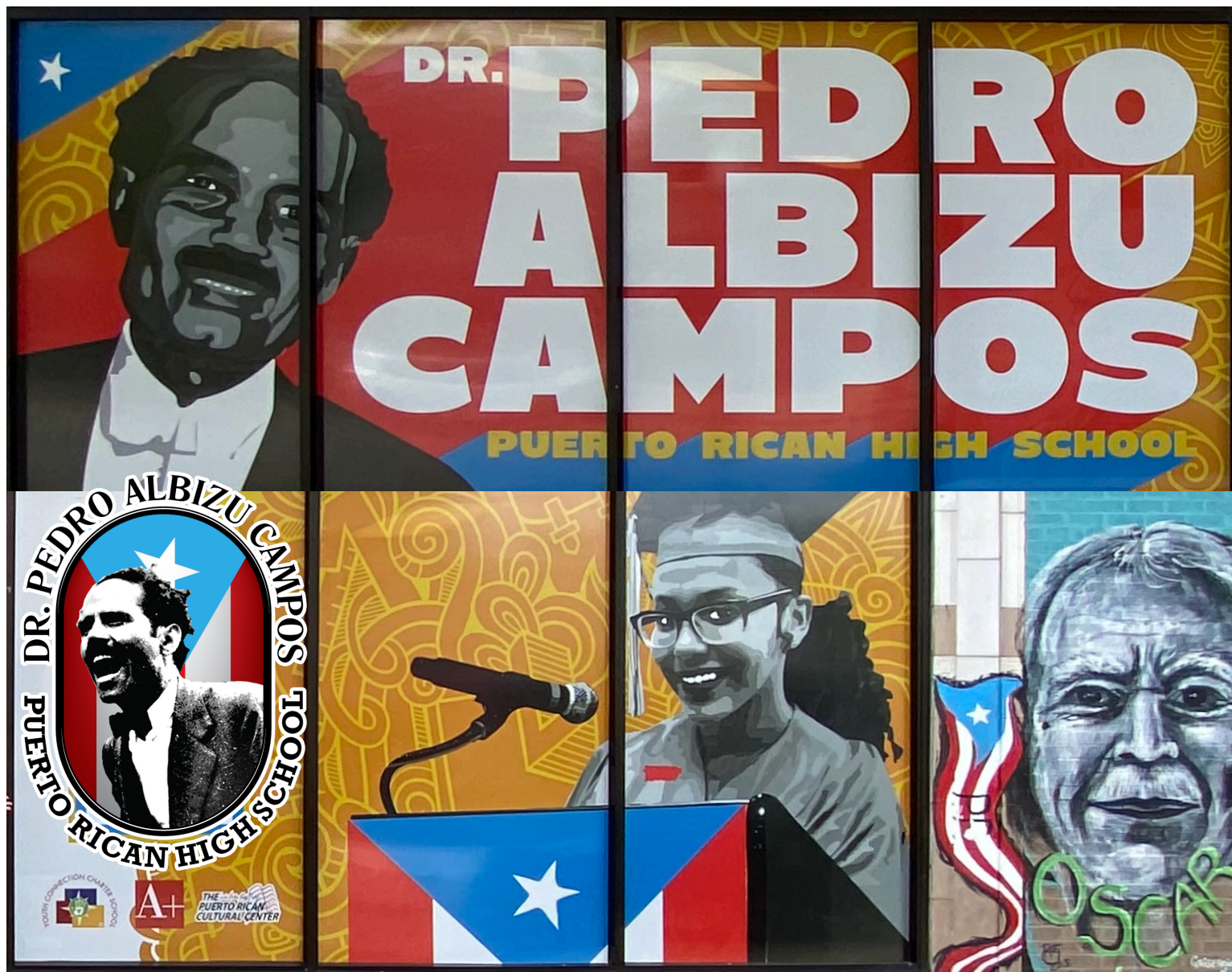




2026-2027

Student & Parent Handbook

Dr. Pedro Albizu Campos Puerto Rican High School

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PART I: HISTORY



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

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	
<i>Self-Reliance</i> <i>To enter your Revolutionary State of Mind</i>	
Responsibility Ethics	• Be responsible to yourself, to your family, to your community, to our world. • Be respected, be respectful Respect yourself. Demand that others respect you. Respect others. • Be honest Leaders don't make excuses, they make improvements. • Be loyal Stand alongside those who have the least.
<i>Self-Actualization</i> <i>To discipline your Revolutionary State of Mind</i>	
Self Puerto Rican	• Work Every day, everywhere. • Study To study is a revolutionary duty. • Character over reputation character is whom you are when no one else is looking. Reputation is who other people say you are. • Believe Doubters never win, revolutionaries never doubt.
<i>Self-Determination</i> <i>To build a Successful Revolution</i>	
Extended Education Community Transformation	• 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. • Acknowledge the knowledge Teach and be teachable. • Build with allies; influence the enemy Execute the 5 phases, identify, analyze, plan, implement, evaluate. • Be relentless Never, ever give up.

Our mission and vision are 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 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 to live up to our R.E.S.P.E.C.T. mission and vision.
- Read and become familiar with policies and expectations in the Student & Parent Handbook
- Attend school daily, prepare for class, and complete class and homework assignments to the best of my ability
- Know and follow school rules and instructions given by the school principal, teachers, and other staff
- Tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- Bring to school only those materials that are allowed
- Treat everyone in the school community with respect
- Respect school property, community property, and the property of others

Student Signature _____ Date _____

PARENT/GUARDIAN AGREEMENT -- I believe my child will be successful at PACHS. I will:

- Read and become familiar with policies and expectations in the Student & Parent Handbook
- Make sure my child attends school regularly, on time, and will notify the school before the school day begins if my child will be absent
- Give the school accurate and current contact information
- Tell school officials about any concerns or complaints respectfully and in a timely manner
- Work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding my child
- Talk with my child about behavior expected in school
- Support my child's learning and school activities at home
- Be respectful and courteous to staff, other parents, guardians, and students
- Respect other students' privacy rights

Admin Team Signature _____ Date _____

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

- Explicitly teach, re-teach, and model clear behavioral expectations to all students
