

AL RABY HIGH SCHOOL



One Team, One Family!

**SOPHOMORE
HANDBOOK**

CLASS OF 2016

Dear Students and Parents,

Welcome to your sophomore year at Al Raby High School! Please take time to read through this handbook. It contains all the questions most frequently asked by sophomores and their parents. The answers will help you get on track to your Half Cap Celebration by ensuring that you take the correct steps in starting the school year right.

The entire 10th grade team is dedicated to your successful transition from your freshman to sophomore year. With the support of your teachers, you will monitor your academic success and review your progress throughout the year. Sophomore year is an opportunity for you to not only continue to participate in the various extracurricular and academic activities that we offer, but also to begin to take on leadership roles throughout the school. You are expected to take an increased responsibility this year of monitoring your academics as well as behavior in and outside of the classroom. While your teachers are here to support and guide you, it is imperative that you maintain good organization, self-monitoring, reflection, and study skills throughout the year in order to be successful. We recommend that you set specific goals you want to accomplish and that you manage your time wisely.

In closing, on behalf of the entire Al Raby High School family, we wish you the best for a successful 2013-2014 school year.

On team! One Family!

Sincerely,
Administration and the 10th Grade Team

Ms. Skanes
Principal

Ms. Johnson
Assistant Principal

Deangelo Dereef
Dean of Students

Ms. Mueller
Chicago History/GIS Teacher

Mr. Berek
Geometry Teacher

Ms. Bayat
English Teacher

Mr. Suljic
American History Teacher

Ms. Gunn
English SPED Teacher

Drama Teacher

PE/Driver's Education Teacher

Ms. Hampton
Counselor

Ms. Cannon
Counselor

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Who was Al Raby?

The late Albert Raby was a civil rights leader, educator, environmentalist, and Co-Chairman of the Chicago Freedom Movement. Al was born in Chicago in 1933 and grew up in the Woodlawn community. An ambitious self-starter, he taught himself to read in the fifth grade and joined the army upon graduation from high school. Four years later, he enrolled at Chicago Teachers College (now Chicago State University) in education.



Al's teaching career began at the Hess Upper Grade Center on the West Side where he taught seventh and eighth grade. He soon founded Teachers for Quality Education, a group formed to fight the segregation in the public schools, epitomized by "Willis Wagons," the practice of Superintendent Benjamin Willis (and his Board) of placing mobile classrooms in the playgrounds of overcrowded African American schools, while classrooms in nearby white schools were only partially used.

The Coordinating Council of Community Organizations was born out of these efforts and Raby became its leader. CCCO then invited Dr. Martin Luther King, Jr. to Chicago to lead the Chicago Freedom Movement, which Al Raby and Dr. King co-chaired. Later, Raby was elected to the 1970 Illinois Constitutional Convention where he was a leader in drafting its Bill of Rights.

In 1983, Raby became the campaign manager for Harold Washington's historic mayoral campaign. In 1986, he went on to head the Chicago Human Relations Commission, the local watchdog group that fights discrimination.

Although Al Raby became a famous civil rights leader, he never lost his commitment to local communities and to grassroots organizing—or to educational opportunities for all children. He was a citywide leader of the tenant union movement, played a major role in community oriented voter registration efforts and invented a new method for teaching inner city children to read.

He was also a long-time environmentalist: he could see the impact of environmental factors on the lives of his students. For several years, he served on the Board of Directors of Citizens for a Better Environment.

Al also was a community development innovator. He was on the founding Board of Directors of South Shore Bank, the nation's first community economic development bank, which now has a branch in the Austin neighborhood.

Al Raby had a broad, inclusive and progressive vision for Chicago and its neighborhoods.

He is a source of inspiration for our times—and for our youth.

Al Raby High School Statements

MISSION: The Al Raby School for Community and Environment inspires **students** to **intellectual excellence** and **personal responsibility** through **community** and **environmental activism**.

VISION: The Raby School envisions **students** who *think critically, argue effectively, and use technology* appropriately in **secondary and post secondary education** while developing a commitment to **social and environmental causes**.

AL RABY SCHOOL SONG:

Written by: Ms. Shanka Falls

Al Raby High is the best on the west
We hold the keys to our future success
With our eyes on the prize we're going through,
College is where we're headed to.
Achieving, we do
Unity, that too
Leadership, is cool
Al Raby is my school

Frequently Asked Questions

➤ **What is a Quarter?**

The High School year consists of four 10-week quarters. Each quarter ends on the following day

Quarter 1	October 31, 2013
Quarter 2	January 23, 2014
Quarter 3	March 27, 2014
Quarter 4	June 10, 2014

➤ **What is a Semester?**

A semester is composed of two quarters. There will be a total of two semesters in the school year.

