Orozco Gifted Bilingual Fine Arts and Sciences Academy



2026-2027

Student & Family Handbook

TABLE OF CONTENTS

WELCOME AND SCHOOL PROFILE 1
- Principal's Welcome
- Mission and Vision
- School Leadership

SCHOOL OPERATIONS 2
- Bell Schedule and Daily Procedures
- Attendance and Tardy Policy
- Cafeteria, Recess, and Wellness Guidelines
- Hallway and Restroom Protocols

ACADEMICS 6
- Grading and Policies
- Multi-Tiered Systems of Support (MTSS)
- Academic Calendar
- Promotion Policy

BEHAVIOR, CULTURE, AND RESTORATIVE PRACTICES 10
- Our Restorative Approach
- Schoolwide ROAR Expectations
- General Student Expectations
- Bullying Policy
- 8th Grade Activities and Expectations

STUDENT POLICIES 13
- Cell Phone and Personal Electronics Policy
- Dress Code and PE Uniform Policy
- Use of Computer Equipment and Network

PARENT ENGAGEMENT 15
- Communication Preferences
- Communication with Staff
- Parental Involvement and Volunteerism

HANDBOOK ACKNOWLEDGEMENT AND RECEIPT..... 17

WELCOME AND SCHOOL PROFILE

PRINCIPAL'S WELCOME

Dear Orozco Parents, Guardians, and Students,

Whether you are joining us for the very first time or returning for another wonderful year, it is my absolute pleasure to welcome you back to Orozco! Our entire staff is energized, inspired, and deeply excited for the school year ahead.

To ensure our community thrives and everything runs smoothly, we have created this Orozco Parent and Student Handbook. Within these pages, you will find essential information regarding our daily operations, school-wide policies, and student procedures, as well as important Chicago Public Schools (CPS) Board rules. Please take some time to review this guide together as a family.

A strong partnership between home and school is the foundation of our students' success. Please know that your participation, perspective, and feedback are always welcome here. Do not hesitate to reach out to me or our main office at any time with questions, ideas, or concerns.

Thank you for your continued dedication to our school community. Let's make this an incredible year of growth, learning, and achievement together!

Best Wishes,



Osvaldo De Santiago | Principal
Orozco Academy | Chicago, IL
(773) 534-7215 | odesantiago@cps.edu

MISSION AND VISION

Chicago Public Schools
At Chicago Public Schools, our mission is to provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career and civic life. To fulfill our mission, we make these three commitments: academic progress, operational excellence, and building trust.

Orozco Mission: To provide our gifted students with an engaging, personalized, and culturally relevant school experience through our Gifted Bilingual instruction and Fine Arts and Sciences program. This includes social-emotional resources and a wide range of extracurricular activities. Orozco works collaboratively among all community members to support students holistically and individually for college and career success.

Vision: Orozco students are a part of a rich mosaic in the changing world, inspired to become reflective, innovative, and compassionate leaders through our Gifted, Bilingual, and Fine Arts and Sciences learning.

SCHOOL LEADERSHIP

Instructional Leadership Team

Our Instructional Leadership Team (ILT) is dedicated to supporting you as we deliver top-tier instruction within a clean, safe, and welcoming environment.

Principal	Osvaldo De Santiago		
ILT Lead	Milli Salguero	**MTSS Lead**	VACANT
Gifted Lead	Michelle Carrillo	**PreK-1st Lead**	Anita Guaman
Bilingual Lead	Janette Guzman	**2nd-5th Lead**	Gila Hernandez
SEL Lead	Brittany Cain	**6th-8th Lead**	Milli Salguero
SPED Lead	Ivonne Morales	**Specials Lead**	Jasmine Zuniga

Local School Council

Orozco's Local School Council (LSC) is responsible for approving the school's budget, setting specific local policies, and selecting and evaluating the principal.

Principal	Osvaldo De Santiago		
Chair | Parent	Vanessa Herrera	**Secretary | Teacher**	Mike Friedberg
Co-Chair | Parent	Eladio Montenegro	**OMA/FOIA | Teacher**	Milli Salguero
Parent	Gladis Torres	**Non-Teacher**	VACANT
Parent	Ilse Acevedo	**Community Member**	Andres Guzman
Parent	Oscar Sanchez	**Community Member**	Cynthia Nambo
Parent	Esteban Mora	**Student**	Camila Cisneros

SCHOOL OPERATIONS

BELL SCHEDULE AND DAILY PROCEDURES

Bell Schedule

- **School Day:** 8:00 AM – 3:00 PM
  - **Building Opens:** 7:30 AM
  - **After-School Programming:** 3:00 PM – 4:45 PM
    - Snack Time: 3:00 PM – 3:30 PM
    - Programming Begins: 3:30 PM
- **Student Lunch and Recess:** 10:00 AM – 1:15 PM
  - **K, 1st, 2nd:** 10:00 AM – 11:00 AM
  - **3rd, 4th, 5th:** 11:00 AM – 12:00 PM
  - **6th, 7th, 8th:** 12:15 PM – 1:15 PM

