



Resilience Charter School Code of Conduct

For Students

2017-18 School Year

This School Code of Conduct Students is applied in addition to the Student Code of Conduct for the School District of Alachua County, which is incorporated into this Code by reference. To the extent there is any conflict between this code and the Alachua County School District's code of conduct, the provisions of the Resilience Charter School Code of Conduct will prevail.

It is the firm conviction of Resilience Charter School (RCS) that harmonious learning environments promote equal educational opportunity and a safe and effective educational environment. Resilience Charter School recognizes that a strong school community requires a climate of safety, respect, and collaboration. The school strives to develop and to implement programs and approaches to learning and discipline that will:

- ensure parental confidence in the ability of Resilience Charter School to provide a safe and orderly climate.
- help administrators, teachers, and other staff provide effective teaching and learning environments, and assure students that they can learn in a non-disruptive atmosphere and be treated in a fair, consistent, and nondiscriminatory manner.

Every classroom should provide a learning environment that encourages academic excellence, free exchange of ideas, and maximum personal growth. It is understood that on entering the building or classroom, students do not divest themselves of their basic rights, e.g., the rights to due process, freedom of expression, orderly assembly, privacy of person, freedom from discrimination, and so forth as set forth in Florida and Federal law. However, students have the responsibility not to disrupt the educational process or impose upon, endanger, or deprive others of their rights to an education.

Expected Behavior

Resilience Charter School expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Resilience Charter School believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-

discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members. Since students learn by example, school administration, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate harassment or bullying. Resilience Charter School upholds that bullying of any student or employee is prohibited:

1. During any education program or activity conducted by the school
2. During any school-related or school-sponsored program or activity
3. On a school bus; or
4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the school system

Resilience Charter School emphasizes these expectations by utilizing a Positive Behavioral Interventions and Supports program (PBIS), which is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve academic and lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional. Classroom PBIS strategies are important tools to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes, and to reduce time spent out of class. Students will be recognized for positive behavior with Student-of-the-Month announcements, an incentive system, and consistent praise and modeling by staff.

It is the policy of Resilience Charter School to attempt to resolve disciplinary problems by every means short of exclusion from school. Procedures will be followed to assure students of their rights. According to established rules, regulations, and procedures, students may file a grievance or make an appeal in response to any instance in which they believe they have been unfairly treated. To maintain an atmosphere conducive to learning and safety, school leadership will maintain certain boundaries for behavior as described herein.

All members of the Resilience Charter School Community are expected to demonstrate mutual respect for the rights of others. The Code of Conduct will be implemented within the framework of Federal and Florida state laws, Florida Education Code, local ordinances, Board policy, and the goals of Resilience Charter School.

Common Practices to Redirect Behavior:

We know that there will be students who test the boundaries of these principles and who defy the rules and norms set forth. We believe that these opportunities allow for “teachable moments” for students. We aim not to judge the student, but rather to modify the behavior they are exhibiting. In all of our classrooms, we expect to see the following behavior modification techniques, among others:

- Adults will name the behavior that does not fit within the community’s norms
- Adults will address behavior concerns respectfully with students
- Adults will work to identify unmet needs that may be contributing to the behavior
- Adults will give students time to correct their behavior
- Students will have time, when necessary, to reflect independently upon their behavior.
- Adults will give students one-on-one attention, to support them in the classroom

Should a student’s behavior reach one of the following points, the student may be sent to the Associate Director.

- When the student’s actions cause great danger to the physical and/or emotional well-being of themselves or other students.
- When multiple attempts at behavior modification have been made, without result.
- When the actions of the student are inhibiting the ongoing learning of the other students.

Restorative Justice Practice:

Resilience Charter School will implement restorative justice practices whenever possible to address behavior concerns and grievances. The philosophy behind a restorative justice practice is to allow the student to reflect on their behavior, in a non-punitive manner, and to be part of the problem-solving that is needed in order to make sure that the behavior is not repeated. We believe that community is created and fostered continually. We use Restorative Justice (RJ) as a tool to help nurture our community. RJ is sometimes exercised using a circle of participants, including the affected parties, to support each other in understanding the impact the behavior had on the affected people and the school community and how to prevent the conflict from recurring. The quote below speaks to its nature: “Restorative justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive.” (Amstutz, Mullet 2005)

Goals of *Restorative Justice* at Resilience Charter:

- Build community
- Understand the harm that was caused
- Encourage empathy for the harmed and the harmer
- Support a culture of accountability and responsibility using reflection and a collaborative plan to address the harm done
- Listen to needs of all involved and create supportive communication.

