



# ERIC SOLORIO ACADEMY HIGH SCHOOL

An AUSL Network Teacher Training Academy  
3500 W. NORMAN BOBINS PLACE – CHICAGO, IL 60632  
Office 773/535-9070 Fax 773/535-9073

Víctor Iturralde  
Principal

Cesar Balcazar  
Katie Patton  
Rosa Jimenez  
Assistant Principals

## ERIC SOLORIO ACADEMY HIGH SCHOOL STAFF HANDBOOK

### Section A: Student Guidelines

#### UNIFORM POLICY

Students ARE EXPECTED TO ENTER the building IN FULL UNIFORM. Students should not leave uniform items in lockers as they are expected to be in full uniform prior to passing through the metal detectors.

The uniform consists of the following items...

- **Official Solorio Polo/Sweatshirt**
- Sweatshirt must be of the same color as the polo. Any long sleeve shirts worn under the polo must be the same color as the polo. Any cardigan sweaters worn over the polo must be of the same color as the polo and MUST allow for the Solorio emblem to be visible. Pullover sweaters are NOT allowed as they cover up the Solorio emblem.
  - 9<sup>th</sup> graders wear maroon
  - 10<sup>th</sup> graders wear charcoal gray
  - 11<sup>th</sup> graders wear navy blue
  - 12<sup>th</sup> graders wear white or baby blue
    - Students may wear any Solorio Spirit top on select days
- **Khaki dress pants (beige)**
  - Pants may not be too loose (baggy)
  - **Pants may not be too tight (spandex/leggings/jeggings are NOT allowed)**
  - No Jean material pants or jean look-alike pants (even if they are beige)
  - Pants must be secured at the waist (Undergarments should not be visible)
    - List of acceptable pants is available in the main office
    - If student comes into the building wearing pants not on the approved list or ill-fitting pants , we (school personnel) reserve the right to rent and/or purchase the correct pants for the student and charge the cost to the student's account.
- **Solorio Polo must be tucked in at the waist.**
- **Solid black shoes. (Every visible part of the shoe must be solid black... including the sole).**
  - Pants cannot be tucked into boots
- Boys - No earrings anywhere

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- Girls - **No facial piercings and** No distracting earrings (No spears)
- **Solorio ID must be worn at all times (around the neck with a Solorio or One Goal lanyard).**
  - Students who come to school without their ID will be provided with a Temp ID and charged a \$1.00 fee per day.

**ATTENDANCE AND TARDIES**

Arrival to school:

- The school building opens at 6:15am. Students are not allowed into the building until 6:30am. All students must go through the metal detectors and/or be screened by Security personnel prior to being allowed access to the building.
- **Attendance:**
  - **Students are expected to be in school EVERY day unless there is a VALID reason for an absence. Students who are not consistently in class risk failing their courses due to absences. Per CPS High School Promotion Policy (Section:605.1 Board Report: 04-0128-PO1):**
  - “The Chicago Board of Education also recognizes that students must attend classes in order to achieve their highest levels of learning. Therefore, students who fail or refuse to attend their classes may not receive the course credits necessary for promotion into the next high school grade. This promotion policy requires that the city’s high school students demonstrate genuine academic achievement and a commitment to learning in order to make progress toward earning their high school diplomas... Students must attend their classes in order to learn and retain course subject matter. Consequently, students’ success in earning credits towards promotion shall be determined by attendance in class as well as by performance on academic assignments. Therefore, students who have unexcused absences in 20% or more of the classes in a particular course during the period for which a unit of credit is earned shall not pass the course and shall receive no credit towards promotion.” *(If you would like a copy of the CPS Promotion Policy, you can request one in the Main Office and it will be provided.)*

Tardies:

- Students must arrive to school and to all classes on time.
  - 10 tardies to school will equal 3 hour after school detention.
    - Failure to serve the 3 hour after school detention will equal an in school suspension until the 3 hour detention is served.
  - 5 tardies to class will equal a 1 hour after school detention
    - Failure to serve the 1 hour after school detention will result in a 3 hour after school detention.
    - Failure to serve the 3 hour after school detention by the end of the week will equal an in school suspension until the 3 hour detention is served.

**DISCIPLINE GUIDELINES**

Student Code of Conduct

Solorio Academy High School adheres to the Chicago Public Schools Student Code of Conduct (SCC) for all matters related to student discipline. An updated copy of the SCC is available for you to pick up in the dean’s office, and can also be found at [here](#).