Arrival Procedures

- **7:30 AM – 8:00 AM:** Doors open. All K–8 students should arrive during this window.
    - **Drop-Off Zone:** Use Door #3 (east end of the building off 18th Street). This is our designated "Besitos y Bye" drop-off zone for smoother transitions.
- **8:00 AM:** Doors close. Homeroom teachers will pick up students from their designated locations and escort them to class.
- **Late Arrivals (after 8:00 AM):** Students are considered tardy.
    - **Drop-Off Zone:** Use Door #2 (main entrance, middle of 18th Street) and report to the main office for a tardy pass.

Morning Routines by Grade		
Kindergarten – 8th Grade 8:00 AM – 3:00 PM	**Pre-K Morning (AM) Class** 8:00 AM – 10:40 AM	**Pre-K Afternoon (PM) Class** 12:20 PM – 3:00 PM
Enter through Door #3 as early as 7:30 AM. Upon arrival, students head directly to the cafeteria for breakfast.	Enter through Door #3 at 7:30 AM to spend time with friends before being walked to class.	Enter through Door #2 at 12:00 PM to spend time with friends before being walked to class.

Dismissal Procedures

- **PreK– 2nd Grade**
    - **Exit:** Door #2
    - **Safety Protocol:** Teachers maintain a roster tracking dismissal methods (walker, after-school, pickup). PreK requires a parent signature. For K–2, the teacher notes who picked up the student.
- **3rd – 5th Grade**
    - **Exit:** Door #3
    - **Safety Protocol:** Students must exit school grounds promptly. If waiting for a parent, they must wait inside the building.
- **6th – 8th Grade**
    - **Exit:** Door #1
    - **Safety Protocol:** Only Middle School students are permitted to walk home alone or walk to off-site after-school programs (Harrison Park, Boys and Girls Club), provided a signed walk-home form is on file.
- **Late Pickups (after 3:00 PM)**
    - Students not picked up by 3:03 PM will be moved to the Door #2 vestibule.
        - Staff will begin calling emergency contacts starting at 3:05 PM.
- **Special Dismissal Accommodations**
    - **Siblings:** Middle schoolers exit through Door #1 and may walk over to meet their younger siblings at their designated outdoor dismissal doors.
- **After-School Programming**
    - **K–2nd Grade Students:** Picked up from class by a SECA and escorted to the cafeteria.
    - **3rd–8th Grade Students:** Report directly to their designated program table in the cafeteria.

Dismissal Door Assignments		
Door #3 **(East Door on 18th St.)**	**Door #2** **(Main Entrance on 18th St.)**	**Door #1** **(West Door on 18th St.)**
3rd - 5th Grade	PreK - 2nd Grade	6th - 8th Grade

ATTENDANCE AND TARDY POLICY

At Orozco, we are committed to providing every student with a high-quality education. To fulfill this promise, students must be in school every day and on time. Research shows that missing as little as 9 days across the school year puts a student at risk of falling behind academically. We ask our Orozco families to partner with us by minimizing late arrivals and early dismissals.

Excusing an Absence

Because attendance records are legal documents, accurate reporting is essential. If your child is absent, a parent or guardian must officially excuse the absence through the Main Office. Informing a classroom teacher does not excuse an absence, as teachers cannot log these documents into the system.

You can excuse an absence using one of two methods:

- **Written Note:** Send a physical absence note to the school upon your child's return detailing a valid reason (e.g., illness, death in the immediate family, or a family emergency).
- **Phone Call:** Call the Attendance Office directly at (773) 534-7218. Please leave the student's name, your name and relationship to the student, the specific reason for the absence, and the best callback number.

Late Arrivals (Tardies) and Early Dismissals

- **Tardy Procedure:** The school day begins at 8:00 AM. Any student entering the building after 8:00 AM must enter through the main entrance (Door 2) to receive a tardy slip before proceeding to class.
- **Special Events Rule:** To prevent disruptions and maximize instructional time, no early dismissals are permitted during assemblies, school shows, or special events.
- **Excusing Early Dismissals:** If you must pick your child up early, a written note or official excuse must be provided for the early dismissal to be marked as excused. The only exception is if the school nurse directs a child to go home due to illness.

CPS Attendance Credit Guidelines

To ensure your child receives proper academic credit, please keep these official Chicago Public Schools (CPS) instructional minute thresholds in mind. Arriving late or leaving early can unintentionally alter your child's attendance status:

Time Spent in Classroom	Official CPS Attendance Status
300+ minutes	Full-Day Attendance
150–299 minutes	Half-Day Attendance
Less than 150 minutes	Full-Day Absence

Please aim for a full day of learning whenever possible and always remember to submit documentation for absences and planned early departures!

