTURE BEYOND THE CLASSROOM, KNOW THE NEEDS OF THE COMMUNITY, CREATE A PLAN OF ACTION, PARTICIPATE IN THE IPRAC GARDEN, BE AN AMBASSADOR, GREET PEOPLE IN THE COMMUNITY, SHARE THE STORY OF COMMUNITY ...



TRANSFORMATION

“IN ORDER FOR OUR COMMUNITY TO BE TRANSFORMED IT REQUIRES OUR LOVE AND DEDICATION ... DON'T FORGET A BETTER AND MORE JUST WORLD IS POSSIBLE IF WE ARE WILLING TO MAKE IT HAPPEN.”

~ OSCAR LÓPEZ RIVERA

ACTIONS

UNDERSTAND MULTICULTURAL AND MULTILINGUAL COMMUNITIES, CREATE PROGRAMS IN THE COMMUNITY, EXERCISE RESTORATIVE JUSTICE, ADVOCATE FOR OTHERS, BE A STUDENT LEADER, BE A “GREEN” LEADER, CHALLENGE SOCIETY FOR SOCIAL JUSTICE, GRADUATE FROM DR. ALBIZU CAMPOS PUERTO RICAN HIGH SCHOOL ...

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**“BE THE CHANGE
YOU WANT TO
SEE IN THE
WORLD”**

~ MAHATMA GANDHI

