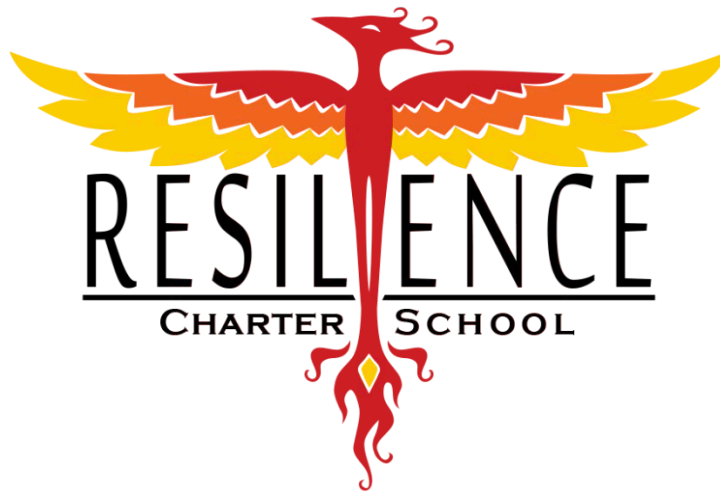




**FAMILY AND STUDENT
HANDBOOK
2025-2026**

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INTRODUCTION

Resilience Charter School is a tuition-free public charter school serving grades 6, 7, and 8 in the 2025-26 school year.

Resilience welcomes students without regard to race, color, national origin, ancestry, sex, gender identity, sexual orientation, ethnicity, age, language barrier, religious beliefs, economic or social conditions, or actual or potential marital or parental status, or status as a homeless child. No student shall, on the basis of sex or any other legally protected status, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Resilience Charter School's Code of Conduct 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.

MISSION STATEMENT

To cultivate a dynamic learning community based on innovation, social justice, and environmental stewardship. The Resilience Charter School engages students through authentic relationships and project-based learning, empowering them to think critically, persevere with grit, design creative solutions, and act with mindfulness and compassion.

VISION

Resiliency is an inherent human trait that empowers us with the capacity to overcome challenges, gain new insights, and build skills. Supportive relationships cultivate deep resilience, and this is why we emphasize building authentic relationships with our students. Inspired by the global mythology of the rising phoenix, we support one another in rising strong. Resilience Charter School creates a supportive yet challenging learning environment which inspires academic excellence and active citizenship, developing a hub of empowerment for Alachua County youth. Students apply their burgeoning knowledge and skills to proactively contribute to the enrichment of the world, thereby becoming lifelong learners. Resilience Charter School aims to propagate a model of excellence.

CORE ELEMENTS

Seven core program elements drive our school's challenging learning environment:

- 1) **Interdisciplinary Project-Based Learning:** A dynamic approach to teaching and learning that allows students to actively and authentically explore complex real-world problems, while integrating the core content areas into the development of student-driven research and solutions.
- 2) **Blended Learning and Immersive Technologies:** Integration of cutting-edge technologies that will best prepare students to achieve success in the 21st century workplace.
- 3) **Participatory Action Research:** Collaborations and partnerships between the people most affected by important issues and students to conduct research and analysis together and devise strategies to resolve the issues.
- 4) **Democratic Process:** A learning community that values participation, equality, justice, mutual respect, and trust.
- 5) **Mentorship and Apprenticeship:** Student participation in communities of practice in which experts in a specific field of interest guide them to gain deeper understanding and skills.
- 6) **Mindfulness Education:** Creative introspection and reflection that harnesses the energy and power of non-judgmental awareness and focused attention.
- 7) **Multicultural and Global Education:** Cultural competence that embraces diversity, ecological stewardship, and preparation for professionalism in an increasingly global economy.

CODE OF CONDUCT

SCHOOL CULTURE

It is the firm conviction of Resilience Charter School (RCS) that harmonious school environments promote equal educational opportunity and a safe and effective place to learn. 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 parent/guardian 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 an equitable, 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, accept responsibility for actions and outcomes, and develop skills for conflict resolution. 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. Bullying of any Resilience Charter School student or employee is strictly prohibited, including bullying through the use of any electronic device, computer system, online platform, social media network, or other similar means.

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 PBIS awards, an incentive system, and consistent praise and modeling by staff.

Core practices of Resilience's school culture include:

- **Conduct expectations are taught at the beginning of a school year.** Students learn early that their conduct in school creates the essence of the community at Resilience, and the foundation for their conduct after they leave school. They are taught expectations, hear examples and observe the modeling from adults. Consequences occur naturally and with explicit lessons.
- **Students learn that there is zero tolerance for bullying.** Instead, there are opportunities for them to learn how to demonstrate kindness to others, creating a sense of security and an inclusive environment.
- **Respect and responsibility are taught.** Respect for property, people, and the quality of their work is emphasized in school.
- **Students know they will be recognized for their successes,** not only in what they know and can do academically, but also in their effort and attitude.

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. Students are expected to be respectful and kind to fellow students, staff and visitors at all times, exhibit valuable work skills, and use appropriate language. Students are expected to follow school rules and policies throughout the school day, at all times on the Resilience Charter School campus and while involved in any event associated with the school. School rules and policies apply to transportation to and from events as well.

School behavioral policies 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 expect 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 and students will work to identify unmet needs that may be contributing to the behavior.
- Adults and students will collaboratively decide on a way to correct 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 office for behavior modification.

- 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.

CELL PHONES/Smart Watches

As per HB 379, Technology in K-12 Public Schools, Students must place their cell phones and electronic devices in the secured area and not used on school grounds unless authorized to do so and in the designated cell phone area which is located in the front office. Moreover, The law requires public school districts to prohibit students from accessing social media platforms while connected to the school’s internet. All teachers are required to designate a secured area where cell phones and other electronic devices must be stored during instructional time.

ALL communication between the school and families will be done through the school office phones. Students are encouraged to use the front office phone to call or text their parents/guardians if they are ill, requesting early pick-up, or having any other school-related concerns, so RCS staff may stay informed about the student’s wellbeing. Families are STRONGLY encouraged to call the front office if they are contacted by their student directly during the school day about illness or other school concerns, OR if they need to contact and/or speak with their child. An open exchange of information between students, families, and the school will help RCS staff best serve the students. If a student needs to be picked up early, the front desk will notify the parent/guardian.

The front office is a designated place where students MAY use their cell phones to contact a family member **WITH PERMISSION**.

When students violate this policy by having their phones out during school time, their phone will be taken from them and put in a safe place in the front office, and the parent/guardian will be contacted. The confiscated cell phone will not be given back to the student until contact is made with the parent/guardian. A parent/guardian must come in to take possession.

