

2019-2020

# Steinhatchee School Faculty & Staff Handbook

**WORK  
HARD  
&  
BE NICE  
TO PEOPLE**

Jimmy Bray

Taylor County School District

2019-2020

## Teachers and Staff

### 2019-2020

**Principal** – Jimmy Bray  
**Bookkeeper** – Joan Griffin  
**Data Entry** – Laura Harrington  
Custodian – Linda Osteen  
Custodian – Kevin Boswell  
Nurse – Jodi Shipman  
Pre-Kindergarten – Jillian Pass  
Pre-Kindergarten – Brittany Welsh  
Paraprofessional – Christy Davis  
Paraprofessional – Jo Lynn Reed  
Paraprofessional – Angela Stafford  
Paraprofessional – Echo Roberts  
Kindergarten – Megan Carmichael  
First Grade – Laurie Lilliot  
Second Grade – Beth Stefanelli  
Third Grade – Melissa Harden  
Third Grade Volunteer – Nickie Harden  
Fourth Grade – Lacey Corbin  
Fifth Grade – Tracey Blackshear  
MTSS – Marion McCray  
Cafeteria Manager – Delaine McCall  
Cafeteria Assistant – Laverne Rhodes  
Bus Driver – Lynn Padgett  
Resource Officer – Michael Vickers

## **EMPLOYEE WORK DAY**

- **NORMAL WORKING HOURS** are from 7:45 a.m. until 3:15 p.m. Teachers/staff should **sign in** at the exact time of arrival. All staff should be in their designated area on time. Some employees have a different schedule based on their job responsibilities.
- **LEAVING CAMPUS:** Any employee that leaves campus during the day must sign out. Please remember to sign back in.
- **EARLY DEPARTURE:** If you need to leave early for any reason, please get permission from the principal. The only instance that will require no clearance is a complete faculty dismissal.
- **EMPLOYEE ABSENCE:** Teachers and staff that are going to be absent should let **Laura Harrington** know as soon as possible so that she can arrange for a substitute. You may call Laura on her cell phone at **321-698-3258**. Please text if she does not answer.

## **LEAVE FORMS:**

- Leave forms for personal leave, temporary duty elsewhere and comp time should be approved in advance by the principal.
- Travel forms for the TDE must be completed with Joanie immediately following the professional development. You must also include documentation for the PD.
- Sick leave forms should be completed as soon as you return to work. Please do not have to be reminded about this.
- It is your responsibility to complete the appropriate leave form.

## **COMPENSATORY TIME:**

- Earned when you are requested by the principal or his designee to stay beyond normal duty hours.
- Cannot be used on professional development days
- Cannot be used for a full day absence
- Joan Griffin is responsible for documentation

## **TEACHER ABSENCES:**

- A substitute folder should be prepared in advance for emergency absences. The folder should include: lesson plans, schedules, class rolls, routines, and extra notes that the sub might need to have a great day.

## **COMMUNICATION**

- Email is the official line of communication. It is essential that you check your email on a regular basis – morning and afternoon.
- Morning announcements are broadcast over the intercom
- Every employee has a mailbox located in the copy room. Teachers and staff should check their boxes daily and remove all items. **PLEASE do not** send a student to get your mail – some mail may contain privileged information.
- Email is the accepted method of communicating between schools. Long distance calls in the district should be kept to a minimum.
- A student that needs to call home should come to the office to do so.
- Personal long distance calls cannot be charged to the school.
- Teacher and staff cell phone personal use should be for emergency reasons only when students are present.

## **DRESS CODE**

- Faculty and Staff should dress according to your school related responsibilities.
- Pre-K, custodial and food service may wear jeans.
- Jeans are to be worn only on Friday (unless you seek permission in advance). A dollar fine will be paid if you wear jeans without permission. This will be used as a fund raiser for the school.
- Do not wear jeans or other slacks with holes.
- Shorts are not appropriate at any time unless we are having an outside event.
- Dresses and skirts (even with leggings) should be within 2 inches of the knee (when standing).
- Tank tops, tube tops, halters or spaghetti straps are not permitted as a primary top.

## **SMOKING**

- Not permitted on the school grounds.

## **PROFESSIONAL CONDUCT and RESPONSIBILITIES**

- Teachers should eat lunch during the time that students are eating. Eating in the classroom with students present is discouraged unless students are also eating a snack.
- Limit sitting at your desk and/or working on the computer with students present.
- Adults should not sit on tables or prop feet on a table since students are not allowed the same privilege.

- Follow the *Principles of Professional Conduct* for Education in Florida (a copy is in the back of this handbook).
- Refrain from discussing students, staff, or parents in the presence of children.
- Limit eating in the classroom. Please use picnic tables or the cafeteria for refreshments other than a simple snack.
- **PLEASE** take attendance every morning. Tardies will be documented by Laura. Please send parent or doctor notes to the office for documentation.  
Students returning to school after an excused absence shall have a time period equal to the number of days excused or a minimum of five (5) days, whichever is greater, to make up missed work. Students with unexcused absences may receive ½ credit.
- Teachers are responsible for taking their students to the cafeteria and picking them up at the end of the lunch period. *Please be on time.*
- Supervision of students is required at all times. Please do not leave your class unattended. Make sure students are monitored at recess, as well.
- Have students clean up around their area before they leave the class for: recess, lunch, P.E. or the end of the day.
- Display **up-to-date** student work on your bulletin boards in the hallway and in class.
- Wednesday folders and Agendas should be up-to-date and monitored.
- Fundraisers must be approved by the principal.
- Chain of Command – If you have a question or concern, the chain of command begins with the principal at Steinhatchee School. Please do not contact the Superintendent or a School Board Member without first notifying the principal of your concern and allowing him an opportunity to handle the problem.
- Removal of furniture, obtaining furniture, or painting in your room is only done with permission from the principal.
- Copy Machine – Please be professional and frugal in your requests for copies. Copies may be sent to the copier from your computer. Remember to use consumable workbooks instead of copying the same materials. If you like your workbooks torn apart, please let us know and we will try to get that accomplished for you.

## **PARENT COMMUNICATION**

- Two parent conferences are required per year. The first one will be on October 24. Report cards, screening information from i-Ready and STAR, and parent tips for helping students, will be given at this time. The second conference would be held on February 6. Progress monitoring information, grades, possible retentions, and tips for parents will be discussed.
- Written communication to parents should be pre-approved.