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The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by CPS (such as a school bus), and while using the CPS network. The SCC also applies to student behavior outside of school if: (1) a student engages in a Group 5 or 6 behavior, and (2) the behavior disrupts or may disrupt the educational process or orderly operation of the school. **This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.**

The Chicago Public Schools (CPS) Student Code of Conduct (SCC) supports our schools in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students' social, emotional and behavioral needs. This includes developing clear expectations, teaching social- emotional competencies, and fostering positive relationships among all members of the school community. **Chicago Public Schools is committed to an instructive, corrective, and restorative approach to behavior.** If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. **In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.**

**The SCC is broken up into six different groups of behaviors according to the degree of disruption to the learning environment.**

- Group 1 lists behaviors that are *inappropriate*.
- Group 2 lists behaviors that *disrupt*.
- Group 3 lists behaviors that *seriously disrupt*.
- Group 4 lists behaviors that *very seriously disrupt*.
- Group 5 lists behaviors that *most seriously disrupt*.
- Group 6 lists behaviors that are *illegal and most seriously disrupt*.

### **Individual School Rules and Academic Progress**

Individual schools may develop school rules that are consistent with this SCC and may address inappropriate student behaviors not specifically included in this SCC. However, poor academic achievement is not an inappropriate behavior. **The SCC and school rules may *not* be used to discipline students for poor academic progress or failure to complete in-class and homework assignments.** Instead, struggling students should be considered for academic or behavioral interventions to help them improve (see student counselor). Also, students must not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

### **Restorative Justice**

At Solorio Academy, we use restorative justice to guide our disciplinary interactions. Restorative justice is a transformational approach to behavior management that recognizes conflict as a normal and continuous dynamic within human relationships. This conflict brings potential for constructive change processes that reduce violence, increase justice in direct interactions and social structures, and respond to real-life problems. Rather than focusing on the infraction, restorative justice centers on the harm that a behavior caused, the corrective action that must take place to repair relationships and the community, and the learning that must happen to reduce future anti-social behaviors. In short, through a restorative lens, an infraction "is a violation of people and relationships. It creates obligations to make things right. Justice involves the victim, the offender, and the community in a search for solutions which promote repair, reconciliation, and reassurance." - Howard Zehr

## **Restorative Conversations**

Restorative Conversations are a first response to empower students to problem solve, repair relationships, and learn strategies to reduce the likelihood of a repeat occurrence. When we engage, we must listen and question to uncover the root of the problem rather than blame and accuse. Conversation lengths will vary depending on the actions that prompt them, but all should incorporate the following steps:

### Tell the Story

- What's happened?
- What's Wrong?
- What were you thinking, when you did that?

### Explore the Harm

- Who has been affected by this behaviour? In what ways?
- How has your behaviour affected our learning today?
- How fair or unfair is this on others in the class?

### Repair the Harm

- How can you go about fixing this?
- What exactly are you sorry for?
- How will this support others' learning?
- How will it support your learning?

### Reach an Agreement

- What do you need to do from now on?
- How can I support you to do this?

### Plan Follow-Up

- When would be a good time to check in with you to see that you're doing what we agreed.
- What support do you need from me to make sure this doesn't happen again?

## **Infractions Resulting in Removing a Student from the Learning Environment**

Students are expected to behave in a way that does not disrupt instruction or impede others from learning. If students decide to display inappropriate behaviors during class that disrupt instruction or impede others from learning they will receive a disciplinary consequence in accordance with the Chicago Public Schools Student Code of Conduct. Repeated instances of classroom misbehavior will result in the student being removed from the learning environment. The following are examples and guidelines for handling such behaviors. These examples are framed in a restorative justice model of behavior education.

Behavior	Description	Teacher Protocol	Reflection Room Restorative Action	Harm Caused/Focused Learning
<b>Disrespect</b>	talking back, when redirected for inappropriate behaviors.(level 1 vs. level 0, not being prepared, not focused on class work,	<ol style="list-style-type: none"> <li>1. (nonverbal) Correction of behavior and continue teaching</li> <li>2. Verbal correction redirect student by reteaching expected behavior</li> <li>3. Place student in isolated area to reflect on expected behavior(within the classroom) with teacher -student restorative conversation</li> <li>4. Log infraction in Student Logger - Request Dean Support. You may</li> </ol>	<p>All actions completed:</p> <ul style="list-style-type: none"> <li>● Re-teach of student behavior and expectations (Reflection form and restorative conversation)</li> <li>● Detention-lunch, before school, after school or Saturday</li> </ul> <p>Follow up:</p>	<p>Victim: Class, teacher, possible student involved</p> <p>Harm: instruction suffers, relationship suffers</p>