WEAPONS POLICY

Definition of a “weapon”: (Possession of) Any instrument or object (as defined by Section 790.001(13), Florida Statutes), that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. Some offenses in this category fall under the zero tolerance policy of Florida Statutes (Section 1006.13(3)(a), which dictates that there are certain circumstances in which bringing a firearm or weapon to school or school functions, or making a threat or false report, as defined by ss. 790.162 and 790.163, respectively, must result in expulsion for a period of not less than one (1) full year. These situations may be considered on a case-by-case basis and are ultimately at the discretion of the district school board.

Examples

- Anything that can be used to cause harm of any kind to a person(s)
- Student or other possessing a firearm or knife.
- Student or other using a knife, pocketknife, or other sharp or pointed instrument to harm another.

Absolutely no weapons of any sort or anything that resembles a weapon are allowed on Resilience Charter School property or at school sponsored activities at any time under any circumstance. No student shall use or threaten to use an article designed for other purposes to inflict bodily harm and/or intimidate other students or staff.

Consequences: The school takes a position of addressing each case individually regarding the possession, use/threaten to use, or distribution of weapons by students. Parents/guardians will be notified upon discovery of a student possessing, threatening to use, or distributing a weapon, and the weapon will be confiscated. The consequences for student’s possession, use/threaten to use or distribution of weapons may include (upon discretion of Administrator Director?):

- Notification of police
- Suspension
- Dismissal from Resilience Charter School
- Recommendation for expulsion referred to the Alachua County School Board

Application to Instructional Equipment/Tools: While the school wishes to address each case individually, it takes a firm position on the possession, threat to use, use, or distribution of weapons by students. Such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students, such as scissors, blades for art class, or hand/power tools. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

Administrative Discretion: The Director may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

FIGHTING

A fight is described as follows: Pushing, shoving, kicking, pulling, or physically connecting in an aggressive manner with another student. Parents/guardians will be notified of any fight.

Administrative Discretion:

Depending upon the nature and severity of the fight at issue as well as the prior disciplinary history of the student in question, the administration may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified below is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for greater or lesser discipline.

The consequences for a fight are as follows:

1st Fight:

- Parent/Guardian will be notified by phone and must come pick up the student immediately.
- Automatic suspension for at least one day (or until such time as a Restorative Justice Circle can be arranged).
- Restorative Justice Circle meets and fights may be expunged from records (unless the nature of the fight requires SESIR reporting to the state).

2nd Fight:

- Parent/Guardian will be notified by phone and must come pick up the student immediately.
- Automatic suspension for up to 3 days
- Restorative Justice Circle meets (offense kept on record)

3rd Fight:

- Parent/Guardians will be notified by phone and must come pick up the student immediately.
- Administration will review and take appropriate disciplinary action-student may be dismissed from Resilience.

INAPPROPRIATE LANGUAGE

Students will refrain from swearing or using foul language at all times. Students will speak kindly and respectfully to staff, visitors, and fellow students. Students swearing or using language or tone inappropriate for school will receive the following consequences:

- 1st time: A conversation with an adult explaining why their language use is offensive and inappropriate on the school campus, stating the consequences if the language use continues.
- 2nd time: Call home to parent/guardian. Students will discuss, on the phone with their Parent/Guardian, the inappropriateness of their actions.
- 3rd time: Students will be sent home immediately. Repeated incidents may require a Restorative Justice Circle.

ACADEMIC INTEGRITY/PLAGIARISM, CHEATING

Resilience Charter School considers cheating or academic dishonesty to be a serious violation of school rules and has adopted procedures (below) to deal with students who have committed any of the following:

- Receive or provide information during a test.
- Receive or provide information on tests during an earlier period.
- Use unauthorized material on tests.
- Use ideas or written material from other sources, i.e., students, professional writers, Internet notes, study guides without acknowledging the source in their own writing.
- Use or copy another student's homework when not authorized by the teacher to do so.
- Allow other students to use their work on assignments.

First Offense – The student is given a zero on the compromised work. There is a conversation with the student explaining why the act was unacceptable, and parents will be notified.

Second Offense – The student will receive a zero and will be referred to administration for further disciplinary action including the possibility of suspension or dismissal.

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 an integral 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 through our words and actions and that students have a great responsibility in community restoration when harm is done. 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. Once the RJ process occurs, the hope is that the students can be restored to their greatest selves as they grow from their mistakes and use tools gained from the process to make more informed decisions in the future. 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 (RJ) at Resilience Charter:

- Build community through communication and equity development.
- Facilitate dialogue among all affected parties in a situation of harm, including students, family members, and staff
- Understand the harm that was caused.
- Encourage empathy for the Receiver (harmed) and the Contributor (harmer).
- Support a culture of accountability and responsibility using reflection and a collaborative plan to address the harm done.
- Listen to the needs of all involved and create supportive communication.
- Generate a collaborative accountability statement to ensure that everyone involved understands their role in the continued development of the contributor.

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.

Resilience aims to use Restorative Justice whenever it is called for. The informal process may involve the receiver, the contributor, immediate others that may have witnessed the harm, and an adult to facilitate the process. The formal process does require that a family member or adult support person be present for each student involved, and RCS staff will schedule the circle to accommodate all parties' availability.

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:

- Teasing
- Social Exclusion
- Threat
- Intimidation
- Stalking, including cyberstalking as defined herein
- Physical violence
- Repeated non-consensual physical touch
- Theft
- Sexual, religious, racial, or gender orientation harassment
- Public humiliation
- 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:

- Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property.
- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits.
- 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 Assistant Principal for Behavior 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 Assistant Principal or Dean. The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may report the 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.
 - a. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately.
 - b. The investigator shall collect and evaluate the facts including, but not limited to:
 - i. Description of incident including nature of the behavior; context in which the alleged incident occurred, etc.;
 - ii. How often the conduct occurred;
 - iii. Whether there were past incidents or past continuing patterns of behavior;
 - iv. The relationship between the parties involved;
 - v. The characteristics of parties involved (i.e., grade, age, etc.);
 - vi. The identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to bullying or harassment;
 - vii. The number of alleged bullies/harassers;
 - viii. The age(s) of the alleged bullies/harassers;
 - ix. Where the bullying and/or harassment occurred; and
 - x. Whether the conduct adversely affected the student's education or educational environment.
2. 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.
 - c. 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.

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).

