



Palisades Charter High School Student Bill of Rights and Responsibilities

Draft as of August 12, 2016

Preamble:

All students of the Palisades Charter High School community are entitled to equal opportunity, respect, and all rights set forth in this document regardless of their race, sex, gender, sexuality, family background, socioeconomic status, physical appearance, place of residence, disability, citizenship status, or religion. It is the job of the entire school community, including all teachers, students, faculty, staff, and other school members, to protect and enforce these rights.

Equality Articles:

1. The universal right to a school environment that is conducive to the achievement of everyone's fullest potential.
Responsibility: Everyone has the responsibility to protect and contribute to the realization of this right.
2. All students have the right to receive equal information and encouragement about academic and career opportunities, regardless of academic level or ability.
Responsibility: Students have the responsibility to seek and take advantage of academic opportunities.
3. All students have the right to equal participation in the life of the school community, including its resources, activities, and information).
Responsibility: Students and faculty, and staff have the responsibility to plan activities inclusively so that all students may participate.
4. All students have an equal right to tutoring and other forms of academic assistance and advice.
Responsibility: Students have the responsibility to seek and take advantage of tutoring and other forms of academic assistance in a *timely* manner.
5. All students have the right to know about and have access to a process through which they can report all forms of discrimination. Such reports should be responded to in a fair and prompt manner.
Responsibility: Students are responsible for reporting any and all forms of discrimination that they or others experience.
6. The right to embrace and celebrate one's own culture and heritage on campus.
Responsibility: Students must respect other cultures and heritages on campus.

Discipline Articles:

7. Students who are accused of violating school rules and or the rights of others have the right to have their alleged infraction explained to them.
Responsibility: Students must comply with all school rules, as well as warranted questionings and investigations. Faculty and staff have the obligation to explain alleged infractions to accused students.
8. All students at Palisades Charter High School have the right to be and to feel safe and secure while on campus.
Responsibility: Students must resolve conflicts in nonviolent, collaborative ways and take responsibility for the safety and security of others.
9. All students have the right to fair and impartial treatment in the determination of guilt and assignment of punishment. Students being disciplined should be treated in a respectful manner and not subject to humiliation or degrading punishment.
Responsibility: Students, faculty, and staff must not treat other members of the Palisades Charter High School community in a degrading manner or subject them to any other form of humiliation.
10. Everyone accused of wrongdoing are to be presumed innocent until proven guilty.
Responsibility: Students, faculty, and staff should respect the right of everyone to be presumed innocent until proven guilty.
11. Students have the right to be present in any search of their possessions, including lockers.
Responsibility: Students, faculty, and staff should respect the right of everyone to be present in any search of their possessions.
12. Students who are substance dependent (e.g., on drugs, alcohol.) have the right to ask for help with such dependence without fear of repercussion.
Responsibility: Students who are substance dependent must accept and/or reach out for help, if possible.

Education Articles:

13. Students have the right to a school schedule that meets the needs of *all* students.
Responsibility: Faculty, and staff should consider the needs of all members of the community when determining school schedules.
14. Students have the right to learn and speak out about social and global problems related to justice, poverty, peace, etc. while on campus and, if the subject and teacher permit it, during class.
Responsibility: Students have the responsibility to encourage speakers and presentation about issues of importance for the student body.

15. Students have the right to understand how and why they received the grades they received in any class assignment, test, report card, etc.

Responsibility: Students must, on their own time, ask teachers to discuss their grades and are responsible for completing assignments to the best of their ability.

16. Students have the right to have diverse perspectives represented in courses, textbooks, assemblies, libraries, and classroom instruction.

Responsibility: Students must be willing to respect diverse perspectives.

Freedom of Expression Articles:

17. Students have the right to express their opinions, ideas, and criticism in written and oral form without fear of censure or discrimination.

Responsibility: Students, faculty, and staff have the responsibility to respect the ideas of others, protect their freedom of expression, and avoid offensive and discriminatory language.

18. Students have the right to form and join associations and clubs.

Responsibility: Students have the responsibility to form clubs and associations that conform to school rules and the Student Bill of Rights and Responsibilities.