Common RJ phrases and practices:

- Harm - hurt caused to a person or to the community
- Receiver - person who received the harm
- Contributor - person who did the harm
- Circle Keeper - person who facilitates a restorative justice circle
- Circles - The purpose of restorative justice circles are to address current events or issues happening in our community.

Disciplinary Consequences:

The purpose of disciplinary action at Resilience Charter School is to ensure that individual students, their parents/guardians, and the RCS community stay focused on growth and learning. Prompt resolution of the problem or issues is expected. Students should understand that their behavior and potential removal from class may impact their academic performance. Students with disabilities and students who are suspected of having a disability within the meaning of the Individuals with Disabilities Education Act will be disciplined in accordance with their Individual Education Plans and as otherwise provided in Florida and Federal law.

Responses to behavior concerns may include any one, a combination of, and/or all of the following depending on the circumstances:

- Redirecting behavior
- Verbal and/or written warning to the student
- Parent/guardian notification
- Loss of privileges
- Identifying student's unmet needs
- A written commitment by the student to improve their behavior and/or performance (Action Plan)
- A meeting with administrator or faculty member
- Restorative Justice Circles (led by peers, faculty or administrators)
- Suspension
- Dismissal
- Denial of Automatic Re-enrollment
- Recommendation for expulsion referred to the Alachua County School Board

School Director's Authority:

The School Director has the final authority to impose suspensions and dismissals as well as authority to recommend expulsion to the Alachua School Board. The Director, or their designee, will conduct an inquiry of the harm that was caused, including consulting the student and those affected. The Director will reserve the use of suspension, dismissal, and recommendation for expulsion for repetitive or serious infractions and safety issues, and will be used only as a last resort.

Suspension

If the School Director determines that consideration of suspension is warranted, they have the discretion to impose a suspension directly, if they determine it is appropriate. The Director shall provide notice to the student's parents and/or guardians of their determination in writing, including reasons for the suspension and the time period for the suspension. The Director's notification to the parents/guardians shall also include information about due process rights in regards to the determination. Academic make-up work is required. Return to school may be contingent upon the student addressing the issue at hand and stating how the student intends to move forward.

Dismissal

After imposition of a suspension following the procedures listed above, if behavior infractions continue and the Director determines that consideration of dismissal is warranted, they will consider evidence and/or testimony as appropriate and will render a decision that shall be in the best interests of the student and the School. The Director shall inform the student's parents and/or guardians of their determination in writing, including the reasons for dismissal. The Director's written notification to the parents/guardians shall also include information about due process rights in regards to the determination.

Offensive behaviors subject to suspension or dismissal

Anyone engaging in the following forms of offensive behavior are subject to discipline including the possibility of suspension and/or dismissal proceedings:

- Possession of a weapon.
- Unlawful sale or offer of any narcotic or other controlled substance.
- Physical assault to another student or staff member resulting in bodily harm.
- Damage to school or private property: attempted or caused damage.
- Theft of property: attempting to steal or receive stolen property.
- Use of tobacco, alcohol, drugs or intoxicants of any kind, including prescription drugs: possessed, offered, arranged or negotiated to sell.
- Obscenity and profanity: commitment of an obscene act, engaged in habitual profanity/vulgarity toward student(s) or staff.
- Disruption and defiance: disruption of school activities, academic or otherwise, or willful defiance of the authority of school personnel.
- Sexual harassment.

- Bullying: threatening, harassing, or intimidating other members of the school community in person, through online or cell phone communication, and/or through a third party.
- Possession of an imitation firearm.
- Other behaviors in violation of this handbook, other school rules, or local laws are subject to possible suspension or expulsion at the discretion of the school directors.

The following offenses are grounds for restorative practice and/or disciplinary action when repetitive:

- Cell phone and/or personal tablet use in the classroom when used for non-academic purposes
- Violation of dress code policy
- Violation of class attendance policy
- Violation of Computer Information Technology Policy

A student may receive consequences for those acts listed above at any time, including, but not limited to, (a) while on school grounds; (b) while going to or from school using transportation provided by the school; (c) during lunch period; (d) during, or while going to or from a school sponsored activity, whether or not on school grounds; (e) cyberbullying, whether or not done during school hours.

Right to Appeal the School Directors' determination

The parents and/or guardians (or, if at least 18 years of age, the student) shall have ten (10) days from the Director' written suspension or dismissal determination to submit a written grievance with administration, using the standard grievance procedures described below.