- Actively supervise all areas of the school buildings and use positive strategies to redirect behavior
- Provide engaging learning activities that minimize opportunities for disruption
- Intervene early and de-escalate inappropriate behaviors
- Identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary
- Treat everyone in the school community fairly and with respect
- (For administrators) Review the circumstances surrounding each situation and exercise discretion to assign interventions/consequences in the best interest of the school community

Teacher/Mentor/Staff 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.

PART II: ADMISSIONS REQUIREMENTS

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:

- Copy of Transcript (Official or Unofficial)
Transfer Policy - credits earned at other school will be assessed based on PACHS criteria
- Copy of Birth Certificate (age 16-21)
- Copy of Social Security Card, if applicable
- Copy of current Health Records, including Immunization Records and School Physical
- Proof of Address
- Proof of Income
- Picture I.D.
- Release Form from Prior School
- **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, and graduation space rental.
- 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 if 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, marital status, academic performance, or the need for special education services.

PART III: GRADUATION REQUIREMENTS & PROGRESS

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 requirements, 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	4 credits of English, must include English 1, English 2, and may include 1 year of career pathway	4 credits
Mathematics	3 credits of Math, must include Algebra and Geometry, and may include 1 year of career pathway or computer science	3 credits
Science	2 credits of Science, must include laboratory science and a course integrating Biology	2 credits
Social Science	2 credits of Social Science, must include 1 credit of US History, 0.50 credit of Civics, and 0.50 credit of Consumer Economics	2 credits
World Language/Fine Arts	1 credits in any combination of art, music, world languages (may include American Sign Language), CTE, or forensic speech (speech and debate)	1 credits
Electives	6 credits in any combination of Health, Physical Education, Unity for Social Analysis, PANA, and/or additional courses	6 credits
Total Credits: 18 Students must earn a minimum of 18 credits of required course work described above		
Non-Credit-Bearing Graduation Requirements		
Attendance	Students must maintain at least a 75% attendance rate	
Writing Intensive Courses	2 courses that contain a writing-intensive component	
Computer Literacy	One year of a course that includes intensive instruction in computer literacy	
Health Education	0.50 credit of health education	
Public Law 195/Constitution Test	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 Hours	40 hours of approved Service Learning activities, including the Humboldt Park Clean Up in April and a second Service-Learning Project, or a combination of activities and projects	
ACT	Completion of the ACT test at qualified sites	