- Communication Binders containing Wednesday folders and Agendas should be up-to-date and monitored.

## **SAFETY**

- **10 Fire Drills** per year (required by Statute). Two during the first two weeks of school. When you exit, close your doors and turn lights off. You should have a copy of your roll with you. Make sure the evacuation route is posted. Carry either a green card (to let us know all students are accounted for) or a red card (letting us know someone is missing). Students exit in a straight line, no talking and no running. Students re-enter the building the same way.

- **It is district policy that classroom doors remain locked at all times.**

- **ALICE Drill** – 10 per year-

- **Lock Down Drills** (the initial phase of an ALICE emergency)

The lock down drill will follow the plan outlined in the District Crisis Intervention Plan. Teachers are responsible for the following actions:

1. Remain calm and begin procedure
2. Keep students calm and quiet
3. Complete a quick check of the hallway to retrieve students near the classroom door
4. Make sure all doors are locked and door windows are covered
5. Close/lock windows and ensure windows are covered
6. Keep students away from doors and windows and move them to your hard corner.
7. Check class roll and account for all students
8. Do not allow anyone to enter or leave the room until an all-clear message is issued or you determine evacuation is safer for your students than remaining locked down.
9. Communicate through radio and School Guard App
10. Remain in the hard corner until you are notified that the situation is under control
11. Write down names unaccounted/extra students to share with the office

- **Tornado Drills** – 2 per year –

A. Alert Notification: The Taylor County Civil Defense office will notify the Superintendent's office of all-weather warnings. The superintendent's office will then notify all schools and offices. Each school will then notify all staff and individual classes.

B. Tornado Drill Procedures:

1. **First Call: Tornado Watch** (possibility that tornado may develop)

Students and staff in portables report to Family Center or Main Building to resume classes and wait for further instructions.

2. **Second Call: Tornado Warning** (a tornado has been sighted)

3. If the tornado warning goes into effect, report to the following areas and assume crouch position:

- Pre-K, Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades report to custodial hallway in main building
- Grades 3-5 and PE classes - hallway near classrooms

**\*\*\*Review and practice with students during the first week of school**

- **Injuries** – Any accident or injury occurring to students or staff should be reported to the office immediately. Accident reports should be completed by the clinic aide. \* Please do not stand in a chair. Request a step ladder, if needed.
- **Safety Inspections** - Safety inspections are usually completed annually. However, sometimes it can be a surprise visit. Please do not have the following items in your classroom:  
     Aerosol cans, bleach, lighter fluid, cleaners, junk, old rags, poisonous liquids, mouthwash, gasoline, insect spray, alcohol, items covering doors and windows obstructing the view into classrooms
- **Securing the Facility** – Remember to lock (and completely close) your door at the end of the school day. This also includes your wing doors and main entrances if custodians have already locked up.
- **Visitors** – Parents or other visitors must pick up a pass in the front office before entering a classroom. If visitors arrive without a pass, please ask them to come to the front office. Parents are to give 24 hour notice to visit a classroom unless the teacher gives permission.

## **FIELD TRIPS**

Because of the size of our school, field trips will be planned that include multiple grade levels. All field trips must be initially approved by the principal. Make sure to send a permission letter home explaining details of the trip. If any students are not allowed to accompany their team on a field trip for disciplinary or academic reasons, one of the team teachers will remain with these students. In planning a field trip, follow the procedures below:

- a. Discuss plans for the trip with the principal.
- b. Complete a bus request form at least two weeks prior to the trip. Check with Lynn about driving.
- c. Coordinate sack lunches if needed with the lunchroom manager, with at least two weeks advance notice.
- d. Monies collected should be turned in to Joanie at the end of each day.
- e. Be sure a notarized field trip permission form is completed on each child who is attending the trip.
- f. Secure chaperones as required by Board policy. All school functions and recreational activities such as socials, parties, excursions, and similar activities under the sponsorship of the school should have one (1) chaperone for a group of ten (10) or more students and one (1) additional chaperone for each fifteen students; chaperones shall be approved by the principal. At least one chaperone shall be an instructional staff member.
- g. Inform all students that are going on the field trip that they must go with the class and ride the bus. Students may be signed out by their parents on the return trip. At least one instructional staff member must be on the bus on field trips.

\*The office bookkeeper must also be consulted concerning collection of monies related to the trip and personal checks deposited promptly.

## **TECHNOLOGY**

If you experience technological problems, complete a technology work order online through the district website. Follow all Taylor County Information Technology Acceptable Use Policies and Procedures.

### **ADDITIONAL TEACHER INFORMATION:**

- **Evaluation Procedures:** Taylor School District will continue to use the Marzano Focused Teacher Evaluation System. Specific details will be supplied during the first two weeks of school.
- **Authority to Remove Disruptive Students:** HB 1009 and HB 341 give school personnel the authority to deal with students who are seriously disrupting the learning process and who may need alternative placement. Placement in the alternative school in Perry begins with Middle School. This legislation seeks to minimize classroom disruption while a disruptive students' educational placement is reviewed when the current placement is creating an unsafe or disruptive learning environment, or is not meeting the student's learning needs. A teacher may expel a student from his/her classroom provided the following steps have been taken, after the teacher's classroom management plan has been followed and a parent contact has been made. The difference for Steinhatchee is there is not an alternate classroom in which to transfer since we do not have multiple teachers at a grade level. Documentation should indicate the district discipline matrix for that particular disruptive behavior has been followed.  
**However, in situations where a disruptive student poses a threat to the safety and well-being of a teacher or student(s) in a classroom setting that student may be expelled from that particular classroom setting.**
- **MTSS:** (formerly known as RTI) Meetings are held on a regular basis and the team includes the teacher, parent, ESE teacher and the principal. The team gives updates on data and develops intervention strategies for school and home. A meeting for any retained student will occur during the first month of school.
- **Common Board** - The requirements for the common board are:
  1. "I can....." statement with the Standard Call number
  2. Monitoring technique - The closing question, product or task
- **Lesson Plans** - Lesson plans are to be posted in OnCourse. They are to be posted for the week and are due on Friday afternoon at 3:15 **OR** before Monday morning at 8:00 a.m. Plans should include the:
  1. Unit/Chapter/Story/Topic
  2. Standard written out not linked
  3. Learning goal ( I can.....)
  4. Monitoring for Learning
  5. Instructional strategies, lesson activities and resources
  6. Closing the achievement gap
  7. Learning scale - *by the end of the year***A description of the framework is located on page 26.**
- **Behavior Management** - A system for a consistent schoolwide behavior management plan



will be discussed during preplanning. Rules will be posted in the classroom and each teacher should have a way to “manage the behavior” of students consistently. Some may use DOJO, but it has to be consistent with consequences and rewards. Raybucks will be discussed. Again, this system will ONLY work if there is schoolwide consistency. Things to consider:

1. A referral MUST be preceded by a parent phone call or documented notification. Please do NOT send a student to the office without that documented.
  2. Let parents know (in writing) your process for classroom management.
  3. School-wide hand signal - Please practice this with your students. I know in a small classroom group, you may feel that is not necessary... but, in places where students are in a larger group, there needs to be a way to get their attention without the raising of voices. In other words, when the teacher or other adult raises a hand, all students quit talking. This takes practice BUT it will work.
  4. Student Conduct Pledge:  
I am responsible for my own behavior.  
I will follow our school rules.  
I will treat others as I wish to be treated.
- **Grading** - Let us make sure that the grades a student receives are indicative of their independent ability. Grades and progress monitoring/outcome assessments should be in alignment. In other words, if a student makes an “A”, then their STAR/i-Ready reports should show that they are on grade level. Teachers want to be helpful with students but sometime it is detrimental to not get past the “we do” in the classroom. Every student is NOT an honor roll student. Too much support can limit the student’s ability to achieve on their own. Here are some other grading notes:
    1. Students only receive “below level” on the report card if the work that they are doing is below grade level. If you are teaching them out of the core curriculum for that grade, then the work is on-level.
    2. We are required to give a conduct grade WITH comments.
    3. Possible retention letters would be given out at the 2<sup>nd</sup> parent conference (see letter in the handbook).
    4. All grades should be posted by Tuesday afternoon each week. Technically, research shows that feedback is **most** effective when given within 24 hours. Grading daily is the goal.
    5. Grade reports are **required** at the mid-nine weeks. Reports sent more frequently are the best way to communicate with parents.
    6. Homework is work to be done at home. It is not homework unless it is to be completed at home. Activities should be practice of a skill or studying for a test. If you take the time to give homework, please grade or give feedback. If it is worth doing, it is worth your feedback. Feedback can be given without a grade.
    7. Every minute of the day should be filled with instruction, practice, feedback, and the cycle repeats itself.

P. E. and Behavior will use the following grading scale:

<u>Grade</u>	<u>Definition</u>
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

The following **grading scale** will be used for core courses in grades 1 - 5.

<b>Grade</b>	<b>Percent</b>	<b>Definition</b>
A	90-100	Outstanding progress
B	80-89	Above average progress
C	70-79	Average progress
D	60-69	Lowest acceptable progress
F	0-59	Failure
I	0	Incomplete

**Kindergarten** - If we use a Standards Based Report Card, this will not apply.

<b>Subject</b>	<b>Numerical/Letter</b>	<b>Weighting</b>	<b>Minimum number of grades</b>
Math	Standards Based Report Cards		
ELA	Standards Based Report Cards		
Science	Standards Based Report Cards		
Social Studies	Standards Based Report Cards		
P. E.	S, N, U	Participation	

#### Grade 1

<b>Subject</b>	<b>Numerical/Letter</b>	<b>Weighting</b>	<b>Minimum number of grades</b>
Math	Both	80% Assessments 10% Fact Drills 10% Classwork (Mid chapter Check) NG Math Journal	5 + Assessments 5 + Fact Drills Classwork
ELA	Both	80% Assessments (includes writing, grammar, cold reads) 10% Classwork 10% Spelling	10+ Assessments 4 -5 Classwork 9+ Spelling
Science	Both	50% Assessments 50% Classwork and	9 + grades

		quizzes	
Social Studies	S, N, U	Participation	
P. E.	S,N,U	Participation	

## Grade 2

Subject	Numerical/Letter	Weighting	Minimum number of grades
Math	Both	80% Assessments 10% Fact Drills 10% Classwork (Mid chapter Check) NG Math Journal	5 + Assessments 5 + Fact Drills Classwork
ELA	Both	80% Assessments (includes writing, grammar, cold reads) 10% Classwork 10% Spelling	10+ Assessments 4 -5 Classwork 9+ Spelling
Science	Both	50% Assessments 50% Classwork and quizzes	9 + grades
Social Studies	S, N, U&	Participation	
P. E.	S, N, U	Participation	

## Grade 3

Subject	Numerical/Letter	Weighting	Minimum number of grades
Math	Both	60% Assessments 20% Computation 20% Classwork	5+ Assessments 6 + Fact Drills 6 + Classwork
ELA	Both	40% Assessments 20% Cold Reads 30% Writing 10% Grammar & Spelling	4 + Assessments 4+ Cold Reads 4+ Writing 6+ Spelling & Grammar
Science	Both	60% Assessments 20% Science Note-Book 20% Classwork	5 + Assessments 3 + Notebook 3+ Classwork
Social Studies	S, N, U	Participation	
P. E.	S, N, U	Participation	

**Grades 4 - 5**

<b>Subject</b>	<b>Numerical/Letter</b>	<b>Weighting</b>	<b>Minimum Grades</b>
Math	Both	60% Assessments 20% Computation 20% Classwork	5 + Assessments 6 + Fact Drills 6+ Classwork
ELA	Both	40% Assessments 20% Cold Reads 30% Writing 10% Spelling and Grammar	4 + Assessments 4+ Writing 4 + Cold Reads 4 + Spelling and Grammar
Science	Both	60% Assessments 20% Science NB 20% Classwork	5 + Assessments 3 + Notebook 3 + Classwork
Social Studies	Both	100% Assessments, Journal, classwork	5 + Assignments
P. E.	S, N, U	Participation	

Some work will be given feedback but not entered into the grading system. For example, an exit slip at the end of class is a formative assessment used to make decisions on what adjustments to make the next day but would probably not receive a grade. Work should be rigorous and meaningful based on Florida Standards.