	use of profanity)	<p>recommend a detention (1-3 hours) - ensure the student knows and understands why.</p> <p>Follow up:</p> <ul style="list-style-type: none"> <li>• Teacher and student must have a restorative conversation (even when removed). Other student victims may be included.</li> <li>• Step 3,4, or removal: parent call.</li> <li>• If removed: Teacher must document the actions they took before resorting to removal on student logger.</li> </ul> <p>If the behavior continues after the above has been done:</p> <ul style="list-style-type: none"> <li>• Remove student from class, send to reflection room (ISS)</li> </ul>	<ul style="list-style-type: none"> <li>• If students are consistently removed from class , parents/guardians will be required to attend a mandatory parent-teacher-administrator conference.</li> <li>• Displaying disrespectful, defiant, behavior and/or inappropriate/profane language when asked to correct misbehavior may result in an out of school suspension (1-5 days).</li> </ul>	
<b>Defiance</b>	<p>Not following directions given the 1st time</p> <p>(ex: * place items under chair or in backpack *turn around, sit down, stay in your seat, stop talking etc...)</p>	<ol style="list-style-type: none"> <li>1. (nonverbal) Correction of behavior and continue teaching</li> <li>2. Verbal correction redirect student by reteaching expected behavior</li> <li>3. Place student in isolated area to reflect on expected behavior(within the classroom) with teacher -student restorative conversation</li> <li>4. Issue PM Detention (1-3 hours) - ensure the student knows and understands why.</li> </ol> <p>Follow up:</p> <ul style="list-style-type: none"> <li>• Teacher and student must have a restorative conversation (even when removed). Other student victims may be included.</li> <li>• Step 3,4, or removal: parent call.</li> <li>• If removed: Teacher must document the actions they took before resorting to removal on student logger.</li> </ul> <p>If the behavior continues after the above has been done:</p> <ul style="list-style-type: none"> <li>• Remove student from class, send to reflection room (ISS)</li> </ul>	<p>All actions completed:</p> <ul style="list-style-type: none"> <li>• Re-teach of student behavior and expectations (Reflection form and restorative conversation)</li> <li>• Detention-lunch, before school, after school or Saturday</li> <li>• Parent call</li> </ul> <p>Follow up:</p> <ul style="list-style-type: none"> <li>• According to the Student Code of Conduct 3-5 “Second or more documented violations of a group 1 or 2 behavior category” may result in an in-school suspension or out-of-school suspension of up to three days.</li> <li>• If students are consistently removed from class , parents/guardians will be required to attend a mandatory parent-teacher-administrator conference.</li> </ul>	<p>Victim: Class, teacher, possible student involved</p> <p>Harm: instruction suffers, relationship suffers</p>

### Non Removable Infractions

The following are examples of and guidelines for handling non-removable infractions in a restorative justice manner.

Behavior	Description	Teacher Restorative Protocol	Administrative Action	Harm Caused/Focused Learning
<b>Cell Phone</b> (Cell)	1. Using cell phone during class	1. If a cellular phone or other electronic device(s) are being <b>used</b> in class, the device(s) will be immediately	<b>Solorio Academy High School will NOT be responsible if the cellular device is lost, stolen,</b>	Victim: Students Harm: Instruction

