

# **1 Acknowledgement of Receipt of Online Employee Handbook**

**Acknowledgement for Receipt of Online Employee Handbook 2013-2014**

This will acknowledge that I have received instructions on how to look up the online the information below for the 2013-2014 school year:

- Code of Ethics 2013-2014  
**The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida have been reviewed with me. I have reviewed the brochure provided by the Florida Department of Education.**
- Employee Handbook 2013-2014 (read online – L: Drive)
- Lesson Plan Book
- Teacher Folder
- First Day Packet for Students (all policies and procedures outlined)
- City Handbook (read online – L: Drive)
- 

I have read and understood all the City of Pembroke Pines and Pembroke Pines Charter School System policies.

**Teacher's Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

## **2 Attendance Policy for Students**

**ATTENDANCE POLICY**

ALL COMPULSORY AGE STUDENTS ARE REQUIRED TO ATTEND SCHOOL EVERY DAY OF THE 180-DAY SCHOOL YEAR OR THE EQUIVALENT ON AN HOURLY BASIS PURSUANT TO THE STATE BOARD OF EDUCATION.

PARENTS OF CHILDREN OF COMPULSORY SCHOOL AGE ARE RESPONSIBLE FOR THEIR CHILD'S DAILY SCHOOL ATTENDANCE.

BECAUSE POOR ACADEMIC PERFORMANCE IS ASSOCIATED WITH NONATTENDANCE, SCHOOLS WILL RESPOND IN A TIMELY MANNER TO PREVENT THE DEVELOPMENT OF PATTERNS OF NON ATTENDANCE WHICH MAY INDICATE EARLY SIGNS OF TRUANCY. SCHOOLS WILL COLLABORATE WITH APPROPRIATE LOCAL AND STATE AGENCIES THAT ARE INVOLVED IN TRUANCY PREVENTION, INTERVENTION, AND JUDICIAL ACTION.

ADDITIONAL INFORMATION RELATED TO ATTENDANCE CAN ALSO BE FOUND IN THE CURRENT EDITION OF THE CODE OF STUDENT CONDUCT APPROVED, AS SCHOOL BOARD POLICY.

AUTHORITY: F.S. 1002.20(2), 1003.01(5), 1003.02(1)(g), 1003.21, 1003.23, 1003.24, 1003.26, 1003.27, 1003.28, 1003.29. Board Approved: 9/21/99 Amended 11/14/00  
Revised 4/18/06, 7/24/07, 8/05/08, 4/21/09, 5/18/10

**RULES:****DEFINITIONS****I. Compulsory School Attendance**

A. All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not yet attained the age of 16 years or age specified by state statute, whichever is older, except as hereinafter provided, are required to attend school regularly during the entire 180-day or the equivalent on an hourly basis pursuant to the state Board of Education school term. (F.S.1003.21) (1) (a))

B. A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the child and parent. A student who attains the age of 18 years during the school year is not subject to the legal sanctions for compulsory school attendance. (F.S.1003.21 (2) (c))2

1. An exit interview must be conducted by school personnel to determine the reasons for the student's decision to terminate school enrollment and actions taken to keep the student in school. (F.S. 1003.21(2) (c)).

C. Students under 16 years of age may not be withdrawn from school for any reason unless expelled through Board action or covered by an exemption allowed by Florida Statute (F.S.1002.20 (2)(b)).

D. Compulsory school attendance requirements may be met by attendance in a home education program F.S.1002.01 (2) (b) 20 (2)(b).

1. A "home education program" means the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirements of S.S. 1002.41, 1003.01(4) and 1003.21 (1). (F.S. 1002.01(1))

E. For students enrolled in Department of Juvenile Justice Programs, the compulsory school attendance requirement is governed by state law and regulations and includes a longer term (F.S. 1003.52).

**II. PATTERNS OF NON-ATTENDANCE**

Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day. The maximum number of days that a student may be absent without acceptable documentation justifying the absence is 5.

*Employee Handbook 2013-2014*

A. A student who has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month, or 10 unexcused Absences, or absences for which the reasons are unknown, within a 90-calendar-day period, may be exhibiting a pattern of non-attendance (F.S. 1003.26 (1) (b)).

B. Unless acceptable documentation is presented/submitted, an accumulation of daily absences (excused or unexcused), by tardiness, or early sign-outs that equals 5 days (30 hours) in a marking period or 10 days (60 hours) within two marking periods may establish a pattern of non-attendance.

C. If the student exhibits a pattern of nonattendance, principals may request documentation for subsequent absences. (F.S. 1003.24(4)) Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day.

D. "Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or justifiable consent of the child's parent, is subject to compulsory school attendance under s. 1003.21 (1) and (2) (a), and is not exempt under s.1003.21(3) or s. 1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. (F.S. 1003.01 (8)).

### III. ABSENCES

#### A. EXCUSED ABSENCES

Students must be in school unless the absence has been permitted or excused for one of the reasons listed below (F.S. 1003.24(4), 1003.26)

1. Illness of student.
2. Illness of an immediate family member.
3. Death in the family.
4. Religious holidays of the student's own faith.
5. Required court appearance or subpoena.
6. Special event. Examples of special events include important public functions, conferences, state/national competitions, as well as exceptional cases of family need. The student must get permission from the Principal/designee at least five days ahead of time.
7. Scheduled medical or dental appointment.
8. Students having, or suspected of having, a communicable disease or infestation which can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard (F.S. 1003.22). Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo and scabies. Students are allowed a maximum of five excused days absence for each infestation of head lice. Students on field trips and students who attend alternative to suspension programs are not considered absent.

#### B. UNEXCUSED ABSENCES

Absences not excused as defined in the previous section, are considered unexcused.

1. Students without a completed Certificate of Immunization indicating compliance with the current required schedule of immunizations will not be allowed to attend classes until this document is provided or a waiver is obtained. Absences due to non-compliance with Immunization 4 requirements shall be considered unexcused. (F.S. 1003.22(1))
2. For students transferring into Broward County, including but not limited to foster care students, or homeless Students, a temporary 30-day waiver of both health examination documents and certificates of immunization must be granted. (F.S. 1003.22(1) (5) (e))
3. Students who have been externally suspended may be offered an opportunity to participate in an alternative to suspension program. If they do not attend, the assigned days, the absences will be considered suspensions

#### C. MAKE-UP WORK (This does not apply to specific homework provided under FS 1003.01 to certain suspended students.)

1. Excused Absences: Make-up work for credit and grade is allowed for ALL Excused absences.
2. Suspensions: Make-up work for credit and grade is allowed. It is the student's responsibility to get the

missed work. All work is due on the day of return from the suspension. Student is NOT allowed to participate in any school activities during the suspension period.

3. Middle School Students: Make-up work for credit and grade is allowed for ALL absences due to the statutory promotion requirements to high school and the impact on course recovery.

**D. TARDINESS** - Tardiness is defined as a student not being in the classroom when the class is scheduled to begin.

1. Parents must follow the same process to excuse a tardy as they do to Excuse an absence.
2. Excessive tardiness will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day.
3. Tardiness to any class without documentation may be considered unexcused.
4. Habitual tardiness is defined as being tardy 5 times within a marking period.
5. Principals have the discretion to excuse tardiness for extenuating circumstances.
6. Unless excused under the provisions of this policy, accumulated tardiness will be recorded as unexcused absences. (F.S. 1003.02 (1) (b))

**E. EARLY SIGN-OUTS**

1. No students shall be released within the final 30 Minutes of the school day unless the principal/designee determines it is an emergency.
2. All schools will establish procedures for early release that ensure that all students are treated consistently.
3. Excessive early sign-outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day.
4. Unless excused under the provisions of this policy, accumulated early sign-outs will be recorded as unexcused absences. (F.S. 1003.02 (1) (b))

**STUDENTS' RIGHTS AND RESPONSIBILITIES**

**1. RULES**

- a. Students when age-appropriate, have a responsibility to ask their parents' to notify the school when they are absent.
  - b. Students when age-appropriate have a responsibility to ask teachers for, and to complete, make-up assignments. Two days (not including the day of return) are allowed for each day of excused absence. Previously assigned work is due the day of return. Middle school students may make up work for any absences as indicated in Section C.3 of this policy.
  - c. Students must maintain current classroom assignments while on internal suspension and turn in work daily.
  - d. Students who are married, are parents, or are expectant parents have the right to remain in the regular school program or attend a special center program tailored to their specific needs.
- Note: For additional information on students' rights and responsibilities, see the Code of Student Conduct as well as the Driving Privileges & Attendance section of this policy.

**PARENTS' RIGHTS AND RESPONSIBILITIES**

1. Parents have a right to be informed of the attendance responsibilities and consequences for truancy for both parents and students as described in the Code of Student Conduct.
2. Each parent of a child of compulsory school attendance age is responsible for the child's school attendance as required by law. (F.S. 1003.24)
3. Parents must report their child's absence in accordance with the procedures in the Code of Student Conduct. The parent shall provide documentation of illness from a physician or public health unit, if requested.
4. Parents have the right to request a hearing if they refuse to participate in the interventions developed by the child study team because they believe that those interventions are unnecessary or inappropriate. (F.S.1003.26 (1) (b) (e))
5. The parents of a student expected to miss at least 15 consecutive school days due to illness, medical condition, or social/emotional reasons, or who would miss excessive days intermittently throughout the

school year for the same reasons, and could benefit from instruction should notify the school and request a copy of the hospital/Homebound referral packet.

6. Parents have a right to be notified if their child misses school and the parents have not reported the absence to the school (1003.26(1)).

7. It is the parents' responsibility to maintain current contact information including telephone numbers with the school's registrar. Failure to comply may include the school needing to contact the proper authorities.

8. Florida law supports the active involvement of parents\* until the student graduates from school (F.S. 743.07, 1003.26; 1003.21). Parents will be notified that when a student reaches the age of majority (18 years of age), the parent shall continue to perform the parental functions of a dependent student, including, but not limited to, provide excusal of absences and tardiness, permission slips for early release, field trips, other activities, as necessary, and to register or terminate (withdraw) school enrollment, until the student graduates, except under the following circumstances:

(1) The student has been emancipated in compliance with Florida laws (FS 1003.21(1)(c)).

(2) When the student has no parent and this fact is verified by the school administration (e.g. by communications with relatives, the Homeless Education Program, or the Florida Department of Children and Families, as is appropriate).