### **Lunch Schedules**

11:00 – 11:30 – Pre-K
11:30 – 12:00 – 3 <sup>rd</sup> – 5 <sup>th</sup>
12:00 – 12:30 – K – 2nd grades

### **P. E. Schedules**

1:25 – 1:55 – Kindergarten – Second
2:00 – 2:30 – Third – Fifth

### **Recess**

Third, Fourth, Fifth	9:40 – 10:00	North gym parking area.
K, First, Second	9:40 – 10:00	Front playground.

### **Computer Lab/Media Center Schedule**

<b>8:00 – 10:00 – Open</b>
<b>10:00 – 10:30 – Kindergarten</b>
<b>10:30 – 11:30 – Open</b>
<b>11:30 – 12:00 – First and Second Grade</b>
<b>12:00 – 12:30 – Third Grade</b>
<b>12:30 – 2:30 – Open</b>

**\*Fourth and Fifth will use laptops for I-Ready in their classrooms.**

**Open times can be used as media center times for ELA teachers as needed.**

## **Kindergarten**

8:00 – 9:40 – ELA

9:40 – 10:00 – Recess

10:00 – 10:30 – Computer Lab

10:30 – 12:00 – Math

12:00 – 12:30 – Lunch

12:30 – 1:25 – Science/Social Studies

1:25 – 1:55 – P. E.

1:55 – 2:30 – Intervention Extension

## **First Grade**

8:00 – 8:10 – Home Room

8:10 – 9:40 – Math

9:40 – 10:00 – Recess

10:00 – 11:30 – ELA

11:30 – 12:00 – Computer Lab

12:00 – 12:30 – Lunch

12:30 – 1:25 – Social Studies

1:25 – 1:55 – PE

1:55 – 2:30 – Science

## **Second Grade**

8:00 – 8:10 – Home Room

8:10 – 9:40 – ELA

9:40 – 10:00 – Recess

10:00 – 11:30 – Math

11:30 – 12:00 – Computer Lab

12:00 – 12:30 – Lunch

12:30 – 1:25 – Science

1:25 – 1:55 – PE

1:55 – 2:30 – Social Studies



## **Third Grade**

8:00 – 9:40 - ELA

9:40 – 10:00 – Recess

10:00 – 11:30 - Math

11:30 – 12:00 – Lunch

12:00 – 12:30 – Computer Lab

12:30 – 1:55 – Science/Social Studies

2:00 – 2:30 – P E

## Fourth and Fifth Grade

<b>Time</b>	<b>Corbin</b>	<b>Blackshear</b>
<b>8:00 – 8:10</b>	4 <sup>th</sup> Homeroom	5 <sup>th</sup> Homeroom
<b>8:10 – 9:40</b>	4 <sup>th</sup> ELA	5 <sup>th</sup> Math
<b>9:40 – 10:00</b>	Recess	Recess
<b>10:00 – 11:30</b>	5 <sup>th</sup> ELA	4 <sup>th</sup> Math
<b>11:30 – 12:00</b>	Lunch	Lunch
<b>12:00 – 1:00</b>	5 <sup>th</sup> Social Studies	4 <sup>th</sup> Science
<b>1:00 – 2:00</b>	4 <sup>th</sup> Social Studies	5 <sup>th</sup> Science
<b>2:00 – 2:30</b>	PE	PE

### **Schedule for Echo Roberts**

7:30 – 8:00 – Breakfast Duty

8:00 – 9:30 – Student Intervention

12:00 – 1:25 – Student Intervention

1:25 – 1:55 – P. E. (K - 2)

2:00 – 2:30 – P. E. (3 - 5)

### **Schedule for Angela Stafford**

7:30 – 8:00 – Breakfast Duty

8:00 – 9:40 – Student Intervention in LAB

9:40 – 10:00 – Recess Supervision

10:00 – 10:30 – Kindergarten in LAB

10:30 – 11:30 – Student Intervention in LAB

11:30 – 12:00 – Cover for Christy

12:00 – 12:30 – Lunch

12:30 – 2:00 – Student Intervention in LAB

2:00 – 2:30 – P. E. (3 - 5)

### District Timeline for Student Progression and Multi-Tiered Problem Solving Activities (Elementary)

Time Period	Activity	Tier/Audience	Responsibility
<b>August</b>	Review student data at the school, classroom, and individual level 1 <sup>st</sup> Administration of STAR Reading Fill out and mail home letter for <i>“Parental Notification for Retained Third Grade Students</i> if not already done. Place copy in cumulative folder for documentation. Includes development of PMPs and transition of MTSS students from previous year	Tier 1 All students/teachers	School administration, Classroom Teachers, Instructional Coaches
<b>August/ September</b>	STAR Kindergarten students must be assessed with the FLKRS instruments prior to the 31 <sup>st</sup> day of school. Review Fountas & Pinnell and STAR data to plan for	Tier 1 All students	Classroom Teachers. Instructional Coaches
<b>September</b>	Note students on “Early Warning List” <ul style="list-style-type: none"> <li>Retained students</li> <li>Levels 1/2 - Florida State Assessment</li> <li>Lowest Quartile</li> <li>Students with failing grades at midterm</li> <li>Previous year’s Tier 2 or Tier 3 students</li> <li>Students reading below grade level</li> <li>Students below the 50<sup>th</sup> percentile on district progress monitoring assessment</li> </ul> *Parents of students in grades 3 through 5 scoring below a level 3 on the FSA ELA will be notified of Reading scholarship options.	All students	Classroom Teachers; School Administration; Instructional Coaches
	MTSS process begins	Tiers 2 and 3;	School Administration
<b>October – December</b>	2 <sup>nd</sup> schoolwide progress monitoring Send home the <i>“Parental Notification for Students in K-3 with Reading Deficiencies”</i> with the first report card for students in grades 1-3 who demonstrate a reading deficiency (1002.20 (11) FS) . Put copy in cumulative folder for documentation. MTSS problem solving continues; Progress monitor students Documented remediation using research-based materials takes place for those students as identified by the MTSS Team process (detailed in the Response to Intervention	Tiers 2 and 3	Classroom Teachers; MTSS Team
<b>December/ January</b>	3 <sup>rd</sup> schoolwide progress monitoring <b>Review “Early Warning List”</b> . A student should be referred to the school MTSS Team at any time it appears that a student is not making adequate progress <b>on grade level</b> .	Tier 1 and 2 All students	Classroom Teachers; Instructional Coaches

