



2019-2020

Parent & Student Handbook

Dr. Pedro Albizu Campos Puerto Rican High School

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www.pachs-chicago.org

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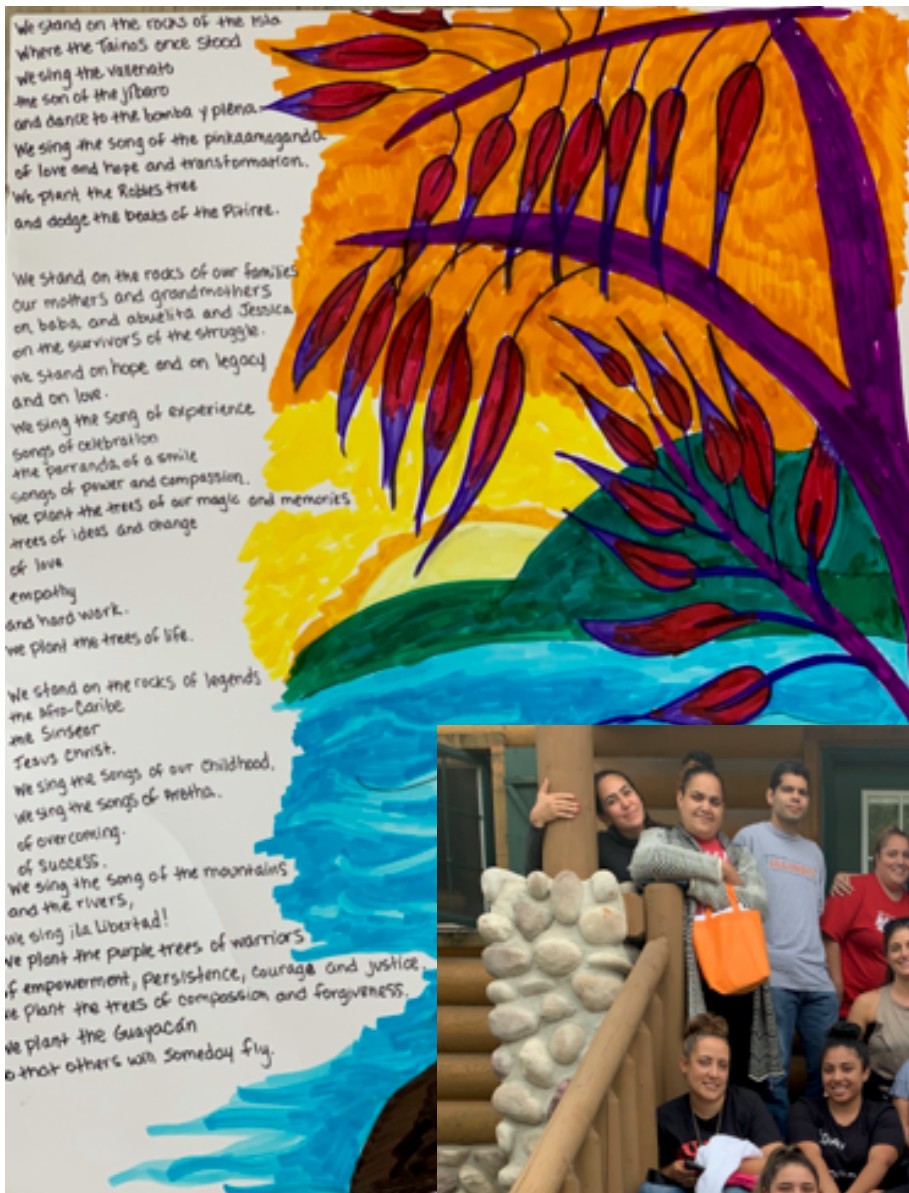
For current events and updates, like us on Facebook!

www.facebook.com/pedroalbizucamposhighschool

If you cannot find what you are looking for in the handbook, be sure to check the school website: **www.pachs-chicago.org**

The cover art was created as part of “Las Puertas de Paseo Boricua” which consists of 16 doors painted as a tribute to Puerto Rican and Latino Culture in Chicago. The doors feature 13 artists from Puerto Rico, Mexico, Costa Rica, Columbia, and Ecuador, and all doors are located on Division Street between Western and California Avenues. This particular door was painted by Reynaldo Guaracibo and photographed by Elías Carmona.

Reynaldo Rodríguez es un artista autodidacta, desde su infancia ha sido parte del mundo del arte en Puerto Rico. A pesar de que es un maestro en diferentes aspectos del Arte como muralista, diseñador de vestuarios típicos, tiene su propia línea de t-shirts y demas, su pasión es pintar obras y murales a pintura acrílica. Desde su llegada a Chicago en los años 90, se involucró con Creative Oasis, Around the Coyote, y otras organizaciones de arte. Reynaldo ha recibido varios premios locales e internacionales a través de su carrera de 26 años, actualmente vive en la comunidad de Humbolt Park, en la cual es un artista gráfico freelance.



"The Rock, The River, The Tree" by PACHS staff, as assembled by Jes Connolly, August 16, 2019



PACHS Staff at the 2019 Summer Retreat at Grizzly Jack's Grand Bear Resort

STAFF DIRECTORY

Staff Name	Title	Room/Office	Building
Administrative Staff			
Marvin García	Executive Director		
Melissa Lewis	Principal	Principal's Office	Main – 2 nd Floor
Michelle Oquendo	Operations Manager	Admin Office	Main – 2 nd Floor
Ivelisse Colón	Registrar	Admin Office	Main – 2 nd Floor
Annjinette Vélez	Attendance Counselor	Admin Office	Main – 2 nd Floor
Instructional Team			
Dr. Virginia Boyle	English Chair	LE-1	La Estancia
Aaron Clarke	History	Ciales	Main – 2 nd Floor
Joshua Cohen	History	LE-2	La Estancia
Gustavo Colón-Braña	English	Bayamón - 114	Haddon
Jessica Connolly	English	Cidra - 117	Haddon
Marisa Díaz-Arce	Math	Yauco - 116	Haddon
Rachel Geetha	Science	Vieques	Main – 2 nd Floor
Elizabeth Levenda	Science	Lares	Main – 2 nd Floor
Hugo Muñoz	Math	San Juan - 115	Haddon
Erica Serrano	Health/Wellness	Comerio	La Estancia
Zoraida Rivera-Tañon	Spanish	Jayuya	Main – 2 nd Floor
Office of Diverse Learners			
Helena Lavric	Social Worker	Social Worker Office	Main – 2 nd Floor
Philip Pilger	Teacher	Ponce	Main – 2 nd Floor
Lisa Rothenberg	Case Manager/Teacher	Ponce	Main – 2 nd Floor
Cynthia Van Roeyen	Case Manager/Teacher	Ponce	Main – 2 nd Floor
Erika Carvajal	Paraprofessional	Ponce	Main – 2 nd Floor
Youth Development Team/Security			
Marie Snyder	Dean of Restorative Justice	111	Haddon
Jessie Fuentes	Dean of Student Affairs	Dean's Office	Main
Crystal Morales	FLC/RSP Mentor	102	Haddon
Mike Carrizales	YES Mentor	Caguas	Main – 1 st Floor
Carlos Jimenez	YS3 Mentor	Juncos	Main – 1 st Floor
Karen Romero	CYEP Mentor	Front Desk	Haddon
Sandra Sumlin	Truancy Counselor	Admin Office	Main – 2 nd Floor
Support Staff			
Lizzette Richardson	Grant Writer	Caguas	Main – 1 st Floor
Elias Carmona	Facility Manager		Main – 1 st Floor
Nelson Maisonet	Custodian		
Rafael Quiñones	Head of Security		
Edwin Castillo	Study Hall/Security		
Kevin Ayala	Security		
Jennie Lucero	Security		
BUILD			
Christian Fears	Clinical Social Worker	BUILD Office 1	Main – 1 st Floor
Felix Jusino	Intervention Specialist	BUILD Office 2	Main – 1 st Floor
Annette Perez	BUILDing Girls 2 Women Specialist	BUILD Office 1	Main – 1 st Floor
Carlos Vega	Gang Intervention Specialist	BUILD Office 2	Main – 1 st Floor

HISTORY OF DR. PEDRO ALBIZU CAMPOS HIGH SCHOOL

In the 1970s, Puerto Rican youth exhibited a shocking 70% dropout/push out 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.

School Mascot: *El Abayarde*, or the Fire Ant, represents more than just an individual ant. Together, a group of fire ants are very effective at achieving one common goal. Our common goal at PACHS is embodying our mission statement of experiencing a revolution of the mind and becoming critical thinkers. Fire ants are known for being able to support the weight of three other fire ants. When we embody that idea of being a support system, all individuals teaching and learning at PACHS provide each other love and encouragement. *El Abayarde* is our mascot for our collective power at PACHS.

School Motto: *Education Breaks Chains of Oppression*

School Colors: *Red, White, and Sky Blue*

SCHOOL SONGS

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!

“La Borinqueña” is the original Puerto Rican national anthem that stands firm in the belief that a revolution must take place. Puerto Rico has a history of colonization and has been a country without independence for over 500 years. In a world where colonies no longer exist, Puerto Rico remains a colony of the United States. The national anthem provides a sense of pride or *orgullo* that we teach our young people at PACHS. We remember “La Borinqueña” as a call to action for our students to be ready for a revolution of the mind. With an education, they are truly free, unlike Puerto Rico, which remains under United States control.

Lift Every Voice and Sing

Lift every voice and sing,
Till earth and heaven ring,
Ring with the harmonies of Liberty;
Let our rejoicing rise
High as the list'ning skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the dark past has taught us,
Sing a song full of the hope that the present has brought us;
Facing the rising sun of our new day begun,
Let us march on till victory is won.

“Lift Every Voice and Sing” has been called the “Black National Anthem” almost since it was written in 1900. Composed by brothers James Weldon Johnson and John Rosamond Johnson for a celebration of Abraham Lincoln’s birthday at a segregated school in Jacksonville, FL. The words convey themes of unity, purpose, adversity, struggle, triumph, and liberation, and the major/minor/major chord structure powerfully compliments those themes. Though written only for that one event, the song was adopted by many churches, historically Black colleges and universities as their official hymn. It was adopted by the NAACP in 1919, and used at the inauguration of President Barack Obama in 2009. It continues to be a powerful message of hope, struggle, and liberation.

OUR MISSION & VISION

The Dr. Pedro Albizu Campos Puerto Rican High School mission and 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.

The Definite Dozen	
Self-Reliance	
To enter your Revolutionary State of Mind	
Responsibility Ethics	<ol style="list-style-type: none"> 1. Be responsible to yourself, to your family, to your community, to our world. 2. Be respected, be respectful Respect yourself. Demand that others respect you. Respect others. 3. Be honest Leaders don't make excuses, they make improvements. 4. Be loyal Stand alongside those who have the least.
Self-Actualization	
To discipline your Revolutionary State of Mind	
Self Puerto Rican	<ol style="list-style-type: none"> 5. Work Everyday, everywhere. 6. Study To study is a revolutionary duty. 7. Character over reputation character is whom you are when no one else is looking. Reputation is who other people say you are. 8. Believe Doubters never win, revolutionaries never doubt.
Self-Determination	
To build a Successful Revolution	
Extended Education Community Transformation	<ol style="list-style-type: none"> 9. Be self-critical No revolution is complete without a culture of self-improvement. There is no culture of self-improvement without culture of self-reflection. 10. Acknowledge the knowledge Teach and be teachable. 11. Build with allies; influence the enemy Execute the 5 phases, identify, analyze, plan, implement, evaluate. 12. Be relentless Never, ever give up.