\* The term parent is defined to include biological parents, any guardian, any person in a parental relationship or "any person exercising supervisory authority over a student in place of the parent." 1000.21(5), F.S.

## **SCHOOL/DISTRICT RESPONSIBILITIES**

### **1. MAINTAINING RECORDS AND IMPLEMENTING**

#### **INTERVENTIONS**

a. Each principal must make the necessary provisions to ensure that all school attendance reports are accurate and timely and must provide the necessary training opportunities for staff to accurately report attendance (F.S.1003.23 (1)). Principals are required to maintain an attendance record which shows the absence or attendance of each child enrolled for each school day of the year. (F.S.1003.23 (2)).

b. Upon each unexcused absence, the school shall contact the student's parent in a timely manner (F.S.1003.26 (1) (a))

c. If a student has accumulated five days (30 hours) of absences in a marking period or 10 days (60 hours) within, two marking periods, the principal/designee shall determine if there may be a pattern of nonattendance. If there is no acceptable documentation, the principal/designee shall refer the student to the child study team to determine if early patterns of truancy are developing, and provide appropriate interventions. (F.S.1003.26(1)(b)).

d. The principal/designee shall provide a hospital/Homebound referral packet to the parent of a child who is expected to miss at least 15 or more consecutive school days due to illness, medical condition, or social/emotional reasons, or who would miss excessive days intermittently throughout the year for the same reasons.

e. If the parent or guardian of a child who has been identified as exhibiting a pattern of non-attendance enrolls the child in a home education program, the superintendent/designee shall refer the parent to a home education review committee composed of the district contact person for home education and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for at least three years and have indicated a willingness to serve on the committee.

## **DRIVING PRIVILEGES AND ATTENDANCE**

Florida Statute 322.091 and 1003.27(2)(b) requires school districts to report to the Division of Highway Safety and Motor Vehicles (DHSMV) the names, dates of birth, sex and social security numbers of students ages 14–18 who accumulate 15 unexcused absences in any consecutive 90 calendar day period. Districts are also required to hold hardship hearings if requested by a student whose license has been suspended. The Board authorizes the Superintendent to develop administrative procedures to implement this legislation.

a. The principal/designee will conduct the hardship hearing within 30 8 calendar days of receiving the request in accordance with the procedures established by the Superintendent.

b. Students are eligible to have their driving privileges reinstated if they accumulate 30 consecutive days of

attendance.

### **CONSEQUENCES RELATED TO TRUANCY**

- a. A child who is found to be truant may be taken to the Juvenile Assessment Center or other locations that are established by the school district to receive students who are absent from school. It is the responsibility of the Law Enforcement Officer to call the school to determine if the child is legitimately out of school.
- b. Students 14-18 years of age who have 15 unexcused absences within 90 calendar days and have a driver's license will have their driver's license suspended by the Division of Highway Safety and Motor Vehicles or will not be issued a license if they apply for one.
- c. If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance and the Superintendent elects not to file a truancy petition or if the child does not successfully complete the sanctions ordered by the Court, the child will be referred to the case staffing committee pursuant to Section 984.12. The staffing committee may file a child-in-need-of-services petition. (F.S. 1003.26)
- d. If the parent refuses to participate in the truancy interventions and exercises the right to appeal to the School Board because the parent believes the interventions are unnecessary or inappropriate, the school district will provide a hearing officer who shall make a recommendation for final action to the Board. If the Board determines that the interventions are appropriate and the parent still refuses to participate or cooperate, the Superintendent/designee will seek criminal prosecution for noncompliance with compulsory school attendance. (F.S.1003.26 (1) (e))
- e. Students who are habitually truant may lose their Temporary Assistance for Needy Families (TANF) grants through the Learnfare Program. The grant will be restored only when conditions as provided by law are met (30 days of attendance with no unexcused absences)

### **2.1 Leaving Campus**

All Staff Members are to adhere to their workday schedules. If you have an emergency or doctor appointment that cannot be made after school hours, etc. please fill out the form to obtain approval from administration. See Faculty and Staff Absentee Form if leaving campus during the day; you must notify administration and sign out.

### **2.2 Teacher Policy for Absences**

We recognize that at times it may be necessary for teachers to take time off during the school day to deal with doctors' appointments, family issues, etc. The teacher should make every effort to arrange absences in advance (minimum of 24 hours prior to absence). In the event of an emergency situation necessitating a teacher to leave without prior notice, every effort will be made to secure a substitute for the teacher without causing undue hardship for the school or having a negative effect on the instruction of students. Principals retain the discretionary authority to deduct sick time from teachers under these circumstances.

See Forms Addendum for Faculty/Staff Absentee Form.

## **3 Calendar 2013-2014**

**2013-2014 SCHOOL CALENDAR-BROWARD COUNTY PUBLIC SCHOOLS\***

AUGUST				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- Employee Planning  
(no school for students)
- Schools & Administrative  
Offices Closed
- Schools Closed
- Report Cards Issued
- Interim Reports Issued
- Early Release Day
- First & Last Day of School

Hurricane make-up days in order of preference: 10/24/13, 2/06/14, 3/20/14, 6/05/14 \*Year-Round Schools Follow Different Calendars

## **4 Certification**

Teachers are responsible for maintaining a valid and current certification in their content area(s).

Please see link below for more information:

<http://www.fldoe.org/edcert/>

## **5 Child Abuse**

## **5.1 Mandatory reporting of Child Abuse, Abandonment, and/or Neglect**

To comply with appropriate Florida law which makes mandatory the reporting of child abuse, abandonment, and / or child neglect, any teacher or other school employee who knows or has reasonable cause to suspect that a child has been:

- subject to abuse, abandonment, neglect or
- a child is in need of supervision and care and has no parent, legal custodian, or responsible adult relative immediately known and available to provide supervision and care shall immediately report such knowledge or suspicion to the Department of Children and Families at the statewide toll-free hotline: 1-800-96-ABUSE.

After the report has been made, reporters may notify the principal or the child abuse designee to ensure appropriate support. Principals and child abuse designees shall maintain the confidentiality of the reporter.

Concern that a child has been sexually or physically abused by a person who is not a parent, legal custodian, caregiver, or other person responsible for a child's welfare shall be reported to law enforcement immediately.

If there are any questions related to child abuse, abandonment, neglect or a child in need of supervision and care, the school employee shall consult with the school-based child abuse designee.

Florida law provides penalties: "A person who is required to report known or suspected child abuse, abandonment, or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so, is guilty of a misdemeanor of the first degree...."

Authority: F.S. 1001.41 (1) (2); F.S. 39. 201, 205(1); F.S. 39.01(46)

Policy Adopted: 9/5/74; 5/8/78; 11/1/84; 12/7/93; 9/15/98; 5/2/00; 9/3/03

Policy Amended: 7/24/07

### Additional Resources

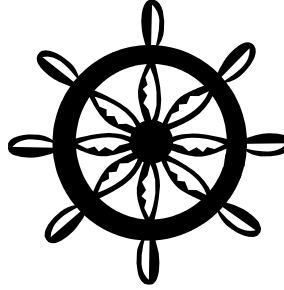
<http://www.broward.k12.fl.us/STUDENTSUPPORT/sswad/docs/CASB.pdf>

## **6 Code of Student Conduct and Pro-Active Discipline Plan**

See school for individual Pro-Active Discipline Plan.

[http://www.browardschools.com/press/pdf/codeofconduct/Code\\_of\\_Student\\_Conduct.pdf](http://www.browardschools.com/press/pdf/codeofconduct/Code_of_Student_Conduct.pdf)

## Pembroke Pines Charter Elementary School



Setting Sail On A New Course

Guide to Proactive Discipline  
2013-2014Be Respectful  
Be Responsible  
Keep Hands and Feet to Self  
Follow Directions  
Be Safe

I have read and understand the "Guide to Proactive Discipline" at Pembroke Pines Charter Elementary School. Study and review this document with your child. Understanding these guidelines are very important and will affect your child throughout the year. We are confident that with your support our students will enjoy a learning environment where increased academic achievement may take place. Please sign and return the bottom portion of this page and return it to your child's teacher. Thank you.

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Student: \_\_\_\_\_

Grade: \_\_\_\_\_

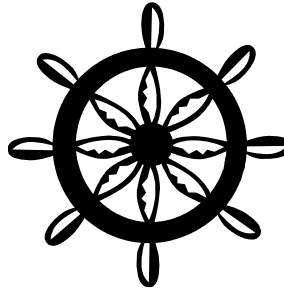
Student Signature: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Please Print Clearly

Parent/Guardian Signature: \_\_\_\_\_

Pembroke Pines Charter Elementary  
Discipline Plan



Setting Sail On A New Course

Central Campus  
Mr. Bass, Principal  
Ms. Montoto, Assistant Principal

East Campus  
Mr. Chance, Principal  
Ms. Iznaga, Assistant Principal

West Campus  
Ms. Flowers, Principal  
Ms. DiGioia, Assistant Principal

FSU Campus  
Dr. Libidinsky, Principal  
Mr. Pfau, Assistant Principal

Our Vision

To create a collaborative learning Community that cultivates  
Character and provides a challenging Curriculum.

Our Mission

To provide a personalized learning experience that prepares all students to become global citizens.

## Pembroke Pines Charter Schools



## Proactive Discipline Plan

To ensure the safety of staff and students and create an environment conducive to learning.