Time Period	Activity	Tier/Audience	Responsibility
<b>January - March</b>	MTSS continues; Progress monitor students Students in danger of retention must be referred to MTSS. Grade K: <i>Notice of Reading Deficiency</i> goes home with 2 <sup>nd</sup> 9 weeks report card. Academic Alerts go home with 2nd 9 weeks report cards. <b>This means that MTSS should have already occurred for these students.</b>	Tiers 2 and 3	Classroom Teachers; MTSS Team
<b>End of March</b> (60 days prior to end of school)	Deadline for convening an MTSS review on a student.	Tier 3	MTSS Team
<b>March/April</b>		All students	Classroom Teachers; Instructional Coaches
<b>April</b>	4 <sup>th</sup> schoolwide progress monitoring MTSS Follow-ups and Wrap Ups. Initial MTSS meetings	Tiers 2 and 3	Classroom Teachers; MTSS Team
<b>May</b>	Review student data (grades and progress monitoring) for final promotion/retention decisions. Send home Summer Camp information for third grade students who qualify for Summer Reading Camp. Send copies of Good Cause Promotion Letters to the Director of Instruction. Maintain originals in cumulative folders. Note students who are in the MTSS Team process and plan for transition of these students and their MTSS information to new teachers at the beginning of the next school year.	All Students	Classroom Teachers

\*Chart includes provision for Mathematics Remediation as outlined in F.S. 1003

**The next few pages include items that are necessary for implementation of professional responsibilities.**

## APPENDIX A

### **6A-10.081 Principles of Professional Conduct for the Education Profession in Florida.**

(1) Florida educators shall be guided by the following ethical principles:

(a) 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.

(b) 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.

(c) 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.

(2) Florida educators shall comply with the following disciplinary principles. 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.

(a) Obligation to the student requires that the individual:

1. 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.

2. Shall not unreasonably restrain a student from independent action in pursuit of learning.

3. Shall not unreasonably deny a student access to diverse points of view.

4. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.

5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

6. Shall not intentionally violate or deny a student's legal rights.

7. 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.

8. Shall not exploit a relationship with a student for personal gain or advantage.

9. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

(b) Obligation to the public requires that the individual:

1. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

2. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

3. Shall not use institutional privileges for personal gain or advantage.

4. Shall accept no gratuity, gift, or favor that might influence professional judgment.

5. Shall offer no gratuity, gift, or favor to obtain special advantages.

(c) Obligation to the profession of education requires that the individual:

1. Shall maintain honesty in all professional dealings.

2. 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.

3. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

4. 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.

5. Shall not make malicious or intentionally false statements about a colleague.

6. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.

7. Shall not misrepresent one's own professional qualifications.

8. Shall not submit fraudulent information on any document in connection with professional activities.

9. 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.

10. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

11. 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.

12. 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.

13. 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), F.S.

14. 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), F.S.

15. 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), F.S.

16. Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

17. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

*Rulemaking Authority 1001.02, 1012.795(1)(j) FS. Law Implemented 1012.795 FS. History—New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98, Formerly 6B-1.006, Amended 3-23-16.*



## Appendix B

### Taylor County District Schools

#### K-5 Attendance Policy

According to FS 1003.26, any student between the ages of 6 and 16 is within compulsory school attendance age requiring regular school attendance. Parents of a child within the compulsory school attendance age shall be responsible for such child's school attendance as required by FS 1003.26. It is understood that ALL students K-5 will be subject to the stipulations within this attendance policy. Attendance is required of all students for at least 180 days of instruction or the equivalent as provided by law, except for absences which are excused or as otherwise provided by law.

Attendance is defined as the actual presence of a student at school or away from school on a school day engaged in an educational activity that constitutes a part of the school-approved instructional program.

Absence is defined as the nonattendance of a student on days that school is scheduled to be in session. Any tardy/absence of 10 minutes or more from a class will result in an absence from that class. Absences may be defined as excused or unexcused in accordance with local policy.

#### **Excused Absences**

In compliance with Florida School Laws, the Taylor County School Board recognizes excused absences as those resulting from the following:

- Absence resulting from sickness, injury or other insurmountable condition.
- Participation in an approved academic program or class.
- Participation in the observance of a religious holiday or in religious instruction.
- Death in the immediate family of the student. (Immediate family is defined as parents, siblings, grandparents, aunts and uncles, and in some cases, other persons in the household.)
- Pre-excused doctor or dentist appointments.
- Insurmountable weather conditions.

#### **Make-Up Work:**

- Students returning to school after an excused absence shall have a time period equal to the number of days excused or a minimum of 5 days, whichever is greater, to make up missed work. IT IS THE STUDENT'S RESPONSIBILITY TO MAKE ARRANGEMENTS WITH THEIR TEACHERS TO COMPLETE MISSED WORK. If reasonable doubt exists regarding a sickness or injury, the principal is authorized to require a statement from an accepted medical authority. **Failure to comply with this requirement shall result in the absence being unexcused.**

- If a student fails to bring a note within 3 school days after being absent, or if the reason is not a valid one, the student will receive an unexcused absence for the days missed and the following rules will apply:

In grades K through 8, students will receive full credit on work made up from an excused absence and will receive at least ½ credit on completed work missed during the unexcused absence.

### **Monitoring of Absences**

During the nine weeks grading period the following procedures will take place:

- On the third absence, the student's school will make contact with the parent.
- On the fifth absence, the student's school will mail home a letter informing the parent of the five absences for the nine weeks and the consequences of such absences.
- Students with chronic absences may receive a home visit from school personnel

### **Compulsory School Attendance:**

According to FS 1003.21, any student between the ages of 6 and 16 is within compulsory school attendance age requiring regular school attendance. Parents of a child within the compulsory school attendance age shall be responsible for such child's school attendance as required by FS 1003.24.

No parent or guardian of a child shall be held responsible for a child's non-attendance at school under the following conditions:

- The absence is with permission of the head of the school.
- The absence was without the parent's knowledge, consent, or connivance.
- Financial inability as reported in writing to the superintendent.
- An insurmountable condition or sickness or injury as attested to by written statement by a licensed practicing physician.