Parents/Guardians should note the Hope Scholarship requirements found in Section 1002.40(6), Florida Statutes: "Upon receipt of a report of an incident, the school principal, or his or her designee, shall provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as required by s. 1006.09(6). Within 24 hours after receipt of the report, the principal or his or her designee shall provide a copy of the report to the parent of the alleged offender and to the superintendent. Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district shall notify the parent of the program and offer the parent an opportunity to enroll his or her student in another public school that has capacity or to request and receive a scholarship to attend an eligible private school, subject to available funding. A parent who chooses to enroll his or her student in a public school located outside the district in which the student resides pursuant to s. 1002.31 shall be eligible for a scholarship to transport the student as provided in paragraph (11)(b)."

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 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 sustains a healthy, positive, and safe learning environment 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

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.

SEARCH POLICY

Students may be subject to search of person or property if a reasonable suspicion exists that the student may have violated the Student Code of Conduct or a state or federal law. Be advised that, upon reasonable suspicion, student lockers and other storage areas (including, but not limited to, backpacks, book bags, pocketbooks, notebooks, pockets, personal electronic devices, etc.) may be searched. Additionally, school personnel are permitted to conduct administrative random searches for weapons and other contraband absent reasonable suspicion.

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 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 the 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
- Reflective Day consequences (during lunch, break, before and/or after school)
- 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

Not Meeting Behavior Expectations:

For Tier 1 infractions (excessive talking in class, arguing with staff, repeated classroom disruptions, more than three class tardies, etc.) students will be assigned a Reflective Day (RD). Parent/guardian will receive email notification of the offense.

PER SEMESTER

- **1st - 3rd Offenses:** Skyward Referral with communication to parents/guardians
 - On the 3rd Referral, a restorative circle must be given to the student(s) and staff who had the "harm". Parents are highly encouraged to attend but must be aware of the circle.
- **4th offense:** Student serves one day in-school suspension.
- **5rd offense:** Student serves two-days of in-school suspension. Parent restorative circle is encouraged and offered.
- **6th offense:** Student will serve three days of out-of-school suspension. Parent meeting to discuss academic future with RCS
- **7th offense:** The student may be dismissed from Resilience Charter School.
- If a student reaches the 5th offense, a behavior contract will be put in place until the end of the school year.

Resilience Charter School's

Director's Authority:

The 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. Furthermore, The Director has the final authority to request parents/guardians to attend restorative practices with parents if they deemed it necessary for the student to develop within the school's community.

SESIR (School Environmental Safety Incident Reporting)

Under Section 1002.33(16)(b), Florida Statutes, some school incidents, including illegal activity or serious breaches of the code of student conduct, must be reported to the state of Florida's SESIR system. A list of those offenses can be found here: <http://www.fldoe.org/safe-schools/sesir-discipline-data/>. Consideration will be given to developmentally age-appropriate behavior and to any factors that may be indicated on a student's Individual Educational Plan (IEP) or 504 Plan.

Suspension

If the 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 length of the suspension. The Director's notification to the parents/guardians shall also include information about due process rights regarding 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 regarding 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 or intending to cause 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.
- Repetitive or highly disruptive lower-level infractions when not improving in response to various interventions & supports.
- Other behaviors in violation of this handbook, other school rules, or local laws are subject to possible suspension or recommendation to the school district for expulsion, at the discretion of the school director.

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 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's written suspension or dismissal determination to submit a written grievance with administration, using the standard grievance procedures described within this handbook

ATTENDANCE

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/guardian 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/guardian 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/guardians 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).
 - f. Pre-arranged absence approved by the Director – application submitted 3 days in advance of absence.
- 6) Absences per semester (total):
- a. At 5 unexcused absences, the parent/guardian is notified, and the student is referred to a restorative team of faculty member(s) and/or administrator(s) who meets with the student and parent/guardian to identify and develop interventions to improve attendance, putting a contract in place for accountability.
 - b. At 10 excused and/or unexcused absences, the student is referred to the restorative team to review the contract for correction of the absence issue.
 - i. Dismissal from Resilience is a potential outcome of continued unexcused absences after an attendance-related contract is implemented. Resilience is unable to help students meet learning goals if they are not attending class regularly, and we take the importance of consistent attendance very seriously.
 - 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 at any instructional class period after the official start time. If a student will be late for school, a call from a parent/guardian is preferred. Students who arrive late to school, or who are returning from a mid-day appointment, must sign in at 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.

DRESS CODE POLICY

The purpose of the Resilience Charter School dress code is to foster individuality and expression while maintaining a strong learning environment.

Although Resilience Charter School does have a loosely formal dress code, which is a "Resilience top" and no pajama bottoms or shorts above the mid-thigh, 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.

Students are expected to dress for school and school activities in a way that contributes to their health and safety, promotes a positive school learning environment and does not disrupt the events and activities of the school. This general dress code applies to all students at school and at school-sponsored activities after the regular school day.

General Requirements:

Clothing may not reveal any undergarments. Clothing should be fastened so that it does not expose undergarments or body parts in an indecent or vulgar manner.

Exceptions:

- Students may wear special clothing necessary for a school-sponsored activity as permitted by the Director.
- The Director may waive the school dress code policy on a case-by-case basis for reasons such as, but not limited to, medical necessity or sincerely held-religious belief.
- Shoes must be safe and appropriate. You may not wear slippers or Crocs without the band behind the ankle.
- Outer Garments: You may wear coats, jackets, sweatshirts, sweaters, or other appropriate outer garments when necessary due to weather conditions or for other legitimate reasons. The outer garments must be of the appropriate size for you and shall not be overly baggy or violate any other provisions of the dress code.

You may not wear:

- shirts/hoodies that are not "Resilience" attire without Director approval.
- Clothing that is not properly fastened

- Clothing, piercings, jewelry, or accessories that are dangerous to the health and safety of yourself or others, or are distracting or disruptive to the orderly learning environment
- Pajamas(including fleece pants) or sleepwear (except on announced Spirit Days)
- Outer garments traditionally designed as undergarments such as boxer shorts or bras
- Clothing, including outer garments or accessories (such as backpacks, jewelry, and purses) which have slogans, signs, images, or symbols that: promote drugs,alcohol, tobacco, gang identification, weapons, or lewd sexual behavior; or denigrate or promote discrimination for or against an individual or group on the basis of age, color, disability, national origin, body image, sexual orientation, race, religion, or gender
- Sunglasses, hats, bandannas, sweat bands, headgear, or other head coverings inside the school building, except when approved by the Director/designee
- Allowed head coverings: religious coverings, hair wraps, headbands, scarves
- Not allowed: hair bonnets, caps, bucket hats, hoodies on head, bandanas, doo-rags, skull caps
- Clothing that exposes undergarments or body parts in an indecent or vulgar manner, including clothing that is unlined sheer, unlined lace.
- Wearable technology and other attire that interferes with instruction or student safety pursuant to Policy 5136– Student Use of Personally-Owned Wireless Communication Devices (smartwatches, bluetooth headphones or earbuds, etc.).