**Give Me 5****Be Safe****Be Responsible****Follow Directions****Be Respectful to Others****Keep Your Hands and Feet and Objects to Yourself**

Students must:

- Dress appropriately for school by following the uniform dress code:  
A black or brown belt must be worn at all times if belt loops are present.  
Students should wear approved pleated navy blue shorts or pants. Also, girls may wear a navy blue wrapped skirt. Jumpers are not allowed.  
Shoes must be worn at all times. For safety reasons, “zorilis”, flips-flops, sandals, clogs, bedroom slippers, or any type of backless shoes cannot be worn.  
All shirts must be tucked in at all times while on campus.  
Only uniformed jackets/vests/sweaters may be worn to school. If it is not a uniform item, it must be removed once the student enters the building. Students may wear a plain (no logo, writing or pictures), navy blue jacket/vest/sweater in lieu of the uniform jacket/vest/sweater. All jackets/vests/sweaters should have first and last name on each item so they may be returned if misplaced.  
Black or navy leggings or tights may be worn in cooler weather.  
Blue, navy, green, or white long-sleeved shirts may be worn under the uniform top in cooler weather.  
A short or long sleeve polo with the Pembroke Pines Charter Elementary School logo embroidered in any of the following colors is allowed: navy blue, light blue, hunter green, or white.  
All students must wear one of our approved uniform outfits.  
Uniforms must be worn at all times. Girl Scout, etc. uniforms may not be worn in school. If a student has a meeting right after school, he/she may change at the end of the day.  
Spirit shirts may only be worn on the last day of the week.  
No bleached hair (green, orange, purple, etc.) will be allowed.  
Hairstyles that are a disruption to the learning environment (for example: Mohawks, Fohawks, and feather clips) are not allowed.  
Not wear head coverings including, but not limited to, caps and hats, unless they are necessary for safety in certain classes, health or religious reasons.  
All students must agree to the mandatory uniform policy.
- Walk in the corridors. Running is a potential danger for injuries and causes disruption.
- Arrive on time. Instruction begins promptly when the bell rings. Be prepared with class materials.
- Keep hands, body and objects to themselves. Doing so prevents injury and disruption.
- Be courteous. Be respectful toward staff and peers.

- Not misrepresent oneself by cheating, copying, plagiarizing, counterfeiting, using false identification, or making false reports by posing as a parent to excuse absences or tardiness, sign a report card, etc.
- Not conduct, recruit, or participate in youth gang activities on campus.
- Not use scooters and inline skates/rollerblades/heelies on school property.
- Not endanger the lives of students and staff by setting off unfounded fire alarms.

These rules are designed to reinforce the mission of the Pembroke Pines Charter Schools and the Broward County Code of Student Conduct. Any unacceptable behaviors identified in Broward County's Code of Student Conduct book will be subject to disciplinary action.

### **Proactive Behavior Program**

**Student behaviors that are inappropriate are to be dealt with in the classroom. When interventions and parent contact have been documented, a referral to Administration will be issued. Repeated rule violations will result in the student being sent to Administration and the SBBC Discipline Matrix will be put into place.**

School staff, parents, and students are all responsible for creating a culture of positive behavior.

*\* A violation of the Weapons Policy (School Board Policy 5006) or altercation which results in injury, will result in more serious consequences, up to and including expulsion as explained in the School Board of Broward County Code of Student Conduct.*

*\*All referrals must include parent notification.*

*\*Exceptional Student Education (ESE) students, Alternative Education students, and students with a 504 Plan will be held responsible for their actions. Their consequences will be the same as a mainstream student where otherwise indicated by an Individual Educational Plan (IEP).*

*\*Students who are assigned external suspension and who attend alternative-to-suspension programs are allowed to make up work. Students who elect not to participate in alternative-to-suspension programs will be marked unexcused; however, they will be allowed to make up work, which will be due on the date of return from suspension.*

## **7 Computer Network and Online Telecommunications Use**

## **7.1 Code of Ethics**

- I. All users are expected to read and understand the following privileges, rights, and responsibilities when using a network at Pembroke Pines Charter School.
- II. Student and faculty at Pembroke Pines Charter School will have access to network resources. School/class assignments will have priority over other uses. Unlimited and other open-ended use of telecommunications services or networks in terms of access time will be determined by each teacher, school principal or his/her designee.
- III. Authorized users shall be ultimately responsible for all activity under their account and password. Accounts shall be used only by the authorized user for the purposes specified.
- IV. Use of an identity other than the user's own is prohibited.
- V. All network users shall adhere to the rules of copyright regarding software, information, and the attribution of authorship. Re-posting communications of a personal nature without the author's permission or bulletin board messages without proper attribution is prohibited.
- VI. Any use of telecommunication services or networks for illegal, prohibited, obscene, or pornographic purposes shall be defined as a violation of local, state, and/or federal law. Inappropriate use shall be defined as a violation of the intended use of the Pembroke Pines Charter School's mission, goals, policies, or procedures. Obscenity and/or pornography is defined as a violation of generally accepted social standards for use of a publicly owned and operated communication vehicle.
- VII. Use of or engaging in offensive speech, profanity, or obscene language is not permitted at any time.
- VIII. Hate mail, harassment, discriminatory remarks, and other antisocial behavior are not permitted.
- IX. User shall not intentionally spread computer viruses, vandalize the data, infiltrate the systems, damage hardware or software, or in any way disrupt the use of the network.
- X. Any attempts to degrade or disrupt system performance may be viewed as criminal activity in accordance with applicable state and federal law.
- XI. Student generated files are the property of The Pembroke Pines Charter School and may be accessed by appropriate authorized system personnel.
- XII. Users who knowingly violate any of the Acceptable Use Policy or Code of Ethics for Computer Network and Online Telecommunications use will be subject to disciplinary action and /or may be denied future access.

## **7.2 Rules**

- I. All use of telecommunication services and network shall be consistent with the mission, goals, policies, and priorities of the Pembroke Pines Charter Schools.
- II. Successful participation in a network requires that its users regard it as a shared resource and that members conduct themselves in a responsible, safe, ethical, and legal manner while using the network.
- III. Staff and students who are exchanging communication with others outside the school are representing the Pembroke Pines Charter School, and should conduct themselves appropriately.
- IV. Student use of these services shall be properly supervised to the extent reasonably possible, users of school sponsored telecommunication services and networks shall be protected from harassment or unsafe, unwanted, or unsolicited contact.
- V. To implement this Acceptable Use Policy, it is necessary that all users read and document in writing their understanding and willingness to comply with the Code of Ethics for Computer Network and Telecommunications Use.
- VI. Upon receipt of parental/guardian permission, student will be eligible to receive authorization from the appropriate supervisory unit.

## **8 Emergency Procedures**

## 8.1 District Codes

### **CODE RED:** (FULL LOCKDOWN) IMMEDIATE DANGER ON OR NEAR CAMPUS

1. QUICKLY CHECK HALLWAYS FOR ANY UNATTENDED STUDENTS
2. LOCK ALL DOORS/WINDOWS (ADJOINING CLASSROOM AS WELL)
3. SHUT OFF LIGHTS
4. QUICKLY SHUFFLE STUDENTS TO AREA OF ROOM NOT VISIBLE FROM DOOR
5. CONDUCT A HEAD COUNT \*\*\*\*\* KEEP QUIET!
6. PLACE RED CARD IN DOOR WINDOW IF ANY EMERGENCIES, GREEN CARD IF ALL O.K.
7. IF UNABLE TO PLACE CARD ON WINDOW, SLIDE RED/GREEN CARD UNDER DOOR
8. WAIT FOR “ALL CLEAR”

### **CODE YELLOW:** (MODIFIED LOCKDOWN) POSSIBLE DANGER NEAR CAMPUS

1. QUICKLY CHECK HALLWAYS FOR ANY UNATTENDED STUDENTS
2. LOCK ALL DOORS/WINDOWS
3. PLACE RED CARD IN DOOR WINDOW IF ANY EMERGENCIES, GREEN CARD IF ALL O.K.
4. RESUME DAILY ACTIVITIES (TEACHING, TESTING, ETC.)
5. DO NOT LEAVE CLASSROOM FOR ANY REASON
6. STAY TUNED FOR AN ALL CLEAR
- \* CODE YELLOW COULD QUICKLY TURN INTO A “CODE RED” (BE PREPARED)

### **CODE ORANGE:** IMMEDIATE EVACUATION

1. TEACHERS GRAB YOUR BELONGINGS (ie: PLAN/GRADE BOOK, ATTENDANCE, WALKIE TALKIE, ETC.)
2. DO NOT HAVE STUDENTS BRING THEIR BELONGINGS
3. BRING RED/GREEN CARD WITH YOU
4. QUICKLY EVACUATE BUILDING TO DESIGNATED AREA
5. CHECK ATTENDANCE ONCE OUTSIDE IN DESIGNATED AREA
6. HOLD UP RED CARD IF STUDENT IS MISSING, GREEN IF ALL O.K.
7. STAY TUNED FOR AN ALL CLEAR

### **CODE BLACK:** BOMB THREAT

1. QUICKLY GLANCE AROUND YOUR AREA FOR ANYTHING SUSPICIOUS (ie: PACKAGES, UNATTENDED BOOKBAG, ANYTHING TICKING, ETC.)
2. LEAVE ALL LIGHTS, FANS ETC. AS THEY ARE, ON OR OFF
3. HAVE STUDENTS BRING BOOKBAGS WITH THEM
4. IMMEDIATELY EVACUATE FOLLOWING FIRE DRILL EXIT ROUTES
5. DISCONTINUE USE OF ALL CELL PHONES, RADIOS, ETC.

### **CODE BLUE:** MEDICAL EMERGENCY

1. SAME PROCEDURE AS CODE YELLOW
2. STAND CLEAR OF MEDICAL PERSONNEL ON CAMPUS

### **CODE BROWN:** HAZMAT INCIDENT (GAS LEAK, EXPLOSION, CHEMICAL, BIOLOGICAL)

1. POSSIBLE EVACUATION TO DESIGNATED AREA NOT AFFECTED BY THE SPILL/SMELL/EXPLOSION (LOCATION WILL BE BROADCASTED)

### **CODE GRAY:** FIGHT/UNRULY BEHAVIOR

### **CODE GREEN:** ALL CLEAR – RESUME ACTIVITIES

## 8.2 Evacuation

All fire drill evacuation plans must be clearly posted in each classroom. A fire drill is indicated by the continuous sound of the fire alarm, at which time all students and staff must exit the building and proceed to their designated areas.

Students are not permitted to talk or run during an evacuation drill. If a student is not with the regular class when the alarm sounds, he/she will follow the nearest teacher out of the building and report to the regularly assigned teacher once outside, if possible.

Teachers are responsible for accounting for the whereabouts of all their students and also maintaining appropriate behavior. Teachers should do a head count.

Re-entry to the building will be made after the announcement.

Special activity teachers and teachers of exceptional students are responsible for those students scheduled for their classes during the duration of the fire drill and until the students return to the regular classroom.

Teachers are required to bring their plan book with all emergency numbers with them.