In fall 2015, Pali student leaders gathered to review the results of a school-wide survey "Taking the Human Rights Temperature of the Your School." Over 2,600 students and teachers responded to 25 questions about Pali academics, discipline, security and school environment. Based on the survey results, student leaders drafted the Pali Student Bill and Rights and Responsibilities (SBRR), guided by the rights articulated in the Universal Declaration of Human Rights. This SBRR document is a work-in-progress and reflects a commitment to the equal opportunity, respect and rights and responsibilities of all students at Palisades Charter High School.*

**The Universal Declaration of Human Rights (UDHR) was adopted and proclaimed by the United Nations on December 10, 1948. The UDHR has been signed by every member of the UN, declares the rights of all people and encompasses a broad spectrum of economic, social, cultural, political and civil rights.*

Student Bill of Rights and Responsibilities (SBRR)
Palisades Charter High School
Pali Student Leaders' Summit
October 28, 2015

Agenda

10:00-10:20am – Welcome, purpose of the summit and introductions – Leslie Magana

- Each student state in one sentence, in your opinion, what is Pali's greatest strength and what needs the most improvement?

10:20-10:25am – "Taking the Human Rights Temperature" survey results – Heather Odell

- What does the survey tell us about our action plan for the Student Bill of Rights and Responsibilities (SBRR)?

10:25-10:30am – Using the UDHR as a foundation – Pam Bruns

- Refer to mini-UDHRs and "Taking the Human Rights Temperature" survey.

10:30-11:15am – Breakout Session #1

- Based on our conversations and the survey data, what student rights and responsibilities need to be declared as rights and endorsed?

11:15-11:40am – Report back from breakout session #1

11:43am-12:17pm – Lunch

12:25-12:35 – Sharing the SBRR campus-wide – Pam Magee

- How and when will we complete the SBRR?
- Who else needs to be brought into this process?
- How do we share this with students, faculty and administration to gain input and approval?
- What mechanisms are available to guarantee the SBRR?

12:35-1:20pm – Breakout session #2

- Develop and record answers to the above questions.
- If time allows, revise SBRR articles based on feedback.

1:20-1:50pm – Report back from breakout session #2

1:50-2:06pm – Next steps

- Who volunteers to continue to develop the SBRR?
- When will our next meeting be?
- Action items?

Taking the Human Rights Temperature of Your School

Ask students to evaluate their school's human rights climate, i.e. take its "temperature," by completing the survey below. Record and discuss their findings:

- In which areas does your school seem to be promoting human rights principles?
- In which areas do there seem to be human rights problems?
- How do you explain the existence of such problematic conditions? Are they related to discrimination? To participation in decision-making? Who benefits and who loses/suffers from these human rights violations?
- Have you or any other members of the community contributed to the existing climate, either to improve or to worsen it?
- What needs to be done to improve the human rights climate in your school?

Develop an action plan as a class, identifying goals, strategies and responsibilities.

Directions: Read each statement and evaluate how accurately it describes your school community. Keep in mind all members of your school: students, teachers, administrators, staff. Add up your score to determine the overall assessment for your school.

Rating scale:

1	2	3	4	DN
Never (No/False)	Sometimes	Often	Always (Yes/True)	Don't Know

1. Members of the school community are treated equally regardless of their race, sex, family background, disability, religion or lifestyle.

(UDHR articles 2, 16; CRC articles 2, 23)

☐

2. My school is a place where I am safe and secure.

(UDHR articles 3, 5; CRC articles 6, 37)

☐

3. All students receive equal information and encouragement about academic and career opportunities.

(UDHR articles 2, 26; CRC articles 2, 29)

☐

4. My school provides equal access, resources, activities and accommodation for everyone.

(UDHR articles 2, 7; CRC articles 2)

☐

5. Members of my school community will oppose discriminatory actions, materials or words in the school.

(UDHR articles 2, 3, 7, 28, 29; CRC articles 2, 3, 6, 30)

☐

6. When someone violates the rights of another person, the violator is helped to learn how to change her/his behavior.

(UDHR articles 26; CRC articles 28, 29)

☐

7. Members of my school community care about my full human as well as academic development and try to help me when I am in need.