Our mission and vision is all about **R.E.S.P.E.C.T.** to help develop a *revolutionary state of mind*. We utilize “**The Definite Dozen**” Framework adopted from the San Francisco State University Professor Dr. Jeff Duncan-Andrade that outlines a dozen behaviors we can work towards in order to develop a revolutionary state of mind.

ABAYARDE SCHOLAR AGREEMENTS

ABAYARDE SCHOLAR AGREEMENT -- I believe that I can be successful. I will:

- Actively practice the Definite Dozen behaviors in order to live up to our R.E.S.P.E.C.T. mission and vision.
- Attend school regularly and on time.
- Arrive to school in uniform and ready to positively participate in a community of learning.
- Show respect for myself, my school, and other people.
- Believe that I can and will learn.
- Obey the school and its rules.
- Always try to do my best in my work and my behavior.
- Work cooperatively with my classmates, teachers, and other school staff.

Student Signature _____ Date _____

TEACHER/MENTOR/STAFF AGREEMENT -- I believe that each student can be successful. I will:

- Believe that each student can learn.
- Show respect for each student and their family.
- Enforce school and classroom rules fairly.
- Demonstrate professional behavior and a positive attitude.
- Come to school prepared to educate.
- Seek ways to involve parents in the school program.

Teacher/Mentor/Staff Signature _____ Date _____

ADMINISTRATIVE TEAM AGREEMENT -- I believe PACHS will continue to be successful. I will:

- Provide an environment that allows for positive communication between teachers, parents, and students.
- Support the teachers in providing high quality instruction.
- Provide a safe and orderly environment conducive to learning.
- Encourage students, their families, and staff to uphold their agreements.

Admin Team Signature _____ Date _____

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.

PARENTAL/CAREGIVER INVOLVEMENT POLICY

We expect the adults in the lives of the student(s) to be examples of academic and community leaders. Through increased parent/caregiver participation and collaboration, our learning community can offer our youth the quality education they deserve.

Outlined are the ways in which Dr. Pedro Albizu Campos Puerto Rican High School will collaborate with parents/caregivers to ensure academic success.

1. Dr. Pedro Albizu Campos Puerto Rican High School will provide the necessary coordination, technical assistance, and other support to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
2. Dr. Pedro Albizu Campos Puerto Rican High School will conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of the school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
3. Dr. Pedro Albizu Campos Puerto Rican High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

Examples of Parental/Caregiver Involvement:

- Participate with the Parent Committee
- Attend student/parent field trips
- Assist with community events and provide transportation
- Serve as student safety patrol
- Assist with fundraising efforts
- Attend parent information events

PARENT/GUARDIAN AGREEMENT – I believe that my child can be successful. I will:

- See that my child is punctual and attends school regularly.
- Communicate with my child's teachers on a regular basis.
- Support the school in developing positive behaviors.
- Provide a home environment that encourages my child to learn.
- Stay aware of what my child is learning.

Parent Signature _____ Date _____

ADMISSION POLICY & ORIENTATION PROCESS

Application Process

Applicants who are 16-21 years must take the following steps and meet the stated criteria to gain acceptance at Dr. Pedro Albizu Campos Puerto Rican High School (PACHS).

Phase 1: Submit a Youth Connection Charter School Lottery/Waiting List Application in person at 2739 W. Division St., or online at www.pachs-chicago.org or yccs.us/students/enroll

- No academic tests are required for admission.
- Students are not required to provide an IEP for admission.
- No writing sample is required for admission.
- No orientation required for admission.
- No Social Security Card required.
- No payment of student fees required for admission.

Phase 2: If selected by the lottery, PACHS may invite candidates to participate in an information session. If selected by the lottery and there is no space at the candidate's first-choice campus, then the application will be considered by second and third-choice campuses. If there is no space at any of the campuses selected, then the application will be placed on the YCCS school-wide waiting lottery list for enrollment into any campus with available seats.

Phase 3: Upon enrollment, each student will participate in an orientation process inclusive of the following:

- School Application
- Parent Consent Form
- Student Lunch Application
- Student Handbook and School Policy Review
- School Calendar
- Complete the STAR Test

Each candidate is expected to submit the following documents:

1. Copy of Transcript (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 and School Physical
4. Proof of Address
5. Proof of Income
6. Picture I.D.
7. Release Form from Prior School
8. Student Activity Fee \$100.00 (or \$25 per quarter)
All students are required to pay an annual activity fee of \$100, that may include, but is not limited to: instructional materials, books, technology, field trips, uniform, etc.
Seniors have an additional fee of \$150 for all graduation expenses that may include cap and gown, graduation space rental, diploma cover, senior field trip, etc.
9. If applicable: 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.

As a campus of Youth Connection Charter School (YCCS), PACHS operates at all times in accordance with the Charter Schools Law and all other applicable federal and state laws. PACHS does not discriminate in selecting students or staff on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, martial status, academic performance, or the need for special education services.

GRADUATION REQUIREMENTS

Responsibilities Prior to Graduation

1. It is the student's responsibility to know and meet all graduation requirements.
2. Students are responsible for completing all graduation applications and credit checks and for obtaining graduation information, paying Student Activity Fee (\$100) and Senior Fee (\$150), and attending all meetings concerning graduation.
3. Seniors who fail to meet graduation requirements will not be allowed to participate in the graduation ceremony. Diplomas will be granted only after all requirements have been met.
4. All fees must be paid prior to participation in the graduation ceremony.

Credit-Bearing Graduation Requirements		
Required Course	Description	Units Required
English	Four credits of English	4 credits
Mathematics	Three credits of Math	3 credits
Science	At least two credits must be a laboratory science	3 credits
Social Science	At least one credit of U.S. History, at least 0.25 credit of Consumer Education, and at least 0.50 credit of Civics	3 credits
World Language/Fine Arts	Two credits in any combination	2 credits
Electives	Two credits in any combination of Health, Physical Education, Unity for Social Analysis, PANA, and/or additional courses not already listed above	3 credits
Total Credits Required: 18		
Students must earn a minimum of 18 credits of the required coursework described above.		
Non-Credit-Bearing Graduation Requirements		
Public Law 195	Demonstrate knowledge of the U.S. and Illinois Constitution as part of subject area curricula and/or pass the Constitution test	
Pa'Lante Community Service Learning	40 hours of approved Service Learning activities, including the Humboldt Park Clean Up on April 18, 2020	
SAT	Students must take the SAT at qualified sites	
10 th Grade Reading Level	Minimum of 10 th grade reading level as measured by the STAR OR evaluation by IEP/AEP with supporting documentation	
Senior Portfolio and Presentation	All graduates are required to complete a Portfolio of their achievements before being eligible for graduation. A panel of community members, partners of the high school, and educators evaluate the Senior Portfolio presentation as the student's defense of graduation.	
Naviance Success Plan	Completion of the CPS Concrete Postsecondary Plan with evidence of employment, FAFSA, enrollment in a post-secondary institution, military, and/or gap year must be uploaded to student's Naviance account at www.naviance.com .	
It is the student's responsibility to know and meet all graduation requirements.		

Alternative Credit Accrual

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 Course*:** 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.
- **Offsite Night School/Saturday Courses:** Offsite night school credit accrual opportunity is extended to students in need of credit recovery for courses they failed. Enrollment into offsite night school courses requires a referral form approved by mentor and Dean of Student Affairs and/or Principal.

GRADUATION PROGRESS

Grading Scale		
Grade	Scale	Description
90-100%	A	Work is exemplary; highly competent
80-89%	B	Passing; competent
70-79%	C	Passing; developing competency
69% and below	NC	Not passing, no credit earned; emerging competency

Progression in Grade Level	
Level	Require Credits
Freshman/Sophomore	0-7.9 graduation eligible credits
Junior	8-13.49 graduation eligible credits
Senior	13.5+ graduation eligible credits

Abayarde Reports

Abayarde Reports are issued every three weeks of school. They are designed to give students an indication of how they are performing to date and pinpoint areas of improvement. Abayarde Reports include Behavior, Attendance, and Academics. Parents/guardians are strongly encouraged to review progress reports with their student. Parents can request teacher and/or mentor conferences throughout the year, and conferences may be required if the student is failing a class. **Parents/guardians are invited to Parent Academy and Report Card Pick Up.**

	Round 1	Round 2	Round 3
Quarter 1	Tuesday, September 24*	Tuesday, October 15	Thursday, November 14**
Quarter 2	Tuesday, December 3*	Tuesday, January 7	Tuesday, February 4
Quarter 3	Tuesday, February 25*	Tuesday, March 17	Thursday, April 23**
Quarter 4	Tuesday, May 5*	Tuesday, June 2	Tuesday, June 23
	* Parent Academy, 5:30pm-6:30pm		**Report Card Pick Up, 12pm-3pm & 4pm-7pm

Power School Parent and Student Portal

The Power School Student and Parent portal gives parents and students access to real-time information including attendance, grades, and detailed assignment descriptions. Everyone can stay connected: students are aware of assignments, parents are able to participate more fully in their student's progress, and teachers can use their grade book to make decisions on what information they want to share with parents and students. PACHS Power School Student and Parent portal, URL, username, and password will be shared by administration.

Achievement Through Academics	
Tier 1: Passing All Classes - Universal support mechanisms for all students may include: <ul style="list-style-type: none"> Awards and recognition for achievement Restorative mindset Restorative language Restorative conversations Talking circles Incentives 	
Tier 2: Failing 1-2 Classes - Support mechanisms for Tier 2 Academics may include: <ul style="list-style-type: none"> One-on-one meetings with teachers during Scholar Talks Utilizing the STAR data to differentiate and plan in-class interventions After school tutoring assistance Parent/guardian conference Goal agreement Mentor support Care Team referral 	
Tier 3: Failing 3 or More Classes - Support provided at the Tier 3 level will be intensified. Support mechanisms for Tier 3 Academics may include: <ul style="list-style-type: none"> One-on-one meetings with teachers during Scholar Talks Mentor support in the classroom After school tutoring assistance Restorative conferencing Parent/guardian conference House visit Care Team referral Diverse Learning Team support 	

ATTENDANCE POLICY

Daily attendance at school is critical to a student's academic success. Studies show a direct correlation between regular attendance and good grades. Student attendance and classroom participation is key to a student's ability to fully grasp the content and demonstrate competency. Failure to attend class and chronic tardiness is unacceptable. Below is a list of the support mechanisms in place for common truancy issues.

Arrival Time

Students may enter the building at 8:00am. Upon arrival, students are to wear their student ID's, wear their uniform shirt, and follow the Yondr process for their cellular and electronic devices. The school day begins with PANA/Advisory class at 8:30am. Attendance is taking in PANA class.