Dress Code Policy:

The purpose of the Resilience Charter School dress code is to foster individuality and expression while maintaining a strong learning environment. While Resilience Charter School does not have a formal dress code (i.e., uniform) the Resilience Charter School staff and administration reserves the right to approach a student about his or her dress when it is disruptive to the school's mission, vision, and/or philosophy. The dress code also applies to field trips, site visits, academic internships and other school-related activities, unless the supervising adult informs the students otherwise. The dress code applies equally to students and staff.

The following are prohibited:

- Text or images on any article of clothing that promote violence, alcohol, tobacco, drugs, or harassment or discrimination of any kind.
- Exposure of underwear.

- Clothing that does not allow the student to participate comfortably and fully in school activities (i.e., clothing should not be a hindrance to the student's learning or participation).

Consequences for Dress Code Violation

Students may be asked to return home to change and/or asked to cover the inappropriate clothing article. If a student is unable to change clothing in violation of the dress code, the student may receive disciplinary consequences for these actions at the discretion of the Director.

Absence Policy:

The project-based nature of the Resilience Charter School program makes daily attendance extremely important. Significant absences, repeated unexcused absences or tardiness can significantly affect a student's success. Doctor's appointments and other activities should be scheduled during non-school hours whenever possible. Resilience Charter School requests that families schedule vacations or special programs so as not to conflict with school. In particular, the final two weeks of any semester are critical; as they culminate in the students' final exams, presentations, performances, and exhibits upon which faculty base their assessments. In the event of a necessary absence, please call the school's main office to advise the staff that your child will be absent.

Attendance Procedures:

1. Attendance is taken at the beginning of every class and the data recorded by the teacher into the school's records database (Skyward).
2. Student absences may be verified by a call or email home.
3. It is the responsibility of each student's parent/guardian to justify the student's absence to the school. The absence will remain UNEXCUSED if there is no documentation within 48 hours of the student's return to school.
4. Upon the student's return to school, parents/guardians must justify each absence of their student via written or emailed parent note (to info@resiliencecharter.org) or other documentation as described below. Parent communications must include student name, grade, date of absence, reason for absence, parent's name, (and signature) and daytime phone number for verification.
5. Absences will be evaluated as excused, based on the following criteria:
 - a. Sickness, injury, death in a family, or other insurmountable/explainable condition.
 - b. Six (6) absences per semester may be documented solely by parent note. After six (6) such absences documentation by a physician, health care professional, or court official is required.
 - c. Documented appointments with healthcare professionals.

- d. Documented absence for religious instruction or religious holiday (Parents request permission for a student's absence for religious instruction or religious holiday).
 - e. Court appearances (copy of subpoena or other court document must be provided).
6. Pre-arranged absence approved by the Instructional Director – application submitted 3 days in advance of absence.
7. Students absent for more than half of a class are considered absent from that class. Students absent for more than half of the school day are considered absent for that school day.
8. Absences per semester (total):
 - a. At 4 unexcused absences, the parent is notified and the student is referred to a restorative team of faculty member(s) and administrator(s) who meets with the student and parent/guardian to identify and develop interventions to improve attendance.
 - b. At 7 excused and/or unexcused absences, the student is referred to the restorative team to make a contract for correction of the absence issue.
 - c. The school may also utilize any of the options available to it pursuant to Florida law relating to truancy.

Tardiness Policy:

A tardy is defined as arriving to any instructional class period after the official start time. If a student will be late for school, a call from a parent is preferred. Students who arrive late to school, or who are returning from a mid-day appointment, must check in with the school's front desk along with their parent/guardian, prior to proceeding to their classrooms. A pattern of tardiness will result in a required restorative justice practice. The restorative practice may be assigned by the teacher, or another staff member. A student's failure to complete this activity may result in further disciplinary action.

Cell Phone Policy:

Students' personal cell-phones are required to be out of sight and turned off during class times, and during transitions between classes. Cell phone use is allowed prior to the early bell, during lunch, during afternoon Break time, and after the last bell of the day. ALL communication between the school and parents will be done through the front office. Students are not allowed to call or text their parents requesting early pick-up, or for any other reason. Parents are STRONGLY encouraged to not answer a text or call from their students during school hours. If a student needs to be picked up early, the front desk will notify the parent.

When students disregard this policy, their cell phone will be taken from them and put in a safe place in the Associate Director's office. The confiscated cell phone will not be given back to the student. A parent must come in to take possession.