(UDHR articles 3, 22, 26, 29; CRC articles 3, 6, 27, 28, 29, 31)

☐

8. When conflicts arise, we try to resolve them in non-violent and collaborative ways.

(UDHR articles 3, 28; CRC articles 3, 13, 19, 29, 37)

☐

9. The school has policies and procedures regarding discrimination and uses them when incidents occur.

(UDHR articles 3, 7; CRC articles 3, 29)

☐

10. In matters related to discipline, everyone is assured of fair, impartial treatment in the determination of guilt and assignment of punishment.

(UDHR articles 6, 7, 8, 9, 10; CRC articles 28, 40)

☐

TURN OVER TO COMPLETE

11. Everyone in our school is free from degrading treatment or punishment.
(UDHR articles 5; CRC articles 13, 16, 19, 28) ☐
12. Someone accused of wrong-doing is presumed innocent until proved guilty.
(UDHR articles 11; CRC articles 16, 28, 40) ☐
13. My personal space and possessions are respected.
(UDHR articles 12, 17; CRC articles 16) ☐
14. My school community welcomes students, teachers, administrators and staff from diverse backgrounds and cultures, including people not born in this country.
(UDHR articles 1, 6, 13, 14, 15; CRC articles 2, 29, 30, 31) ☐
15. I have the liberty to express my beliefs and ideas without fear of discrimination.
(UDHR articles 19; CRC articles 13, 14) ☐
16. Members of my school can produce and disseminate publications without fear of censorship or punishment.
(UDHR articles 19; CRC articles 13) ☐
17. Diverse perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries and classroom instruction.
(UDHR articles 2, 19, 17; CRC articles 17, 29, 30) ☐
18. I have the opportunity to participate in cultural activities at the school and my cultural identity, language and values are respected.
(UDHR articles 19, 27, 28; CRC articles 29, 30, 31) ☐
19. Members of my school have the opportunity to participate in democratic decision-making to develop school policies and rules.
(UDHR articles 20, 21, 23; CRC articles 13, 15) ☐
20. Members of my school have the right to form associations with in the school to advocate for their rights or the rights of others
(UDHR articles 19, 20, 23; CRC article 15) ☐
21. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty and peace.
(UDHR preamble, articles 26, 29; CRC articles 29) ☐
22. Members of my school encourage each other to organize and take action to address problems related to justice, ecology, poverty and peace.
(UDHR preamble, articles 20, 29; CRC article 29) ☐
23. Members of my school community are able to take adequate rest/recess time during the school day and work reasonable hours under fair work conditions.
(UDHR articles 23, 24; CRC articles 31, 32) ☐
24. Employees in my school are paid enough to have a standard of living adequate for the health and well-being of themselves and their families.
(UDHR articles 22, 25; CRC article 27) ☐
25. I take responsibility in my school to ensure that people do not discriminate against others.
(UDHR articles 1, 29; CRC article 29) ☐