## 8.3 Tornadoes

When a tornado watch (forecast) is announced:

This means that tornadoes are expected in or near your area. Keep your radio or television set near to a local station for information and advice from your local government or Weather Bureau. Also; keep watching the sky, especially to the south and southwest. (When a tornado watch is announced during the approach of a hurricane; however, keep watching the sky to the east.) If you see any revolving, funnel-shaped clouds report them by telephone immediately to your local police department, sheriff's office or Weather Bureau office. Do not use the phone to get information and advice - depend on radio or TV. **DO NOT PASS ON RUMORS OR EXAGGERATED REPORTS OF DAMAGE.**

### BROWARD COUNTY SCHOOL PROCEDURES

Tornado drills should be conducted at least once a year, preferably in FEBRUARY to familiarize all students and faculty with procedures. Each school should develop a master plan for their facility to include:

#### 1. Warning System

Utilizing the public address system "Tornado Drill - all students and staff report to their assigned areas."

#### 2. Evacuation Route and Shelter Assignment

- 1) Each classroom should be assigned to a specific location in the interior corridors of the school and teachers should be familiar with the area assigned to their room and the route to be used from their classroom.
- 2) Specific personnel should be assigned to round up the children on playgrounds or other outdoor areas during a tornado warning.
- 3) Remain quiet and calm and listen to teacher for instructions.
- 4) Quickly move to assigned location.
- 5) Assume protective positions.
- 6) Remain until conditions are safe.

#### 3. Instructional Command

- A. When students are assembled in interior hallways during a tornado drill or during a tornado warning, they should be instructed to respond to a specific command to assume protective postures.

facing interior walls when danger is imminent. Such a command might be: "EVERYBODY DOWN! CROUCH ON ELBOWS AND KNEES. HANDS OVER BACK OF HEAD." It is essential that this command be instantly understood and obeyed. Most tornado deaths are caused by head injuries.

## 9 Employee Policies

## **9.1 Code of Ethics – Education Profession**

### **Florida Department of Education**

#### Office of Professional Practices

##### 6B-1.006 Principles of Professional Conduct for the Education Profession in Florida

##### 6B-1.001 Code of Ethics of the Education Profession in Florida.

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.  
Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History - New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, 7-6-82, Formerly 6B-1.01.

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##### 6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
3. Obligation to the student requires that the individual:
  - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
  - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
  - c. Shall not unreasonably deny a student access to diverse points of view.
  - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
  - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
  - f. Shall not intentionally violate or deny a student's legal rights.
  - g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
  - h. Shall not exploit a relationship with a student for personal gain or advantage.
  - i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
4. Obligation to the public requires that the individual:
  - a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
  - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or

- indirect public expression.
  - c. Shall not use institutional privileges for personal gain or advantage.
  - d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
  - e. Shall offer no gratuity, gift, or favor to obtain special advantages.
5. Obligation to the profession of education requires that the individual:
- a. Shall maintain honesty in all professional dealings.
  - b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
  - c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
  - d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
  - e. Shall not make malicious or intentionally false statements about a colleague.
  - f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
  - g. Shall not misrepresent one's own professional qualifications.
  - h. Shall not submit fraudulent information on any document in connection with professional activities.
  - i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
  - j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
  - k. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
  - l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
  - m. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
  - n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
  - o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
  - p. Shall comply with the conditions of an order of the Education Practices Commission.
  - q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

*Employee Handbook 2013-2014*

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Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2), 231.28 FS. History - New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98.

## 10 ESOL

## **10.1 District ELL Plan**

### **English for Speakers of Other Languages (ESOL) Program**

The goal of the ESOL Program is to ensure that all students, entering our schools with varying levels of limited English proficiency, receive comparable and comprehensible instruction. This instruction helps these students to develop communicative and academic skills necessary for meeting national, state, and district educational standards.

All schools with students classified as English Language Learners (ELL) must provide an appropriate ESOL program to meet the specific students' needs in language learning, academic achievement, and in cultural integration.

Additional information on ESOL services that must be provided is located at <http://esol.browardschools.com/>

Florida teachers are required by a Consent Decree to participate in training when they have an ELL (English Language Learner) assigned to their class. There are four categories of teachers, each with their own training requirements. When determining your appropriate category, please keep in mind that the teaching assignment, not the area of certification, is the deciding factor. Training is available at local colleges and universities and through Broward School's in-service training activities.

### **ESOL Training Requirements**

Category I - Reading, Language Arts, English teachers

Category II - Math, Science, Social Science and Computer Science teachers

Category III - all other assignments, except Guidance Counselors and those in administrative positions

Category IV - Guidance Counselors and those in administrative positions

For more information on certification requirements, please visit <http://www.broward.k12.fl.us/certification/Esol.html>

## **11 Evaluations**

Teachers will be evaluated and observed by administration. Each teacher will receive a yearly evaluation form. All first year teachers are required two formal evaluations.

All instructional staff will be evaluated using the Marzano Causal Model. Consisting of formals, informal and walk-throughs.

See link below for more information.

<https://www.effectiveeducators.com/login>

## **12 Exceptional Student Education Handbook**

The City of Pembroke Pines Charter School's mission is to prepare children to succeed in a global society. We believe each student is unique and we strive to provide educational experiences that enable each student to reach his or her fullest potential. Exceptional students often need exceptional interventions and an educational environment that provides for, and accommodates, his or her strengths and academic skills that are in need of improvement. Special education is a service, not a place. The purpose of special education parallels the purpose of education as a whole: to prepare children to lead productive independent lives.

Students receiving special education services have been through a Response to Intervention process and an evaluation by a licensed school psychologist/speech language pathologist. An Individual Education Plan (IEP) committee determines eligibility, appropriate programming, interventions, modifications and accommodations. An IEP addresses the specific goals and objectives for mastery, for each student in the Exceptional Student Education program.

Gifted students are identified by a screening conducted by school personnel to determine if further testing is recommended. If further testing is recommended a licensed school psychologist will evaluate the student using various assessment tools and the student would have to meet the Florida state guidelines for gifted eligibility and an Education Plan (EP) is then established to meet the student's educational needs. Pembroke Pines Charter Schools provide a Gifted/High Achiever class delivery model. The Pembroke Pines-Florida State University Charter Elementary School provides an inclusive gifted class delivery model with both primary and intermediate units.

The Center for Children of Autism is located at the Pembroke Pines-Florida State University Charter Elementary School, which is a full-time, self-contained class with mainstream services available.

All students in our ESE program participate in general education classes. We proudly provide Exceptional Student Education services using an academic support facilitation model and Speech and Language Therapy using a pull-out model. Every member of the Exceptional Education team of the Pembroke Pines Charter School is personally committed to supporting our school in the process of educating our children.

**ESE Definitions****12.1 Autism**

Autistic refers to a child who has a disability reflected in severe disorders of communication, behavior socialization, and academic skills, and whose disability was evident in the early developmental stages of childhood. The autistic child appears to suffer primarily from pervasive impairment of cognitive and perceptual functioning, the consequences of which are manifested by limited ability to understand, communicate, learn, and participate in social relationships.

**12.2 Developmental Delay**

A child who is developmentally delayed in one or more of the following areas: adaptive or self-help development, cognitive development, communication development, social or emotional development, or physical/motor development, including fine or gross or perceptual motor, in children ages birth through two (2) and ages three (3) through five (5) years of age.

**12.3 Dual Sensory Impairment**

Dual sensory impairment affects both vision and hearing, the combination of which causes a serious impairment in the student's abilities to acquire information, communicate, or function within the environment. A student who has a degenerative condition which may lead to a dual sensory impairment may also meet eligibility criteria.

**12.4 Emotional Handicap/Severe Emotional Disturbance**

An emotional handicap is defined as a condition resulting in persistent and consistent maladaptive behavior, which exists to a marked degree, which interferes with the student's learning process, and which may include but is not limited to any of the following characteristics:

- An inability to achieve adequate academic progress which cannot be explained by intellectual, sensory, or health factors
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school problems.
- Students with disruptive behavior shall not be eligible unless they are also determined to be emotionally handicapped.

A severe emotional disturbance (SED) is defined as an emotional handicap, the severity of which results in the need for a program for the full school week and extensive support services.

**12.5 Gifted**

A gifted student is one who has superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence, or is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups on programs for the gifted, and is capable of high performance.

**12.6 Hard of Hearing**

A student who is deaf or hard-of-hearing has a hearing impairment, aided or unaided, that interferes in processing linguistic information and which adversely affects communication, developmental skills, academic achievement, vocational-career skills, or social-emotional adjustment. The degree of loss may range from mild to profound.

**12.7 Homebound/Hospitalized**

A homebound or hospitalized student is a student who has a medically diagnosed physical or mental condition which confines the student to home or hospital and whose activities are restricted for an extended period of time. The medical diagnosis shall be made by a licensed physician.

**12.8 Mental Handicap**

A mental handicap is defined as significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period. A student with a mental handicap may be eligible in one of the following three areas: educable mentally handicapped, trainable mentally handicapped, profoundly mentally handicapped.

**12.9 Occupational Therapy**

An exceptional student whose physical motor or neurological deficits result in significant dysfunction in daily living skills, academic learning skills or adaptive social or emotional behaviors is eligible to receive occupational therapy.

**12.10 Orthopedic Impairment**

Orthopedic impairment is a subcategory of physical impairment. Orthopedically impaired means a severe skeletal, muscular, or neuromuscular impairment which adversely affects a child's educational performance, and includes impairments resulting from congenital anomaly, disease and other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

**12.11 Other Health Impairment**

Other health impairment is a subcategory of physical impairment. Other health impaired means having limited strength, vitality, or alertness due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes that adversely affects a child's educational performance.

**12.12 Physical Therapy**

An exceptional student who requires a specially prescribed program directed toward the development, improvement, or restoration of neuromuscular or sensory motor function, relief of pain or control of postural deviations to attain the exceptional student's functional performance in an educational setting is eligible to receive physical therapy.

**12.13 Pre-Kindergarten with Established Condition**

A child with an established condition is defined as a child ages birth through two (2) years with a diagnosed physical or mental condition known to have a high probability of resulting in developmental delay or disability. Such conditions include genetic disorders, metabolic disorders, neurological abnormalities and insults, or severe attachment disorder.

**12.14 Profoundly Mentally Handicapped**

Profoundly mentally handicapped, dual-sensory impaired, autistic, and severely emotionally disturbed students can be classified as profoundly handicapped for the purpose of funding.