Definition of a Tardy

Arrival to PANA class anytime after 8:30am will be marked as a tardy. If a student arrives after 9:00am, they must sign-in at the front desk of the main building and receive a tardy pass in order to be permitted to class. Failure to sign-in at the front desk after 9:00am may result in an Unexcused Absence for the entire school day. Students may not arrive after 11:00am. **For every two (2) tardies, a student accrues one (1) unexcused absence.**

Tardy Expungement

Students who are late will be afforded the opportunity to effectively expunge their tardy and earn a full day of attendance by staying after school the **SAME DAY** they are tardy. Tardiness on Wednesdays can be expunged after school on Thursday. Expungement time is calculated as follows:

- Tardy to PANA = 30 min after school
- Tardy to 2nd period = 60 min after school
- Tardy to 3rd period = 90 min after school

Students must check in on the second floor of the main building no later than 3:45pm. Between 3:25-3:35pm, **students should visit teachers and collect any work missed due to tardiness.**

While present in the after school program, students will be expected to work on homework/assignments or participate in one of the many after school programs - if they are not actively engaged during the time they are supposed to remain after school, they will be asked to leave and their absence will remain on their record.

Early Dismissal

Students are not allowed to leave school before their scheduled time without consent from parent/guardian and approval from their mentor. Permission for early dismissal is based on the discretion of the mentor in collaboration with the parent/guardian. Early dismissals may be permitted for illness, doctor's appointments, or other pre-established appointments. **For every two (2) Early Dismissals, a student accrues one (1) excused absence.** Students may only request one (1) Early Dismissals per month. In the event that a student continues to request an early dismissal, a parent conference or a house visit takes place.

Absences

When a student is going to be absent from school, the parent/guardian must:

1. **Call the school at 773-342-8022 between 7:30am and 8:30am** stating the reason for the absence.
2. **Send a written note to the school upon the student's return from the absence that acknowledges each date of absence.** The note is required even if the parent/guardian calls the school. School administrators will review the reason stated and determine if the absence is Excused or Unexcused.

Excused Absences:

- Student illness
- Observance of a religious holiday
- Family emergency
- Quarantine
- Suspension from school

- Pre-approved educational trips and tours
- Required court appearances
- IEP or other school related meetings
- Circumstances that cause reasonable concern to the parent or legal guardian for the safety of the child
- Other situations beyond the control of the student as determined by school administrators

Unexcused Absences:

- Late or lack of notification of absence
- Late to school and reason is not authorized
- Any absence determined by school administrators to be without valid cause

Leaving School Grounds Without Permission

If a student leaves school without permission, PACHS will:

1. Issue student a Level 2 Write-Up.
2. Mark classes as Unexcused Absences.
3. Call student's parent/guardian to inform them that student left school grounds

If a student leaves school without permission a second time, then student may not return without a parent/guardian conference.

When a student accrues 18 unexcused absences, a parent conference will be held to transfer 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.

Achievement Through Attendance	
Tier 1: Attendance Above 85% -- No more than 4 absences per Quarter - Universal support mechanisms for all students may include: <ul style="list-style-type: none"> • PANA class to work towards good attendance, social and emotional wellness, and academics • Monthly PANA challenges to provide incentives • Monthly Perfect Attendance Awards and Definite Dozen nomination • Internship opportunities 	
Tier 2: Attendance Between 70%-85% - Support mechanisms for Tier 2 Attendance may include: <ul style="list-style-type: none"> • Parent/guardian phone call • Parent/guardian conference • 5-day Letter notifying parent/guardian of student's absences • Wake-Up Calls for a short period while students develop the discipline to wake up on time by themselves • Workshops and groups that will help develop life skills to improve attendance • 	<ul style="list-style-type: none"> • Mentor meetings to develop SMART goals, Attendance Improvement Plan, and healthy habits • Care Team Referral • Goal Agreement • Referral to supportive services programs • Restorative conferencing
Tier 3: Attendance Below 69% - Support provided at the Tier 2 level will be intensified with in-depth case management & support for the student and their family. Support mechanisms for Tier 3 Attendance may include: <ul style="list-style-type: none"> • Transportation support • House visits • Counseling/therapeutic services • Parent/guardian conference • Care Team Referral • Circle of Support 	<ul style="list-style-type: none"> • Modification of SMART goals, Attendance Improvement Plan, and/or Goal Agreement • 10-day and 15-day Certified Letter home to inform parent/guardian of student's absences

WELLNESS AND NUTRITION POLICY

SCHOOL WELLNESS

School wellness, including good nutrition and physical activity, shall be promoted in the PACHS educational program, school activities and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004.

Goals for Nutrition Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of all to develop and learn.
- Nutrition education will be part of PACHS comprehensive health education curriculum.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- PACHS will support and promote an active lifestyle for all.
- Physical education shall foster the development of movement skills, enhance health-related fitness, increase students' knowledge, offer direct opportunities to learn how to work cooperatively in a group setting, and encourage healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in a physical education course.
- The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education.

Nutrition Guidelines for Foods Available in Schools During the School Day

Students and staff will be offered and schools will promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System published jointly by the U.S. Department of Agriculture. In addition, in order to promote health and reduce childhood obesity, the Director or designee shall establish such administrative procedures to control food sales that compete with the PACHS' food service as provided by Nellie's through contract with Chicago Public Schools in compliance with the Child Nutrition Act. Food service rules shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture in the food service areas during the meal periods.

Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and School Breakfast Program and shall be monitored and provided by Nellie's through contract with Chicago Public Schools.

MEDICAL EXAMINATION POLICY

In order to help us be in compliance with our medical records, we need your support in preparing for next school year:

- Updated or current physical examination
- One vaccine of the tetanus/DTAP for 6th to 12th graders
- Two (2) of meningitis vaccine for 12th grade. If the first dose was given at age 16 or older, only one dose will be required for 12th grade.

The deadline for this information is the Back to School Orientation.

ADMINISTRATION OF MEDICATION POLICY

PACHS administers no medication except by a medical doctor or registered nurse. Such medication will be administered provided the parent or legal guardian submits in advance a medication authorization form. Students will be allowed to self-medicate if the medication has been prescribed by a licensed physician for that student and must be taken during school hours. Medication that needs refrigeration will be kept refrigerated by the Principal and handed to the student to take at the indicated time.

Physician Authorization and Parental Request: A written request for the administration of medication during school hours must be made by a licensed physician and submitted on the medication request form. The parent/guardian must submit a signed Parent's Authorization to Release Medical Information Form that includes the home phone number as well as an emergency number. These forms must be made available to the school. Medication will not be administered unless these forms are properly completed and received.

Physician Request: If medication is to be given during school hours, a written doctor's request for medication must be submitted on a yearly basis, or as needed for a change in medication and must include: a. Student's name, date of birth, address, and phone number; b. Diagnosis of condition requiring medication; c. Name of medication, dosage, route of administration; d. Frequency and time of administrations; e. Special circumstances in which medication is to be administered; f. Side effects and/or intended effects which might be observed and reported to a nurse, teachers, and parents; g. Name, signature, address, office phone and fax numbers of physician; h. Other medication child may be receiving at home; i. Emergency phone number; and, j. Regimens of medical follow up.

Containers and Labels: Medications must be brought to school in the original container appropriately labeled by the pharmacist.

PANA – PEERS ADVISING FOR NEW ACHIEVEMENTS

PANA – **P**eers **A**dvising for **N**ew **A**chievements – has dual meanings. “Mi pana” translates to my pal or my friend. In PANA, the teacher, mentor, and students support each other in working towards good attendance, social and emotional wellness, and academics. This support mechanism works best when everyone invests in relationship building because the success of one student is interdependent with the success of their PANA class peers.

Each student is assigned to a PANA class, which takes places 8:30am-8:55am. During PANA, students are provided a space to improve their social and emotional skills through conversations, activities, and special topics to prepare for a day of academic success. Students earn Elective credit for PANA, and grades are based on a point system of being present, on-time, in uniform with ID, prepared with materials, and participating in the activity/assignment.

A typical day will include:

- Your PANA teacher greeting your each morning with a smile
- Your mentor visiting to check in and ask how you are doing
- You PANA class engaging in activities designed to make you think, speak, and act
- Learn and understand the R.E.S.P.E.C.T. framework
- PANA Challenges, PANA Olympics, and other incentives throughout the year to reward effort, team building, and success.

UNITY FOR SOCIAL ANALYSIS



When our school was smaller, Unity was the place where problems in the school were resolved. If students had a conflict, the entire school would meet to discuss the resolution and ways to improve the school in order to avoid future problems. As the school continued to grow in student enrollment, Unity became the space where the school could maintain a sense of family, promote student voice/choice, learn about our school and community challenges, and empower student to be involved in the community building work.

Unity for Social Analysis Class is the space for celebrating achievements, sharing cultural events, student/staff performances, and potlucks. The class is also used to meet with Cohorts to share announcements, address challenges, and develop incentives. Occasionally, students will meet in PANA class to discuss more challenging and sensitive topics.

Unity takes place on Wednesdays at 11:55am-12:30pm, and students earn Elective credit (in conjunction with PANA). When Unity meets as a whole school, students will sit with their PANA classes, follow C.A.M.P.O.S. Expectations, and stand for “La Borinqueña” and “Lift Every Voice and Sing” before the program begins.

PRACTICUM & SCHOLAR TALKS

Practicum class time occurs during 4th period on Monday, Tuesday, Thursday, and Friday. Students earn Elective credit for Practicum class. This time is designed to serve multiple purposes:

- To become familiar with standardized tests, and develop test-taking strategies in Math, Reading, and Writing.
- To improve STAR scores in Math and Reading.
- To achieve passing grades in all classes with the use of Scholar Talks.
- To develop our critical thinking and problems solving skills through a variety of puzzles and brain activities.

Scholar Talk time is valuable time with a lot of flexibility. Scholar Talks are an opportunity for students to meet with their mentors/teachers. During this time a student may get extra help on assignments, have additional quiet time to finish work, talk with their teacher about what they missed if they were absent, discuss concerns about the class, and build relationships. Students may request Scholar Talks by asking their teacher to sign them up. Near the end of 3rd period, passes to Scholar Talks will be distributed to all students. Attendance is mandatory, and attendance will be taken when student arrives to their respective Scholar Talk.

STUDENT DRESS CODE

Dr. Pedro Albizu Campos Puerto Rican High School is a community of learning. PACHS' uniform policy helps create a climate of respect and equity for every student. As such, students are expected to follow the dress code, and if student is not following the dress code, restorative accommodations will be offered. Repeat violations of uniform policy are subject to progressive discipline.

Requirements

- School ID must be displayed above the waist at all times.
 - If ID is lost, replacement ID is \$4
- 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.

Headwear

- Hoods must remain down at all times in building
- Hats, wave caps, do-rags, or head covering or any kinds are NOT permitted.
 - For religious or cultural exceptions, student must have a document on file verifying religious or cultural purpose



PANA COUNCIL

PANA Council operates as a student voice committee, designed to form crucial student-adult partnerships to help address issues within the school. Students volunteer their time after school and participate in community events. Once the core group is established, the student body has the opportunity participate in a democratic process in order to vote for students to take on the student government roles and responsibilities of President, Vice President, Treasurer, Public Relations Director, Security, and PANA Council Ambassadors.