Consequences for Dress Code Violation

- Students without uniforms will receive a “loaner” shirt but it must be returned by Monday, the following week. The shirt must be fully washed prior to returning the shirt.
 - If not returned, families will be charged \$10 for the shirt.
 - If loaner is given more than 3 times within the quarter, the student will be disqualified from loaner shirts and shirts must be purchased moving forward..
- 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.

HOMEWORK POLICY

Resilience honors the time that students spend with their families and maintains a “no frivolous homework” policy. Work done at home may include reading and reading journals/logs, math practice, and the possibility of **finishing classwork that was not completed during class time**, including independent project work.

ACADEMIC INTERVENTION POLICY

As it is the primary intention of the school to provide the necessary support for each student to grow academically and achieve substantial learning gains every year, Resilience may require tutoring or remediation assignments for students who have evidence of need for more academic support, at no cost to the family. This determination may be made upon evaluation of standardized test scores, school grades, classroom engagement and participation, or other formal and informal assessments. If a student and family are informed that tutoring or other interventions will be required in order to meet the student's needs for remediation, but the student does not participate in the interventions required, Resilience reserves the right to recommend placement in another school. These decisions will be made as a team with the family and school administration and teachers. Resilience administration holds the authority to make the final determination as to the student's eligibility to continue attending the school.

PLEDGE OF ALLEGIANCE POLICY

Pursuant to Fla. Statutes 1003.44, students have the right not to participate in reciting the Pledge of Allegiance. Upon written request by a parent/guardian, a student will always be excused from reciting the pledge, including standing and placing the right hand over their heart. Students who opt out of reciting the pledge are expected to remain silent and non-disruptive out of respect for those who do wish to participate.

ADMINISTERING MEDICATION

Students are not permitted to carry prescription or non-prescription medications at any time. If a student must take medication during the school day, these guidelines will be followed:

- All medications will be left with and distributed by the Front Desk Manager who is trained in medication administration by SBAC nursing staff.
- The parent/guardian must fill out the appropriate form if the medication is to be given during school hours. Specific directions for administering the medication and the parent's/guardian's signatures must be received before any medication is given to the student.
- The medication must be in the original container and the student's name and directions for administering the medication must be written on the container.
- It is the student's responsibility to come to the front office at the appropriate time to take their medication, unless the student has a disability and is unable to do so.
- Non-prescription medication, such as Tylenol, Ibuprofen, cough drops and anti-itch cream, can be provided to students with parent/guardian permission. Parent/Guardian must provide a new, unopened package of any over-the-counter internal medicine they authorize the school to dispense. An over-the-counter medication form is required to allow the medication to be dispensed as needed.
- Emergency medication (asthma inhalers and epi-pens) should be in student possession as required by a physician. The "Authorization for Self-Administered Medication" form must be on file with the to ensure proper administration of emergency medication.

SCHOOL-SPONSORED TRIPS

All school-sponsored trips taken for the purpose of participation in any educational endeavor shall be chaperoned by a member of the teaching or administrative staff. A student, who is not an active participant in the event, but has a reasonable purpose for attending may accompany the group with advance approval by the administration. Students participating in school activities where buses are used for transportation may not go to or return by private transportation without administrator approval.

SCHOOL EQUIPMENT

All school equipment is off limits during non-class or tutoring hours unless school staff are monitoring and supervising student use of the equipment.

Use of School Equipment

Students are expected to use all school equipment responsibly and with care. This includes, but is not limited to, desktops, laptops, tablets, Meta Quest headsets, and other technology or classroom tools.

Intentional damage, misuse, or negligent handling of school equipment may result in disciplinary action. Additionally, students and/or their families may be held financially responsible for the repair or replacement of any damaged or lost items.

CAMPUS VISITS

Resilience Charter School visitors are required to check in at the front office and obtain a visitor's badge. Students who wish to bring visitors and guest speakers to the school should proceed through the appropriate teacher and get permission from the administrator or designee prior to the visit. Parents/guardians who wish to speak with students during school hours are asked to call the front desk staff.

Parents/guardians who need to speak with teachers or administrators are asked to set an appointment in advance. Parents/guardians of students may volunteer in the classroom but are asked to respect classroom procedures and speak with students or teachers about individual or personal matters outside of class time.

SCHOOL LUNCH PROGRAM

Resilience Charter School's lunch program is provided by the district. The Howard Bishop Middle School cafeteria prepares the meals. The menus can be found online at: <http://acpsfood.com/>.

Resilience is currently a Community Eligibility Provision school, meaning all of our students are able to receive free breakfast and lunch daily.

Outside lunch deliveries (Grub Hub, Uber Eats, etc.) to students are not allowed. Parents may drop off forgotten lunch boxes to the front office any time before lunch begins. Students will not be permitted to miss class time after lunch to eat a lunch that was delivered late.

If a parent/guardian wishes to deliver a special lunch such as fast food or restaurant food to their child, they must arrive on time and sit and eat with their child. When the lunch period ends students must attend class on time.

While we encourage parents to celebrate your student(s) birthday, **please refrain from sending or bringing food treats to school**. Resilience Charter School is excited to celebrate your student during our morning announcements.

EMERGENCY SCHOOL CLOSURES

In the event of a hurricane or other extreme weather, which makes road conditions unsafe for school buses to operate, Resilience Charter School will follow the school-closure decisions of the Alachua County School Board.

WITHDRAWAL PROCEDURES

Parents must complete a withdrawal form for any student withdrawing from Resilience Charter School during the school year. Forms are available from the Front Office.

REPORT CARDS

Parents/Guardians & students will receive a formal copy of quarter and semester grade reports. The school provides these digitally online. A paper format can be obtained by contacting the Front Office.

DELIVERY OF ITEMS FROM OUTSIDE VENDORS

Students are not to disrupt the school day by ordering and arranging for the delivery of items from outside vendors, such as food, flowers, balloons, and similar items. Parents may bring in such items and are encouraged to bring food promptly at the start of lunch. Students may not miss class to finish an outside lunch delivered too late. Late lunches will be held at the front office until break, or the end of the day. Any items arriving via delivery service will be returned to the vendor.

ACTIVITY FEE

Resilience Charter School appreciates the contribution of an Activity Fee of \$50 annually. This fee helps Resilience pay for field-experience transportation, extracurricular club expenses, and supplies for our Positive Behavioral Interventions & Supports initiative (incentives for students to earn for positive behavior).