**12.15 Specific Learning Disability**

Specific learning disabilities refer to a heterogeneous group of psychological processing disorders manifested by significant difficulties in the acquisition and use of language, reading, writing, or mathematics. These disorders are intrinsic to the individual and may occur across the life span. Although specific learning disabilities may occur concomitantly with other handicapping conditions or with extrinsic influences, the disabilities are not primarily the result of those conditions or influences.

**12.16 Speech or Language Impairment**

Speech or language impairment is defined as disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic learning, vocational training, or social adjustment.

**12.17 Traumatic Brain Injury**

Traumatic brain injury is a subcategory of physical impairment. Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas, but does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

**12.18 Visual Impairment**

Visual impairments are defined as disorders in the structure and function of the eye that, even with the best correction and treatment, interfere with learning. Blind is defined as one who after the best possible ocular correction has no vision or has little potential for using vision and relies on tactual or auditory senses for learning. Partially sighted is defined as one who, after the best possible adjustments and ocular corrections, uses remaining vision for learning.

\*Florida definitions: Special Programs and Procedures for Exceptional Students, Florida Department of Education, 2001. Refer to this document for additional eligibility and special programs information

## **13 Family Educational Rights and Privacy Act (FERPA)**

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Educational Rights and Privacy Act (FERPA). FERPA, also known as the Buckley Amendment, defines education records as all records that schools or education agencies maintain about students.

FERPA gives parents the right to review and confirm the accuracy of education records. These rights transfer to the student when the student turns eighteen years old or attends a postsecondary institution. At this time, the student is designated as an "eligible student" and holds the same rights as his or her parent held with respect to education records. This and other United States "privacy" laws ensure that information about citizens collected by schools and government agencies can be released only for specific and legally defined purposes. Since enacting FERPA in 1974, Congress has strengthened privacy safeguards of education records through this law, refining and clarifying family rights and agency responsibilities to protect those rights.

The primary rights of parents and eligible students under FERPA are:

- The right to inspect and review education records.
- The right to seek to amend education records.
- The right to have some control over the disclosure of information from education records.

The mandates of this Federal act are specific and far-reaching. Administrators in public education may unwittingly violate a family's right to privacy and confidentiality because they are not knowledgeable regarding the letter and spirit of this law. Frequently asked questions regarding FERPA are answered in this publication in an effort to strengthen educators' knowledge and understanding of this important federal law. Over the past five years, FERPA has changed in a number of significant ways, and this briefing paper includes those more recent changes. This paper, however, does not include specific requirements that must be met by postsecondary institutions.

FERPA's legal statute citation can be found in the U. S. Code (20 USC 1232g) which incorporates all amendments to FERPA. FERPA regulations are found at Code of Federal Regulations (CFR) for Title 34; Part 99.

### **To which educational agencies or institutions do the FERPA regulations apply?**

FERPA applies to public schools and state or local education agencies that receive Federal education funds. Most private and parochial schools at the elementary and secondary level do not receive these federal funds and, therefore, are not subject to FERPA.

## **2. What definitions apply to these regulations? Two.**

### **a. "Education Records" are all records that:**

(a) - contain information directly related to a student including school health records for all students under the age of 18; student's social security number; academic work completed; level of achievement records including grades and standardized achievement test scores; attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; family background information; teacher or counselor ratings and observations; verified reports of serious or recurrent behavior patterns; and any other evidence, knowledge, or information recorded in any medium, including, but not limited to, handwriting, typewriting, print, magnetic tapes, film, microfilm, and microfiche; and are maintained by an education agency or institution or by a party acting for the agency or institution.

### **Exceptions to "education records" include:**

Records, such as personal notes that are kept in the sole possession of the maker of the record that are used only as a memory aid and not revealed to anyone but a temporary substitute for the maker of the record. records of a school or school district's law enforcement unit; and records of eligible students (18 years of age or older) that are (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; (2) made, maintained, or used only in connection with treatment of the student; and (3) disclosed only to individuals providing the treatment.

### **b. "Parent" means a parent of a student and includes:**

- a natural parent
- a guardian, or
- an individual acting as a parent in the absence of a parent or guardian

### **c. "Personally identifiable information" includes, but is not limited to:**

- student's name
- parents' names

- address of the student or student's family
- personal identifier, such as a social security number or student number
- list of personal characteristics or other information that would make the student's identity easily traceable.

d. **"Directory information"** is information not generally considered harmful or an invasion of privacy if disclosed. School districts may, at their discretion, remove selected items so that parent consent for their release would need to be obtained. Directory information items include:

- name, address, telephone listing, electronic mail address field of study
- weight and height of members of athletic teams
- most recent educational institution attended
- photographs
- date and place of birth
- participation in officially recognized activities and sports
- dates of attendance, grade level, enrollment status (e.g., fulltime, part-time) degrees, awards and honors

e. **"Record"** means any recorded information maintained in any way, including, but not limited to:

- handwriting
- print
- film
- computer media
- video or audio tape
- microfilm and microfiche

f. **"Dates of Attendance"** means the period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a spring semester, or a first quarter. The term does not include specific daily records of a student's attendance at an educational agency or institution.

### 3. **Are there any other state or federal laws that pertain to information on students that may be maintained by school personnel but are excluded from the provisions of FERPA?**

In response to an inquiry, the Family Policy Compliance Office of the U.S. Department of Education concluded that the report of suspected child abuse is accessible to parents but school administrators may copy the record to give to the parents and delete the name of the reporter.

Schools are encouraged to provide assistance to students with drug and alcohol abuse problems. Student Assistance Programs (SAPs) in public schools, developed to offer counseling and referrals for treatment for students with substance abuse problems, stress confidentiality for the student seeking assistance. Because maintaining absolute student confidentiality is a direct conflict with parental rights to access education records under FERPA, the U.S. Department of Education and the Alcohol, Drug Abuse and Mental Health Administration issued a joint memorandum on September 26, 1990, to clarify students' confidentiality rights in federally funded Student Assistance programs. Three options to resolve this conflict were suggested.

- Students could be asked or required to consent to their parents' access to their SAP records upon entry to the program;
- Student SAP records could be released only with written consent from the student or in response to court orders; or
- SAPs should minimize record keeping.

### 4. **What must an educational agency or institution include in its annual notification?**

Institutions must annually notify parents of students in attendance of their rights under FERPA including:

- the right to inspect and review records
- the right to request amendment of records
- the right to consent to disclosure, with certain exceptions
- the right to file a complaint with the U.S. Department of Education

The annual notification must also include the following:

- procedure to inspect and review records
- procedure for requesting amendment of records
- statement that education records may be disclosed to school officials without prior written consent, including:

- specification of criteria for identifying "school officials" and
- definition of "legitimate educational interest"

FERPA does not specify the means of notification other than "by any means reasonably likely to inform the parents." Examples may be code of conduct handbooks, student handbooks, school newspapers or catalogues, local newspapers and inclusion of information in student registration packets.

**5. Who is considered a "school official?"**

Language contained In the FERPA model notice of rights of parents contains a definition of a school official. School districts may wish to consider this language as they review their student records policy. A school district has the flexibility, however, to define the term "school official."

The model agreement defines "school official" as follows: "A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health and medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); a parent or student serving on an official committee such as disciplinary or grievance committee or assisting another school official in performing his or her tasks."

**1) Is there a definition of "legitimate educational interest?"**

The FERPA model notice of rights of parents contains the following definition of "legitimate educational interest:"

"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." (Note - emphasis added)

**7. What rights exist for a parent or an eligible student to inspect and review education records?**

- The school must comply with a request within 30 days in accordance with State Board of Education Rule 6A-1.0955(6)(b), Florida Administrative Code (FAC)
- FERPA requires the school to give copies only if failure to do so would effectively deny access (e.g., parent is physically or geographically unable to come to the school to review the records). Section 228.093(3)(a)3, Florida Statutes, requires the school to furnish copies of records to the parent, guardian, pupil, or student upon request:

- The school may not destroy records if a request for access is pending.
- The Florida Department of Education (and all state education agencies) is now required to afford parents and eligible students access to education records the state agency maintains on students (e.g., state achievement tests). This applies to all records even if a copy of the requested record is available in the local school district. In order to afford the parent(s) easier access to the records and to simplify the process at the Department of Education, the Department may forward records to the local education agency to afford parents easier access to records they are seeking.

**8. What limitations exist on the right to inspect and review records?**

If the records contain information on more than one student, the parent may inspect, review or be informed of only the specific information about his or her child.

**9. Do the rights of non-custodial parents differ from those of custodial parents?**

No. FERPA affords full rights to either parent unless the school has been provided with evidence that there is a court order, state statute, or legally binding document that specifically revokes these rights. This was endorsed by the 2001 Legislature through revisions to Section 61.13(2)(b), Florida Statutes, which clarifies the rights of access to records and information pertaining to a minor child, including the right to in-person communication with medical, dental, and education providers, apply to either parent in the absence of a court order specifically revoking these rights.

**10. Do stepparents have parental rights under FERPA?**

FERPA allows a stepparent to exercise all record-access rights granted to a parent when the stepparent is present in the home on a day-to-day basis, together with the child and a natural parent, and the other parent is absent. In such cases, stepparents have the same rights under FERPA as natural parents. Conversely, a stepparent who is not present on a day-to-day basis in the home of the child has no FERPA rights with respect to the child's records.

**11. What rights exist for a parent of an eligible student?**

When a student becomes an eligible student, the rights accorded to, and consent required of, parents transfer from the parents to the student. Prior consent, however, is not required for schools to disclose information from the education record to the parents if the eligible student is a dependent as defined in section 152 of the Internal Revenue Code of 1986.

**12. Are there any special provisions regarding the right to inspect records that applies to students with disabilities?**

Yes. In accordance with the Individuals with Disabilities Education Act (IDEA), a parent of a student with a disability has the right to have a representative of the parent inspect and review the records.

**13. May an educational agency or institution charge a fee for copies of education records?**

Yes, unless imposing a fee effectively prevents a parent from exercising his or her right to inspect and review records.

**14. What are the procedures for amending education records?**

The following steps should be taken to amend education records:

- The parents should identify the portion of the record believed to be inaccurate, misleading, or a violation of the privacy of the rights of the student. The school must decide within a reasonable period of time whether to amend as requested

- If the school decides not to amend, it must inform the parents of their rights to a Hearing - After the hearing is held, if the decision continues to be not to amend the records, the parents have a right to insert a statement of disagreement in the record. This statement must be maintained with the contested part of the record and disclosed whenever the corresponding part of the student record is released. If, as a result of the hearing, the school decides that the information is inaccurate, misleading or a violation of the privacy rights of the student, it will amend the record and inform the parent in writing of the amendment.