Some recent projects organized by PANA Council Committees include fundraising for Hurricane Maria victims in Puerto Rico, hosting the Haunted Paseo Haunted House for children in the community, fundraising for the PACHS float in the Puerto Rican People's Parade, and reviewing and providing input with restorative justice practices within the Student Code of Conduct.

Mission Statement

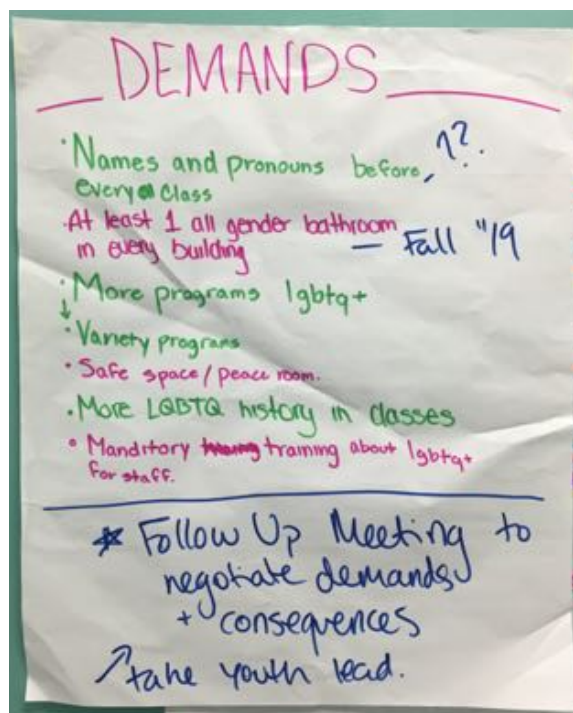
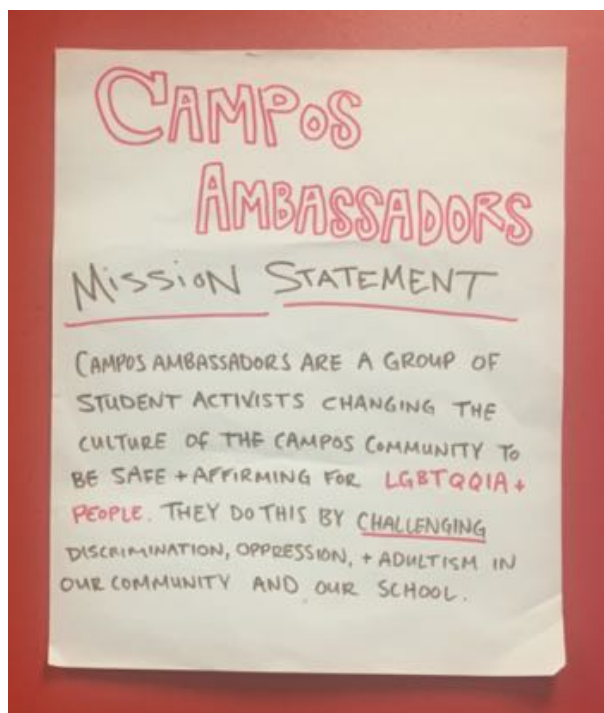
The mission of the PANA Council is to empower positive student role models to take leadership and ownership in representing the student voice and also make an impact in the community by working together with a positive attitude.

Expectations

1. Attend all your meetings.
2. Stay true to your word.
3. Demonstrate change in yourself and the school
4. Be a positive PANA role model
5. Have a role to play in PANA Council

CAMPOS AMBASSADORS

The Campos Ambassadors were developed with assistance from Illinois Caucus for Adolescent Health (icah.org). As a Committee of the PANA Council, the Campos Ambassadors' Mission Statement and examples of their demands are as follows:



RESTORATIVE PRACTICES & BEHAVIORAL RESPONSE OPTIONS

As educators, it is our role to provide opportunities for students to engage in social and emotional learning that strengthens their ability to succeed in school and in life. When we foster supportive relationships and respond to misbehaviors in calm, respectful, and restorative ways, we teach our students social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning.

Dr. Pedro Albizu Campos Puerto Rican High School uses Multi-Tiered Systems of Support, Trauma Informed Care, and the Chicago Public School Office of Social and Emotional Learning Restorative Practices Guide & Toolkit to respond to students' social, emotional, and behavioral needs.

Restorative Practices

PACHS uses the “restorative practices” approach to discipline, similar to indigenous and Native American justice approaches that involve bringing together victims, offenders and their supporters to resolve a problem.

Restorative practices are a new way of looking at wrongdoing that focuses on repairing the harm and the relationships rather than on punishment. The most critical function of restorative practices is restoring and building relationships. Members of the PACHS family must meet with those they have wronged, explore what happened, and make necessary amends. The restorative practices process can happen in groups as small as three and as large as a whole class.

Restorative Practices Framework

1. Acknowledges that relationships are central to the building of the school community.
2. Must establish ways to resolve the harm and misbehavior in a way that strengthens relationships.
3. Focuses on harms done rather than rules broken.
4. Gives voice to the person who has been harmed.
5. Engages in collaborative problem solving.
6. Empowers change and growth for all involved.
7. Enhances responsibility for actions and attitudes for all involved.

Types of Restorative Practices

- **Restorative Conversations** may be formal or informal structured one-on-one discussions that use restorative questions, “I” statements, and empathetic listening to guide someone through reflection, problem solving, and repairing harm. Rather than chastising a harm-doer for their behavior, Restorative Conversations help identify root causes and place responsibility on the harm-doer to understand the impact of their behavior and take steps to make things better.
- **Talking Circles** are intended to build and maintain relationships while improving the social skills of circle participants. Talking Circles are a proactive strategy that can be used school-wide.
- **Peace Circles** are circle rituals and structures to help heal all affected parties and build a collective and holistic understanding of what occurred and the underlying factors that contributed to an incident. Peace Circles are used to de-escalate or resolve conflicts that involve and/or affect individuals and/or multiple persons.
- **Peer Conference** is a voluntary student-led process in which a small group of trained Peer Conference members work with referred students (students who have caused harm or who are in conflict) to understand the impact of their actions and repair harm.
- **Classroom Practices** may be implemented through daily rituals and practices, disciplinary responses, or simply through the interactions between teachers and students. Classroom practices may include Talking Circles or other community-building activities, resolving conflicts through restorative questions, and providing opportunities for reflection.

Restorative Circles

Restorative Circles are used in conflict mediation and community building. Circle rituals and structures are used to think through questions and issues, or to de-escalate or resolve conflicts that involve or affect multiple people. Often, people use “Restorative Circles” as a term to encompass many different types of circles with separate functions. Some examples of different types of circles are:

- **Talking Circles for sharing**
- **Peace Circles as conflict resolution**
- **Celebration Circles**
- **Healing/grieving circles**

In our school, the term “Talking Circle” is used to refer to preventative circles that are used to build community, share joys and concerns, collaboratively create solutions to community problems, etc. “Peace Circle” is used to designate circles that are structured to address and repair harm. Circles are facilitated by trained individuals, called Circle Keepers.



Safe Space

The circle is a safe space to share feelings, thoughts, and stories, and to connect to others. It is a confidential space, free of judgment, violence, or aggression. The circle structure eliminates hierarchy and ensures equality so that participants feel open and safe to be intimate with the group. This safe space builds trust and respect, which are key to building relationships.

The Circle Structure

- **Circle Keeper:** Circles must be facilitated by one or two trained Circle Keepers. Keepers guide the participants, maintain a safe space, and assist the flow and timing of the circle. They also engage genuinely in the circle process themselves, opening up and sharing so as to build trust.
- **Circle Shape:** Equality is one of the important values of Restorative Practices, so participants, including the Circle Keeper, sit in an actual circle in seats of equal height or on the ground or to dispel any sense of hierarchy.
- **Meeting Space:** A private meeting space ensures confidentiality.
- **Talking Space:** A talking piece is passed around, allowing all participants to have their voices heard equally. Often, Circle Keepers bring in meaningful objects they want to share as part of the circle process.
- **Centerpiece:** The circle may have a centerpiece that serves as a focal point to support speaking and listening. The centerpiece often contains symbolic objects or words that represent the core values or vision of the group. Objects from the centerpiece may also be used as talking pieces.
- **Values & Guidelines:** Each circle creates its own values and guidelines. Values and guidelines are established by the shared vision of the group, written out, and posted on the wall as a reference for the group during the circle.
- **Confidentiality:** What happens or is said in the circle stays in the circle. Participants will often hold each other accountable to this, and the breaking of this confidentiality requires the rebuilding of trust using the circle process.

Peer Conference

A Peer Conference (sometimes called peer mediation, peer council, or peer jury) is a voluntary, student-led process in which a small group of trained Peer Conference members provide a positive peer influence as they work to empower referred students to understand the impact of their actions and find ways to repair the harm they have caused.

Who Is Involved In a Peer Conference

- Referred Student(s)
- Person(s) Harmed only if the purpose of the Peer Conference is to mediate between individuals who have been in conflict. In instances of bullying, the person harmed usually is not present, except when requested by the person harmed.
- **Peer Conference Members:** a small group of students trained to listen to the case and assist the referred student to create an agreement to repair harm. Peer Conference members are trained to be neutral and encouraging and to help the referred student to come up with his/her own solution instead of telling him/her what to do.
- **Adult Advisor:** observes the Peer Conference session from outside the circle, and is available to support if needed. The advisor also models Restorative Practices, promotes the program within the school, recruits Peer Conference members, completes paperwork, and enters data.

Restorative Questions for Conversations, Circles, and Peer Conference

When speaking to someone who has caused harm...

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who do you think has been affected by what you did? In what way?
- What do you need to do to make things right?
- How can we make sure this doesn't happen again?

When speaking to someone who was harmed...

- What did you think when it happened?
- What have you thought about since?
- How have you been affected?
- Who else has been affected?
- What's been the hardest part?
- What's needed to make things right?
- How can we make sure this doesn't happen again?

When needing to go deeper...

- Was it the right or the wrong thing to do?
- Was it fair or unfair?
- What exactly are you sorry for?
- If you had to do it over, what would you do differently?

Self-Care for Restorative Practitioners

Being a Restorative practitioner is emotionally challenging work. PACHS supports self-care as a regular practice for staff, students, and families.

Balance of Self-Care

- **Physical:** exercise, eat well, get enough sleep
- **Emotional:** probe and experience your feelings through reflection, journaling, or with friends
- **Spiritual:** meditate or participate in other spiritual practices.
- **Mental:** find ways to stimulate your mind. Avoid over-analyzing your circle work: read a book, do a puzzle, engage in creative arts, whatever works for you.

Universal Behavior Procedures

Attention-Getting Technique: GIVE ME 5

GIVE ME FIVE!