10th Grade Reading Level	Minimum of 10th grade reading level as measured by the STAR test OR evaluation by IEP/AEP with supporting documentation	
It is the student's responsibility to know and meet all graduation requirements.		
Credit-Bearing Graduation Requirements		
Required Course	Description	Units Required
English	4 credits of English, must include English 1, English 2, and 2 writing intensive classes	4 credits
Mathematics	3 credits of Math, must include Algebra and Geometry	3 credits
Science	2 credits in Science, must include Biology and Lab Sciene	3 credits
Social Science	3 credits in Social Science, must include 1 credit of US History, 0.50 credit of Civics, and 0.50 credit of Consumer Economics	3 credits
World Language/Fine Arts	2 credits in any combination of art, music, world languages (may include American Sign Language), CTE, or forensic speech (speech and debate)	2 credits
Electives	2 credits in any combination of Health, Physical Education, Unity for Social Analysis, PANA, and/or additional courses	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		
Computer Literacy	One year of a course that includes intensive instruction in computer literacy	
Public Law 195/Constitution Test	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 in April 2022	
ACT	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.	
Learn Plan Succeed	• All items uploaded to SchoolLinks • Complete the LPS Pathway with LPS Evidence of employment, enrollment in a post-secondary institution, military, and/or internship • Complete Financial Aid with FAFSA or IL Rise Alternative Application	
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

LEARN PLAN SUCCEED CHECKLIST

Learn.Plan.Succeed. is a high school graduation requirement intended to help guide students in reaching postsecondary success. To meet the Learn.Plan.Succeed. requirement, seniors must provide to their school counselor evidence of their postsecondary plans.

Graduating high school is a landmark achievement for students, and we're making sure it's not the last! The Learn.Plan.Succeed. (LPS) initiative is a multi-year approach designed to ensure that students and families receive proper planning and support to prepare them for success in college, career and civic life. The initiative consists of a series of supports and includes a high school graduation requirement -- all students must demonstrate evidence of a postsecondary plan prior to graduating high school.

LPS marks an important shift in the mindset of Chicago Public Schools as it recognizes that student success stems beyond the high school experience.

LPS does four things:

1. LPS confirms the commitment of Chicago Public Schools to provide a high-quality education to every child by ensuring every student has equitable access to resources and supports to successfully complete, realize and fulfill a concrete postsecondary plan.
2. LPS is a high school graduation requirement. It requires students to demonstrate evidence of a postsecondary plan prior to graduating high school.
3. LPS expands the definition of postsecondary to include six pathways: college, military, employment, job training, apprenticeship, and gap year programs.
4. LPS ensures that every student is supported and prepared in completing an Individual Learning Plan (ILP)—starting in grade 6 and through grade 12—to look beyond high school graduation toward fruitful careers and fulfilling lives.

CPS is committed to the promise that each student will graduate prepared for postsecondary options, and we know that with hard work, perseverance, and a curious mind, each student will realize their fullest potential.

Final checklist is subject to change, per [CPS requirements](#).

GRADUATION PROGRESS

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

The school year is divided in four quarters of approximately nine weeks each. Students earn 0.25 credit per class each quarter (with PANA and Unity combined) for each class that they **PASS**. Students may earn up to 6 credits per school year. Using rubrics and scoring guides, an individual's assessments will be scored in according with the following scales.