If a student has had at least 5 unexcused absences or absences from 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, the student's primary teacher shall report to the school principal that the student may be exhibiting a pattern of nonattendance.

### **Exceptions to the Attendance Policy:**

1. Chronic or extended illness with doctor's verification.
2. A note from the hospital or physician to verify hospitalization.
3. Death in the immediate family requiring extended absence.
4. Court subpoena.

## Appendix C

### Taylor County Lesson Plan Framework Information/Description

*\*required on common board*

#### Standard

1. Written out with Call number (not linked)
2. Highlight/Circle the verbs (procedural knowledge: indicates the cognitive level)
3. Highlight/Underline noun (declarative knowledge: information, concepts, big ideas)
4. Could have more than one standard to teach, but only need the targeted (or focus) standard on lesson plan
5. Unpacking the standard (verb, taxonomy alignment) guides the development of learning goals and scales

**\*Learning Goal (I can statement...) and list standard's call number-** Frame the lesson with what the students will do today.

- Student friendly statement using the standard(s)' noun and verb.
- Example: I can describe characters from "A Fine, Fine, School" and I can explain how their actions contribute to the sequence of events.

**\*Monitoring for Learning-** Plan with the end in mind, create assessments before planning student learning activities and assignments.

- **\*Posted on Common Board: The closing Question, Product, or Task**
  - Provides the "proof" or "evidence" of the students' level of the learning goal/objective.
  - Provides the students with a clear understanding of how they will demonstrate what was learned.
  - Example: I will share with my partner which character was responsible for changing the school days and the specific events that lead to this change. We will complete an exit ticket to communicate our answer.
- Plan for types of Formal, Informal, Formative assessments.
  - What will the student need to know in-order to demonstrate proficiency aligned to the learning goal?
  - Align resources that will be used to assess students throughout their learning from lower taxonomy level to the level of the standard. (quizzes, performance tasks, tests, projects...)
- Use Examples found on Standards Based Instruction Protocols
- Example- <https://backend.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf>

#### Instructional Strategies, Lesson Activities, and Resources-

- Techniques teachers use to help students become independent, strategic learners.
- <https://www.washoeschools.net/cms/lib08/NV01912265/Centricity/Domain/228/Instructional%20Strategies%20List%20July%202015.pdf>
- <https://www.teachthought.com/learning/32-research-based-instructional-strategies/>

## Closing the Achievement Gap

Data Plans (School-wide data, Class data, Student data)

- Reports
- Grouping
- Data Chats

Plans for Adaptations

- Based on data (state, district, classroom)
- Reteach opportunities/resources
- Enrich
- Peer support
- Modify task based on student(s) needs (learning level from data, IEP, 504, etc.)
- Small Group

***\*Learning Scale*** *this will be the focus for 2018-19. (3.0) is the standard unpacked. Learning scales ARE NOT expected to be posted at this time.*

1. *Teaches students what proficiency looks like.*
2. *The scale is written in student friendly language by chunking the learning goal into instructional targets from foundational knowledge students need to interact with the skills (2) to the learning target level (3) to demonstrate proficiency of the skill/standard.*
3. *Implement scales and students track their progress toward learning goal(s) and celebrate success by the end of 2018-19 school year and into 2019-2020.*
4. *Example: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts*

Scale	Learning Goal	I Can:
<b>4</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	<ul style="list-style-type: none"> <li>• Describe in depth characters, settings and events in stories.</li> <li>• Draw on specific details in the text when describing characters, settings, or events.</li> </ul>
<b>3</b> Standard LAFS.3.RL.1.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> <li>• Describe characters in a story.</li> <li>• Explain how character actions contribute to the sequence of events.</li> </ul>
<b>2</b>	Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> <li>• Describe how characters in a story respond to major events.</li> <li>• Describe how characters in a story respond to major challenges.</li> </ul>
<b>1</b>	Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> <li>• Describe characters in a story using key details.</li> <li>• Describe settings in a story using key details.</li> <li>• Describe major events in a story using key details.</li> </ul>

## Appendix D

### Steinhatchee School (A Title I School) Parent-Teacher Conference

\_\_\_\_\_ face-to-face

\_\_\_\_\_ telephone

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Reason for Conference was to \_\_\_\_\_ review data \_\_\_\_\_ discuss behavior

\_\_\_\_\_ gather parent input \_\_\_\_\_ review Title I Compact

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Plan of Action:

MTSS

Yes ☐

No ☐

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For Parents: Did this conference meet you/your student's needs?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Student \_\_\_\_\_

## Appendix E

# Steinhatchee School

Jimmy Bray  
Principal

P. O. Box 790  
Steinhatchee, FL 32359  
352-498-3303

Date \_\_\_\_\_

Dear Parents,

Since we are now in the second semester of the school year, we are evaluating the progress for each child in Steinhatchee School. It is our policy to notify parents in writing if we have academic concerns.

At this time, we are writing to let you know that we have concerns about your child, \_\_\_\_\_. Our concerns are based on the following information:

- \_\_\_\_\_grades
- \_\_\_\_\_progress monitoring reports from STAR and/or i-Ready
- \_\_\_\_\_below level in Reading

This letter is to inform you that there is a possibility that your child may be retained. We are providing extra assistance and interventions. Please check with your child's teacher for suggestions on how you can help at home.

We want to work together in the best interest of your child. Please call if you have questions.

Sincerely,

Jimmy Bray

## **Appendix F**

**EQUITY POLICY STATEMENT - GRIEVANCE PROCEDURE:** The Taylor County School Board complies with all state statutes, including statutes on veteran's preference and the Florida Education Equity Act, as well as all federal statutes, including the Americans with Disabilities Act. The Taylor County School Board does not discriminate against any applicant for employment or admission, whether student or employee, on the basis of sex, race, religion, ethnic or national origin, age, marital status, disability, or educational background of the individual. Any claim that there has been a violation, misinterpretation, or misapplication regarding any of the above mentioned statutes may be processed as a grievance as herein provided, but limited to the intent of this procedure and related in no way to negotiated contract.