1. EYES ON THE SPEAKER

2. BE QUIET

3. BE STILL

4. HANDS FREE

(PUT THINGS DOWN/NO CELL PHONES)

5. LISTEN



Procedure for Entry of Classroom

Teacher will supervise transitions by standing at the door of their classroom. Students are expected to:

1. Walk in quietly
2. Get book, as needed
3. Sit in (assigned) seat
4. Take out supplies (homework, notebook, writing utensil)
5. Ensure that phone is in Yondr pouch
6. Begin warm-up or bell ringer

Procedure for Dismissal from Classroom

Our school does not have bells, but the clock DOES NOT dismiss students. The teacher does.

1. Give me 5
2. Stay in seat
3. Reminder of homework assignment
4. Pack materials and make sure space is clean
5. “Have a good day. You are dismissed.”

Golden Ten

The beginning and end of class are crucial in communicating to students and ensuring their preparation for success.

1. During the FIRST and LAST 10 minutes of any class, ALL student should be in class.
2. This time may be used for warm-ups, bell ringers, cool-downs, practicing the entry and exit procedures, or getting ready for the transition to the next class.
3. NO student may go to the hallway or bathroom during the Golden Ten.

C.A.M.P.O.S. Expectations

As a school-wide practice, we use C.A.M.P.O.S. Expectations, as developed through-researched based results documented by Safe & Civil Schools. Rooted in the premise that behaviors can be learned and unlearned, C.A.M.P.O.S. Expectations are posted in all spaces in order to provide clear and concise communication of what is expected.

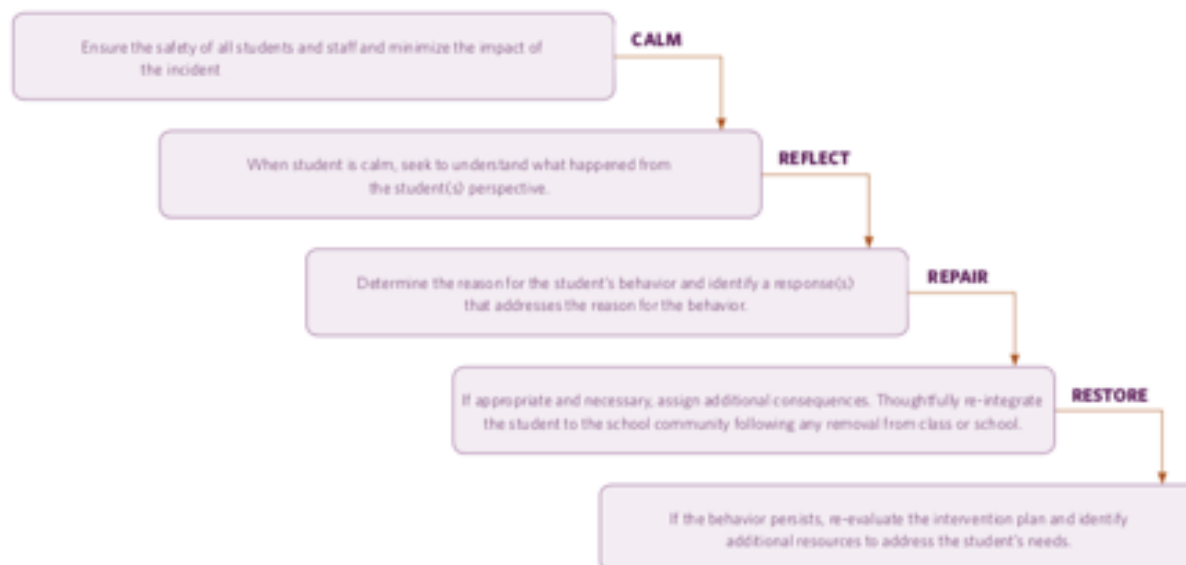
C	Conversation: <ul style="list-style-type: none">• Volume• Duration• Size of group
A	Assistance: <ul style="list-style-type: none">• How will a student ask for help?<ul style="list-style-type: none">○ Raise hand, call teacher• How will the teacher address student waiting for help?
M	Movement: <ul style="list-style-type: none">• Type of movement• Extent of movement• Amount of teacher direction• Bathroom, water, sharpener, etc. protocol
P	Participation: <ul style="list-style-type: none">• What should the student be doing?<ul style="list-style-type: none">○ Listening, reading, talking, writing, etc.• How can the student be part of the conversation?
O	On-Task: <ul style="list-style-type: none">• State the activity taking place
S	Success: <ul style="list-style-type: none">• Completing assignment• Fulfilling expectations

Hallway and Transition Expectations

C	Conversation: <ul style="list-style-type: none">• Keep conversation to a minimum, voice level at a 1
A	Assistance: <ul style="list-style-type: none">• Staff will be in the hallway to offer support
M	Movement: <ul style="list-style-type: none">• You have 5 minutes to get to your destination – get to destination as quickly as possible• Stay on designated path – do not enter any buildings/vehicles not assigned
P	Participation: <ul style="list-style-type: none">• Be an Abayarde Scholar!

	<ul style="list-style-type: none"> Practice respect, integrity, and perseverance
O	On-Task: <ul style="list-style-type: none"> Arrive to class on time
S	Success: <ul style="list-style-type: none"> Marked present and on-time to class

Behavioral Response Flowchart



Achievement Through Behavior	
Tier 1: No Write-Ups - Universal support mechanisms for all students may include: <ul style="list-style-type: none"> Awards and recognize for achievement Incentives for positive behavior Restorative conversations Student leadership development PANA Council Internships Definite Dozen 	
Tier 2: 1 to 2 Level 2 Write-Ups or Repeated Level 2 Write-Ups - Support mechanisms for Tier 2 Behavior may include: <ul style="list-style-type: none"> Goal Agreement Check In/Check Out Individual Mentoring Meaningful Work/Community Service Peace Circle Peer Conference/Peer Mediation Small Group Teacher, student, parent conference Temporary removal from classroom Interest/Passion assessment Care Team referral Restorative conferencing 	
Tier 3: 3 or More Level 2 Write-Ups or Any Level 3 Write-Ups - Support provided at the Tier 2 level will be intensified with in-depth case management and support for the student and their family. Support mechanisms for Tier 3 Behavior may include: <ul style="list-style-type: none"> Administrator, student, parent conference Circle of Support Modification of Goal Agreement Modification of class schedule Suspension Care Team referral 	
<i>See "PACHS Standards of Student Expectations: Levels of Intervention and/or Consequences" for specific interventions.</i>	

DUE PROCESS FOR ISSUING CONSEQUENCES

Incident Report

If a student commits any offense identified as a Level 2 or Level 3, the staff member(s) who witnessed the behavior will write an incident report that is documented in PowerSchool. The incident reports contain information regarding who was involved, when and where the incident took place, and a narrative of what happened. The student will be informed when an incident report is documented. Level 3 incidents will be communicated with parent/guardian.

Referral to Care Team

The Youth Development Team maintains connections with many community-based organizations that operate as the Care Team. The Care Team offers support to staff, students, and families. All services are used as confidential tools of support.

Restorative Discussions

Restorative discussions may be used to facilitate a dialogue in order to promote awareness, understanding, sharing, learning, and harm reduction. Restorative discussions are used every day by all staff. PACHS uses the “Guidelines for Effective Discipline: An Administrator’s Addendum to the CPS Student Code of Conduct” as a guidebook.

Suspension from School

When the nature or the frequency of the student’s behavior escalates, it may result in the student removed from school. An administrator will issue a suspension no more than ten days. The administrator will contact the parent/guardian by telephone or letter. During the suspension from school, the student may not participate in

teams, clubs, and other school-sponsored activities. The student will be assigned work to be completed. The parent/guardian will be asked to attend a re-entry meeting with an administrator in order to develop expectations. Students and parent/guardians have the right to present evidence and bring witnesses in to the student’s defense. If the parent/guardian is unable or unwilling to attend the re-entry meeting, then the meeting will be held with the student, and the administrator will notify the parent/guardian of the outcome.

No Zero Tolerance Policies

PACHS does not institute zero-tolerance policies by which school administrators are required to suspend or expel students for particular behaviors. This policy concurs with the Illinois School Code Disciplinary Policy SB0100 105 ILCS 5/10-20.14.

Disciplinary Transfer or Removal from Enrollment

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

Due Process for Issuing Consequences uses The Illinois Criminal Justice Information Authority’s “Implementing restorative justice: A guide for schools.” The guide is available at <https://www.sccgov.org/sites/pdo/ppw/SESAP/Documents/SCHOOL%20RJP%20GUIDEBOOK.pd>

DISCIPLINE POLICY FOR STUDENTS SERVED BY THE OFFICE OF DIVERSE LEARNERS

If a student serviced by the Office of Diverse Learners violates the School Wide Offenses, the following steps will be taken to assist in restoring themselves within the school community:

1. Student will complete an Out of Class Intervention (OCI) in response to the infraction for a Level 2 or higher. Multiple Level 1 or 2 offenses can be addressed for an OCI.
2. Student will meet with referring staff member to review the OCI and determine the best course of action to restore themselves to the classroom community.
3. If offenses accumulate and behaviors are not modified, the student will participate in In-School Intervention (ISI) to participate in a peer circle.
4. If the School Wide Offenses are attributed to one (1) or more Level 3 offenses, the following actions will be taken to address the behavior:

Suspension

- A student from the Office of Diverse Learners can be suspended out of school for ten (10) days a school year without additional procedural safeguards.
- Contact Department of Procedural Safeguards and Parental Supports prior to issuing any out of school suspension that exceeds 10 days total during a school year.
- If the Department of Procedural Safeguards and Parental Supports determine that suspension beyond 10 days is not a change in placement, student can be suspended. PACHS must convene an IEP conference to write or revise a FBA/BIP to address current behavior and consult with at least one teacher to determine what services will be provided.
- Expulsion
- Must convene a manifestation determination review (MDR) conference within ten (10) school days of the date the misconduct is reported.
- Complete MDR electronically in SSM.
- If the MDR is not completed, the behavior is a manifestation of the students' disability, or MDR is determined to be substantively indefensible, the student cannot be expelled.

PACHS Standards of Student Expectations: Levels of Intervention and/or Consequences		
Level	Options:	
1	Campus/classroom level interventions and consequences. If these interventions are successful, referral to the Youth Development Team may not be necessary.	
	Reinforcement of appropriate behavior Reminder and/or redirection Re-teach expectations and skills Restorative Circles Seat change Student Strength Assessment	Restorative conversation Mediated student resolution In-class breaks Written reflection about incident Confiscation of item Restorative discussions
2	Teachers/staff use the following interventions based on specific behaviors or when the above responses have not been effective. Parent involvement is desired. If these interventions are successful, a referral to an administrator may not be necessary. Level 2 behaviors require a write-up and referral to the Youth Development Team.	
	Restorative conversation Incident Report Phone call to parent/guardian Teacher conference with parent Parent/guardian, student, teacher contract Confiscation of item Classroom re-entry form Goal Agreement Anger Management Plan Problem Intervention Plan Mentoring	Intervention Group Peer mediation Peer conference Conflict resolution Daily Progress Report Community service (volunteer work as a form of restitution) Restorative Circles Class or schedule change Referral to counselor Referral to social worker
3	When other interventions are not effective or behavior is extremely disruptive, the student is referred to the Youth Development Team. Additional school-based consequences may apply. Level 3 behaviors require a write-up and referral to Administration.	
	Referral to counselor Referral to social worker Referral to Alcohol or Drug Support Referral to Care Team Restricted activity Goal Agreement Modification of IEP, if appropriate	Parent conference with administrator and teacher Peer conference Restorative Circles Community service (volunteer work as a form of restitution) Suspension from school Disciplinary transfer to another school Referral for expulsion to YCCS

This chart outlines progressive levels of interventions and consequences along with examples of actions that may be taken at each level. In any given situation, based on the unique circumstances of a situation, the principal may utilize a different level of intervention than is indicated on the chart.