**15. Under what conditions is prior consent required to disclose information?**

A parent or eligible student shall provide a signed and dated written consent before a school may disclose records. The consent must:

- specify the records that may be disclosed
- state the purpose of disclosure; and
- identify the party or class of parties to whom disclosure may be made

**16. Under what conditions is prior consent not required to disclose information?**

The exceptions to prior consent for disclosure that apply to school districts are when records are released

- to school officials who are determined to have legitimate educational interest. (As noted previously, school districts must define "school officials" and "legitimate educational interest" in their annual notice to parents.)
- to schools or institutions of postsecondary education in which a student seeks or intends to enroll
- to federal, state, and local authorities involving an audit or evaluation of compliance with education program requirements in connection with financial aid, such as a college loan
- to organizations conducting studies for or on behalf of educational institutions

- to parents of a dependent student as defined by the Internal Revenue Services Code
  - to accrediting organizations
  - to comply with a judicial order or subpoena in a health or safety emergency as directory information
  - to the parent of a student who is not an eligible student or to the student
  - to state or local officials in connection with serving the student under the juvenile justice system in accordance with an interagency agreement as required by Section 228.093, Florida Statutes if a school district initiates legal action against a parent, or if a parent initiates legal action against a school district. In such circumstances, the school district may disclose to the court, without court order or subpoena, the education records of the student that are relevant for the school district to proceed with legal action as the plaintiff or to defend itself (Note: There are additional provisions that apply exclusively to postsecondary institutions.)
- 17. Is prior consent for disclosure required when the school board is conducting an expulsion hearing?**  
If the school board has been identified as a "school official" in the annual notice to parents, then they may have access to personally identifiable information on students in order to conduct an expulsion hearing. However, public records of the hearing may not contain any personally identifiable information on students who are the focus of the expulsion hearing. For example, public records pertaining to expulsion decisions or disciplinary actions should be reflected in the minutes as "Case #XXXX: Expelled for one year for possession of a weapon on school grounds."
- 18. Are there specific records requirements for school readiness coalitions and the Florida Partnership for School Readiness in order to carry out their assigned duties.**  
Section 41 1.01 1, Florida Statutes, states that the individual records of children enrolled in school readiness programs provided under the Florida Partnership for School Readiness, when held in the possession of the school readiness coalition or the Florida Partnership for School Readiness, are confidential and exempt from the provisions of Section 1 19.07, Florida Statutes, also known as the Public Records Law. These records would only come under FERPA requirements when they become student education records.
- 19. What conditions apply to disclosure of information to the juvenile justice system?**  
Nonconsensual disclosures made in connection with the juvenile justice system that are permitted by Florida statute are now also permitted under FERPA. The requirements for disclosure are:
- The disclosure must be related to the juvenile justice system's ability to "effectively serve" the student whose records are released
  - The disclosure must concern the juvenile justice system's ability to serve the student prior to adjudication. Also, the officials to whom the Information is disclosed must certify, in writing, that the records will not be re-disclosed to any other party except as provided by State law
  - In Florida, Section 228.093(d)(13), Florida Statutes, requires that such disclosures be in accordance with an interagency agreement
- 20. What record keeping requirements exist concerning requests and disclosures?**  
A school must maintain a record of each request for access to, and each disclosure from, an education record. Also, the school's log:
- must be maintained as long as the record is maintained
  - must include the parties who have requested or received information from the records
  - must include the legitimate interest parties had in receiving Information

The record keeping requirement does not apply if the request was from, or the disclosure was made to:

- the parent or eligible student
- a properly designated school official
- a party with written consent from the parent or eligible student
- a party seeking directory information
- a party with a law enforcement subpoena or court order which specifies that the existence or contents of the subpoena or court order not be disclosed

**21. What limitations apply to the re-disclosure of information?**

When disclosing information from public school education records, the school should inform the receiving party that the information may not be further disclosed and may use the information only for the purposes for which the disclosure was made. Exceptions to this include:

- disclosure to the parent, eligible student, or parents of dependent students as defined by the Internal Revenue Code
- receiving party discloses information on behalf of the educational agency or institution and meets the criteria for disclosure without prior consent (see Question # 15) and has appropriately recorded the disclosure
- directory information
- court order or subpoena

Disclosures to parties that improperly re-disclose education records are not permitted for a period of less than five years. This does not apply to school officials within the educational agency or institution.

**22. What conditions apply to disclosure of information for Federal or State program purposes?**

Federal, State and local officials may have access to records only:

- in connection with an audit or evaluation of Federal or State supported education programs, or
- the enforcement of compliance with Federal legal requirements which relate to those programs.

**23. What conditions apply to disclosure of information in health or safety emergencies?**

In the event of a health or safety emergency, FERPA allows:

- Disclosure of information to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or others.

**24. What conditions apply to disclosing directory information?**

An institution may disclose directory information if it has given public notice to parents of students in attendance of:

- what the school has designated as directory information
- a parent's right to refuse to let the school designate any or all of the information about the student as directory information
- the time within which a parent must notify the school in writing that he or she does not want any or all of the information designated as directory information

For the purpose of disclosing directory information, FERPA does not define "public notice." "Public notice" is left to the individual school to define. The means of notice could include the student handbook or code of conduct, the school or local newspaper or information included in the student registration packet. The school may choose to include notice regarding directory information with the annual notification of the parents and student's rights under FERPA.

**25. What are the enforcement procedures for FERPA?**

The Family Policy Compliance Office is authorized by the U.S. Secretary of Education to investigate, process and review complaints and violations under FERPA. Parents and eligible students may file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605. Complaints must be filed in a timely manner, which is considered 180 calendar days.

## **14 Field Trip Information**

See SBBC Policy 6303.

<http://www.broward.k12.fl.us/sbbcpolicies/docs/P6303.000.pdf>

See forms for all Field Trip Forms

## 15 Guidance

## **15.1 Elementary**

### **15.2 Comprehensive School Counseling Program**

The mission of the Pembroke Pines Charter Elementary comprehensive guidance program is to implement a proactive guidance program that fosters academic achievement, career awareness, personal growth and a positive self-image for all students within a safe and secure learning environment. We provide a comprehensive counseling program that incorporates prevention and intervention with continuous academic, career and personal/development activities that will prepare them for meaningful participation in a diverse, changing world. School counselors promote and enhance achievement with an annual comprehensive guidance plan that ensures that every student receives guidance services. Credentialed school counselors provide comprehensive counseling programs that incorporate prevention and that intervention with continuous academic, career and personal/development activities that will prepare them for meaningful participation in a diverse, changing world. These activities include classroom guidance, small groups for skill mastery, individual counseling for students with specific needs and a variety of other proactive and innovative ways to support student performance.

School counselors implement a framework model based on the National Standards for School Counseling programs and the American School Counselor Association (ASCA) National Model.

They also provide resources to staff, students, families and others to ensure that a family friendly environment is established and ensure that students have access to a safe school climate necessary for academic and social/emotional growth.

#### **Programs and Services**

Guidance provides a number of programs and services to help students achieve success and develop life skills in three personal competency areas.

#### **Academic Success**

From Pre-Kindergarten to grade 12, school counselors support teachers and parent to help students achieve competencies at each grade level. The following are examples: test-taking strategies, study skills, using a planner, getting organized and raising their GPA.

#### **Career Development Success**

School counselors utilize career development lessons and strategies to help students understand the relationship between personal qualities, education and training, and the world of work. Examples of these strategies are: career awareness and exploration, goal setting, high school graduation facts, scholarship opportunities and use of future-planning tools such as FACTS.org

#### **Personal and Social Success**

School counselors work with staff and community to provide support for students. Ensuring they are safe and healthy and promoting life skills such as education, character development, social skills, making friends, alternatives to peer pressure and managing stress.

A comprehensive school counseling program consists of four program components that have time allocations appropriate to the specific school level. These four program components consist of the following:

- (1) The Guidance Curriculum
- (2) Individual Planning
- (3) Responsive Services
- (4) System Support.

### 15.3 The Guidance Curriculum

The elementary school guidance curriculum component consists of a written instructional program that is comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors and delivered, as appropriate by school counselors and other educators. School guidance curriculum is designed to facilitate the systematic delivery of guidance lessons or activities to every student consistent with the school counseling program's statements of philosophy, goals and student competencies. The guidance curriculum promotes knowledge, attitudes, and skills through instruction in three content areas: academic achievement, career development and personal/social growth. The counselor's responsibilities include planning, designing, implementing and evaluating the school counseling curriculum.

The curriculum is delivered through such strategies as:

- Classroom Instruction – School counselors provide instruction, teach, team teach or assist in teaching guidance curriculum, learning-activities or units in the classroom and/or other school facilities.
  - A needs assessment
  - Schedule of classroom and/or large group presentation
  - Curriculum materials suited for presentation
- Group Activities: School counselors conduct planned small groups outside the classroom to respond to students' identified needs or interests.
- Parent workshops and instruction: School counselors conduct workshops and informational sessions for parents or guardians to address the needs of the school community and to reflect the student school guidance curriculum.

### 15.4 Individual Planning

Individual planning consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor and manage learning and personal/career development. Through this strategy students understand and evaluate their educational, occupational and personal goals. The counselor may implement individual planning on a one-to-one basis or by working with individuals in small groups. Parents or guardians and other school personnel are also included in these activities. The delivery of individual planning for every student is implemented by using such strategies as:

- Individual or small group appraisal: School counselors work with students analyzing and evaluating students' abilities, interests, skills and achievement are analyzed and evaluated. Tests information and other data are utilized to develop immediate and long-range plans for the student.
- Individual or small group advisement: School counselors advise students using personal-social, educational and career development in planning personal, educational and occupational goals. The total involvement of students, parents or guardians and the school in planning students' programs that meet students' needs is critical.

Examples of topics:

- Test score review, interpretation and analysis
- Promotion and retention information
- Course selection
- Social skills
- Test taking strategies
- Review of behavior plans

## 15.5 Responsive Services

Responsive Services consist of activities to meet the immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, peer facilitation or information. This service is available to all students and is often student initiated through self-referral. Teachers, parents or guardians may also refer students for assistance. Although school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire staff are necessary for the successful implementation of this component.