Semester 1	Quarter 1 & 2
Semester 2	Quarter 3 & 4

➤ **When will I receive my report cards?**

Report cards will be distributed at the end of each quarter. Parents only need to come to pick up report cards at the school at the end of Q1 and Q3. Report cards for Q2 and Q4 will be mailed home.

Quarter 1—*RCPU	November 12, 2013
Quarter 2—mailed home	January 30, 2014
Quarter 3—*RCPU	April 7, 2014
Quarter 4—mailed home	June 10, 2014

*RCPU—Report Card Pick up will be at Al Raby High School. Please mark the RPCU dates in your calendar as the sophomore team would love to meet with each and every parent.

➤ **When will I receive my progress reports?**

Progress reports will be distributed every 4-5 weeks. These reports are important to making sure you are on track. Progress reports will be distributed on the following days

Quarter 1	September 25, 2013
Quarter 2	December 11, 2014
Quarter 3	February 26, 2014
Quarter 4	May 7, 2014

➤ **How do I check my grades on a DAILY basis?**

Teachers will post grades for students and parents to view regularly. Students can access student portal with their CPS login and password. Parents can access parent portal with their CPS login and password.

Student Portal	https://student.cps.k12.il.us/
Parent Portal	https://parent.cps.k12.il.us/

➤ How many classes will I be taking this year?

Every sophomore student will take the following 7 classes

Biology	
Chicago History- 1 st semester GIS-2 nd semester	Ms. Mueller
Drama	
English	Ms. Bayat or Ms. Gunn
Geometry	Mr. Berek
P.E- 1 st semester Driver's Education- 2 nd semester	
United States History	Mr. Suljic

➤ How many credits should I earn this year?

At the end of each semester, 0.5 credits are awarded for each course you take and earn a passing grade. **A, B, C, and D grades are passing grades for high school graduation.** To meet the graduation requirements, a student must earn 3.5 credits each semester. You must earn 7 credits to successfully complete your sophomore year. All courses failed must be made up in Summer School or Nigh School to stay on track from graduation.

***You must earn a minimum of 24 credits in order to graduate from Al Raby.**

➤ What is the grading scale?

A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

➤ How is my grade determined in each class?

There has been a shift in the grading category terminology this year. This is to help you better understand and monitor your success in each class. For each class, you will see the same grade categories and weighed percentage. The biggest shift that you will find has changed from freshman to sophomore year is that your grade will rely more heavily on work completed outside of class and projects. This is because, as a sophomore, you are expected to be able to work independently more than at the freshman level. **It is important to note that you EARN your grades- you are not given a grade- so you must stay on task and be productive in every class each day in order to be successful.** The following is a brief description of each category.

Category	Percentage of Total Grade	Description
Directed Learning	25%	<p>This category will consist of assignments that assess your success in the classroom with the support of your teachers. During directed learning, there will be teacher-led discussions, collaborative group work, opportunity to work in peers, as well as individual assignments. The assignments under this category assess your ability to master a skill when first being introduced to it. During this time, you will practice this skills learned and be guided by your teacher as well as peers.</p> <p><i>Examples of Directed learning Assignments: gallery walk, guided notes, worksheet, close reading questions, web quest, labs, think-pair-share, class discussions and many more</i></p>
Project Based Learning	20%	<p>This category will consist of assignments that assess student created projects. In order to successfully master a skill, it is important to apply what we have learned to real life experiences and knowledge we are familiar with. These assignments will generally take up to three class periods to produce with the expectation that work is done outside of the classroom.</p> <p><i>Examples of Project Based Learning: PowerPoint presentations, speeches, assignments where you are required to take on a specific role, book reports, labs and many more</i></p>
Individual Learning	10%	<p>This category will consist of assignments that assess your success when working on a skill on your own- outside of the classroom. Your teachers want you to be successful and master the skills and standards for each of your classes. In order to do this, we need to assess your ability to understand and successfully complete a concept or skill outside of the classroom. This will also let the teacher know what skills or concepts need to be reviewed prior to a formal assessment. Remember, that you can seek help on your individual learning assignments by setting up tutoring sessions with your teachers after school or by attending the AmeriCorps study sessions during lunch.</p>

		<i>Examples of Individual Learning: Homework, mid unit informal checks of mastery, reading assignments to be completed outside of the classroom and many more</i>
Formal Assessment	25%	This category will consist of assignments that are a final assessment of your mastery of the unit's skills, content, and standards. <i>Examples of Formal Assessment: Speeches, in class essays, DBQs, multiple choice tests, short answer response tests and many more</i>
College Readiness	20%	This category will consist of assignments that are designed to assess your college readiness. As a sophomore, you will be taking on many more responsibilities and ownership of your own learning. This is to not only prepare you for a successful high school experience, but also to prepare you for a successful college experience. Each sophomore will be required to keep and maintain an organized binder with the necessary material for each class- you must bring this to each and every class every day. <i>Examples of College Readiness: Bellringers, exit tickets, binder checks, group participation, self-reflection assignments and many more</i>

➤ **What is a GPA and how do I calculate it?**

G.P.A. stands for GRADE POINT AVERAGE. You may calculate your G.P.A. by using the following point value:

A = 4 points

B = 3 points

C = 2 points

D = 1 points

F = 0 points

Add up all the points earned by your grades and divide the result by the number of grades you used.