This fee is not mandatory and there is no consequence for failure to pay. For families who are able to contribute, any amount is welcome and may be paid at any time.

SPECIAL OCCASIONS

Halloween is celebrated at Resilience Charter School. Costumes are permitted, but masks must not cover the face, and “play” weapons are not allowed.

Valentine’s Day - Valentines may be distributed on Valentine’s Day.

Birthdays - Student birthdays are announced on Morning Announcements and may be celebrated during lunch. Treats must arrive prior to lunchtime. To avoid social animosity among the student peers, there must be enough treats for your student’s entire class.

TEXTBOOK/MATERIALS USE

Books or class materials must be returned before the end of each year, or replacement fines will be issued. Fines may also be issued for damage or excessive wear on a book or materials.

CLOSED CAMPUS

The campus is closed during all hours of school. Students are to arrive and stay for their entire school day. No student may leave school premises unless they are in the company of their parent or guardian and have properly signed out.

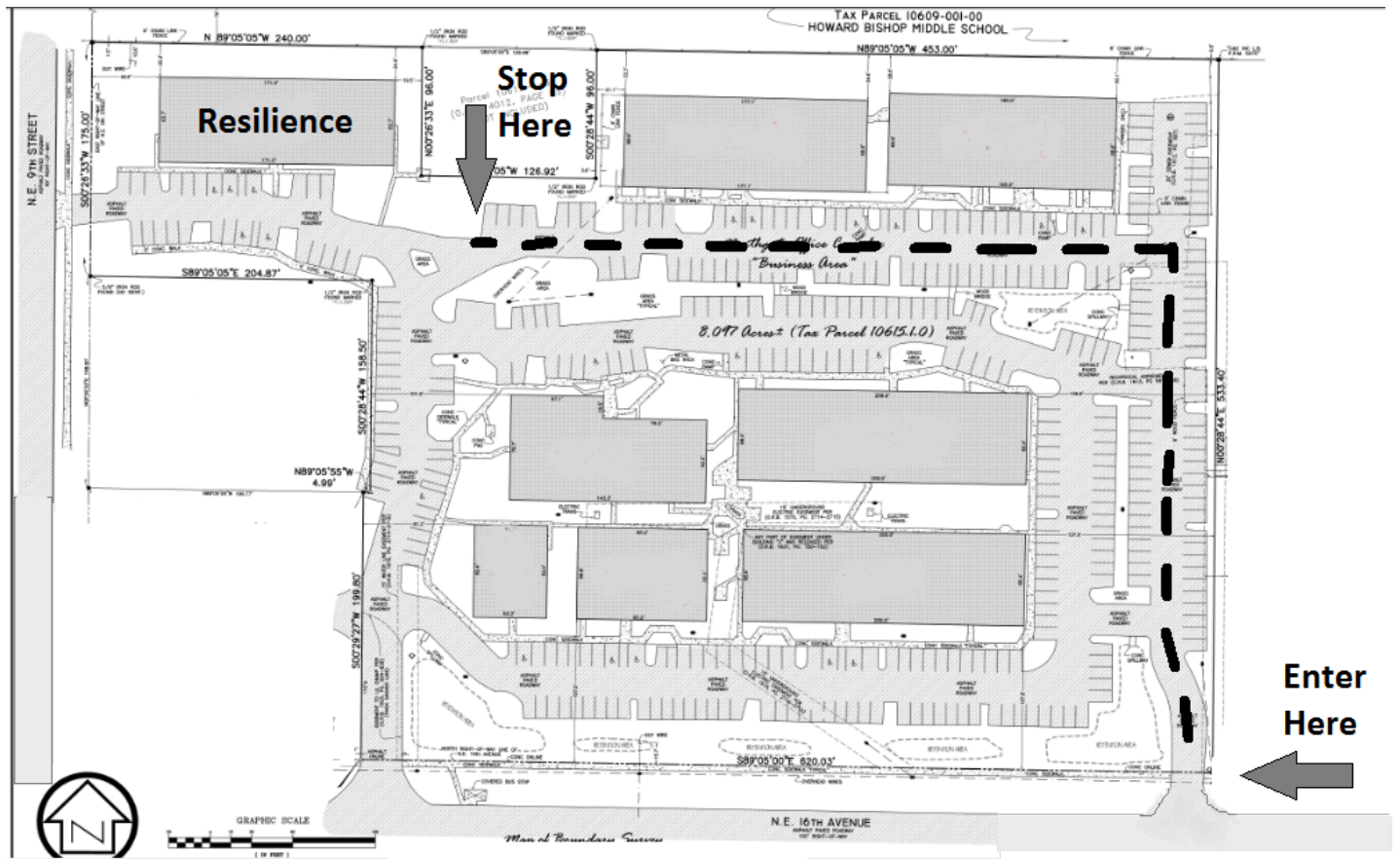
PARENT/GUARDIAN PICK-UP AND DROP-OFF PROCEDURES

All parents/guardians who will be dropping off and picking up their children via car, please follow these procedures:

In the morning, students may be dropped off at the front door. Please watch your child enter the building. Students may **not** leave to walk to the Dollar General Store once they have arrived on campus. If your child has your permission to walk to the nearby store before school, please drop them at the store so there is no confusion about parent/guardian permission. Resilience is responsible for a student’s safety once they have arrived on the campus.

At pick-up, enter the complex from NE 16th Avenue from the far eastern entrance (see attached map). Follow the blue line on the road along the eastern edge. Turn left at the end, proceed to the stop sign, or to the next car waiting in line. **STOP THERE.** Wait there for dismissal time. Please pull to the stop sign before allowing your child to access the car. You may turn left to exit to NE 16th Ave., or continue straight to leave the parking lot on NE 9th St.

AFTERNOON CAR PICK-UP ROUTE



RIGHTS AND RESPONSIBILITIES

SCHOOL TEACHER AND ADMINISTRATION RIGHTS & 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 Board of Directors
- 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/guardians in a timely manner and in a language they understand
- Make sure students and parents/guardians 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/guardians note that sometimes this is parents/guardians and sometimes "and" is between the two words. Need to decide which will be used. informed of means of monitoring students' academic progress and behavior and creating 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 people 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 Director, Assistant Principals or the RSC Governance Board promptly and to pursue information thorough investigation.