Consequences for Behavior			
Offense/Behavior (Log Entry Code #)	Level 1	Level 2	Level 3
Academic dishonesty/cheating/plagiarism (3-08)			●
Alcohol/all drugs: distribution/solicitation (6-06)			●
Alcohol/marijuana: possession – consumption (6-06)	1 st offense	●	
	2 nd offense		●
Controlled substance: possession – consumption (6-06)			●
Alcohol/marijuana: under the influence (6-06)	1 st offense	●	
	2 nd offense	●	
	3 rd offense		●
Controlled substances: under the influence (6-06)			●
Alcohol/all drugs: use on campus/school activity (6-06)			●
Bullying (3-10)			●
Cumulative write-ups (3-05)	1 st offense	●	
	2 nd offense		●
	3 rd offense		●
Cyberbullying (3-10)			●
Defamation (3-10)	1 st offense	●	
	2 nd offense		●
	3 rd offense		●
Destruction of property and/or vandalism (4-04)			●
Disruption of learning environment (1-04)	1 st offense	●	
	2 nd offense	●	
	3 rd offense	●	
Dress Code violation (1-03)	1 st offense	●	
	2 nd offense	●	
	3 rd offense		●
Extortion (3-10)			●
Gambling (3-02)	1 st offense	●	
	2 nd offense		●
	3 rd offense		●
Gang Displays (3-09)	1 st offense	●	
	2 nd offense	●	
	3 rd offense	●	
Gang related activity (5-06)	1 st offense	●	
	2 nd offense		●
	3 rd offense		●
Ignoring teacher/staff or campus procedures (2-08)	1 st offense	●	
	2 nd offense	●	
	3 rd offense		●
Inciting a fight (3-03)	1 st offense	●	
	2 nd offense		●
	3 rd offense		●
Intentional effort to prevent learning (1-04)	1 st offense	●	
	2 nd offense	●	

	3 rd offense			●
Leaving an area and/or leaving class and/or leaving school grounds without permission (1-06)	1 st offense		●	
	2 nd offense			●
	3 rd offense			●
Minor scuffle (pushing, shoving) (2-04)	1 st offense	●		
	2 nd offense		●	
	3 rd offense			●
Physical altercation/fighting (3-03)				●
Physical assault/battery (3-03)				●
Possession of weapon (6-01)	1 st offense		●	
	2 nd offense			●
	3 rd offense			●
Possession/use of firearm (6-01)				●
School threat (5-04)	1 st offense		●	
	2 nd offense			●
	3 rd offense			●
Sexual assault (5-09)				●
Sexual harassment (5-09)				●
Theft (4-07)				●
Throwing objects without authorization (1-04)	1 st offense	●		
	2 nd offense		●	
	3 rd offense			●
Tobacco possession (2-07)	1 st offense	●		
	2 nd offense	●		
	3 rd offense		●	
Tobacco use (2-07)	1 st offense	●		
	2 nd offense		●	
	3 rd offense			●
Trespassing (2-08)				●
Unexcused tardiness to class or lunch (1-06)	1 st offense	●		
	2 nd offense	●		
	3 rd offense		●	
Use of cell phone or electronic device (1-08)	1 st offense	●		
	2 nd offense		●	
	3 rd offense		●	
Use of weapon (not firearm) (6-01)				●

GLOSSARY OF BEHAVIORS & POLICIES

Academic

Dishonesty/Cheating/

Plagiarism

See Academic Integrity policy

Alcohol/All Drug

Distribution/Solicitation

Includes having, offering, asking for, purchasing

Bullying

See *Bully-Free School Community* on page 29

Cumulative Write-Ups

Constant accumulation of negative behavior reports will result in escalated interventions.

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 them.

Disruption of the Learning Environment

Examples of disruption of the learning environment includes, but is not limited to: 3 or more verbal warnings for distractive behavior, ignoring teacher or class procedures, etc.

Extortion

The solicitation of money, or something of value, from another student, regardless of amount, in return for protection from a threat to inflict harm.

Gambling

Betting, wagering, playing games of chance, and rolling dice, whether for money or not.

Gang Related Activity

A gang is a group of persons, whether formal or informal,

who individually or collectively engage in activities that are illegal, destructive, disruptive, or intimidating. Gang related activity includes using an identifiable name, sign, symbol, colors, and/or body language. Gang related activity may include representing gang affiliation, gang recruitment, and verbal/written reference to gang involvement.

Inciting a Fight

Intentional promotional by a student to engage another student in a physical conflict.

Intentional Effort to Prevent Learning

Examples of intentional effort to prevent learning includes, but is not limited to: disrespectful language, intentional use of foul language, excessive talking, harming the learning community, and stopping the teaching process.

Minor Scuffles

Includes pushing and shoving that interferes with the educational process.

Physical Altercation/Fighting

Mutual and/or willful engagement in an incident involving physical violence/combat.

Physical Assault/Battery

Intentionally causing bodily harm to an individual with provocation.

School Threat

Any threat (verbal, written, electronic) made to cause damage to school property or to harm student and/or staff

through catastrophe (e.g. burning or exploding).

Sexual Harassment/Sexual Assault

Unwanted or inappropriate verbal, written, or physical conduct directed toward 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; unwelcome sexual advances, touching, requests for sexual favors.

Tobacco

Possession includes having tobacco visibly in one's pockets, bags, locker, and pinned behind the ear.

Trespassing

Entering school campus or school grounds without authorization, including during suspension.

Use of Cell Phone/Yondr

See Electronic Device Policy

Use of Technology

Technology may not be used to record, transmit or post photographic images or video of a person or persons on campus or during school activities unless authorized by staff.

Use of Weapon

Object 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 intent to use, harm, threaten, or harass students, staff, parents, and/or patron.

TECHNOLOGY/ELECTRONIC DEVICE POLICY

Technology

The school maintains the right to restrict the use of any device on school property, including school buses, and/or off school property at school-sponsored events. The contents of the equipment are subject to review only with the permission of the student or when consistent with the policies of the school and the applicable law. Technology may not be used to record, transmit or post photographic images or video of a person or persons on campus or during school activities unless authorized by staff.

Technology is allowed for educational purposes and only to enhance the classroom experience. Teachers will decide when it may be used and for what purpose(s). The technology may only be used to access files on a computer or Internet sites that are relevant to the classroom curriculum. The technology may not be used to cheat on assignments or tests. The technology should be used during non-instructional purposes unless authorized by staff.

Yondr Process and Policy

An electronic device is a personally owned laptop, netbook, tablet computer, cellphone or smartphone, smart watch, e-reader, or any other personal computing or communication device. PACHS uses Yondr as a Tier 1 practice. If a student wishes to bring a personal electronic device to school, then the student is responsible for keeping that device secure. The School, its staff, or employees are not liable for any device lost, stolen, or damaged on campus.

Process:

1. Students will be given an unopened pouch each class period.
2. Students are to turn their phone off, place it in the pouch & lock pouch.
3. Teacher will unlock and collect pouch at the end of each class period.

Yondr Cell Phone Policy:

Cell Phone infraction - 1-08 Use of Cell phone out of the Yondr pouch without permission.

Consequences:

- 1st infraction - Mentor will collect phone for the period.
- 2nd infraction - Phone will be collected for the remainder of the day.
- 3rd infraction - Phone will be collected for entire day moving forward.

Intentional Damage of the Pouch Infraction - 4-04 Major vandalism to Yondr pouch

Consequences:

- 1st infraction - Student must pay \$30 to replace the damaged pouch
- 2nd infraction - Mandatory conference with Dean of Student Affairs, Principal, Student and Parent

Yondr Tips for Teacher:

1. Please have our students turn their cellphones on airplane mode or completely off. This will save their battery and ensure that they are uninterrupted and distraction-free the whole class period.
2. Smile! :) If you are too serious, the kids will think of this as a punitive or disciplinarian. Phone-free learning is a good thing that will lead to less stress and more positive engagement.
3. Students can be trusted to lock their own phones. This is about setting the expectation for a “distraction-free” learning environment and modeling the behavior yourself.

Yondr Pouch Exceptions:

- Students attending a field trip with the school.
- Teacher unlocks pouch for lesson plan.
- Teacher must send email to the Dean of Student Affairs and Principal with date of cell phone usage and the learning outcome of the device usage.
- Student or family emergency, Dean of Student Affairs unlocks pouch.

TRANSGENDER & GENDER NONCONFORMING POLICY

It is the goal of PACHS to create a safe and supportive school environment for all students in order to progress academically and developmentally. Administrators, faculty, staff, and students all play an important part in creating and sustaining that environment. In order to better support transgender and gender nonconforming students, school principals shall ensure that the Chicago Public Schools' "Guidelines Regarding the Support of Transgender and Gender Nonconforming Students" are implemented at the school level.

Discrimination/ Harassment

It is the responsibility of each employee to ensure that students who are transgender and gender nonconforming have a safe and welcoming school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with pertinent resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in accordance with the Anti-Bullying Policy (13-0724-3PO2), Comprehensive Non-Discrimination, Title IX and Sexual Harassment Policy (12-0425-PO1) and Student Code of Conduct (15-0722-PO1).

Privacy

All students have a right to privacy. This includes the right to keep private their transgender status or gender nonconforming presentation at school. Information about a student's transgender status, legal name, or biological sex assigned at birth may also constitute confidential medical and student record information. Disclosing this information may violate privacy laws, such as the federal Family Educational Rights and Privacy Act (FERPA), the Illinois School Student Records Act (ISSRA), and the Mental Health and Developmental Disabilities Confidentiality Act. Transgender and gender nonconforming students have the right to openly discuss and express their gender identity and expression at school and school activities and to decide when, with whom, and how to share private information.

Names/Pronouns

Students have the right to be addressed by a name and pronoun corresponding to the gender identity they consistently assert at school. Students are not required to obtain a court order and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. In addition to the student's legal name and biological sex, the student's requested name and gender shall be added in the Student Information Management system (SIM) in order to inform teachers of the name and pronoun to use when addressing the student. As a universal tool, all staff and students will have the opportunity to list their pronouns on their school ID.

Some Pronouns			
She	her	hers	herself
he	him	his	himself
they	them	theirs	themself
ey	em	eirs	eirself
ze	hir	hirs	hirself
fae	(faer	(faers	faerself
Per	Per	Pers	Perself

This directive excludes inadvertent slips or honest mistakes in the use of preferred names or pronouns. However, the intentional or persistent refusal by students or school staff to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of these Guidelines, the Student Code of Conduct, and Comprehensive Non-Discrimination, Title IX and Sexual Harassment Policy.