If a person believes there is a basis for a grievance, he or she shall discuss the alleged grievance with the site administrator. If the site administrator is the offending person, the report should be made to the next higher level of administration or supervision. If satisfactory relief is not given, a complaint may be filed with the Superintendent of Schools. Summary of the conference shall be recorded on district forms entitled "Conference Form Affirmative Action" or "School Conference Form Affirmative Action (Student Complaint)."

Any applicant, employee, or student claiming to have been discriminated against because of sex, race, religion, ethnic or national origin, age, marital status, disability, or educational background may file a complaint with the Superintendent of School, provided such complaint is filed within sixty days after the initial complaint is made to the principal or administrator.

Within five workdays of receipt of such complaint, the superintendent shall send the complainant a written acknowledgement of the complaint, advising that it will be acted on according to procedures set forth in the complaint procedures.

In any complaint alleging discrimination, the superintendent shall, within ten workdays after the complaint has been received, designate a three member panel to investigate the charges.

The panel will be charged with conducting an investigation of the complainant's charges/ The three member investigative panel will be organized as follows. The superintendent will appoint one member from the affirmative action advisory committee, one member will be recommended by the complainant, and the third member, who will chair the panel, will be appointed by the other two members of the panel.

In no instance shall any member of the investigative panel be directly involved in the complaint or occupy a position that would represent the school board in any subsequent litigation.

Within thirty calendar days after receipt of the assignment, the investigative panel shall submit a report to the superintendent, which will include, but not be limited to the following:

- (a) By the complainant,
- (b) Affidavits by witnesses testifying on behalf of the complainant,
- (c) Affidavits by any witnesses testifying on behalf of the school board,
- (d) Affidavits by the school board as to the facts of the issue,
- (e) Statement of position by the school board, together with any documents in support of the position,
- (f) Records and documents gathered in evidence from the school board,
- (g) The investigative panel's summary and recommendation to the superintendent.

Within ten workdays after receipt of the investigative panel's recommendation, the superintendent shall make a decision as to the recommendation that will be made to the school board and within twenty workdays of the panel's recommendation, the complainant will be notified of the board's action by certified mail. In the event the board's decision favors the complainant, the superintendent shall affect a resolution that will provide relief for the complainant and all others similarly situated from the discriminatory practice.

The superintendent or any other officer or employee of the school system shall be prohibited from taking any retaliatory action against any person involved in the discriminatory proceedings. For discrimination issues contact: Jan Walker, Director of Personnel, 850-838-2500, TCSD, 318 N. Clark St. Perry, FL 32347

**SEARCH AND SEIZURE:** It is the goal of the School Board of Taylor County that all school environments remain safe and students

remain free from harm. These procedures are implemented as a means of achieving that goal through the use of personal searches, searches of property and searches of motor vehicles upon school property. It is the intent of the School Board that searches be conducted in the least intrusive manner possible in order to protect the health, safety and welfare of students, faculty, staff and visitors.

**SEARCH GENERALLY:** A search involves the investigation by a school official or designee based upon reasonable suspicion, that there are items of property on the school campus either on the person or upon the property either owned or under the control of students. A search of either the person or property may include but is not limited to the use of a metal detector. In the event that a school official determines a search to be necessary, he or she may request that a law enforcement school resource officer be present or that the officer actually conduct the search on behalf of the district. Unless circumstances require an officer of competent jurisdiction to take over, the administrator may, however, consult with the officer before making decisions or issuing any orders.

**TYPES OF SEARCH:** The rights of students as citizens to be free from unreasonable search shall be preserved in the schools, however, when an administrator has a reasonable suspicion that an individual possesses an item of contraband, the following types of search may be utilized as appropriate.

1. Search of the person.
2. Search of property (lockers, containers or parcels and motor vehicles).

A complete description of the student and employee search and seizure policy is located in the School Board Policy Handbook and at each school site.

#### **CERTIFICATION OF ADMINISTRATIVE AND INSTRUCTIONAL PERSONNEL POLICY:**

Except for employment under emergency conditions as provided in Section 236.0711, Florida Statutes, no person shall be employed or continued in employment if he/she does not hold or is ineligible to hold a valid Florida Educator's Certificate. The staff member shall be responsible for maintaining a valid certificate. The staff member shall register his/her certificate and each certificate reissuance or renewal in the district office as soon as the Department of Education issues the new validity period on the certificate. The deadline for establishing a new certificate level or training in the district office shall be September 1 of each school year.

- (1) The Superintendent shall designate a Certification Contact to work directly with the Bureau of Teacher Certification, Florida Department of Education, to assist personnel with certification issues.
- (2) A teacher may not teach outside the field for which he/she is certified for more than one school year unless the teacher has earned sufficient credits to continue to remain outside the field of certification.
- (3) A teacher will be considered qualified in the field of assignment if one of the following conditions is met:
  - (a) holds a valid Florida Educator's Certificate with an appropriate coverage as provided in the Course Code Directory for teaching the course, or
  - (b) Holds a valid Florida Educator's Certificate and has a minor in the field in which instruction is provided, as shown on an official college transcript or as verified in writing by the college or university, or
  - (c) Holds a valid Florida Educator's Certificate and has demonstrated sufficient subject area expertise in the subject area in which the instruction is provided by presenting a passing score on the subject area test of the Florida Teacher Certification Examination.
- (4) A teacher who has not met the requirement for demonstration of mastery of general knowledge by passing the required state test within one calendar year of employment may not be continued in employment in any position that requires a Temporary Certificate past the end of the contract year in which the one calendar year falls.

**STATUTORY AUTHORITY:** Sections 230.22 (2); 230.23 (7) Florida Statutes

**LAWS IMPLEMENTED:** Sections 231.0861 (3); 231.15; 231.17; 236.0711, Florida Statutes

**STATE BOARD OF EDUCATION RULES:** 6a-1.0501; 6a-1.0502; 6a-1.0503

TAYLOR SCHOOL BOARD APPROVED - MARCH 19, 2002

#### **DIRECTORY INFORMATION NOTICE**

You must notify the district in writing within ten (10) working days after the issuance of this notice if you do not want Taylor County School District to disclose directory information from your child's education records without your prior written consent. Taylor County School District has designated the following information as directory information: Student's name, address, telephone listing (if listed), electronic mail address, photograph, date and place of birth, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, most recent educational agency or institution attended and grade level.