STUDENTS RIGHTS AND RESPONSIBILITIES

Students have the right to:

- Expect that school will be a safe, orderly, and a 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 RSC Dress 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 an appropriate and equitable education.
- Maintain awareness of their academic progress and grades in each class.
- Know the expectations of the academic progress required to successfully be promoted to the next grade level
- Be aware of all rules and expectations regulating student behavior and conduct themselves in accordance with these guidelines.
- Respect everyone in the school community and treat others in a respectful and courteous manner.
- Express opinions and ideas in a respectful manner so as not to offend, slander, or restrict the rights and privileges of others.
- Advocate for themselves when they have a specific need or would benefit from support in different areas.
- Reflect on their actions and outcomes and how they impact the integrity of the Resilience community.
- Dress appropriately in accordance with the RSC Dress Code, so as not to endanger physical health, safety, or 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's 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 administrators
- 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 and furnish excuse/reason notes or other documentation
- 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
- Ensure a family member or adult mentor attends restorative justice circles scheduled with their child
- 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
- Be familiar with the Student Progression/Promotion Policy and the Student Report Card Grading Scale for the current school year
- Monitor their student's grades and progress regularly
- Support their student and the school through volunteer hours, timely payment of fees, and attendance at family-school events
- 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.

All complaints/grievances will first be investigated to determine whether action should be taken.

Grievance with Teacher/Staff - Level 1:

The parent/guardian or affected party must request an appointment to discuss the specific issue with the teacher/staff member in person. The parent/guardian and/or teacher may also invite the student and other impacted parties to the meeting if necessary. The parent/guardian and the teacher/staff member should schedule this meeting in a timely fashion. At this meeting, the parent/guardian and teacher/staff member may choose to 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/guardian 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/guardian and teacher/staff member can revise the plan accordingly.

Grievances of a more serious or sensitive nature may be brought directly to the attention of the administration, as described under Level 2 below.

Grievance with Teacher/Staff - Level 2:

If, after the plan of action has been completed and the parent/guardian still feels the situation has not improved satisfactorily, or, if the grievance is of a more serious or sensitive nature, then the parent/guardian may elevate the issue to the school's Director (the administration). The parent/guardian shall then schedule an appointment to discuss the issue with the administration. The teacher or staff member may also be included in this meeting, or in a restorative meeting scheduled to address the grievance.

After reviewing the updated Complaint and Grievance Form, meeting with the parent/guardian, 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/guardian. 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/guardian once the Administrator believes the new plan has been fully implemented and the issue resolved.

Grievance with Teacher/Staff - Level 3:

If the parent/guardian 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/guardian 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/guardian, 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/guardian 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/guardian must then request an appointment to discuss the specific issue with the administrator (about whom the grievance arose) and an Assistant Principal. The parent/guardian, Director, and administrator may also invite the student and other impacted parties to the meeting if necessary. The parent/guardian and the administrator should schedule this meeting in a timely fashion. At this meeting, the parent/guardian, 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/guardian is responsible for putting the plan of action in writing with the assistance of the 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/guardian and teacher/staff member can revise the plan accordingly.

Grievance with Administration - Level 2

If the parent/guardian 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/guardian 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/guardian 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 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.

Special Grievance Procedures for Requesting a Special Magistrate

The "Parental Rights in Education" law sets forth specific procedures for complaints or disputes falling into those categories detailed in Section 1001.42(8)(c)1.-7., Florida Statutes, and on the "Parental Request for Appointment of a Special Magistrate" form published by the Florida Department of Education and available here:

<https://www.fldoe.org/core/fileparse.php/20670/urlt/12-3.pdf>. This includes any complaints or disputes related to the following:

- Concerns over procedures for notifying a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student.
- Concerns related to any school policies or procedures that are perceived to discourage or prohibit parental notification of and involvement in critical decisions affecting their student's mental, emotional, or physical health or well-being.
- Concerns over classroom instruction related to sexual orientation or gender identity, which is prohibited in grades K-8 and must not occur in grades 9-12 unless such instruction is required by state academic standards or is part of a reproductive health course or health lesson for which a student's parent has the option to have his or her student not attend.
- Concerns over student support services training developed or provided to school personnel that are believed to be out of compliance with guidelines, standards, and frameworks established by the Department of Education.
- Concerns over parental notification at the beginning of the school year about healthcare services offered by the School, including the ability to opt-out or withhold consent for any such services.

Parents and guardians have the right to notify the Director of any concerns related to the above areas. The Director or designee must provide a response to the parent within seven (7) days of receiving the complaint. If the dispute cannot be resolved by the Director or designee within seven (7) days, the parent may present the dispute to the Alachua County

School District. The School District must attempt to resolve the dispute within thirty (30) days. If the School District is unable to resolve the dispute, a parent may request the appointment of a special magistrate utilizing the “Parental Request for Appointment of a Special Magistrate” form linked above. For purposes of this policy, the term “days” means business days and excludes state, federal and school holidays.

Use of Restrooms and Changing Rooms

In accordance with Section 553.865, Florida Statutes, it is unlawful for any student to enter a restroom or changing room that is designated for the opposite sex, as determined by the student’s sex at birth. It shall be considered a violation of the Code of Conduct for any student to willfully enter a restroom or changing facility designated for the opposite sex.

DISPUTES WITH SCHOOL SPONSOR

Should any dispute arise between the school sponsor (School Board of Alachua County) and Resilience Charter School, concerning the school’s charter, contract, or any other aspect of school operations, families will be notified via email. In-person and/or virtual meetings will be held if needed to keep families informed while the dispute is being resolved.

ACKNOWLEDGEMENT OF RECEIPT OF FAMILY & STUDENT HANDBOOK

2025-2026 School Year

Student's Name (please print)

Grade

The Resilience Charter School Family & Student Handbook 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.

STUDENTS SHOULD NOT BE LEFT UNATTENDED ON THE SCHOOL CAMPUS. Students are not to arrive on campus before the building is open or remain on campus more than 20 minutes after the release of school unless in a teacher-directed tutorial or before/after school 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 the Resilience Charter School 2022-23 Family & Student Handbook, including the Code of Conduct, Policy Against Bullying and Harassment, Educational Technology – Acceptable Use Policy, Annual Notification of Parent/Student Rights, Family Educational Rights and Privacy Act (FERPA), and Notice for Directory Information.

Parent/Guardian Print Name

Signature

Date

Parent/Guardian Print Name

Signature

Date

Student Print Name

Signature

Date

☐ Please share my email address with the Parent Collaborative Representatives so that I may receive communications directly from the Parent Collaborative (list emails to be shared here):

Parent #1 Name: _____

Email: _____

Parent #2 Name: _____

Email: _____

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/guardians 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/guardians or eligible students should submit to the Director a written request that identifies the record(s) they wish to inspect. Arrangements will be made for access and the parent/guardian 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/guardian or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents/guardians of 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 Director. 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/guardian or eligible student, RCS will notify the parent/guardian 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/guardian 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/guardian 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/guardian's prior consent. Directory information includes student names, addresses, and telephone listings. Under these Federal laws, parents/guardians 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/guardian 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/guardian 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.