Harassment Policy:

Resilience Charter School maintains that it is critical that all members of the Resilience Charter School community respect each other's rights, individuality, and differences. Compassion and mutual respect provide the platform for sharing, learning, innovation, and personal development. Accordingly, Resilience Charter School seeks to prevent harassment of any kind, including harassment based on an individual's race, color, religion, sex (including discrimination against or harassment of individuals of the same sex), pregnancy, national origin, ethnicity, citizenship, age, disability, veteran status, marital status, sexual orientation, gender identity, workers' compensation claims, or any other legally protected status.

Sexual harassment refers to behavior that, among other things: is not welcome, is personally offensive, or undermines or weakens morale. Sexual harassment includes any unwelcome verbal, physical, visual, or electronic conduct that has the purpose and/or effect of creating or contributing to an intimidating, hostile, or offensive environment, or that unreasonably interferes with the recipient's educational progress or personal security.

Any person who believes that they have been subject to harassment, or who believes that they have observed harassment, should immediately inform the person engaging in the offensive conduct that the behavior is unwelcome and must stop. Any person, who believes that they have been subject to harassment, or believes that they have witnessed harassment, should immediately inform a school staff member.

Behavior constituting harassment as defined by this policy is subject to disciplinary action including the possibility of suspension and dismissal proceedings. Likewise, because a false report of harassment can have damaging effects on the reputations of innocent individuals, false accusations are also subject to the same form of disciplinary action. Reports of harassment will be discreetly and thoroughly investigated. The organization will take immediate steps to stop any behavior which violates this policy and see that it is not repeated.

Policy Against Bullying and Harassment

It is the policy of Resilience Charter School that all of its students, employees, and volunteers learn and work in an environment that is safe, secure, and free from harassment and bullying of any kind. Resilience Charter School will not tolerate bullying or harassment of any type. Conduct that constitutes bullying or harassment, as defined herein, is prohibited.

Bullying means intentionally and repetitively inflicting physical hurt or psychological distress on one or more students or employees and may involve but is not limited to:

1. Teasing
2. Social Exclusion
3. Threat
4. Intimidation

5. Stalking, including cyberstalking as defined herein
6. Physical violence
7. Theft
8. Sexual, religious, racial, or gender orientation harassment
9. Public humiliation
10. Destruction of property

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or employee that:

1. Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property.
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits.
3. Has the effect of substantially disrupting the orderly operation of a school.

Bullying and harassment also encompasses:

- Retaliation against a student or employee by another student or employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
- Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - Incitement or coercion
 - Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the school
 - Acting in a manner that has an effect substantially similar to the effect of bullying or harassment
 - Cyberstalking, which is defined as engaging in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose. See s. 784.048(1)(d), F.S.

Reporting an act of bullying or harassment

The Associate Director is responsible for receiving complaints alleging violations of this policy. If a staff member or student receives information from another staff member or a student regarding alleged violations of this policy, such staff member or student must immediately report such allegation to the Associate Director.

The Co-Directors will develop a form for reporting bullying; however, failure of a form to be completed by a complainant will not prevent an investigation into alleged bullying. The methods of reporting bullying will be prominently publicized to students, staff, volunteers, and

parents/legal guardians, as well as how the report will be acted upon. The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying.

An employee, school volunteer, student, parent/legal guardian, or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate official and who makes this report in compliance with the procedures set forth in the school policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments. Written and oral reports shall be considered official reports. Reports may be made anonymously but formal disciplinary action may not be based solely on the basis of an anonymous report.

Prompt investigation of a report of bullying or harassment

The Procedures for Investigating Bullying and/or Harassment include:

1. The Director will assign a staff member to conduct the investigation. The investigator must not be the accused perpetrator (harasser or bully) or victim.
2. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately.
3. The investigator shall collect and evaluate the facts including, but not limited to:
 - a. Description of incident including nature of the behavior; context in which the alleged incident occurred, etc.;
 - b. How often the conduct occurred;
 - c. Whether there were past incidents or past continuing patterns of behavior;
 - d. The relationship between the parties involved;
 - e. The characteristics of parties involved (i.e., grade, age, etc.);
 - f. The identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to bullying or harassment;
 - g. The number of alleged bullies/harassers;
 - h. The age(s) of the alleged bullies/harassers;
 - i. Where the bullying and/or harassment occurred; and
 - j. Whether the conduct adversely affected the student's education or educational environment.
4. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:
 - a. Recommended remedial steps necessary to stop the bullying and/or harassing behavior
 - b. A written final report to the Director.
5. Where the victim is a student, according to the severity of the infraction, the Director (or designee) shall promptly notify the parent/legal guardian of the victim via telephone or personal conference of any actions being taken to protect the victim. The frequency of notification will depend on the severity of the bullying incident. The maximum of 10

school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.