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

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 child(ren). 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	End of Quarter/Grades Due
Quarter 1	Thursday, September 17*	Thursday, October 1	Friday, October 30*
Quarter 2	Friday, November 20*	Friday, December 18*	Thursday, January 21
Quarter 3	Thursday, February 18	Thursday, March 18	Friday, April 2
Quarter 4	Thursday, April 22	Thursday, May 20*	Thursday, June 11
* Parent Academy, 5:30pm-6:30pm		**Report Card Pick Up, 12pm-3pm & 4pm-7pm 11/2	

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: - 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: - One-on-one meetings with teachers during Scholar Talks - Utilizing the STAR data to differentiate and plan in-class interventions - Parent/guardian conference - Goal agreement - Mentor support

• After school tutoring assistance	• 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:	
• 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

PART IV: ABAYARDE SCHOLAR EXPECTATIONS

WELLNESS & NUTRITION POLICY

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.

The Goals for 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.

The Goals for 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 Chicago Public Schools.

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.

ATTENDANCE POLICY

Dr. Pedro Albizu Campos High School approaches our attendance policy with the understanding that something of educational value happens in class every day. These activities and interactions can never be exactly duplicated. The attendance policy is based on this premise and is designed to encourage students to be in class. The following guidelines were produced to encourage attendance and punctuality. Students are responsible for attending all classes, study halls, and functions scheduled within the school day.

Attendance Guidelines

Both students and parents have attendance responsibilities. Students are required by state law to attend school each day that school is in session. Students are expected to attend each scheduled class. Parents/guardians must notify the school when their student is absent.

Arrival Time

Students may enter the building at 8:00 am. Upon arrival, students are to wear their student ID's and report to their assigned class. The school day begins with PANA/Advisory class at 8:15 am. Attendance is taken in PANA class.

Definition of a Tardy

Arrival to PANA class any time after 8:30 am 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 to be permitted to class.

Tardy Expungement

Students who are late will be afforded the opportunity to effectively expunge their tardy by staying after school the **SAME DAY** they are tardy. 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 2:45 pm (or 12:45pm on Wednesdays). Between 2:35-4:00 pm, **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. Student must inform mentor of intended Early Dismissal date and time, and mentor will communicate with parent for approval. **Students who are under the age of 18 must be released to an adult listed as an emergency contact to leave school grounds.** For students over 18, mentor will call parent/guardian listed as an emergency contact so that they are aware and to better ensure safety of the student.

Absences

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

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:

- Personal illness
- Quarantine

- Observance of a religious holiday
- Death in the immediate family
- Family emergency
- Unavoidable medical-related appointment
- 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
- Mental Health Days: Students may utilize up to **5 excused absences per school year** from school without a doctor's note. As with other absences, students will make up any missed work from their absence.
- 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

When a student accrues 18 unexcused absences, a parent conference will be held to identify the barriers to attendance the student and family are experiencing. 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: • 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: • 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 • 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:	

- Transportation support
- House visits
- Counseling/therapeutic services
- Parent/guardian conference
- Care Team Referral
- Circle of Support

- 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

PANA – PEERS ADVISING FOR NEW ACHIEVEMENTS

PANA – **Peers Advising for New Achievements** – 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 8:15am-9:00 am. 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 and/or their Computer Literacy credit for PANA, and grades are based on a point system of being present, on-time, with ID, prepared with materials, and participating in the activity/assignment.

A typical day will include:

- Your PANA teacher greeting you 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 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 and/or Computer Literacy 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.

SCHOLAR TALKS

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.

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. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Requirements

- **Basic Principle: Certain body parts must be covered for all students at all times. In addition to clothing, the dress code includes bags, backpacks, and other accessories.**
 - Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. All items listed in the “must wear” and “may wear” categories below must meet the basic principle.
- **Students MUST Wear**, while following the basic principle of Section 1 above:
 - A **Shirt** (with fabric in the front, back, and on the sides under the arms), **AND**
 - **Pants/jeans or the equivalent** (for example joggers) **AND**
 - **Shoes.**
- **Students MAY Wear**, as long as these items do not violate Section 1 above:
 - Religious headwear
 - Hoodie sweatshirts (wearing the hood overhead is allowed, but the face and ears must be visible to school staff)
 - Athletic attire
- **Students CANNOT Wear:**
 - Opaque leggings
 - Shorts
 - Crop tops
 - Baseball caps
 - Ski masks
 - Face masks, unless provided by PACHS staff in case of sickness
 - Tank tops
 - Ripped jeans with large portions of the thighs and/or buttocks exposed
 - Violent language or images
 - Images or language depicting/suggesting drugs, alcohol, vaping, or paraphernalia (or any illegal item or activity)
 - Hate speech, profanity, pornography, or gang membership



- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
- Any clothing that reveals visible undergarments
- Swimsuits
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance or as personal protective equipment (PPE))
- **Dress Code Enforcement**
 - To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below.
 - Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
 - If necessary, student's parent/guardian may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
 - As a last case scenario, student may be given a loaner item to borrow for the remainder of the day and returned at the end of the day.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances, and prom.

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 community events, 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:

CAMPOS AMBASSADORS

MISSION STATEMENT

CAMPOS AMBASSADORS ARE A GROUP OF STUDENT ACTIVISTS CHANGING THE CULTURE OF THE CAMPOS COMMUNITY TO BE SAFE + AFFIRMING FOR LGBTQQIA+ PEOPLE. THEY DO THIS BY CHALLENGING DISCRIMINATION, OPPRESSION, + ADULTISM IN OUR COMMUNITY AND OUR SCHOOL.

DEMANDS

- Names and pronouns before, ^{1?} Every Class
- At least 1 all gender bathroom in every building — Fall '19
- More programs lgbtq+
- Variety programs
- Safe space / peace room.
- More LGBTQ history in classes
- Mandatory ~~training~~ training about lgbtq+ for staff.

* Follow Up Meeting to negotiate demands + consequences
→ take youth lead.

PART V: RESTORATIVE PRACTICES & BEHAVIOR 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

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.

Restorative justice practices are a way of looking at wrongdoing that focuses on repairing the harm and the relationships rather than focusing on punishment. The most critical function of restorative justice is building and restoring relationships.

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

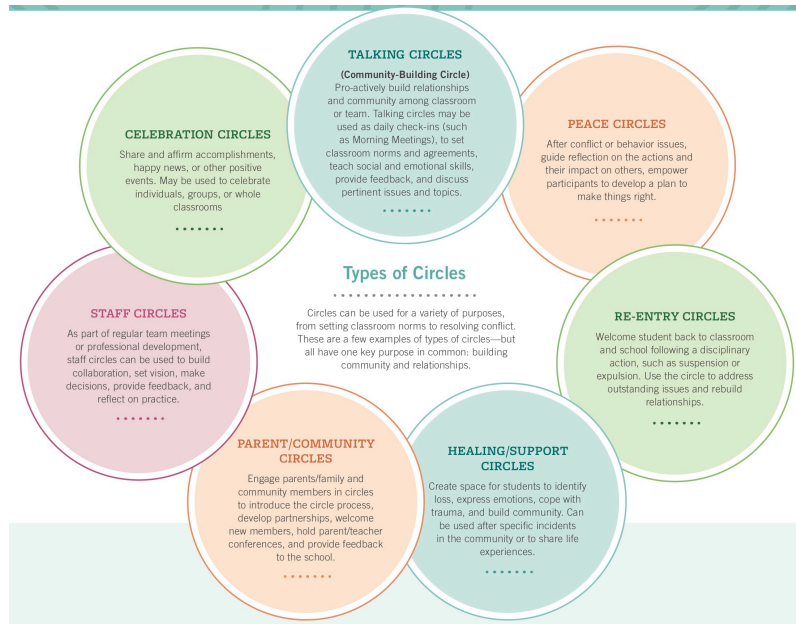
Circles or other community-building activities, resolving conflicts through restorative questions, and providing opportunities for reflection.

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. 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 to provide clear and concise communication of what is expected.