Sample Student:

Course	Grade	Points
English	A	4
Geometry	A	4
U.S. History	B	3
Biology	A	4
PE	D	1
GIS	C	2
Drama	B	3

Total points = 21

Total # of classes = 7

Divide total # of points (21) by total classes (7) $21 \div 7 = 3$

This student would have a GPA of 3.0 which is considered a B

➤ Why is GPA important?

Colleges and universities use your GPA in determining whether to accept you. The higher your GPA, the better chance you have to attend the college of your choice.

➤ What is Sophomore On-Track?

Students are considered on track at the end of their sophomore year if they:

- ✓ Earned all of their credits from the current school year
- ✓ Recover any missing credits from freshman year*
- ✓ Pass the Constitution Test
- ✓ Earn a minimum of 20 service learning hours

*Students that are currently enrolled in credit recovery must show Ms. Hampton a passing grade for the course(s) in which they are enrolled in order to participate in Half Cap.

➤ What is the Sophomore Half Cap Celebration?

The Half Cap celebration is an opportunity for the sophomore team to celebrate all your successes and hard work throughout your freshman and sophomore year. On track, top ten, perfect attendance, classroom leaders, and various other awards will be given to students during the ceremony along with guest speakers and a brief celebration with cake and ice cream.

In order to participate, you must be on track (see requirements above) and currently be passing all classes you are currently enrolled in. These requirements must be completed and turned into the sophomore team by MONDAY, June 2nd. There will be no exceptions, so it is important that you focus on completing these requirements throughout the school year.

➤ What are ALL the graduation requirements?

- ✓ 24 credits
- ✓ 40 service learning hours
- ✓ Pass Driver's Education (10th) *
- ✓ Pass PL195- Constitution test (10th)*
- ✓ Complete PSAE (11th)
- ✓ Pass Consumer Education test (12th)

*It is important to note that your sophomore year is a very important year in completing all graduation requirements. As a reminder, your teachers are here to support you and it is imperative that you come to school each day prepared and focused.

➤ **How can I be a successful sophomore?**

Many factors determine success your sophomore year in high school. One important factor is regularly doing your homework, completing classwork on time, and attending tutoring opportunities during lunch and after school. Regular attendance is also important to success. Students with high rates of absence usually earn low grades. Below are some more tips to be successful this year:

Be Organized

- Use your agenda book to record assignments
- Be prepared for class with the appropriate supplies that each teacher requires
- Keep your locker and binder neat
- Review notes and materials daily

Time Management

- Stay on task in class
- Create a schedule for completing work at home
- Plan ahead to avoid conflicts with after school activities

Classroom Success

- Participate in class and ask questions
- Attend class, be on time and get make-up work if necessary
- Always do your homework
- Study for tests and quizzes
- Schedule a separate tutoring time with a teacher if you are confused during class
- Be respectful to teachers and peers

➤ **Where can I find more information about the school?**

The school website link is <http://www.alraby.org>

School Policies and Codes of Conduct

We are committed to providing a welcoming and safe learning environment for all students. The following policies have been established to ensure that all students are educated in a safe atmosphere.

ATTENDANCE POLICY

- Students are expected to attend school everyday.
- When students are absent from school, they must submit a note to the attendance office the day that they return to school. If a note is not submitted, the absence will be counted as “not-excused”.
- Students are expected to maintain at least a 90% attendance rate. If a student’s attendance rate drops below 88%, they may NOT be eligible for extra-curricular activities, sports teams, or school sponsored events.
- If a student is absent from school, they are not allowed to enter the building for any reason including participating in extra-curricular events, picking up work, or attending credit recovery courses.
- Students will not allowed to get early dismissals unless a parents/guardian comes to pick up the student.
- Parents are asked to refrain from frequently getting early dismissals for their child.
- Students who miss ANY class period will be counted as a ½ day absent.

UNIFORM POLICY

- Students are expected to be in a full Al Raby approved uniform everyday.
- Students may only wear Al Raby polo shirts.
- Boys must wear belts. “Sagging” pants are not allowed.
- Jackets and hoodies are not allowed in the classroom. When the weather is cool, students may wear black sweaters. All other items must be stored in lockers. Certain classrooms may get cool in the fall and winter months. Students will NOT permitted to wear other items.
- Girls may wear appropriate length shorts.
- Hat or headwear (including scarfs and bandanas) are not allowed to be worn in the building for male or females.
- When students break the uniform policy, parents will be notified and expected to bring the appropriate items to school.