Responsive services are delivered through such strategies as:

- Consultation and Collaboration: Counselors consult and collaborate with parents, teachers, other educators, and community agencies regarding strategies to help students and families. School counselors serve as student advocates.
- Individual and Small Group Counseling: Counseling is provided on a small group or individual basis to assist students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Individual and small group counseling helps students identifying problems, causes, alternatives, and possible consequences in an effort to promote appropriate action. Such counseling is short term in nature. School counselors do not provide therapy. When necessary, referrals are made to appropriate community resources.
- Crisis Counseling: Crisis counseling provides prevention, intervention and follow-up. Counseling and related support services are provided to students and their families facing emergency situations. Such counseling is short term and temporary in nature. When necessary, appropriate referral sources are used.
- Referral: Counselors use referral sources to deal with crises such as suicide, violence, abuse and family difficulties. Referral sources may include social services, family counseling centers, mental health agencies, and community services.
- Peer facilitation: Many counselors train students as peer mediators, conflict managers, tutors and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along with others.

## 15.6 System Support

System support consists of managing activities that establish, maintain, and enhance the total school counseling program. School counselors use their leadership and advocacy skills to promote systemic change from the following activities:

- Professional Development: School Counselors are continuously updating their professional knowledge and skills by regular participation in attending and providing in-service training. School counselors maintain and improve their level of competence by completing post-graduate work and holding membership and attendance in professional organizations meetings/conferences.
- Consultation, collaboration and teaming: Through the use of consultation, partnering, collaborating and teaming, school counselors provide important contributions to the school system.
- Consultation: School counselors consult with teachers, staff member and parents on a regular basis to provide information, support the school community and to receive feedback on the needs of the students.
- Parenting with staff, parents or guardians and community relations: School counselors provide information to the staff, parents or guardians, school partners in business and industry and community organizations on the school counseling program through the means of newsletters, emails, and presentations.
- Community outreach: School counselors become more knowledgeable about community resources, and referral agencies by attending district meetings on a regular basis.
- Advisory councils/ District committees: School counselors can be active by serving on a district or school advisory council to assist in generating community, school-wide and district support for the school counseling program.

**Program Management:** School counselors plan and manage the tasks needed to conduct activities in a comprehensive school guidance program.

- *Management activities:* School counselors are provided a budget, facilities, policies and procedures required for the comprehensive school guidance program.
- *Data analysis:* School counselors analyze the achievements of the students and the counseling program related data to evaluate the school counseling program. School counselors share data and their interpretation with staff and administration to ensure each student has the opportunity to receive optimal education.
- *Fair share responsibilities:* School counselors perform fair share responsibilities/duties that align with and are equal in amount to the fair share responsibilities/duties provided by other educators on the school site.

## 15.7 Middle School

### 15.8 Comprehensive School Counseling Program

The mission of the Pembroke Pines Charter School System's comprehensive guidance program is to implement a proactive guidance program that fosters academic achievement, career awareness, personal growth and a positive self-image for all students within a safe and secure learning environment. A comprehensive counseling program incorporates prevention and intervention with continuous academic, career and personal/development activities, that will effectively prepare students for meaningful participation in a diverse and changing world. School counselors promote and enhance achievement with an annual comprehensive guidance plan that ensures that every student receives guidance services. Credentialed school counselors provide extensive counseling programs that incorporate prevention and that intervention with continuous academic, career and personal/development activities. These activities include classroom guidance, small groups for skill mastery, individual counseling for students with specific needs and a variety of other proactive and innovative ways to support student performance.

School Counselors implement a framework model based on the National Standards for School Counseling programs and the American School Counselor Association (ASCA) National Model.

They also provide resources to staff, students, families and others to ensure that a family-friendly environment is established and ensure that students have access to a safe school climate necessary for academic and social/emotional growth.

#### **Programs and Services**

School Counselors provides a number of programs and services to help students achieve success and develop life skills in three competency areas.

#### **Academic Success**

From Kindergarten to Grade 12, School Counselors support teachers and parents to help students achieve academic competencies at each grade level. This includes test-taking strategies, study skills, time management, getting organized and raising students GPA.

#### **Career Development Success**

School Counselors utilize career development lessons and strategies to help students understand the relationship between personal qualities, education and training, and the world of work. Examples of these strategies are career awareness and exploration, goal setting, high school graduation facts, scholarship opportunities and use of future-planning tools.

#### **Personal and Social Success**

School Counselors work with staff and community members to provide support for students' emotional needs ensuring they are safe and healthy and promoting life skills such as education, character development, social skills, making friends, alternatives to peer pressure, and managing stress.

A comprehensive school counseling program consists of four program components with time allocations appropriate to the specific school level. These four program components consist of the following:

- (5) The Guidance Curriculum
- (6) Individual Planning
- (7) Responsive Services
- (8) System Support.

## 15.9 The Guidance Curriculum

The guidance curriculum component consists of a written instructional program that is comprehensive in scope, preventative and proactive, developmental in design, coordinated by School Counselors and delivered, as appropriate by school counselors and other educators. School guidance curriculum is designed to facilitate the systematic delivery of guidance lessons or activities to every student consistent with the school counseling program's statements of philosophy, goals and student competencies. The guidance curriculum promotes knowledge, attitudes, and skills through instruction in three content areas: academic achievement, career development and personal/social growth. The counselor's responsibilities include planning, designing, implementing and evaluating the school counseling curriculum.

The curriculum is delivered through such strategies as:

- Classroom Instruction – School counselors provide instruction, teach, team teach or assist in teaching guidance curriculum, learning activities or units in the classroom and/or other school facilities.
  - A needs assessment
  - Schedule of classroom and/or large group presentations
  - Curriculum materials suited for presentation
- Group Activities: School counselors conduct planned small groups outside the classroom to respond to students' identified needs or interests.
- Parent Workshops: School counselors conduct workshops and informational sessions for parents or guardians to address the needs of the school community and to reflect the student school guidance curriculum.

Suggested time allocations per year:

Elementary School	35%-45%
Middle School	25%-35%
High School	15%-25%

## 15.10 Individual Planning

Individual planning consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans. School counselors coordinate activities designed to help all students plan, monitor and manage learning and personal/career development. Through this strategy students understand and evaluate their educational, occupational and personal goals. The counselor may implement individual planning on a one-to-one basis or by working with individuals in small groups. Parents or guardians and other school personnel are also included in these activities. The delivery of individual planning for every student is implemented by using such strategies as:

- Individual or Small Group Appraisal: School counselors work with students to analyze and evaluate students' abilities, interests, skills and achievements. Test information and other data are utilized to develop immediate and long-range plans for the student.
- Individual or Small Group Advisement: School counselors advise students using personal/social, educational and career development in planning personal, educational and occupational goals. The total involvement of students, parents or guardians and the school is critical when planning programs that meet students' needs.

Examples of topics:

- Test score review, interpretation and analysis
- Promotion and retention information
- Course selection
- Social skills
- Test taking strategies
- Review of behavior plans

Suggested time allocations for individual planning per year:

Elementary School	5%-10%
Middle School	15%-25%
High School	25%-35%

## 15.11 Responsive Services

Responsive services refer to activities designed to meet the immediate needs and concerns of students and may include counseling, consultation, referrals, peer facilitation or information. This service is available to all students and is often student initiated through self-referral. Teachers, parents or guardians may also refer students for assistance. Although school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire staff are necessary for the successful implementation of this component.

Responsive services are delivered through such strategies as:

- Consultation and Collaboration: Counselors consult and collaborate with parents, teachers, other educators, and community agencies regarding strategies to help students and families. School counselors serve as student advocates.
- Individual and Small Group Counseling: Counseling is provided on a small group or individual basis to assist students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Individual and small group counseling helps students identify problems, causes, alternatives, and possible consequences in an effort to promote appropriate action. Such counseling is short term in nature. School counselors do not provide therapy. When necessary, referrals are made to appropriate community resources.
- Crisis Counseling: Crisis counseling provides prevention, intervention and follow-up. Counseling and related support services are provided to students and their families facing emergency situations. Such counseling is short term and temporary in nature. When necessary, appropriate referral sources are used.
- Referral: Counselors use referral sources to deal with crises such as suicide, violence, abuse and family difficulties. Referral sources may include social services, family counseling centers, mental health agencies, and community services.
- Peer Facilitation: Counselors frequently train students as peer mediators, conflict managers, tutors and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along with others.

Suggested time allocations per year:

Elementary School	30%-40%
Middle School	30%-40%
High School	25%-35%

## 15.12 System Support

System support consists of managing activities that establish, maintain, and enhance the total school counseling program. School counselors use their leadership and advocacy skills to promote systemic change through the following activities:

- **Professional Development:** School Counselors are continuously updating their professional knowledge and skills by regular participation in attending and providing in-service training. School counselors maintain and improve their level of competence by completing post-graduate work and holding membership and attendance in professional organizations meetings/conferences.
- **Consultation, Collaboration and Teaming:** Through the use of consultation, partnering, collaborating and teaming, school counselors provide important contributions to the school system.
  - *Consultation:* School counselors consult with teachers, staff members and parents on a regular basis to provide information, support the school community and receive feedback on the needs of the students.
  - *Partnering with staff, parents or guardians and community relations:* School counselors provide outside counseling program information to staff, parents or guardians. School partners in business and community organizations information is shared through the means of newsletters, emails, and presentations.
  - *Community outreach:* School counselors increase their knowledgeable base of community and referral agencies by attending district meetings on a regular basis.
  - *Advisory councils/ District committees:* School counselors can be active by serving on a district or school advisory council to assist in generating community, school-wide and district support for the school counseling program.

Suggested time allocations per year:

Elementary School	10%-15%
Middle School	10%-15%
High School	10%-15%

- **Program Management:** School counselors plan and manage the tasks needed to conduct activities in a comprehensive school guidance program.
  - *Management activities:* School counselors are provided a budget, facilities, policies and procedures required for the comprehensive school guidance program.
  - *Data analysis:* School counselors analyze student data pertaining to the achievements and the counseling program to evaluate counseling program. School counselors share data and their interpretation with staff and administration to ensure each student has the opportunity to receive optimal education.
  - *Fair share responsibilities:* School counselors perform fair share responsibilities/duties that align with and are equal in amount to the fair share responsibilities/duties provided by other educators on the school site.