Determination of consequences and due processes for a perpetrator:

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances, followed by the determination of disciplinary sanctions appropriate to the perpetrator's position within the school.

1. Consequences and appropriate interventions for students who commit acts of bullying may range from positive behavioral interventions up to, but not limited to suspension, or reassignment as outlined in the Resilience Charter School's policies and school district's Code of Conduct.
2. Consequences and appropriate interventions for an employee found to have committed an act of bullying will be instituted in accordance with school policy and will be reported to the Florida Educational Practices Commission and as otherwise required by law. Additionally, egregious acts of bullying by certified educators may result in a sanction against an educator's state issued certificate.
3. Consequences and appropriate intervention for a visitor or volunteer, found to have committed an act of bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
4. These same actions will apply to persons, whether they are students, school employees, or visitors/volunteers/independent contractors, who are found to have made wrongful and intentional accusations of another as a means of bullying.
5. If a complaint of bullying or harassment is made by the alleged victim during or after the commencement of an investigation into employee or student misconduct, it shall not be a defense to the allegations of employee or student misconduct but may be considered as a mitigating factor under school policy, if appropriate.

Providing immediate notification to the parents/legal guardians of a student victim:

The Director, or designee, shall by telephone and in writing, report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation determines that an act of bullying has occurred. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

If the bullying incident results in the perpetrator being charged with a crime, the Director, or designee, shall by telephone or in writing by first class mail, inform parents/legal guardian of the victim(s) involved in the bullying incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) which states "A student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student

attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”

Once the investigation has been completed, appropriate local law enforcement agencies will be notified by telephone and/or in writing to determine whether to pursue criminal charges.

Referral of victims and perpetrators of bullying or harassment for counseling

After an investigation has determined that an act of bullying has occurred, as defined herein, the school shall discuss with both the victim’s and perpetrator’s parents/legal guardians options available for counseling. This may include referrals to community agencies or partner agencies the school has relationships with.

The Director (or designee) shall also, where appropriate, engage the perpetrator and victim in a restorative justice practice in an attempt to develop strategies to be used within school to prevent the bullying behavior from continuing.

Providing instruction regarding bullying and/or harassment

Resilience Charter School seeks to ensure that the school sustain a healthy, positive, and safe learning environments for all students. This requires the efforts of everyone in the school environment including all school staff, parents/legal guardians, students and school volunteers.

Students, parents/legal guardians, all school staff and, and school volunteers shall be offered instruction at a minimum on an annual basis on the school’s policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify and respond to bullying in schools.

Regular reporting of actions taken to protect the victim

The Co-Directors (or designee) shall by telephone and/or in writing report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has determined an act of bullying has occurred. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Publication of the policy

At the beginning of each school year, the Director shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of this policy. The Director shall also make all contractors working with students aware of this policy.

The Director shall ensure the development of an annual process for discussing the policy on bullying and harassment with students in a student assembly or other reasonable format.

Rights and Responsibilities:

School Teacher and Administration Responsibilities

Directors and school staff have the right to:

- Work in a safe and orderly environment
- Be treated courteously, fairly, and respectfully by students, parents or guardians and other school staff
- Communicate concerns, suggestions and complaints to The Resilience Charter Governance Board
- Receive supportive professional development and training
- Receive the necessary resources to deliver quality instruction
- Modify instruction, if consistent with the School policies

Directors and school staff have the responsibility to:

- Attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day
- Maintain safe and orderly school environments by using prevention and intervention strategies
- Be respectful and courteous to students, parents and guardians, and act as role models for students
- Be knowledgeable about the Resilience Charter School mission, vision, policies, regulations and rules, and enforce them fairly and consistently
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities
- Communicate with and respond to complaints or concerns from students and parents or guardians in a timely manner and in a language they understand
- Make sure students and parents are aware of available educational programs such as tutoring or virtual support tools in order to use and develop each student's capabilities to their maximum
- Make sure that students are referred to the appropriate personnel committees, agencies or organizations when outside support is necessary
- Keep parents and guardians informed of student academic progress and behavior and create meaningful opportunities for their participation
- Provide makeup work for absent students, including those students who are absent for disciplinary reasons
- Participate in required professional development opportunities
- Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, religion, sex, pregnancy, national origin, ethnicity, citizenship, political affiliation, age, disability, weight, sexual orientation, or gender identity, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn

- Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employees, or of any persons who are lawfully on school property or at a school function
- Examine and address personal biases that may prevent equal treatment of all students in the school or classroom setting
- Report incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the teacher, or other staff, to the directors or Governance Board promptly and to pursue thorough investigation.