CAFETERIA, RECESS, AND WELLNESS GUIDELINES

Lunch and Recess Expectations

- **ROAR Expectations:** Students must follow the posted cafeteria guidelines: Respect, Organization, Accountability, and Reflection.
- **Cleanliness and Food Safety:** Students must clean up their areas before leaving. Due to food allergies, sharing food is strictly prohibited.
- **Location Constraints:** All lunchroom food must remain in the cafeteria. Eating in classrooms is prohibited except during extreme emergencies or pre-planned celebrations coordinated with custodial staff.
- **Leaving the Cafeteria:** Students may only leave the cafeteria to use the restroom or if summoned by staff. They are not permitted to visit lockers or classrooms. Supervising adults will coordinate restroom trips to limit the number of students out at once.
- **Recess and Lunch Supervision Protocol:** Supervising adults must follow this protocol during designated lunch and recess periods to ensure a safe, clean, and organized environment.

CPS Wellness Policy

Orozco is a proud CPS Healthy School. In alignment with the district's Wellness Policy, we strongly encourage parents to pack healthy, nutritious foods and snacks for their children.

School Celebrations and Healthy Snacks Policy

In support of the CPS Wellness Policy, Orozco Academy promotes healthy habits and a nutritious environment for our students. We encourage families to opt for healthy snacks! Please review the list of approved options.

Birthday and Incentive Guidelines

- **Avoid Sugary Treats:** Please do not bring cake, cupcakes, candy, or other sugary items for student birthdays, school events, or classroom incentives.
- **Distribution Rule:** If sugary treats are brought to school, they will be held in the office during the school day and distributed to students only at dismissal.

HALLWAY AND RESTROOM PROTOCOLS

- **Hallway Expectations and Structure**
    - **Voice Levels:** Students must walk at a Level 0 (silent) or Level 1 (whisper). Conversations must only be heard by the person directly next to them so as to not disturb ongoing classes.
    - **Line Order:** Students must follow the specific line order and structure directed by their teacher. This ensures efficient monitoring and safe peer-to-peer interactions.
- **Restroom Protocol and Safety**
    - **Access and Support:** Students may use the restroom where they feel most comfortable as needed. Students are sent to the restroom individually, or accompanied by a trusted peer or adult.
    - **Location Guidance:** Teachers regularly review restroom expectations and designate which specific facilities students should use (refer to the location chart below).
    - **Accommodations:** If a student has specific restroom accommodations outlined in an Individualized Education Program (IEP) or 504 Plan, those provisions supersede standard school policies.

DESIGNATED RESTROOMS		
FLOOR	**EAST RESTROOMS**	**WEST RESTROOMS**
1st Floor	111, 113, 114, 115	Gym, 102, 105
2nd Floor	210, 211, 212, 213, 214, 215	200, 201, 202, 203, 204, 206, 209
3rd Floor	307, 308, 309, 311, 312, 313, 314, 315	300, 301, 302, 303, 304, 305

ACADEMICS

GRADING AND POLICIES

Grading Scale and Missing Work Policy
Every assignment matters! Orozco uses a 30–100 scale to balance accountability and equity.

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	50-59%
MISSING WORK	30%

Missing Work Receives a 30%

- **Timely Turn-In:** Work not turned in by the assigned due date without an excused absence will be marked missing in accordance with our schoolwide grading scale.
- **Avoids the "Zero Trap":** A score of 30% prevents the devastating math of a 0%, which can tank a student's grade disproportionately, especially in categories with only a few assignments.

Accommodations for Missing Work Due to Absences and Hardship
At Orozco, all assignments are due on the specific date set by the teacher. However, we recognize that absences, illness, and unexpected schedule changes happen. In alignment with the CPS Comprehensive Guidance on Attendance, our policy balances student accountability with equitable, non-punitive support so every student has the opportunity to demonstrate mastery.

- **Proactive Access & Equity:** Make-up work is proactively offered for all absences. Parents do not need to submit a special request to receive make-up assignments.
- **Standard Timeframe:** If a student is absent, ill, or dismissed early, they are granted the same number of school days they were absent to complete and submit missing work for full credit (e.g., a student absent for two days receives two school days after returning). Adjustments may be made at teacher discretion.
- **Hardship & Extended Extensions:** For students experiencing significant hardship (e.g., family crisis, trauma, chronic illness, housing instability, or temporary lack of language resources), generous time extensions and modified recovery plans are provided. Teachers do not verify trauma; administration coordinates these supports in collaboration with families and IEP/504 teams where applicable.
- **Mastery-Based Focus:** Grades reflect learning and skill mastery rather than task completion. When a student demonstrates standard mastery through alternative assessments or tasks, teachers may adjust or exclude non-essential missing assignments in ASPEN.