## **16 HIPAA**

**HIPAA - SUGGESTED DO'S AND DON'TS RE E-MAIL****DO:**

1. Always protect the confidentiality of students and families.
2. Always remember to disclose information on a "need to know basis."
3. Always use professional judgment and common sense.
4. In the body of an e-mail, use as little student identifying information as possible.
5. Request a release of Information to share information with outside agencies/sources.
6. Place a disclaimer on your outgoing e-mail messages and faxes.
7. Attachments containing identifying information may be included on e-mails.

**DON'T:**

Use the names of students in the Subject Line of an e-mail

1. Share all relevant information with an outside source, even though a release of information has been obtained. See Item # 2 above.
2. Assume there is a release of information.
3. Leave files and computer screens available for all to see.
- 4.

**16.1 Protected Health Information**

Protected Health Information. Any information, oral or recorded in any form or medium, that: Is created or received by a health plan, health care provider, healthcare clearinghouse and relates to the past, present or future physical or mental health or condition of an individual or the provision or payment for health care for an individual; and, is individually identifiable.

**16.2 Identifiers**

Social Security  
 Medical Records  
 Account and health plan beneficiary numbers  
 Certificates/license  
 Vehicle ID or plate  
 URL or IP Addresses  
 Full face or comparable images  
 Names  
 Email Addresses  
 Phone, fax numbers

**16.3 Protected Health Information (PHI)**

• Payroll information stored by the City of Pembroke Pines, including the name of each employee, plan type and the amount of deduction for health plan premiums, is considered Protected Health Information ("PHI") under the HIPAA Privacy Regulations.

- Mental health and Medical records of a child.

PHI includes demographic and medical information about the past, present, or future physical or mental health of an individual. Demographic information could include your and your child's name, address, telephone number, social security number and any other means of identifying you and/or your child, as a specific person;

PHI the school district has can be information created or received by the school district. As an example, a psychological or psychosocial evaluation completed by a school district employee is PHI, as well as a report from your child's doctor; and

PHI may be information created, received and maintained by the City of Pembroke Pines. As an example, a City of Pembroke Pines employee may provide your enrollment or eligibility information to a Health Care Provider, as well as maintain records within the SBBC Benefits Department. Additionally, your PHI may be used and disclosed for City of Pembroke Pines day-to-day office business activities.

## **17 Incentive Awards**

The School Board of Broward County provides incentive awards for teachers who take college courses or earn.

In-service points following their last degree (bachelor or master's degree only). Incentive awards do not need to be renewed.

**Official transcripts are required for all the coursework listed on the application.**

#### **BASIC INCENTIVE CRITERIA**

- 15 semester hours (300 in-service points) beyond the last degree (bachelor's or master's)
- Teacher salary Schedule
- Professional Services or Continuing Contract (annual contract teachers are not eligible)
- All completed within ten (10) years
- 12 of the 15 credits (240 in-service points) must be in the teaching/job assignments Points earned in Broward County in-service programs approved by the School Board are acceptable. In-service points transferred from other counties are not acceptable.
- Applications must be submitted to the Office Manager by September 15.

#### **ADVANCED INCENTIVE CRITERIA**

- 15 semester hours (300 in-service points) beyond the master's degree **AND** the master's level basic incentive (total 30 semester hours or 600 hours)
- Teacher salary Schedule
- Master's Degree (Incentives are not available following a specialist or doctorate degree)
- 10 years Florida teaching experience
- Professional Services or Continuing Contract (annual contract teachers are not eligible) Hold, or be eligible for the Basic Incentive.
- All completed within ten (10) years
- College credits must be upper division (junior or senior) or graduate level. (No community college courses)
- 12 of the 15 credits (240 in-service points) must be in the teaching/job assignments Points earned in Broward County in-service programs approved by the School Board are acceptable. In-service points transferred from other counties are not acceptable.
- Applications must be submitted to the Office Manager by September 15.

#### **INSERVICE POINTS**

##### **Chapter 231, Florida Statutes**

1. One point is equivalent to one check clock hour of participation by the typical participant.
2. Equivalence of in-service points and college credits:
  - a. One semester hour equals twenty (20) in-service points
  - b. One quarter hour equals thirteen and one-third (13 1/3) in-service points.

## **18 Jessica Lunsford Act**

Section 1012.465, Florida Statutes, now states (amendments underlined):

- Non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet Level 2 screening requirements as described in s. 1012.32, F.S. Contractual personnel shall include any vendor, individual, or entity under contract with the school board.
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The statute, as amended, applies to three categories of either non-instructional or contractual personnel, all of whom must meet Level 2 background screening requirements, including those:

1. Who are permitted access on school grounds when students are present,
2. Who have direct contact with students, or
3. Who have access to or control of school funds.

**Guest Speakers / Fundraisers / Community Organizations / Career Day Speakers / College Sport Recruiters /**

**Transportation to Private Facilities / Organizations Contracted by the PTA - Unless a contract exists with the School**

Board, individuals falling into these categories only require a Level 1 screening. Level 1 screening includes checking the name of the individual against the sexual predator and local criminal database. Steps for this process are as follows:

- All guest speakers not under contract with the School Board who volunteer their time at a school do not need to be fingerprinted. This includes Career Day speakers. The mechanism for district wide speaker clearance is under development. Schools will be informed of this process when it is completed.
- Individuals from community organizations (i.e. social service agencies) that are not under contract with the school board for services performed at schools do not need to be fingerprinted. However, if the person from the organization has one-on-one contact with a student, then they will need to be fingerprinted.
- Any fundraisers not under contract with the School Board who wish to sell/solicit items at any school do not have to be fingerprinted. Companies selling T-shirts to personnel do not need to be fingerprinted.
- Drivers from transportation companies who are hired by a parent to transport students to private facilities (i.e. ARC and TOPS) do not need to be fingerprinted.
- College Sport Recruiters do not need to be fingerprinted.
- Groups contracted by the PTA to perform an on-site program (e.g.; carnival, performing artist) do not need to be fingerprinted.

**Steps for securing a Level 1 screening**

- The school must have the individual in question complete a volunteer application and enter volunteer data into the electronic volunteer screening system. (For questions about accessing this system, please call Volunteer Services 754-321-2040.) Please note that volunteers that have completed the volunteer application can be approved by the principal and work in a supervised setting until final clearance from SIU has been issued.
- The above-mentioned groups do not need an official School Board badge and may not have unsupervised contact with students. They must obtain standard visitor badges given by the designated school where they will be stationed.

**Overnight Volunteer Chaperones / Volunteers in School Clinics**

- The District has determined that chaperones for overnight school trips and volunteers in school clinics should be fingerprinted at no cost to the individual. This is similar to the process in place for volunteer coaches. To avoid being charged, the volunteer must bring a request for fingerprinting to the Security Clearance Department. This request must be signed by the principal and written on school letterhead.
- You may check the clearance status of these volunteers the same way you now check new employees, by accessing the Security Fingerprint database through CAB.
- Overnight chaperones and clinic volunteers do not need an official School Board badge. They may obtain standard guest tags given by the designated school where they will be stationed.

**Consultant / Trainers (Neither a contract nor bid with the District)**

- Any consultant/trainer that will be compensated for their services by the school district or an individual school must be fingerprinted and issued an ID badge for a fee of \$75.

**Steps for securing a Level 2 screening**

- The consultant/trainer must bring a request for fingerprinting to the Security Clearance Department. This request must be signed by the principal and written on school letterhead.
- Individuals will be required to purchase a money order for \$50, payable to SBBC.
- You may check the clearance status of your consultant/trainer the same way you now check new employees, by accessing the Security Fingerprint database through CAB.

- Once the consultant/trainer has received clearance, they will be issued an official School Board ID badge with a one year expiration date. This ID badge will allow the consultant/trainer to offer services to various schools for one year.
- At the time of expiration, the consultant/trainer will have two weeks to renew the ID badge. The individual will be charged \$5.00 to renew their badge. A request for renewal must be signed by the principal and written on school letterhead.
- Failure for the consultant/trainer to renew his or her ID badge will result in removal from the system and will require re-fingerprinting and issuing another ID badge for a fee of \$75.00.
- All vendors who hold contracts with the School Board must have Level 2 security clearance. Please refer Vendors to the Supply Management & Logistics website.

#### **Student Teachers / Observers / Field Placement / Retired Principals / Retired Teachers / University Supervisors**

- Student Teachers/Observers/Field Placement will be charged \$65 (money order only) to be fingerprinted and issued an ID badge valid for one year. (Renewals may be obtained within 2 weeks after the expiration date for a fee of \$5.00.)
- Retired teachers/principals and university supervisors will be charged \$75 (money order only) to be fingerprinted and issued an ID badge valid for one year. (Renewals may be obtained within 2 weeks after the expiration date for a fee of \$5.00.) The individuals must bring a request for fingerprinting to the Security Clearance Department. This request must be signed by the requesting principal/university and written on letterhead.

#### **Postal Workers / Organizations that lease a school facility**

- Postal workers do not need to be fingerprinted, nor checked against the sexual predator database.
- Any group or entity, that leases a school facility, and their personnel, are subject to fingerprint and background screening if they are permitted access on school grounds when students are present or have direct contact with students.

#### **Unannounced Visits by Grand Parents / Relatives**

- The School Board encourages family involvement in our schools. Family members that are not already in the volunteer database should be escorted and supervised at all times. This will allow grandparents and other out-of-town family members to continue to visit with students. A background check is not required.

#### **District Personnel**

- District personnel who have district badges have already met Level 2 requirements.

#### **Future Fingerprint Facility**

- The district is looking to consolidate the off campus fingerprinting sites. Once a new location has been selected, notification will be distributed.

In case of an emergency or if there are circumstances beyond school control, and immediate clearance is needed, please contact my office at 754-321-0735 for assistance. In addition, we have also enclosed a copy of the traveling team's fingerprinting schedule that was previously issued on August 9, 2005. Please try to assist the team as much as possible in order to ensure that we meet all state guidelines. For additional questions, please contact the Security Clearance Department at 754-321-2374.

<http://www.browardschools.com/info/lunsford.htm>

## **19 Next Generation/Common Core Sunshine State Standards**

The Pembroke Pines Charter Schools follow the Sunshine State Standards. The link for this site is: [www.fldoe.org](http://www.fldoe.org)