Students Rights and Responsibilities

Students have the right to:

- Expect that school will be a safe, orderly, and purposeful place for all students to gain an education and to be treated fairly
- Be respected as an individual and treated courteously, fairly, and respectfully by other students and school staff
- Express one's opinions verbally or in writing limited only as described in this Code or Florida or Federal law
- Dress in such a way as to express one's personality within the limitations of this Code
- Be afforded equal and appropriate educational opportunities
- Take part in all school activities on an equal basis regardless of race, color, religion, sex, pregnancy, national origin, ethnicity, citizenship, political affiliation, age, disability, weight, sexual orientation, or gender identity
- Have access to relevant and objective information concerning adolescent brain development, human sexuality, drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students in need of support
- Be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, religion, sex, pregnancy, national origin, ethnicity, citizenship, political affiliation, age, disability, weight, sexual orientation, or gender identity by employees or students on school property or at a school sponsored event, function or activity

Students have the responsibility to:

- Attend school daily, regularly, and on time, with the willingness to learn
- Complete assignments, engage in project-based learning, strive to do the highest quality work possible, be prepared to learn, and be granted the opportunity to receive a good education
- Be aware of all rules and expectations regulating student's behavior and conduct themselves in accordance with these guidelines
- Respect everyone in the school community and treat others in the manner that one would want to be treated themselves

- Express opinions and ideas in a respectful manner so as not to offend, slander, or restrict the right and privileges of others
- Dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities
- Work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others
- Respect one another and treat others fairly in accordance with Resilience Charter Student Code of Conduct.
- Conduct oneself in a manner that fosters an environment that is free from intimidation, harassment, or discrimination.
- To report, and encourage others to report, any incidents of intimidation, harassment or discrimination.
- To support the mission of Resilience Charter School.

Parents Rights and Responsibilities

Parents and guardians have the right to:

- Be actively involved in their children's education
- Be treated courteously, fairly, and respectfully by all school staff and principals
- Receive information about the policies and procedures that relate to their children's education
- Receive regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, progress reports, and conferences
- Receive information and prompt notification of inappropriate or disruptive behaviors by their children, and any disciplinary actions taken by directors or school staff
- Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals
- Receive information from school staff about ways to improve their children's academic or behavioral progress, including but not limited to counseling, tutoring, after school programs, academic programs, and mental health services within Alachua County.
- Receive information about services for students with disabilities and English language learners, when applicable
- Receive communication through provided translators when needed

Parents and guardians have the responsibility to:

- Make sure their children attend school regularly and on time
- When children are absent, notify the school
- Tell school officials about any concerns or complaints in a respectful and timely manner
- Work with directors and school staff to address any academic or behavioral problems their children may experience

- Support Resilience Charter School by striving to be a positive role model for their children, talking with their children about school and expected behavior
- Become familiar with the Resilience Charter School culture, education program, policies, calendar, and intervention supports, and support its mission.
- Give updated contact information to the School in a timely manner.
- Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework
- Be respectful and courteous to staff, other parents, guardians and students while on school premises
- Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, religion, sex, pregnancy, national origin, ethnicity, citizenship, political affiliation, age, disability, weight, sexual orientation, or gender identity, which will strengthen the child's confidence and promote learning.
- Take an active role in making Resilience Charter School the best it can be.

Grievance Policy:

Grievances with teachers or staff members

Thorough documentation is required as parties proceed collaboratively toward the solution of the complaint and/or concern. The complaining party must document all complaints and grievances in writing using the Complaint and Grievance Form.

Grievance with Teacher/Staff - Level 1: The parent or affected party must request an appointment to discuss the specific issue with the teacher/staff member in person. The parent and teacher may also invite the student and other impacted parties to the meeting if necessary. The parent and the teacher/staff member should schedule this meeting in a timely fashion. At this meeting, the parent and teacher/staff member will fill in a Complaint and Grievance Form and should decide on a course of action and commit to this plan in writing with an intent to collaboratively remedy the situation and identify action item(s) and a timeline for accomplishing the agreed upon action item(s). The parent is responsible for putting the plan of action in writing with the assistance of the teacher, including the specific action item(s) and timeline. All parties must review, agree to, and sign the written plan. If appropriate, the plan may be reviewed periodically, and if needed, the parent and teacher/staff member can revise the plan accordingly.

Grievance with Teacher/Staff - Level 2: If, after the plan of action has been completed and the parent still feels the situation has not improved satisfactorily, then the parent may elevate the issue to the school's Director (the administration). The parent must document compliance with a Level 1 Grievance in the Complaint and Grievance Form and present the updated Complaint and Grievance Form to the administration, along with any other documentation the parent feels is appropriate. The parent shall then schedule an appointment to discuss the issue with the administration (may include either or both Co-

Directors). The teacher or staff member may also be included in this meeting; however, this is not required.