All-Gender Restrooms

The term all-gender toilets, bathrooms or restrooms, refers to public toilets that are not separated by gender or sex. All Gender Restrooms can be found in all of the buildings on our campus.

Restroom Locations:

1. Main Building - 1st floor on the West side of the building.
2. La Estancia - Back of the main corridor space.
3. Haddon - Left side of the main corridor space, between the women's and men's restroom.

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, or 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.

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.

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.

SUICIDE PREVENTION

The following are symptoms indicated by experts in this field as suicide warning signs in adolescents:

- Changes in eating or sleeping habits.
- Increasing isolation from friends and family.
- A tendency to become more active and aggressive than usual (unlike suicidal adults, who tend to become apathetic when severely depressed).
- A drop in academic achievement.
- Giving away a valued possession, or and increased interest in getting his/ her "life in order".
- Talking about suicide.
- A SUDDEN and intense interest in religious beliefs and afterlife.
- A recent loss, such as a divorce or death in the family, or a close friend moving away.
- Any staff person or student who witnesses any of the above symptoms and/or has any knowledge of a student's ideation threat or attempt of suicide will immediately notify the Principal or the Dean, provide a description of the circumstances, and submit a Care Team Referral.

SEXUAL HARASSMENT POLICY

- A. It is the policy of PACHS to maintain a learning and working environment in which all individuals are treated with dignity and respect and is free from sexual harassment and violence. No person shall be required to endure discrimination, sexual harassment or retaliation as a condition of employment or in pursuit of academic endeavors. Unlawful discrimination, sexual harassment and retaliation will not be tolerated regardless of whether it takes place in the PACHS' administrative offices, its vendor campuses, during work-related assignments outside of administrative offices or campuses, during school-related or work-related extracurricular functions or during work-related social functions. The school prohibits any form of sexual harassment and violence.
- B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature as defined by this policy. (For purposes of this policy, school personnel include school

board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the school.)

- C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school to inflict, threaten to inflict, or attempt to inflict sexual violence upon any pupil, teacher, administrator or other school personnel.
- D. The school will act to investigate all complaints, formal or informal, verbal or written, of sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

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.” The below explanations are altered from the Walter H. Dyett High School Family Handbook 2016-17.

Academic Dishonesty

Students must learn that in order to grow academically, they will be judged on their own work. We expect students to honor other people's work by giving credit in the form of reference and/or footnote for any borrowed words, ideas, or opinions, and by including quotation marks when copied exactly. When working on a team project, credit must be given only to each person who contributes.

Students must understand that copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Students must always be responsible for their own work and not engage in any manner of cheating.

These types of academic dishonesty will result in loss of credit and/or failure according to the discretion of the teacher. Students may also receive an automatic suspension or more severe penalty if their cheating continues.

Deliberate Plagiarism

- Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
- Buying a term paper and handing it in as your own

Accidental Plagiarism

- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

Cheating

- Obtaining a copy of tests or scoring devices.
- Copying another student's answers during a test.
- Providing another student questions or answers to, or copies of, test questions. Having or using notes or other prohibited materials during tests.
- Duplicating another student's project or work for submission as one's own work.
- Having someone other than the student prepare the student's homework, paper, project and laboratory report or take-home test.
- Permitting another student to copy the student's homework, paper, project, and laboratory report or take-home test. Representing as one's own work the product of someone else's creativity

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. No student is permitted to leave campus for purchases of any kind. Leaving school grounds includes entering buildings, vehicles, and areas not approved by administration.

Arrival & Dismissal

No student will be allowed to leave the building without express consent of staff or parent/guardian/agency. Students need to leave the buildings after school unless an adult supervisor is present. Students are not allowed to congregate in front of the buildings before or after class. In the event a student is dismissed early, parent/guardian/agency will need to pick up student at the main building at 2739 W. Division.

Locker Use

All lockers will have combination locks registered at the office. Students may not bring their own locks.

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 at 2739 W. Division and request a visitor pass. They will then be granted access by the receptionist or is escorted by a PACHS staff

member. No visitor is allowed in the buildings 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.

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.

Field Trip Policy

Student participation in class fieldtrips is part of the learning experience. 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.

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.

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 of school to raise a family. The transformation of the FLC, as it exists today, is a program that supports young, teenage parents in their endeavors as high school students and motivations in parenting. 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).

Programming

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 because it validates their identity and choices as parenting students. The educational component of the FLC is based on the ideology that the program is centered on the teen parent to continue being a student to support the family, in accordance with the parental issue of fostering self-actualization in parenting as a model for educating their children in a culturally responsive and relevant pedagogical dialogue (Johnson, 2009).

Options for Pregnant/Expectant Students

Students with children in the FLC Infant Care must arrive to school by 8:15am in order to secure their child and arrive to class on time. Childcare fee is due every Monday. Refer to “FLC Personnel Policy Handbook” for FLC Infant Care Policy.

Title IX and the Rights of Pregnant and Parenting Students

Title IX is a Federal Education Amendment that was passed in 1972 to protect gender equity in schools. *Title IX* specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. The *Title IX* regulation also prohibits a school from applying any rule related to a student’s parental, family, or marital status that treats students differently based on their sex. As a model school, PACHS and the FLC will ensure non-discriminatory practices for pregnant and parenting students. See: U.S. Department of Education, Office for Civil Rights, *Supporting the Academic Success of Pregnant and Parenting Students Under Title IX of the Education Amendments of 1972* for further information.

In accordance with Title IX, PACHS and the FLC is committed to:

1. Establishing policies expressing a commitment to the equal treatment of all students, regardless of their pregnancy or parenting status.
2. Prohibiting the harassment of students based on sex, including harassment because of pregnancy or related conditions.
3. As required by *Title IX*, assist pregnant and parenting students who have excused absences by providing them with make-up assignments and exams. As long as the absences are excused, pregnant and parenting students are eligible to make up the work that they missed.
4. Provide the same special services to a pregnant student that it provides to students with temporary medical conditions.
5. When available, online course work may be offered to complete high school courses at home during an excused leave of absence.
6. Designate a private room for young mothers to breastfeed, pumps milk, or address other needs related to breastfeeding during the school day.
7. Be mindful of issues facing male students who are parenting and opportunities to reach out to them.
8. Provide excused absences for parenting students (both male and female) who need to take their children to doctors’ appointments or to take care of sick children. By treating the absences as excused, students have the opportunity to make up the work they missed without being penalized, and prevent students from falling behind.
9. Offer workshops, or to hear from speakers who can share information, on how to provide support to pregnant and parenting students, including addressing the challenges of juggling work, completing school, and caring for children.
10. Work with pregnant and parenting students individually and come up with a graduation plan tailored to each student’s needs. This plan may include an academic credit-recovery component for pregnant and parenting students who have fallen behind.
11. Advise pregnant and parenting students of the availability of programs and services to help them stay in school and maintain educational progress.
12. Set up support groups to help pregnant and parenting students stay in school.
13. Provide parents with information regarding the availability of programs and services that help all students stay in school and maintain their educational progress regardless of pregnancy or parenthood.

PACHS CAMPUS MAP



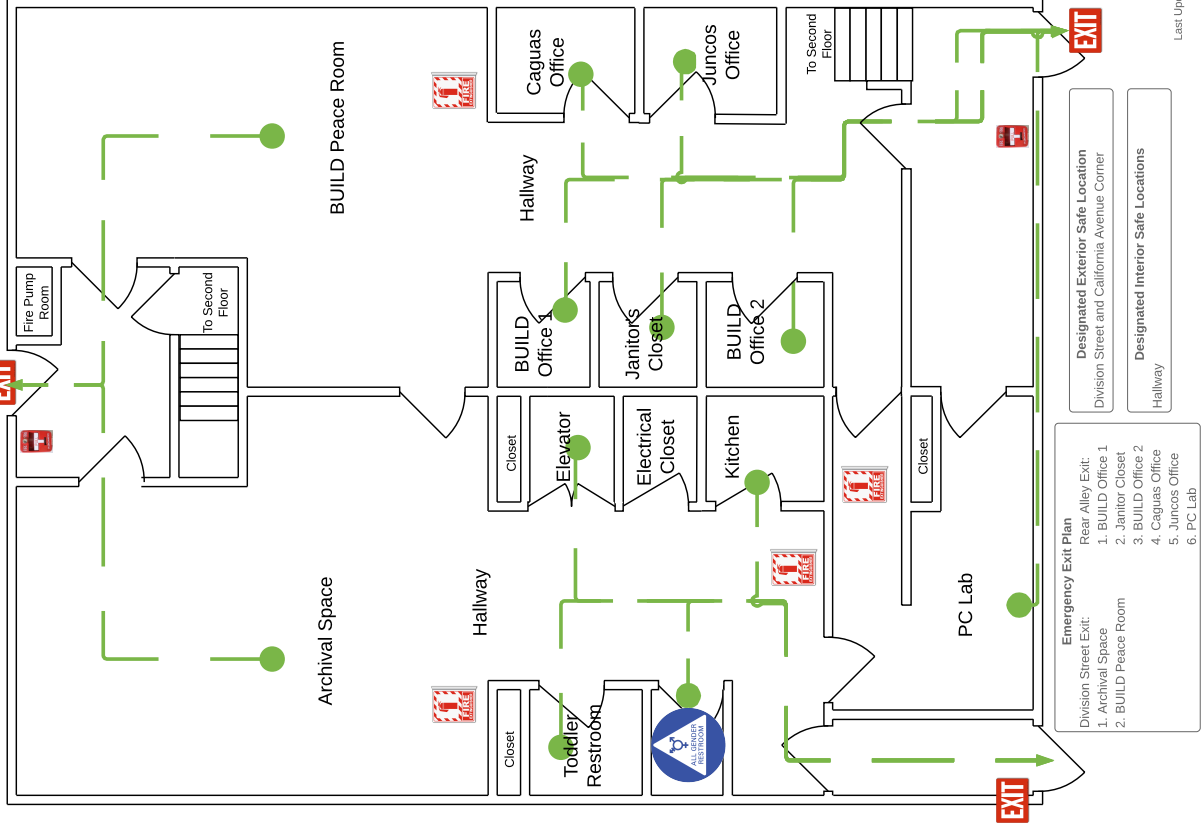
- ★ **PACHS Main Building**
Consuelo Lee Corretjer Child Care
 2739 W. Division Street
 Chicago, IL 60622
 Phone: (773) 342-8022
 Fax: (773) 342-6609

- ◆ **La Estancia**
 2753 W. Division Street
 Chicago, IL 60622
 Phone: (773) 697-7841

- **Miguel Barreto Boys & Girls Club**
 1214 N. Washtenaw Avenue
 Chicago, IL 60622
 Phone: (773) 772- 2187