CELL PHONE POLICY

- Students are not allowed to have cell phones during the school day.
- If cell phones are brought into the building, they must be stored in lockers.
- If a cell phone is taken, the cellphone will only be returned to a parent or guardian.

ID POLICY

- Students are expected to wear their ID into the building every day.
- Students are expected to wear their IDs in the hallway and in every class.
- Students will NOT be allowed to purchase temporary IDs every day.
- If a student loses their ID, they will be charged \$5 for a replacement ID.

- Temporary IDs cost \$1 for each and they can only be used on the day that they are issued. The \$1 fee will be placed on the student's account. Parents/guardians will be responsible for the fee.
- Student who frequently request temporary IDs will be issued a new ID and will be charged \$5 for the replacement ID.

SOCIAL MEDIA POLICY

- Students who use social media such as Facebook, Twitter, and Instagram can be disciplined for inappropriate or threatening comments posted on their pages.
- If a student lists Al Raby as their school on their page, they are expected to refrain from any profanity or inappropriate language.
- Students who represent any gang affiliation on their social page may be subject to being disciplined according to the SCC.

BEHAVIOR POLICY

- Students are expected to adhere to all of the behavior expectations as outlined by the Chicago Public School Student Code of Conduct.
- Students are expected to treat ALL Raby staff and students with respect and dignity.
- Students will not be allowed to be verbally, emotionally, or physically abusive to any adult or student at Al Raby.

FEE WAIVER POLICY

- Parents who qualify for fee waivers must submit fee waiver papers by Monday, September 30.
- Fees can only be waived for the 2013-14 school year. Previous school fees will not be waived.
- Students are expected to pay their fees each year.

VISITATION POLICY

- Parents who wish to meet with a teacher must schedule a meeting with the teacher during the teacher's preparation period.
- Parents will NOT be allowed to visit classes while a teacher is in class.

Students who are in violation of any of the above policies or any of the Student Code of Conduct Violations may be required to have a parent conference with the principal or assistant principal.

Notre Dame Mission Volunteers AmeriCorps (NDMVA)



➤ **Who is AmeriCorps?**

This year the sophomore team is excited to welcome a new partner, Notre Dame AmeriCorps. NDMVA seeks to build community among its members, as well as the people with whom they work by reaching out across culture and class. NDMVA is committed to helping people help themselves. NDMVA's goal is to promote and encourage education, community empowerment, leadership development and multicultural harmony in hopes of producing greater unity, less violence, and better-informed citizens in our communities.

NDMVA seeks to build community among their 20 members, as well as the people with whom they work. Currently, members come from 20 states and a myriad of racial, ethnic, religious, and socioeconomic backgrounds. The program values teambuilding, social justice, youth empowerment, service, and personal development.

➤ **How will the AmeriCorps members help me this year?**

The AmeriCorps members will be working with the sophomore class by working closely with the sophomore teachers to offer extra support in literacy and mathematics skills. AmeriCorps members work to empower the economically disadvantaged and oppressed through education and personal hands-on support. They will help establish a school culture and environment that improves school safety, attendance, and discipline as well as address other non-academic factors that impact student achievement such as student' social, emotional and health needs. The members mentor sophomore students, provide extra support in the classroom, and offer tutoring sessions for all sophomores to attend during lunch periods and after school on designated days.

STUDENT CONTRACT AND PARENT CONTACT

Please complete ALL of the information below. Once completed, please detach this sheet from the handbook and have your child turn it into Ms. Mueller (Room 318). **All signed student contract and parent contact sheets must be turned in to Ms. Mueller by FRIDAY, August 30th.** Students, be advised that you will be tested on your knowledge of this handbook the first week of school. It is important that you review this material in order to be successful on your first *formal assessment* grade.

Name of student: _____
(First Name) (Last Name)

Name of parent/guardian: _____
(First Name) (Last Name)

Ways the teacher can contact parent/guardian

Mailing Address: _____
(House Number) (Street)
_____, IL _____
(City) (Zipcode)

Email Address: _____

Home Phone: (_____) _____ - _____
Area Code

Cell Phone: (_____) _____ - _____
Area Code

Work Phone: (_____) _____ - _____
Area Code

Any specific things the sophomore team should know about your child to help us provide for your child's success. (Please email Ms. Mueller at kamueller2@cps.edu if you need more room)

I, _____ (student signature) have fully read and understand the 2013-2014 Sophomore Handbook and School Policies.

I, _____ (parent signature) have fully read and understand the 2013-2014 Sophomore Handbook and School Policies.