After reviewing the updated Complaint and Grievance Form, meeting with the parent, and taking other steps the administration may view as helpful, the administration may either concur with the plan of action as developed in Level 1 Grievance, or develop a new plan for resolution. If the administration concurs with the plan of action developed in the Level 1 Grievance, they must inform the parent. If the administration develops a new plan, they must document the plan, including specific action item(s) and a timeline for accomplishing the action item(s). The Director shall monitor compliance with the new plan and schedule a meeting with the parent once the Administrator believes the new plan has been fully implemented and the issue resolved.

Grievance with Teacher/Staff - Level 3: If the parent continues to be dissatisfied with the resolution of the issue, then, and only then, the party may bring the concern or issue to the attention of the Board Chairperson.

The parent must document compliance with the procedures outlined in Level 1 and Level 2 Grievances in the Complaint and Grievance Form and present the updated Complaint and Grievance Form to the Board Chairperson. The Board Chairperson will then assign a Board member to serve as a liaison and stay in contact with the administration, the parent, and the teacher/staff member as everyone tries to reach a resolution. If the issue continues to be unresolved ten (10) school days after the updated Complaint and Grievance Form is presented to the Board Chairperson, a four-party Panel made up of two Board members and the administration will hold a hearing with all parties. The Panel will render a written recommendation to the full Board within seven (7) school days of the hearing. The Board will then hold a meeting to discuss and issue a final written decision in a timely manner, and no later than twenty (20) school days after it receives the Panel's written recommendation. The Board will consider the matter closed after issuing its final decision. The hearing of both the Panel and the Governing Board meeting must be open to the public, in accordance with Florida's Sunshine Law.

Grievances with Administration

Thorough documentation is required as parties proceed collaboratively toward the solution of the complaint and/or concern. The parent must document all complaints and grievances in writing using the Complaint and Grievance Form.

Grievance with Administration - Level 1: After attempting to resolve the issue peacefully in person, the parent must then request an appointment to discuss the specific issue with the administrator (about whom the grievance arose) and the other Co-Director. The parent, Co-Director, and administrator may also invite the student and other impacted parties to the meeting if necessary. The parent and the administrator should schedule this

meeting in a timely fashion. At this meeting, the parent, Co-Director and administrator will fill in a Complaint and Grievance Form and should decide on a course of action and commit to this plan in writing with an intent to collaboratively remedy the situation and identify action item(s) and a timeline for accomplishing the agreed upon action item(s). The parent is responsible for putting the plan of action in writing with the assistance of the Co-Director, including the specific action item(s) and timeline. All parties must review, agree to, and sign the written plan. If appropriate, the plan may be reviewed periodically, and if needed, the parent and teacher/staff member can revise the plan accordingly.

Grievance with Administration - Level 2: If the parent continues to be dissatisfied with the resolution of the issue, then, and only then, the party may bring the concern or issue to the attention of the Board Chairperson.

The parent must document compliance with a Level 1 Grievance in the Complaint and Grievance Form and present the updated Complaint and Grievance Form to the Board Chairperson.

The Board Chairperson will then assign a Board member to serve as a liaison and stay in contact with the administrator involved and the parent as everyone tries to reach a resolution. If the issue continues to be unresolved ten (10) school days after the updated Complaint and Grievance Form is presented to the Board Chairperson, a three-party Panel made up of two Board members and the Co-Director (about whom the grievance did not arise) will hold a hearing with all parties. The Panel will render a written recommendation to the full Board within seven (7) school days of the hearing. The Board will then issue a final written decision in a timely manner, no later than twenty (20) school days after it receives the Panel's written recommendation. The Board will consider the matter closed after issuing its final decision. The hearing of the Panel and Governing Board meeting must be open to the public, in accordance with Florida's Sunshine Law.