Grading Categories and Weights
Grades at Orozco are calculated based on weighted categories to give a balanced picture of student progress. To help families track student progress, our assignments are divided into three distinct types of work:

- **Formative Work (Learning and Practice):** These are daily checks for understanding, including classwork, quizzes, and verbal participation. They show how well a student is grasping new concepts while they are actively learning them.
- **Summative Assessments (Demonstrating Mastery):** These are end-of-unit tests and individual projects. They evaluate what a student has officially learned and retained at the conclusion of a unit.
- **Engagement Work (Effort and Collaboration):** This category measures a student's daily participation, homework, collaborative group tasks, etc. It reflects their consistency and readiness to learn.

Grade Band	Formative Work	Summative Assessments	Engagement Work
PreK & Kindergarten	Not Applicable		
1st Grade - 8th Grade	50%	30%	20%

Homework Policy (PreK-8th Grade)
The purpose of our homework policy is to support classroom learning, build independent study habits, and foster strong school-home connections. Homework assignments are intended to be age-appropriate and manageable, reinforcing core concepts without overburdening students and families. Staff are expected to maintain consistent, predictable schedules, while students are expected to take ownership of their learning as they progress through grade levels.

Communication & Schedule
- **Weekly Family Updates:** A weekly homework schedule will be shared with families every Monday so parents and guardians can help track expectations and support their student's routine.
- **No-Homework Weeks:** Homework will not be assigned during school breaks or specified testing windows to allow students time to recharge with their families.

IEP & 504 Accommodations
Homework assignments will be modified or accommodated according to each student's Individualized Education Program (IEP) or 504 Plan. Teachers will work directly with families and support staff to ensure expectations are tailored appropriately to student needs.

Grade-Level Breakdown for Weekly Homework
- **PreK:** No formal homework. Families are encouraged to read together daily and engage in play-based learning.
- **Grades K–2:** An age-appropriate weekly packet is sent home every Monday in the daily School-Home Folder and is due back the following Monday.
- **Grades 3–5:** A weekly homework schedule is provided every Monday to build independence and is due back the following Monday. Includes age-appropriate reading, math, spelling, and occasional projects.
- **Grades 6–8:** Weekly core subject packets are distributed every Monday and are due back the following Monday. Assignment difficulty and time expectations increase appropriately by grade level to build time management and accountability.

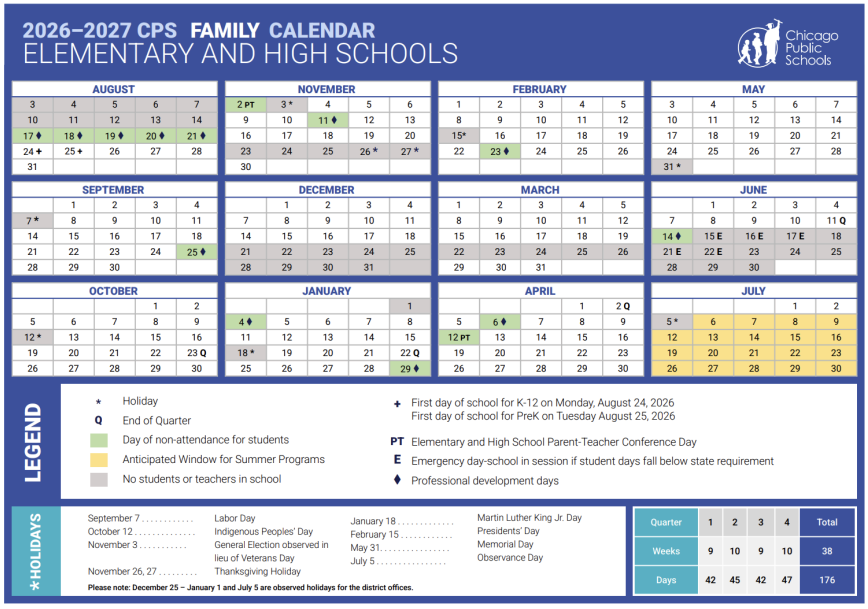
Teacher Grading Cadence
To ensure families can regularly track academic progress in ASPEN, teachers enter grades according to the following cadence:

- **Grades K–5th:** Families can expect a weekly grade in most core content areas. In Science and Social Studies, grades may occasionally be entered on a bi-weekly basis.
- **Middle School (Grades 6th–8th):** Families can expect a weekly grade for every content area.
- **Specials (Art, Music, PE/Health):** Teachers enter grades on a bi-weekly schedule across all grade levels.
- **Balanced Gradebook Structure:** Across all grade levels, gradebooks must reflect a balanced representation of student progress. Teachers will include a thoughtful balance of summative assessments, formative assessments, and engagement grades. Category weights are structured so that no single assessment type disproportionately impacts or outright dictates a student's overall grade.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
We meet all unique learners exactly where they are. Through MTSS, Orozco provides targeted, differentiated support in Math and Reading to scaffold students up to grade-level expectations. The CPS Multi-Tiered System of Supports (MTSS) is a framework that guides schools and teachers to provide appropriate instruction and interventions to ensure all students receive the education and supports they need to be successful in school.

