



Student/Parent Handbook 2026-2027 Tomorrow Begins Today!



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<https://academy.fullercenterfl.org/>



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Dear Parents and Guardians,

Welcome to our school family! We are honored that you have chosen our elementary school to be part of your child's educational journey. Selecting a school is one of the most important decisions a family makes, and we truly appreciate the trust and confidence you have placed in us. We are excited to partner with you in creating a positive, supportive, and enriching experience for your child throughout the school year.

At our school, we believe every child deserves a safe environment, a strong academic foundation, meaningful relationships, and opportunities to grow both academically and personally. Our goal is to ensure that each student feels valued, encouraged, and inspired every day they walk through our doors.

In addition to physical safety, we are equally committed to the emotional safety of every child. We work hard to create classrooms where students feel respected, accepted, and supported. Our staff encourages positive behavior, conflict resolution, and social-emotional learning to help students build confidence and healthy relationships.

On behalf of the Fuller Academy, we would like to wish you a successful school year.

Sincerely,

Dr. Jacqueline Berlin

VISION/MISSION & PHILOSOPHY/CULTURE STATEMENT

VISION STATEMENT

MISSION STATEMENT

The mission of Fuller Academy is to provide a challenging curriculum where academic excellence, character development, and individual growth are nurtured in a safe environment that involves the active participation of students, teachers, parents, and community members.

PHILOSOPHY STATEMENT

“Our school is a place where children enjoy learning, teachers enjoy teaching, and parents are expected to be a key part of the educational process.”

- *We believe that children are individuals and progress at their own individual pace.* Students at Fuller Academy study in an active and technology-rich environment.
- *We believe that each child comes with a unique learning style.* Therefore, the academic design for each student at Fuller Academy is based on his/her own unique style.
- *We believe that all children live up to the expectations set for them.* Thus, Fuller Academy sets high academic and behavioral expectations for all students.
- *We believe that learning can – and should – be fun.* Therefore, teachers at Fuller Academy provide students with joyful learning experiences.
- *We believe that students learn best when their parents are actively involved in the school community.* Therefore, we require that you read, sign, and comply with our parent engagement agreement.

CULTURE STATEMENT

Results driven and engaged organization that makes a difference in the community driving a sustainable cost-effective operation.

VALUES

The Fuller Academy team members worked together to create the Center Values.

Respect-Treat others with the highest degree of dignity, equality and trust while valuing their contributions.

Teamwork-Promote and support a dedicated, unified team to passionately meet one common goal.

Communication-Have open, honest, and frequent sharing of information in a safe environment where opinions and views are encouraged.

Innovation-Use creativity to deliver quality education and support by viewing challenges and opportunities from new angles and exercising our curiosity.

Integrity-Uphold the highest ethical standards by acting with honesty and fairness in every action we take.

Learning-Continually develop our knowledge base, as individuals, to maximize and deliver best practices in all that we do.

The program supports a climate that fosters trust, collaboration, and inclusion by providing team members with an opportunity to share feedback in the following ways:

- Team member meetings
- Team member engagement surveys
- Open Door policy
- One on one meetings

Team members are encouraged to work together to discuss program needs and provide solutions to needs that arise.

All program team members get an opportunity to sit one on one with the Executive Director to share and express feedback within their first ninety days of employment and is available on an ongoing basis.

POLICY: SCHOOL HOURS

Policy #1

CREATION DATE: April 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

Regular attendance and punctuality are necessary for successful operation of your team and the organization. Arriving late, leaving early and absenteeism cause disruptions and burdens on your teammates. Your cooperation is vital. Arriving at school on time will ensure a successful day for your child.

The Fuller Academy students are provided with breakfast from 8:00a.m. to 8:30a.m. Our Instruction class begins at 8:40a.m.

Class Time: 8:35a.m.

Dismissal time: 2:30p.m.

Late Pick-up after 2:45pm and beyond will accrue a late fee of \$2.00 dollars per minute.

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 -2027

Attendance Standards

Parents and students are responsible for attendance, which shall be required of all students during the days and hours that school is in session. Florida law defines a “habitual truant” as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student’s parent or guardian, and who is subject to compulsory school attendance.