APPENDIX B - Walking Field Trips, Art Waiver, Photo Release

Walking Field-trips

Resilience Charter School is located within walking distance to Alachua County's Library Partnerships. It is an excellent resource for students to conduct research and to obtain books for silent-sustained reading. In addition, faculty will take students on walking field trips in the vicinity of the school's campus for other educational purposes.

I give permission for my child to participate in walking field trips with staff members in the vicinity of Resilience Charter School campus throughout the 2022-23 school year, during school hours.

Student Name: (Print) _____

Parent/Guardian Name(s): (Print) _____

Parent/Guardian Signature: _____ Date: _____

Controversial Subjects Waiver

When studying art and art history or women's studies, it is not always possible to avoid nudes and other artistic depictions or discussions of controversial matters that some may find objectionable. Although we will not seek out art containing nudes for class lessons, neither will we censor art or controversial subject matter that is deemed necessary in the pursuit of course learning objectives. It is likely that students will occasionally see and hear such depictions during films and/or classroom discussions, in books, and/or on field trips.

I give permission for my child to participate in activities and coursework that may contain artwork as described above.

Student Name: (Print) _____

Parent/Guardian Name(s): (Print) _____

Parent/Guardian Signature: _____ Date: _____

Student/Parent/Guardian Authorization to Release Information: **Photos, Video and/or Digital Recordings**

From time to time the school takes photos and videos of students for educational purposes or for memory's sake. As a charter school, promoting our school is something that is necessary. The school will also be utilizing web services to share media and promote the school. We may, on occasion, use photographs, videos and other materials to help promote our school in a professional way. By signing the release below, you give the school permission to use these images and student work to promote our school. When applicable, we will notify families when their child's materials are used in promotional materials.

Student Name: (Print) _____

Parent/Guardian Name(s): (Print) _____

Parent/Guardian Signature: _____ Date: _____

APPENDIX C - 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/guardians 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/guardian 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 a label. It is the student's responsibility to come to the Front Desk for their scheduled doses. The Front Desk 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: _____

APPENDIX D - Educational Technology Acceptable Use Agreement

Educational Technology Acceptable Use – Student Agreement

The student listed below and his or her parent/guardian hereby acknowledges by their signatures that they have received, read and agreed to abide by the Resilience Charter School Educational Technology Acceptable Use Agreement.

I understand that the purpose of any technology equipment or resource is to support research and education and will be consistent with the educational objectives of Resilience Charter School (RCS). As a user of RCS's technology equipment and resources, I acknowledge my responsibility for my actions and my conduct in using any technology resource. The use of all electronic devices and networks is a privilege, not a right. Any action by a user that is determined by a system administrator to constitute an inappropriate or unauthorized use of any system or to improperly restrict or inhibit other members from using and enjoying any system is strictly prohibited and may result in terminating the user's access privileges. I further understand that any or all of the following sanctions could be imposed if any of the policies or procedures regarding the use of Resilience Charter School's technology equipment or resources, including the Internet, are violated:

- Loss of access
- Additional disciplinary action to be determined based on existing policies
- Legal action when applicable

Care for and Return of Equipment

I acknowledge by my signature that while I am a student at Resilience Charter School, I am expected to take proper care of school and personal equipment and technology resources. I understand that I am expected to return all property of Resilience Charter School in proper working order when instructed or by the end of each school day. This agreement includes, but is not limited to, the following: Laptops, iPads, eReaders, virtual reality equipment, video and digital cameras, external hard drives, cables, charging connectors, etc. I understand that my parent/guardian will be financially responsible for damage to equipment for which I am responsible. I understand that failure to return equipment will be considered theft by the school system and may lead to criminal prosecution.

I certify that I have received a copy of the Resilience Charter School Educational Technology Acceptable Use Policy. I understand the expectations and rules for using computer resources at Resilience and understand that my parent/guardian will be financially responsible for damage to equipment for which I am responsible. I understand my responsibilities and rights, behaviors that are infractions of the rules, and the possible consequences for infractions of the rules.

Print Student Name

Student Signature

Date

Educational Technology Acceptable Use – Parent/Guardian Agreement

As a parent or legal guardian of the minor student signing above, I certify that I have received a copy of the Resilience Charter School Educational Technology Acceptable Use Policy. I understand the expectations and rules for using computer resources at Resilience and accept financial responsibility for damage to equipment for which my child is responsible. I have reviewed with my child the responsibilities and rights, behaviors that are infractions of the rules, and the possible consequences for infractions of the rules and hereby grant consent for my child to use computer and network resources at Resilience.

Print Parent/Guardian Name

Parent/Guardian Signature

Date

Personal Equipment/Devices – Parent/Guardian Agreement

I certify that I have received a copy of the Resilience Charter School Educational Technology Acceptable Use Policy. With regard to the use of personal digital devices on campus, I understand that Resilience may not be held responsible for the loss or damage of my child's personal digital device (laptop, iPad/tablet, cellular phone, music player, headphones, ear pods etc.).

Print Parent/Guardian Name

Parent/Guardian Signature

Date

APPENDIX E - Alachua County Schools 2022-2023 Student Progression Plan

STUDENT PROMOTION AND RETENTION

Student promotion is based on evaluation of each student's achievement of the B.E.S.T. standards and state academic standards. Each student's progression from one grade to another is based, in part, upon proficiency in reading, writing, science, social studies and mathematics. Parents must be informed of their students' progress in meeting academic standards. (1008.25(1) F.S.) Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, social studies and mathematics for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

1. Promotion from middle school to high school requires that all students successfully complete the following academic courses:

- Three middle school or higher courses in English Language Arts. These courses shall emphasize literature, composition, and technical text.
- Three middle school or higher courses in Mathematics.
- Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.

A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education 1003.4156(1)(c)).

- Three middle school or higher courses in science.

Evaluation of proficiency of the state academic standards in Science and Social Studies, and the B.E.S.T. standards for English Language Arts and Mathematics includes scores on district and statewide assessments, classroom performance, daily observations, and formal and informal assessments of competency in reading, writing, mathematics, science and social studies. The primary responsibility for recommending grade placement for the next year is that of professional staff members, subject to review and approval of the principal and Superintendent.

Participation in statewide assessments is mandatory for all students attending public school, except as otherwise prescribed by the Commissioner of Education. Each student must participate in the statewide assessment tests required by 1008.22 F.S. If a student does not participate in the statewide assessment, the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. If accommodations and/or modifications are made in the student instruction that would not be permitted on the statewide assessments, the district must notify the student's parent of the implications of such instructional accommodations and/or modifications. A parent must provide signed consent for a student to receive instructional accommodations and/or modifications that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations. (1008.22 (3) (c) 3b F.S.)