- **How it Works:** Students who need extra academic assistance receive focused instruction from trained staff.
- **Parent Notification:** If your child requires a targeted MTSS intervention, you will be formally notified via an email or letter. This communication will detail the specific subject area of need, the frequency of the support sessions, and the data used to determine the intervention.
- **Flexible Grouping:** To ensure maximum growth, students are dynamically re-grouped across grade levels roughly every 10 weeks based on their current academic needs.

ACADEMIC CALENDAR
Stay up to date with important dates! Access the full 2026-2027 CPS Calendar or view our School Calendar.



Progress Reports
Progress Reports are issued at the midpoint of each quarter to give you a clear, real-time snapshot of your child's current grades and academic standing. They serve as an early look at progress so you and your child can make any necessary adjustments before the final quarter grades are finalized.

Q1	Q2	Q3	Q4
September 25, 2026	December 11, 2026	February 26, 2027	May 6, 2027

Quarter End Dates
Quarter End Dates mark the official close of each 10-week grading period. All final assignments, projects, and assessments must be completed by these dates, as they establish the final grades that will appear on your child's official report card.

Q1	Q2	Q3	Q4
October 23, 2026	January 22, 2027	April 2, 2027	June 11, 2027

Parent-Teacher Conferences and Report Card Distribution Days
Report cards are issued every 10 weeks. In-person parent-teacher conferences are mandatory for Q1 and Q3.

- **Student-Led Format:** To promote student ownership of learning, conferences are split 50/50. The first half is student-run, where your child will share their academic progress and goals. The second half is a collaborative discussion between parents and teachers.
- **Scheduling Your Appointment:** Teachers will share a Google Calendar availability link 2–3 weeks in advance of the conference date so you can select and sign up for your preferred time slot.
- **Report Card Distribution Days:** For Q2 and Q4, official report cards will be printed and sent home directly with students.

Q1 CONFERENCES	Q2 SENT HOME	Q3 CONFERENCES	Q4 SENT HOME
November 2, 2026	January 28, 2027	April 12, 2027	June 11, 2027

PROMOTION POLICY

Promotion Criteria (Grades 2, 5, and 8)
CPS designates 2nd, 5th, and 8th grades as benchmark years. For full criteria, including guidelines for English Learners (ELs) and Students with Disabilities, please review the district's Elementary School Promotion Policy. Promotion decisions are finalized in May and are based on the following standards:

- **Academic Requirement:** Students must maintain a C average based on their final Reading and Math report card grades.
- **Summer Bridge:** Students who do not meet the academic criteria must attend and successfully complete the Summer Bridge program to be promoted to the next grade.
- **Summer Acceleration (8th Grade):** 8th graders who do not meet promotion criteria, but will turn 15 years old on or before September 1st, must attend Summer Acceleration before entering 9th grade in the fall.

BEHAVIOR, CULTURE, AND RESTORATIVE PRACTICES

At Orozco, our approach to student behavior is rooted in community, safety, and growth. We believe that school discipline should foster positive social-emotional development rather than rely on rigid punishment. By combining restorative justice practices with the CPS Student Code of Conduct, we work closely with students and families to understand the root causes of behavior, repair harm, and maintain a safe, welcoming environment for every learner.

OUR RESTORATIVE APPROACH

The primary goal of discipline at Orozco is healthy behavior management—fostering positive actions that support social-emotional growth and a vibrant school community. CPS and Orozco reject zero-tolerance policies that call for automatic suspensions or expulsions (except where strictly mandated by law). Instead, Orozco uses restorative justice practices. When misconduct occurs, we collaborate with students, families, and staff to:

Step 1	Step 2	Step 3
Identify the root causes of the behavior.	Assign meaningful, supportive interventions alongside appropriate consequences.	Help students repair harm and learn from their mistakes.

Student Code of Conduct

Orozco follows the Chicago Public Schools (CPS) Student Code of Conduct (SCC) to maintain a safe, nurturing, participatory, and productive learning environment. All students are expected to abide by the SCC and are subject to supportive interventions or disciplinary measures for violations.

- **Remediation:** When behavior issues arise, school administration will attempt to remediate the concern with the student and their family before the student returns to class, whenever possible and consistent with the law. Applicable law may occasionally require a student to return to class before full remedial steps can be completed.
- **Grades 3–8:** Student misconduct must be formally reported in ASPEN in accordance with the Board's Student Code of Conduct.