APPENDIX A

Annual Notification of Parent/Student Rights Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 30 days of the day Resilience Charter School (RCS) receives a request for access. Parents of eligible students should submit to the Instructional Director a written request that identifies the record(s) they wish to inspect. Arrangements will be made for access and the parent or eligible student will be notified of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students may ask RCS to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA by submitting a request, in writing, to the Principal. The written request must clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or a violation of the student’s privacy rights under FERPA. If RCS decides not to amend the record as requested by the parent or eligible student, RCS will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests, the Alachua School District and law enforcement and child welfare agencies. A school official is a person employed by RCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person or company with whom RCS has contracted to perform a special task (such as an attorney, auditor,

medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- b. Provisions of the No Child Left Behind Act and FERPA require school districts to release certain directory information of 11th and 12th grade high school students to military recruiters without a parent's prior consent. Directory information includes student names, addresses, and telephone listings. Under these Federal laws, parents who do not want directory information released without their permission must provide written notification to the school within 30 days of the start of school.
 - c. Upon request, RCS discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
 - d. The following is designated directory information: student's name; parent's/guardian's name; address; telephone listing; student electronic mail address; parent's/guardian's electronic mail address; student photograph; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; most recent educational agency or institution attended. Examples include but are not limited to a play bill showing your child's role in a production; the yearbook; the honor roll or recognition lists; graduation programs; sports activity sheets (e.g. football game program showing weight/height of team members); photographs and videotapes or digital recordings.
 - e. Parents and students have the right to refuse to permit the designation of any directory information. A parent or student who chooses to have any or all directory information not disclosed must file an annual written notification at the school's office within thirty (30) calendar days after the beginning of school or within thirty (30) calendar days after admission, whichever is last.
4. A parent or eligible student has the right to file a written complaint with the Family Policy Compliance Office (U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920) if it is believed that a violation of the act has occurred.

These laws are Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill; and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L.) 107-107, the legislation that provides funding for the nation's armed forces.

Student's Name (please print)

Grade

**Resilience Charter School
Parent and Student
Acknowledgement of Receipt
of Code of Conduct
2017-18 School Year**

The Resilience Charter School Code of Conduct has been created to help guide students to increased success in school. We recognize that students determine their own behavior and strong parent-school communication can lead students toward making positive choices concerning how they present themselves to the school community.

Supervision is provided between 8:30 am and 3:30 pm (8:30-1:34 on Wednesdays) on the days school is in session, and fee-based care is available 7:30 - 8:30 am and from 3:30 – 5:30 pm (1:40 pm – 5:30 pm on Wednesdays). **STUDENTS SHOULD NOT BE LEFT UNATTENDED ON THE SCHOOL CAMPUS. Students are not to arrive on campus before 8:30 am or remain on campus more than 10 minutes after the release of school unless in a teacher-directed tutorial or before/afterschool or extracurricular program. Supervision is not provided before or after these times.**

Please read and discuss this document with your Resilience Charter School student. After you have read the document, please sign the acknowledgement of receipt. Failure to return this acknowledgement will not relieve a student of the responsibility to know these contents and to act appropriately while in school and in attendance at school-related functions.

By signing below, you acknowledge that you have received copies of the Resilience Charter School 2017-2018 Code of Conduct, Educational Technology – Acceptable Use Policy, and Policy Against Bullying and Harassment.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

Student Signature

Date

APPENDIX C

**Resilience Charter School Student Health Services
CONSENT FOR SERVICES AND TREATMENT**

I hereby give consent for my child to receive first aid and emergency care and treatment at school if needed. In the event of an illness or injury, the school will contact the parents and/or emergency contacts as listed for the student. In the event of a serious illness or injury requiring immediate medical treatment, I hereby request designated school personnel to call EMS/911 for transport to the hospital designated below, and consent to have the named hospitals, doctors, or emergency agencies bill me for the expense incurred. In the event of an illness or injury where immediate medical treatment is NOT indicated, but where my child is unable to remain in school, I agree to arrange for my child to be picked up from school within 30 minutes of being contacted. If I am unable to be reached, I hereby consent for the school to contact my listed emergency contacts to arrange for pick-up of my child.

MEDICATION ADMINISTRATION

All student medications must be administered by authorized school personnel. I agree to complete a medication authorization form and confer with the school about any prescription medications and doses that need to be administered to the student during the school day. Students are not permitted to take any medications on their own (either prescription or non-prescription) without an authorization form. It is the responsibility of the parent to provide all prescription and over the counter medication that they wish to be administered and complete the required authorization forms. I understand that all medication must be provided in its original unopened packaging, or in its original prescription bottle with label. It is the student's responsibility to come to the clinic for their scheduled doses. The clinic also offers the following topical agents: Anti-Itch cream (Calamine), Triple Antibiotic Ointments, burn relief spray, and first aid cleansers. I hereby request and give permission to the school nurse or other authorized school personnel to administer medication(s) to my child as indicated in this document. Please keep your student's health information up-to-date through the front desk.

Student Name: First _____ Last _____ Grade _____

Parent/Guardian Signature: _____ Date: _____

Print Parent/Guardian Name: _____