Each public school is prohibited from suspending a regular program of curricula for purposes of administering practice assessments or engaging in other assessment-preparation activities for statewide assessments. However, schools may engage in the following assessment-preparation activities:

- Distributing to students the sample assessment books and answer keys published by the Department of Education
- Providing individualized instruction in assessment-taking strategies, without suspending the school's regular program of curricula, for a student who scores Level 1 or Level 2 on a prior administration of an assessment.
- Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular program of curricula, for a student who scores Level 1 or Level 2 on a prior administration of an assessment or a student who, through a diagnostic assessment administered by the school district, is identified as having a deficiency in the content knowledge and skills assessed.
- Administering a practice assessment or engaging in other assessment-preparation activities that are determined necessary to familiarize students with the organization of assessment, the format of the assessment items, and the assessment directions, or which are otherwise necessary for the valid and reliable administration of the assessment as set forth in State Board of Education rule.

2. Section 1008.25 F.S. requires each student who does not achieve a Level 3 (satisfactory) or above on a statewide, standardized assessment to be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing

academic support to improve the student's performance. A student who is not meeting the school or district requirements for satisfactory performance must be covered by one of the following plans:

- A federally required plan such as an IEP;
- A school wide system of progress monitoring for all students, except a student who scores level 4 or above in the specific subject area statewide assessment may be exempted from participation by the principal; or
- An individualized progress monitoring plan.

a. Indicators of the student's proficiency include teacher assessment, norm-referenced tests, statewide tests, diagnostic assessment, and grade point average (GPA).

b. Remediation options may include strategies within the regular class, tutorial support, extended school year, extended day activities, home strategies, contracted academic services, drop-out prevention coursework, and intensive math, science, reading, writing/language arts courses.

c. The progress monitoring plan must be designed to assist the student in meeting expectations for proficiency.

If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan shall include instructional and support services to meet the desired levels of performance. The district may require low-performing students to attend remediation programs held before school, after school, or during the summer if transportation is provided.

3. Reading Requirement:

For each year in which the student scores a Level 1 on the statewide English Language Arts assessment, the student may be enrolled in and complete an intensive reading course the following year.

A student who scores Level 2 on the statewide reading assessment may be placed in an Intensive Reading class or a content area course in which reading strategies are delivered, as determined by a diagnosis of the student's reading needs.

Student progress toward increased reading achievement must be reported three times per year. The school shall use research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

4. High School Credit: Each middle school must offer at least one high-school level mathematics course for which students may earn high school credit. Middle schools may offer additional high-school level courses for credit with approval from the Deputy Superintendent.

Middle school students taking high school level math courses, such as Algebra 1, Algebra 1 Honors, or Geometry Honors, will be required to participate in state End of Course Assessments.

Students must pass the State Algebra 1 End of Course Assessment in order to receive a high school diploma. Beginning with students entering ninth grade in the 2013-2014 school year the Algebra 1 and Geometry EOCs each count as 30% of a student's course grade. If the student passes Algebra 1 (regardless of the EOC score), Geometry or Algebra II, the course may count as one of the three math courses required for promotion to high school. The Algebra 1, Geometry and Algebra II course grades will be used as part of the high school GPA. If a student does not pass the Algebra 1 EOC, the student must retake the EOC and achieve a passing score to earn a high school diploma.

5. Middle school students taking high school courses for high school credit who get a grade of C, D, or F, may retake the same or comparable course and replace their original grade with a grade of C or higher. Only the new grade shall be used in the calculation of the student's grade point average.

6. Students in grade 6 who are enrolled in a school that contains one or more elementary grades shall be provided 150 minutes each week of physical education (at least 30 consecutive minutes per day on any day when physical education is conducted). The equivalent of one class period day of physical education for one semester of each year is required for students enrolled in grades 6-8.

The requirement for physical education shall be waived for any student who meets one of the following criteria:

- a. The student is enrolled in a remedial course.
- b. The student's parent indicates annually in writing to the school that:
 - The parent requests the student enroll in another course from among those courses offered as options.
 - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirements.

Each school shall notify the student's parents of the options available before scheduling the student to participate in physical education.

7. Retention Criteria:

Middle school students may be retained for one or more of the following reasons:

- a. Scoring Level 1 on the statewide assessment in ELA and/or Math
- b. Receiving failing grades in two or more academic subjects
- c. Achieving less than a 2.0 GPA (on a 4.0 scale)
- d. Missing more than fifteen days per semester (students may be retained for lack of attendance unless a medical excuse is presented to the principal from a competent medical authority to excuse absences in excess of fifteen days; or there are extenuating circumstances as determined by the principal based on recommendations of teachers, counselors, or Student Services)

personnel.)

8. Parents or guardians may appeal a promotion or retention decision made by the school at the end of the current school year to the Deputy Superintendent. This appeal process shall be completed before the start of the Extended School Year program.

9. No Limited English Proficient (LEP) student will be retained based solely on his/her language proficiency in English.

10. Promotion/retention decisions are made at the end of the regular 180-day school year. The options for each 6 – 8 student are as follows:

- a. Promote to next grade level.
- b. Remediate before the beginning of the next school year and promotion.
- c. Promote for good cause, and remediate during the following school year with more intensive intervention and remediation strategies specified in a revised progress monitoring plan.
- d. Retain and remediate in a different program.

11. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

12. Resource Allocation:

The allocation of remedial and supplemental resources for students shall occur in the following priority:

- Students who are deficient in reading at the end of grade 3.
- Students who fail to meet performance levels required for promotion consistent with the district's plan for student progression.

13. Graduation Options:

The district school board shall provide each student in grades 6-8 and their parents with information concerning both the 18 credit and 24 credit graduation options.

GRADING SYSTEM FOR GRADES 6-8

The following scale is used to convert quantifiable achievement to alphabetic symbols in middle school courses. Grades will be calculated mathematically for each term.

% Achievement of Course Objectives	Grade Points	Progress Level
A = 90-100	4.0	Outstanding
B+ = 87-89	3.0	
B = 80-86	3.0	Above Average
C+ = 77-79	2.0	
C = 70-76	2.0	Average
D+ = 67-69	1.0	
D = 60-66	1.0	Lowest Acceptable
F = 0-59	0.0	Failure
I = 0 0.0		Incomplete

(Note: Grades are rounded to the nearest whole number)

Students may not be exempted from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. (1003.33 (2) F.S.)