Guidance for PreK-2nd Grade

In alignment with policy updates from the CPS Office of Social-Emotional Learning, our approach for grades PreK–2nd centers on safety and support rather than punishment. CPS recognizes that responses to young children's behaviors must account for age, developmental capacity, and individual circumstances such as trauma, disabilities, or family disruptions.

What Families Can Expect

- **Safety First:** Staff document behaviors primarily to ensure the physical and emotional safety of the student, their peers, and school staff.
- **Objective, Collaborative Communication:** Rather than labeling young children's actions as "misconduct," incident reports use clear, objective language focused on understanding the function of the behavior, helping families and educators partner constructively to support the child.

SCHOOLWIDE ROAR EXPECTATIONS

What does it mean to be an Orozco Panther? It means taking pride in demonstrating strong character throughout our school by following our ROAR values:

- **R – Respect:** Honoring ourselves, our peers, our staff, and our community.
- **O – Organization:** Being prepared, focused, and ready to learn every day.
- **A – Accountability:** Taking responsibility for our choices, actions, and learning.
- **R – Reflection:** Thinking about our growth, learning from mistakes, and striving to improve.

Teachers establish specific ROAR expectations tailored to their individual classrooms. In addition, students review and follow schoolwide ROAR standards in all shared spaces throughout the building, including:

- The Cafeteria
- Hallways and Stairwells
- Restrooms
- Recess

GENERAL STUDENT EXPECTATIONS

To ensure a safe, calm, and focused environment throughout the school building, all Orozco students are expected to follow these core guidelines:

- **Voice Levels**
    - Level 0 (Silent): Whenever a teacher or staff member is giving directives.
    - Level 0 or 1 (Silent or Whisper): In hallways and when active directives are not being given.
- **Hallway and Stairwell Transitions**
    - Walk in two single-file lines.
    - Always walk on the right side of the hallway and staircase.
    - Stay together with your class at all times.
- **Personal Space:** Keep hands, feet, and objects to yourself at all times.

BULLYING POLICY

Orozco is committed to creating a safe, inclusive learning environment. We take all allegations of bullying seriously and investigate every report thoroughly.

What Defines Bullying?

Under CPS policy, bullying is defined as any physical, verbal, written, or electronic conduct directed toward a student that meets all four of the following criteria:

- **Power Imbalance:** There is an observed or perceived imbalance of power between the student(s) engaging in the behavior and the targeted student.
- **Severity or Frequency:** The behaviors are severe or pervasive (repeated over time), with a high likelihood of being repeated.
- **Intent:** The intentional goal is to cause physical or emotional harm.
- **Impact:** The behavior predictably results in at least one of the following:
    - Placing the student in reasonable fear of harm.
    - Causing a detrimental effect on the student's physical or mental health.
    - Substantially interfering with the student's academic performance.
    - Substantially interfering with the student's ability to participate in or benefit from school services, activities, or privileges.

Note on Peer Conflict vs. Bullying: Many behaviors initially reported as bullying are ultimately identified as peer-to-peer conflict or developmentally appropriate disruptions. Regardless of how a behavior is categorized, all reports are investigated, and all misconduct is addressed with interventions or consequences to support skill-building and maintain a safe school culture.

Student Commitment

With the support of parents, guardians, and school staff, every Orozco student is asked to commit to four key principles—on school grounds and at school-sponsored events:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- I will tell an adult at school and an adult at home if someone is being bullied.

How to Report Bullying

Reports should be made as quickly as possible by contacting your child's teacher or emailing the Principal.

Investigation and Communication Timeline

- **Initial Contact:** Administration will notify the parents/guardians of all involved students (via phone, conference, or in writing) upon receiving a report and record the notification in ASPEN.
- **Investigation Window:** Investigations begin within 3 school days of receiving the report and conclude within 10 school days.
- **Outcome:** Once completed, administration will notify parents/guardians of the results. If CPS Central Office assumes management of an investigation, Orozco staff will still handle direct communication with families.

8TH GRADE ACTIVITIES AND EXPECTATIONS

Throughout the year, 8th graders have the opportunity to celebrate their final year at Orozco with special events, including dances, fundraisers, a banquet, an out-of-state trip, and Field Day.

- **Behavior Contract:** Students and families must sign a mandatory Behavior Contract at the beginning of the year to be eligible for these events.
- **Behavior Guidelines:** Participation in these events is a privilege. If a student demonstrates untrustworthy or inappropriate behavior during the year, they may be required to bring a parent chaperone to events or lose their right to attend entirely.
- **Schedules and Fees:** Ms. Salguero will share detailed information on specific activities, dates, and associated fees with families during the first month of school.

STUDENT POLICIES

CELL PHONE AND ELECTRONICS POLICY

Cellular phones and personal electronics (including AirPods, earbuds, smart watches, and portable speakers) are permitted at Orozco, but must remain turned off and stored inside a locker/backpack during the entire school day, including before and after-school programs.