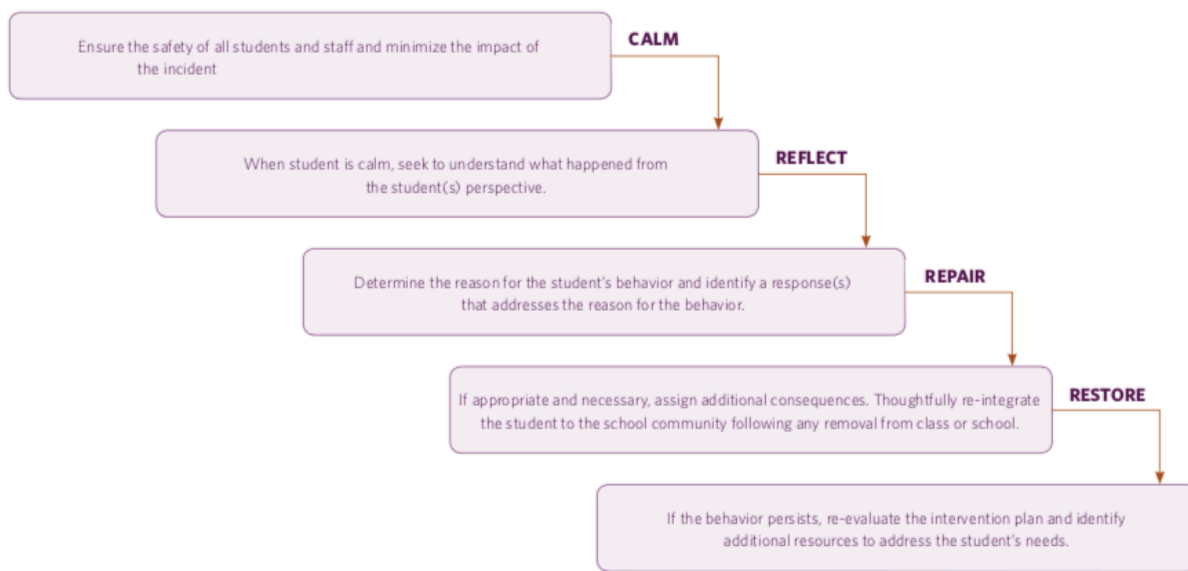
C	Conversation: • Volume • Duration • Size of group
A	Assistance: • How will a student ask for help? ○ Raise hand, call teacher • How will the teacher address student waiting for help?
M	Movement: • Type of movement • Extent of movement • Amount of teacher direction • Bathroom, water, sharpener, etc. protocol
P	Participation: • What should the student be doing? ○ Listening, reading, talking, writing, etc. • How can the student be part of the conversation?
O	On-Task: • State the activity taking place
S	Success: • Completing assignment • Fulfilling expectations

Hallway and Transition Expectations

C	Conversation: • Keep conversation to a minimum, voice level at a 1
A	Assistance: • Staff will be in the hallway to offer support

M	Movement: - 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: - Be an Abayarde Scholar! - Practice respect, integrity, and perseverance
O	On-Task: Arrive to class on time
S	Success: 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: - 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: - 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:

- Administrator, student, parent conference
- Circle of Support
- Modification of Goal Agreement
- Modification of class schedule
- Suspension
- Care Team referral

Our progressive levels of interventions and consequences along with examples of actions that may be taken at each level in any given situation are in alignment with the [YCCS Student Code of Conduct](#).

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 via email.

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 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

We believe an out-of-school suspension is a last resort and only when in-school interventions and consequences are insufficient to address the student’s inappropriate behavior. When suspended out of school, students lose instructional time and opportunities for developing social and emotional skills that could lessen the likelihood of future inappropriate behavior. Schools may only use out-school- suspensions when other appropriate and available behavioral and disciplinary interventions have been exhausted AND the student’s presence in the school:

- poses a threat to the safety of other students, staff, or the school community
- substantially disrupts the operation of the school

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.

Appeal of Suspension

The student/parent has the right to appeal the suspension or any consequence of the behavior administered by the Dean to the school Principal at the phone number listed above and subsequently with YCCS at 312-328-0799. In addition, the student will be afforded the opportunity to complete any homework and/or assessments for equivalent credit that took place during the period of suspension.

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

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, please refer to the [YCCS Student Code of Conduct](#).