\*These laws are Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the *No Child Left Behind Act of 2001* (P.L. 107-110), the educational bill; and 10 U.S.C. 503, as amended by section 544, the *National Defense Authorization Act for Fiscal Year 2002* (p.L.)\_107-107, the legislation that provides funding for the nation's armed forces.

**NOTICE OF PRIVACY PRACTICES: This notice describes how medical information about you may be used and disclosed and how you can get access to this information.**

**Department of Health Duties**

The Department of Health is required by law to maintain the privacy of your protected health information. This Notice of Privacy Practices tells you how your protected health information may be used and how the department keeps your information private and confidential. This notice explains the legal duties and practices relating to your protected health information. As part of the department's legal duties this Notice of Privacy Practices must be given to you. The department is required to follow the terms of the Notice of Privacy Practices currently in effect. The Department of Health may change the terms of its notice. The change, if made, will be effective for all protected health information that it maintains. New or revised notices of privacy practices will be posted on the Department of Health website at [www.myflorida.com](http://www.myflorida.com) and will be available by email and at all Department of Health buildings. **Uses and Disclosures of your protected health information.** Protected health information includes demographic and medical information that concerns the past, present, or future physical or mental health of an individual. Demographic information could include your name, address, telephone number, social security number and any other means of identifying you as a specific person. Protected health information contains specific information that identifies a person or can be used to identify a person. Protected health information is health information created or received by a health care provider, health plan, employer, or health care clearinghouse. The Department of Health can act as each of the above business types. This medical information is used by the Department of Health in many ways while performing normal business activities. Your protected health information may be used or disclosed by the Department of Health for purposes of treatment, payment, and health care operations. *Health care professionals use medical information in the clinics or hospital to take care of you. Your protected health information may be shared, with or without your consent, with another health care provider for purposes of your treatment. The Department of Health may use or disclose your health information for case management and services. The Department of Health clinic or hospital may send the medical information to insurance companies, Medicaid, or community agencies to pay for the services provided to you.* Your information may be used by certain department personnel to improve the department's health care operations. The department also may send you appointment reminders, information about treatment options or other health related benefits and services. Some protected health information can be disclosed without your written authorization as allowed by law. Those circumstances include:

- £ Reporting abuse of children, adults, or disabled persons.
- £ Investigations related to a missing child.
- £ Internal investigations and audits by the department's divisions, bureaus, and offices.
- £ Investigations and audits by the state's Inspector General and Auditor General and the legislature's Office of Program Policy Analysis and Government Accountability.
- £ Public health purposes including vital statistics, disease reporting, public health surveillance, investigations, interventions and regulation of health professionals.
- £ District medical examiner investigations.
- £ Research approved by the department.
- £ Court orders, warrants, or subpoenas.
- £ Law enforcement purposes, administrative investigations, and judicial and administrative proceedings. Other uses and disclosures of your protected health information by the department will require your written authorization. This authorization will have an expiration date that can be revoked by you in writing. These uses and disclosures may be for marketing and for research purposes. Certain uses and disclosure of psychotherapist notes will also require your written authorization.

**Individual Rights**

**You have the right to request the Department of Health to restrict the use and disclosure of your protected health information** to carry out treatment, payment, or health care operations. You may also limit disclosures to individuals involved with your care. The department is not required to agree to any restriction.

**You have the right to be assured that your information will be kept confidential.** The Department of Health may mail or call you with health care appointment reminders. We will make contact with you in the manner and at the address or phone number you

select. You may be asked to put your request in writing. If you are responsible to pay for services, you may provide an address other than your residence where you can receive mail and where we may contact you. **You have the right to inspect and receive a copy of your protected health information.** Your inspection of information will be supervised at an appointed time and place. You may be denied access as specified by law. If access is denied, you have the right to request a review by a licensed health care professional who was not involved in the decision to deny access. This licensed health care professional will be designated by the department. **You have the right to correct your protected health information.** Your request to correct your protected health information must be in writing and provide a reason to support your requested correction. The Department of Health may deny your request, in whole or part, if it finds the protected health information:

- £ Was not created by the department,
- £ Is not protected health information,
- £ Is by law not available for your inspection, or
- £ Is accurate and complete. If your correction is accepted, the department will make the correction and tell you and others who need to know about the correction. If your request is denied, you may send a letter detailing the reason you disagree with the decision. The department will respond to your letter in writing. You also may file a complaint, as described below in the section titled Complaints. **You have the right to receive a summary of certain disclosures** the Department of Health may have made of your protected health information. This summary does **not** include:
  - £ Disclosures made to you.
  - £ Disclosures to individuals involved with your care.
  - £ Disclosures authorized by you.
  - £ Disclosures made to carry out treatment, payment, and health care operations.
  - £ Disclosures for public health.
  - £ Disclosures for health professional regulatory purposes.
  - £ Disclosures to report abuse of children, adults, or disabled.
  - £ Disclosures prior to April 14, 2003. This summary **does** include disclosures made for:
    - £ Purposes of research, other than those you authorized in writing.
    - £ Responses to court orders, subpoenas, or warrants. You may request a summary for not more than a 6-year period from the date of your request. If you received this Notice of Privacy Practices electronically, you have the right to a paper copy upon request.

#### **For Further Information**

Requests for further information about the matters covered by this notice may be directed to the person who gave you the notice, to the director or administrator of the Department of Health facility where you received the notice, or to the Department of Health, Inspector General at 4052 Bald Cypress Way, BIN A03/ Tallahassee, FL 32399-1704/ telephone 850-245-4141.

#### **Complaints**

If you believe your privacy rights have been violated, you may file a complaint with the: Department of Health's Inspector General at 4052 Bald Cypress Way, BIN A03/ Tallahassee, FL 32399-1704/ telephone 850-245-4141 and with the Secretary of the U.S. Department of Health and Human Services at 200 Independence Avenue, S.W./ Washington, D.C. 20201/ telephone 202-619-0257 or toll free 877-696-6775. The complaint must be in writing, describe the acts or omissions that you believe violate your privacy rights, and be filed within 180 days of when you knew or should have known that the act or omission occurred. The Department of Health will not retaliate against you for filing a complaint.

#### **Effective Date**

This Notice of Privacy Practices is effective beginning April 14, 2003, and shall be in effect until a new Notice of Privacy Practices is approved and posted.