Key Guidelines

- **Storage:** Cell phones must be turned off and placed in a backpack before entering the school building. Because backpacks are secured in locked lockers, devices remain safe.
- **Visible Devices:** If a student enters the building with a visible device (in hand, pocket, etc.), they will be directed to turn it off and store it in their locker immediately.
- **School Grounds:** Device use—including earbuds, AirPods, smart watches, and speakers—is prohibited on school grounds before, during, and after school hours.
- **Dismissal Exception:** During after-school program dismissal, students may use their phones to coordinate pick-up with parents/guardians under the direct supervision of a staff member.

Consequences for Violations

- **1st Offense:** Verbal warning. The student must turn off the device and immediately place it inside their locker.
- **2nd Offense:** Device is confiscated until the end of the day, and a teacher or staff member will call the parent/guardian. A parent/teacher conference may also be requested.

DRESS CODE AND PE UNIFORM POLICY

The Local School Council (LSC) removed mandatory daily school uniforms to support student identity and boost self-esteem. Casual dress guidelines apply Monday through Friday, except on designated Physical Education (PE) days.

Daily Dress Code (Non-PE Days)

Students are expected to dress appropriately for an academic environment:

- **Appropriate Imagery:** Clothing, hair, or accessories featuring derogatory or inflammatory language/images are strictly prohibited (including content promoting racism, gang activity, drug use, xenophobia, homophobia, sexism, or transphobia).
- **Coverage:** Tops and bottoms must cover all private areas and the mid-section (crop tops, tube tops, and muscle tanks are prohibited). Tops must meet the waistband of bottoms and have shoulder straps at least 2 inches wide.
- **Bottoms:** Pants, shorts, and skirts must be secured at the waist (undergarments must not be visible). Skirts and shorts must reach at least mid-thigh when standing upright.
- **Ripped or Sheer Clothing:** Any ripped jeans or transparent garments must still comply with all coverage standards (no exposed mid-sections or private areas).
- **Headwear:** Hoodies may be worn, but hoods must remain off inside the building. Hats and head coverings are not allowed unless worn for religious, cultural, or documented social-emotional/IEP needs.

Physical Education (PE) Uniforms
Full PE uniforms are strictly required on the days a student has gym class:

- **PE Uniform:** Consists of an official Orozco t-shirt, Orozco shorts, and/or Orozco sweatpants.
- **Purchasing:** PE uniforms are sold directly through the school. Ordering information is shared early in the summer and at the beginning of the school year.
- **Optional Daily Wear:** Students who own previous Orozco uniforms are welcome to wear them on regular non-PE school days if they choose.

Footwear and Safety Guidelines

- **Footwear:** To prevent injury, feet must be secure in shoes at all times. House slippers, Crocs, flip-flops, sandals, and wheeled shoes are prohibited.
- **Security Standards:** Gang-affiliated haircuts, styles, or accessories are not allowed. School administration reserves the right to determine what constitutes gang-affiliated items to ensure campus safety.

Note: The LSC reserves the right to adjust dress code policies at any time to maintain a safe, focused learning environment.

USE OF COMPUTER EQUIPMENT AND NETWORK

Orozco Academy is a 1:1 technology school. Every student has daily access to an iPad or Chromebook, along with clear guidance from teachers on proper care and digital citizenship.

- **Student Device Expectations**
    - **Responsible Use:** Devices must be used strictly for educational purposes, following all classroom technology rules.
    - **Respectful Digital Citizenship:** All digital communication between students and staff must remain respectful, professional, and compliant with the Board of Education's Acceptable Use Policy for Students.
- **Taking Devices Home**
    - Each student is assigned a device for school use. To take a Chromebook home for homework, families must first complete and return the Mobile Use Agreement to the main office.
        - **Damage and Loss Liability:** Lost or damaged devices will not be replaced automatically and will result in a replacement charge of up to $250 billed to the family.

PARENT ENGAGEMENT

COMMUNICATION PREFERENCES

At Orozco Academy, keeping families informed and connected is a top priority. We use digital channels as our main tools for day-to-day announcements, academic tracking, and direct messaging.

- **Email is Our Primary Communication Tool**
  - To ensure you receive all school updates, please make sure your contact information is up to date in ParentPortal and use our Staff Directory to find the right person to contact.
- **Orozco Academy App by Edlio**
  - Invitations to join the Orozco Academy App by Edlio have been sent to all primary and secondary guardians via email and text message. Simply click the link in your email or text message to set up your account and get connected. You can download the app directly via the App Store or Google Play Store.
  - If you did not receive your invitation, please contact Mrs. Carrillo, Gifted Coordinator, at macarrillo1@cps.edu.