Total

Best possible temperature = 100 human rights degrees

Name (optional): _____

Item Analysis

Human Rights Temperature of Palihigh 26/MC 0/PE

Disaggregating: All Students Section: All Sections

Total Students: 2664

Teacher: All Teachers

Keep in mind students, teachers, administrators, staff								
1.	Members of the school community are treated equally regardless of their race, sex, family background, disability religion, or lifestyle.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	1	52 2%	143 5%	1053 40%	1168 44%	219 8%	8 0%	37 1%
2.	My school is a place where I am safe and secure.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	2	35 1%	63 2%	568 21%	1893 71%	78 3%	7 0%	34 1%
3.	All students receive equal information and encouragement about academic and career opportunities.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	3	73 3%	175 7%	833 31%	1354 51%	186 7%	5 0%	48 2%
4.	My school provides equal access, resources, activities, and accommodation for everyone.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	4	36 1%	88 3%	602 23%	1783 67%	124 5%	7 0%	38 1%
5.	Members of my school community will oppose discriminatory actions, material or words in the school.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	5	73 3%	182 7%	988 37%	1111 42%	283 11%	10 0%	37 1%
6.	When someone violates the rights of another person, the violated is helped to learn how to change her/his behavior.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	6	132 5%	310 12%	790 30%	634 24%	767 29%	11 0%	42 2%
7.	Members of my school community care about my full human as well as academic development and try to help me when I am in need.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	7	75 3%	231 9%	971 36%	1140 43%	214 8%	4 0%	37 1%
8.	When conflicts arise, I try to resolve them in non-violent and collaborative ways.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	8	71 3%	125 5%	573 22%	1714 64%	147 6%	4 0%	38 1%
9.	The school has policies and procedures regarding discrimination and uses them when incidents occur.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	9	59 2%	126 5%	562 21%	1305 49%	573 22%	4 0%	43 2%
10.	In matters related to discipline, everyone is assured of fair, impartial treatment in the determination of guilt and assignment of punishment.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	10	94 4%	232 9%	787 30%	1018 38%	494 19%	8 0%	47 2%
11.	Everyone in our school is free from degrading treatment or punishment.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	11	153 6%	177 7%	819 31%	872 33%	608 23%	7 0%	42 2%
12.	Someone accused of wrong-doing is presumed innocent until proved guilty.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	12	246 9%	424 16%	765 29%	560 21%	633 24%	11 0%	47 2%
13.	My personal space and possessions are respected.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit

	13	121 5%	203 8%	921 35%	1286 48%	100 4%	7 0%	40 2%
14.	My school community welcomes students, teachers, administrators and staff from diverse backgrounds and cultures, including people not born in this country.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	14	33 1%	55 2%	353 13%	1960 74%	211 8%	8 0%	66 2%
15.	I have the liberty to express my beliefs and ideas without fear of discrimination.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	15	124 5%	241 9%	1007 38%	1075 40%	168 6%	7 0%	60 2%
16.	Members of my school can produce and disseminate publications without fear of censorship or punishment.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	16	118 4%	228 9%	839 31%	721 27%	679 25%	6 0%	91 3%
17.	Diverse perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries and classroom instruction.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	17	118 4%	220 8%	797 30%	1130 42%	340 13%	5 0%	71 3%
18.	I have the opportunity to participate in cultural activities at the school.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	18	88 3%	153 6%	535 20%	1606 60%	221 8%	6 0%	70 3%
19.	My cultural identity, language and values are respected.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	19	59 2%	135 5%	724 27%	1519 57%	153 6%	6 0%	82 3%
20.	Members of my school have the opportunity to participate in democratic decision-making to develop school policies and rules.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	20	185 7%	269 10%	680 26%	1010 38%	451 17%	7 0%	79 3%
21.	Members of my school have the right to form associations within the school to advocate for their rights or the rights of others.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	21	73 3%	152 6%	598 22%	1317 49%	452 17%	7 0%	79 3%
22.	Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty and peace.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	22	98 4%	269 10%	806 30%	1102 41%	320 12%	10 0%	82 3%
23.	Members of my school encourage each other to organize and take action to address problems related to justice, ecology, poverty and peace.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	23	93 3%	262 10%	880 33%	1014 38%	336 13%	7 0%	86 3%
24.	Members of my school community are able to take adequate rest/recess time during the school day and work reasonable hours under fair work conditions.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	24	219 8%	301 11%	698 26%	1064 40%	300 11%	6 0%	91 3%
25.	I take responsibility in my school to ensure that people do not discriminate against others.							
	Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
	25	92 3%	137 5%	733 28%	1380 52%	248 9%	10 0%	88 3%
	Ttl.	2520 4%	4901 7%	18882 28%	30736 46%	8305 12%	178 0%	1475 2%

Additional Information

Write below any additional information you feel is important for this survey.

Item			Multi Mark	Omit
26	121 5%	261 10%	27 1%	2309 87%