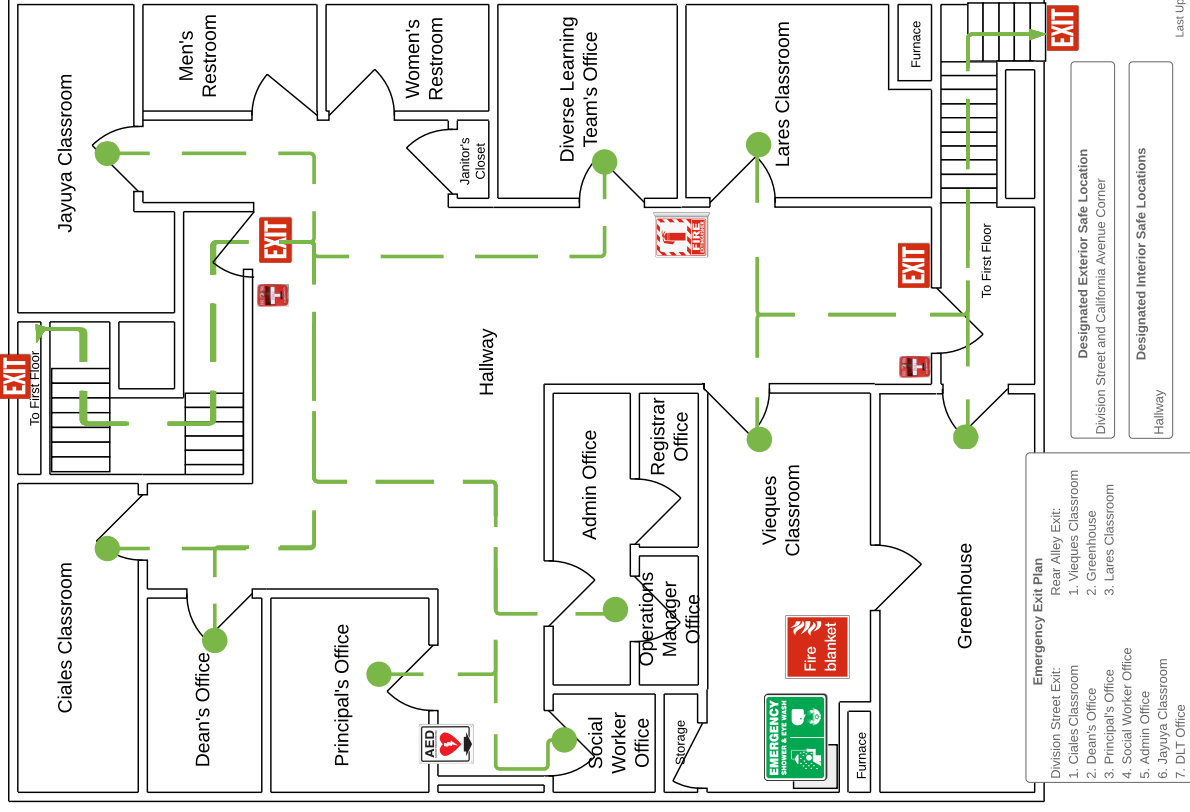
- **Haddon Building**
Lolita Lebrón Family Learning Center
 2700 W. Haddon Avenue
 Chicago, IL 60622
 Phone: (773) 342-0809

Emergency Exit Plan - 1st Floor, 2739 W. Division Street



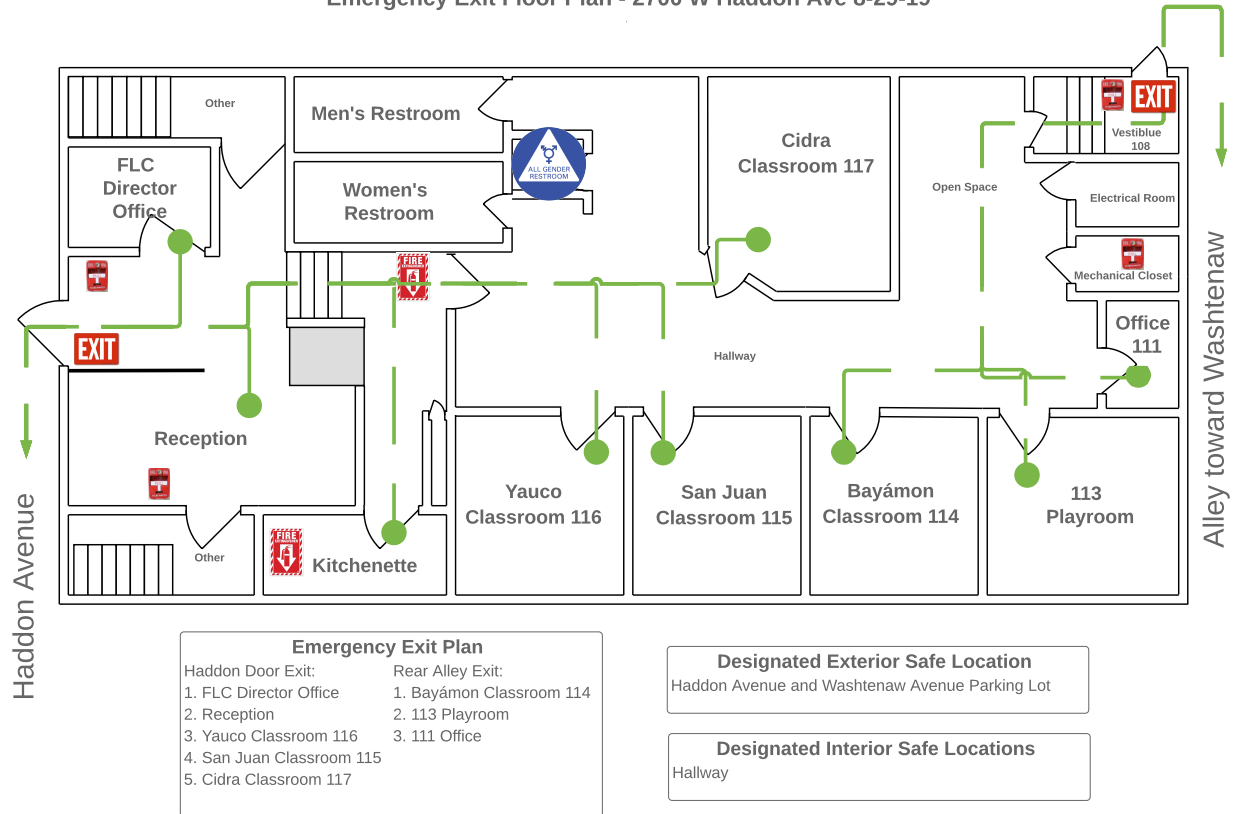
Last Updated 8/30/2019

Emergency Exit Plan - 2nd Floor, 2739 W. Division Street



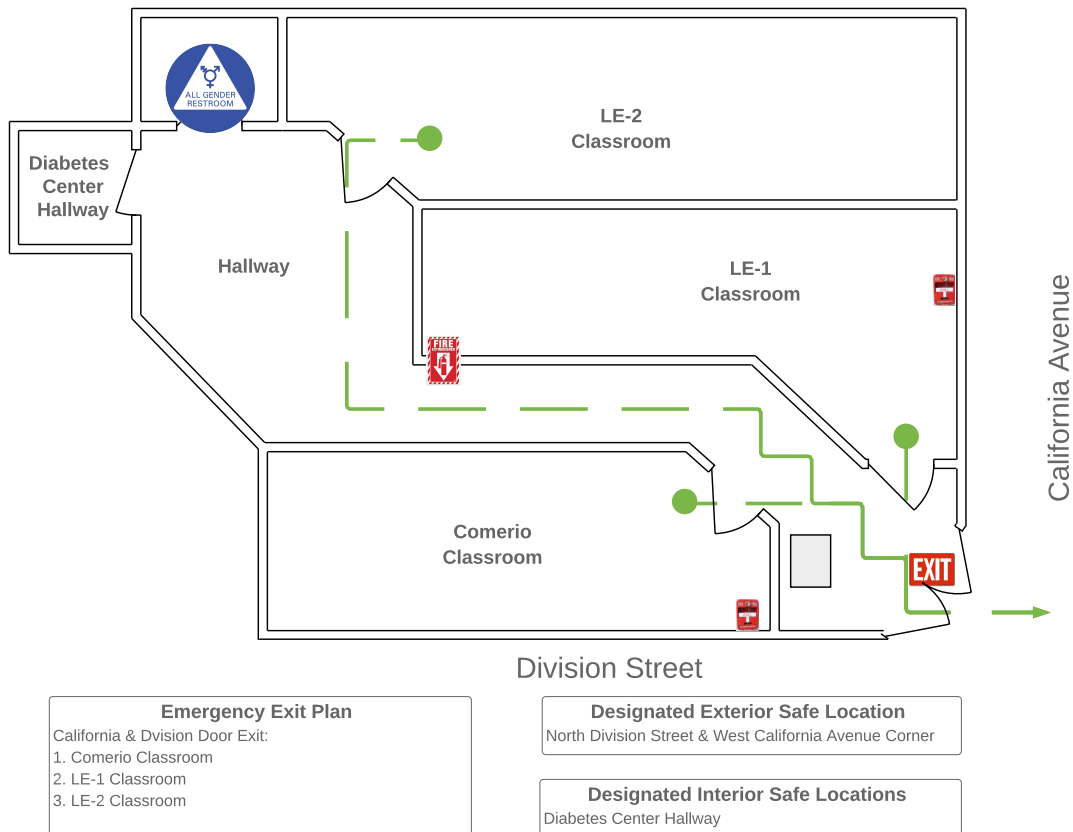
Last Updated 8/30/2019

Emergency Exit Floor Plan - 2700 W Haddon Ave 8-29-19



Last Updated 8/30/2019

Emergency Exit Floor Plan - La Estancia 2753 W Division 8-29-19



Last Updated 8/30/2019

2019-2020 BELL SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Per. 1 8:30-8:55 PANA	Per. 1 8:30-8:55 PANA	Per. 1 8:30-8:55 PANA	Per. 1 8:30-8:55 PANA	Per. 1 8:30-8:55 PANA
Per. 2 9:00-9:55	Per. 2 9:00-9:55	Per. 2 9:00-9:30	Per. 2 9:00-9:55	Per. 2 9:00-9:55
Per. 3 10:00-10:55	Per. 3 10:00-10:55	Per. 3 9:35-10:05	Per. 3 10:00-10:55	Per. 3 10:00-10:55
Per. 4 11:00-11:40 PRACTICUM	Per. 4 11:00-11:40 PRACTICUM	Per. 6 10:10-10:40	Per. 4 11:00-11:40 PRACTICUM	Per. 4 11:00-11:40 PRACTICUM
Per. 5 11:45-12:25 LUNCH	Per. 5 11:45-12:25 LUNCH	Per. 7 10:45-11:15	Per. 5 11:45-12:25 LUNCH	Per. 5 11:45-12:25 LUNCH
Per. 6 12:30-1:25	Per. 6 12:30-1:25	Per. 8 11:20-11:50	Per. 6 12:30-1:25	Per. 6 12:30-1:25
Per. 7 1:30-2:25	Per. 7 1:30-2:25	UNITY 11:55-12:30	Per. 7 1:30-2:25	Per. 7 1:30-2:25
Per. 8 2:30-3:25	Per. 8 2:30-3:25		Per. 8 2:30-3:25	Per. 8 2:30-3:25

MY SCHEDULE				
Period	Course Name	Teacher	Classroom	Building
1				
2				
3				
4				
5	Lunch			
6				
7				
8				