COMMUNICATION GUIDE

To resolve questions or concerns effectively, please follow these guidelines:

Topic of Concern	Best Contact	Email Address
Bi-Weekly Newsletter, Website, and Social Media	Mrs. Carrillo	macarrillo1@cps.edu
Friends of Orozco (FOO) and Fundraising/Events	Mrs. Carrillo	macarrillo1@cps.edu
General Questions, Records, and Enrollment	Mrs. Favela	mfavela23@cps.edu
Attendance and Absences	Mrs. Favela	mfavela23@cps.edu
ParentPortal, Tech Support, and ePay Fees	Mrs. Favela	mfavela23@cps.edu
Grading, Curriculum, and Student Progress	Teachers | Principal	odesantiago@cps.edu
Athletic Programs	Mr. Luu	tlluu@cps.edu
Student Transportation	Mrs. Jimenez	rjimenez2@cps.edu
504 Plans, IEPs, and Special Education Services	Mrs. Morales	imorales14@cps.edu
Counseling, SEL, and High School Applications	Ms. Cain	bcain@cps.edu
Social-Emotional Learning Support	Ms. Cain | Mrs. Lopez	bcain@cps.edu mlopez360@cps.edu
Bilingual Services and Room Parents	Mrs. Guzman	jguzman172@cps.edu
School Breakfast and Lunch Program	Ms. Hall	ahall79@cps.edu
After-School Programming	Ms. Palomares	cdpalomares@cps.edu
Local School Council (LSC)	Ms. Salguero	misalguero@cps.edu

PARENTAL INVOLVEMENT AND VOLUNTEERISM

At Orozco Academy, we believe that education is a team effort. A strong partnership between home and school is the foundation of every student's success. We warmly invite our parents and families to collaborate with us, stay connected, and actively participate in our school community to support the academic, social, and emotional growth of our students.

School Committees

If you are interested in joining or learning more about our school committees, please reach out to the designated leads listed below:

- **Local School Council:** Principal Osvaldo De Santiago | odesantiago@cps.edu
- **Friends of Orozco Fundraising Group:** Michelle Carrillo | macarillo1@cps.edu
- **Student/Parent Volunteer Opportunities:** Reyna Jimenez | rjimenez2@cps.edu
- **Parent Advisory Council or Bilingual Advisory Council:** Janette Guzman | jguzman172@cps.edu
- **Lunch/Recess Supervision:** Marlene Favela | mfavela23@cps.edu

Becoming a CPS Volunteer

We invite you to make a direct impact on our school community by becoming a certified CPS Volunteer! There are two levels of volunteering available depending on how you wish to participate.

Volunteer Type	What You Can Do	Requirements
Level II (under 10hrs per week)	• Attend classroom celebrations • Chaperone day field trips (with staff) • Serve as a guest speaker	• Complete the online application • Submit photo ID to the office • Watch an online training
Level I (over 10hrs per week)	• Direct, unsupervised student contact • One-on-one tutoring or mentoring • Volunteer coaching • Chaperoning independent student groups	• Complete the online application • Submit photo ID to the office • Watch an online training • Complete an annual background check (CPS pays fee) • Submit TB test results (< 2 years old; parent pays fee)

Guest Speakers

To ensure student safety, all visitors must adhere to the following security and vetting protocols.

Building Entry and Security Protocol

- **Check-In/Check-Out:** All visitors must enter and exit exclusively through Door 2 (Main Entrance).
- **Identification:** You must present a state-issued ID to security and sign in upon arrival.
- **Visitor Badges:** Visitors will be issued a badge that must be worn visibly at all times. Please return this badge to security when signing out at the end of your visit.
- **Navigation:** After signing in, please stop at the main office for directions to your destination.

Vetting and Volunteer Policy

- **Board Approval:** All guest speakers and visitors must complete the official CPS vetting process before interacting with students.
- **Resource:** For volunteer information and registration or to read the full guidelines, visit the CPS Parent Engagement site.

HANDBOOK ACKNOWLEDGEMENT AND RECEIPT

Handbook Acknowledgement and Receipt
This handbook outlines important information, expectations, and policies for Chicago Public Schools and Orozco Academy. If you have questions about any information in this handbook, please consult with school administration.

Statements of Understanding

- **Superseding Prior Policies:** This handbook and its policies supersede all prior practices, representations, or statements (oral or written) previously issued by Orozco Academy.
- **Responsibility to Review:** By signing below, I acknowledge that I have received this handbook. I understand that it is my responsibility to read, understand, and comply with all policies and procedures outlined herein, as well as any future revisions.
- **Board Policy Compliance:** I also understand that I am responsible for complying with all additional Chicago Public Schools Board policies and rules, even if not specifically detailed in this handbook.

Parent Name		**Date**
Parent Signature		
Student Name		**Date**
Student Signature		
Grade Level/Teacher		