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phones <b>should be off</b> and placed in student bookbag or locker)	2. Cell phone visible during the school day  *Please note which infraction on a post-it attached to the phone and the student logger.	confiscated by SAHS staff and held until Friday or until a parent picks it up  2. If cell phone is <b>seen</b> , it may be confiscated and placed in the main office until the end of the day.  Follow up: ● Teacher and student must have a restorative conversation	<b>or misplaced and will not investigate/look for lost or stolen phones</b>  Final determination of cell phone is held at the discretion of Dean/School Administrator	suffers, school culture suffers
<b>Tardies</b>	Excessive tardies to class	● 5 tardies to class will equal a 1 hour after school detention ● Parent teacher call/conference  Follow up: ● Teacher and student must have a restorative conversation	<b>Student(s) who arrive after 8:31 (or 8:22 on Wednesdays) will be detained until the end of the period. Student will served an after-school detention.</b>	Victim: Offender, students in class  Harm: Missed instruction, classroom instruction interrupted
<b>Uniform</b>	Students are expected to be in full uniform all day	● Student should be sent to ISS to rent missing uniform item.	● Detention should be issued 1-3 (determination should be at the discretion of Dean/Administration)	Victim: School culture, student offender  Harm: School culture suffers, student knowledge about professionalism
<b>Plagiarism</b>	Other's Work- student turns in work, copied word-for-word, as his or her own.  Self- student attempts to turn in previous work, violating policies concerning the expectation of originality.	1. Teacher calls parent to set up parent meeting. 2. Teacher puts in student logger.	● Parent, Teacher, student and Dean conference to review plagiarism policy and impact ● 3-hour detention is served ● Student receives no credit (F) ● Teacher decides if student can redo the assignment.	Victim: School culture, student offender  Harm: School culture suffers, student victims, teacher-student

	Internet- when a student borrows phrases from a source without using quotation marks, or finds synonyms for the author's language while keeping to the same general structure and meaning of the original paper/document.			
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### **Administrative Infractions**

The following are examples of and guidelines for infractions that will be handled by administrators.

Behavior	Description	Administrator Restorative Protocol Reflection Room	Harm Caused/Focused Learning
<b>Skipping</b>	Purposefully missing class	<p>Cutting class will equal a three hour after school detention (must be served on the same day)</p> <ul style="list-style-type: none"> <li>● Failure to serve this 3-hour after school detention on the same day will equal an in school suspension until the 3-hour detention is served.</li> <li>● Leaving the school building without permission will equal an out of school suspension.</li> </ul> <p>All restorative procedures will take place in detention, ISS, and OSS</p>	<p>Victim: Offender, students in class</p> <p>Harm: Missed instruction, classroom instruction possibly impeded</p>
<b>Social Probation</b>	Students identified as seriously or persistently disobeying school expectations	<p>A student placed on Social Probation is prohibited from participating or attending all athletic, extracurricular or school-related activities for a period of up to one academic year. The student is entitled to attend school and must leave immediately at the end of the school day.</p> <p>Restorative practices that would allow students to re-gain the right to participate in activities lies at the discretion of School Administration.</p>	<p>Victim: School Community</p> <p>Harm: School culture suffers, student victims, teacher-student relationships</p>
<b>Senior Citizenship</b>	Seniors violating the Student Code of Conduct Acts of Misconduct, groups 3, 4, 5, or 6.	<p>Attendance/participation in the following events would be prohibited: Graduation Ceremony, Senior Prom, Senior Luncheon, Senior Fashion Show, Senior Talent Show, Senior-Faculty Basketball Game, School Dances and other events as outlined by the school administration.</p> <p>Restorative practices that would allow students to re-gain the right to participate in activities lies at the discretion of School Administration.</p>	<p>Victim: School Community</p> <p>Harm: School culture suffers, student victims, teacher-student relationships</p>

### Additional Student Expectations

#### *Candy/Food Sales:*

All candy & food sales are prohibited in the school building. Any confiscated items will NOT be returned to students and will be discarded.

#### *Home Baked Goods:*

No home baked goods are allowed in the building at any time. Any confiscated items will NOT be returned to students and will be discarded.

### Students in the Hallways:

#### *Public Displays of Affection*

- Students are not allowed to demonstrate public displays of affection while on school grounds. If you witness students giving a greeting-type hug, issue them a verbal reminder. If the behavior continues to be displayed or you witness anything beyond a greeting, student(s) should be referred to security or a dean.

#### *During passing periods:*

- Staff members must be in the hallways, vigilant, and encouraging students to move quickly to their next destination. Tardiness is an unacceptable characteristic for Solorians.
- NEVER give out passes in the first 10 minutes of class or in the last 10 minutes of class except in cases of an emergency.
- Hallways should be silent during class periods. When escorting students to the Lab or Library, students should walk silently.

#### *During class time:*

- It is highly discouraged for students to miss instruction, and students should only be allowed to leave the classroom in an emergency.
- Never let a student out of your classroom without a pass. Ever.
- Teachers should monitor the length of time a student is gone and request assistance if a student is absent for longer than necessary.
- **Going to a locker, drinking fountain, to the office, or to a printer are never valid reasons for students to leave the classroom (they should use passing periods, lunch, before or after-school for this)**