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*

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

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

Personal Electronic Device and Cell Phone Policy

Beginning with the start of the 2024-2025 school year, students will not be allowed to use or have personal electronic communication devices during school hours. This includes cell phones, earbuds, smartwatches, or other wearable technology. The policy states phones and other electronic communication devices must be turned into security at check-in and returned to students at the end of the day. If a cell phone or other electronic device is confiscated from a student, a parent must be available to pick up the cell phone or electronic device. All attempts will be made to arrange a convenient pick up time for the parent.

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.

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

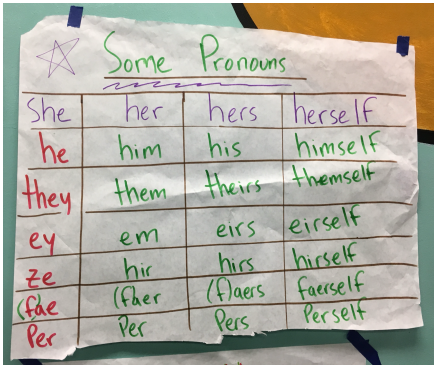
It is the responsibility of each employee to ensure that students who are transgender and gender nonconforming have a safe and welcoming school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, 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	themselves
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 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

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important Campos goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristics **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Per Illinois Anti-Bullying Law 105 ILCS 5/27-23.7, *bullying* includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

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 every day, taking pride in their work. That commitment MUST be followed with action – when that happens, a student demonstrates “academic integrity.”

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 prepares 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.

Wandering

All students are subject to handheld metal detector. If the handheld metal detector is activated, the student shall be asked to relinquish any metal item. In the event student refuses to relinquish prohibited contraband and is still activating the metal detector, the student's parent guardian will be called and/or the student will be sent home. The student will be kept with Security until the guardian is available for a phone conference.

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 and educational 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.

Extracurricular Field Trip Policy

The privilege of participating in extracurricular and disorienting cultural experiences can be denied based on student behavioral or truancy issues. Student participation in extracurricular and experiential learning is by invitation and students are chosen for these opportunities based on behavior, academic success or supports needed to build school connectedness.

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.

PART VI: STUDENT SERVICES & SUPPORT

Introduction

Student services are offered to students free of charge.

Student Services Concerns Resolution Chart		
Step 1:	Step 2:	Step 3:
Issues/concerns that may be resolved by any person at this level Contact: Mentor Counselor PANA Teacher	Issues or concerns that may require in-depth consideration to reach a resolution. Contact: Dean Admin	For issues that may require the highest-level administration involvement to reach a resolution. Contact: Principal

YOUTH DEVELOPMENT TEAM

The Youth Development Team consists of Deans, Mentors, and Counselors.

Mentors are student advocates who support students in identifying and achieving their academic, post-secondary school/career, personal, and social emotional goals throughout their high school career. Mentors assist with creating academic plans, monitoring academic progress, assisting with post-secondary planning by helping students explore their abilities, strengths, interests, and talents. Every student is assigned a mentor.

COLLEGE & CAREER SERVICES

College and Career Services are available for current students, parents/guardians, and recent alumni. College and Career Service counselors are available through appointments after school and by request. Additional college and career planning services include: internship/job shadowing opportunities, employment, college and career reference materials, exam review books, and college visits.

CARE TEAM

Our **Care Team** is composed of various community partners and social workers who provide individual, group therapy, and other support services. This team of professionals are a key component of the school organization. They work with students and families to address not only academics, but also to address the social and emotional capacity of students to ensure their academic progress, emotional wellbeing, and success.

School social workers are student advocates who support students by providing individual and group counseling services, crisis assessment, intervention services, and address barriers to learning. They connect students and families with school and community resources and help them understand school policies, services, and programs. Specialized support is available for many students who are: pregnant and/or parenting, hospitalized for mental health reasons and are transitioning back to school, in temporary living situations, and/or dealing with issues related to substance use.

If you are experience social and/or emotional difficulties that are interfering with your academic success and wellbeing at school, you can self-refer by talking to your mentor who will submit a Care Team Referral. You may also refer a friend who might need in support.

PART VI: 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 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.