"A parent who refuses or fails to have a minor child who is under his or her control attend school regularly, or who refuses or fails to comply with the requirements in subsection (3), commits a misdemeanor of the second degree, punishable as provided in s.77s.082 or s.77s.083. The continued or habitual absence of a minor child without the consent of the principal or teacher in charge of the school her or she attends or should attend, or of the tutor who instructs or should instruct him or her, is prima facie evidence of a violation of this chapter; however, a showing that the parent has made a bona fide and diligent effort to control and keep the student in school shall be an affirmative defense to any criminal or other liability under this subsection and the court shall refer the parent and child for counseling, guidance, or other needed services."
[Florida State Statute 1 003.27 (7)(01)(1)(2)]

There are probably no factors more important to a student’s progress in school than regular and punctual attendance as outlined below:

1. **School Attendance** - Students are to be counted in attendance only if they are present for at least two (2) hours of the day or are engaged in a school-approved educational activity that constitutes a part of the instructional program for the student. Please text or call if your student is going to be absent.
2. **Class Attendance** - Students are to be counted in attendance if they are physically present in class for at least half of the class period, have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.
3. **Late Arrivals** - A student is considered tardy if they are not present by 8:40. If there is a valid reason, a note must be provided within 24 hours. After 8:45 they will be charged \$5.00. After 9:00 a.m. unless there has been proper communication or a Doctors note is presented upon arrival.

NOTE: Parental Notification of Absence from School. Parents and guardians are responsible for notifying the academy front office if a student is not present when attendance is taken but is present later in the school day.

The only acceptable excused absences are:

1. **Personal illness** of the student (medical evidence may be required by the administrator or designee for absences exceeding **five** consecutive days). The written statement must include all days the student has been absent from school. If a student is continually sick and repeatedly absent from school due to a specific medical condition, the student must be under the supervision of a health care provider to receive excused absences from school.
2. **Court appearance** of the student, subpoena by a law enforcement agency, or mandatory court appearance.
3. **Medical Appointment:** If a student is absent from school due to a medical appointment a written statement from a health care provider indicating the date and time of the appointment must be submitted to the principal.
4. Approved school activity (absences recorded but not reported).
5. Other absences with prior approval of the principal.
6. Attendance at a center under the Department of Children and Families supervision.
7. Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service be observed.
8. **Death** in the immediate family.
9. Outdoor suspension.
10. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal, require documentation related to the condition.

Unexcused absences include but are NOT limited to.

1. Vacations, personal services, local non-school events, programs, or sporting activities.
2. Older students provide daycare services for siblings.
3. Illness of others.
4. Non-compliance with immunization requirements (unless lawfully exempt).

Absences not included in the excused absences listed above shall be unexcused.

Any student who has been absent from school will be marked absent unexcused until she/he submits the required documentation. **Failure to provide required documentation within three (3) school days upon the return to school will result in an unexcused absence.** Unexcused absences do not require that the teacher provide make-up work for the student.

POLICY: School Calendar & Services

Policy # 3

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
SCHOOL CALENDAR 2026-2027
School Board Approved 4/15/2026

STUDENTS AND ALL EMPLOYEES EXCEPT 12-MONTH EMPLOYEES
12-MONTH EMPLOYEES
12-MONTH EMPLOYEES SEE EMPLOYEE CALENDAR NOTES
10-HOUR DAYS FOR 12-MONTH EMPLOYEES
DUTY/PDO: TEACHER WORK DAY/PROFESSIONAL DEVELOPMENT DAY
NO SCHOOL NO SCHOOL

JULY 2026					AUGUST 2026					SEPTEMBER 2026				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1	2 HOLIDAY	3 Day of Closed	3 Pre-School for Teachers	4 Pre-School for Teachers	5 Pre-School for Teachers	6 Pre-School for Teachers	7 Pre-School for Teachers		1	2	3	4
6 Pre-School for Teachers	7	8	9 Pre-School for Teachers	10 Day of Closed	10 Pre-School for Teachers	11	12	13	14	7 HOLIDAY	8	9	10	11
13	14	15	16 Pre-School for Teachers	17 Day of Closed	17	18	19	20	21		14	15	16	17
20	21	22	23 Pre-School for Teachers	24 Day of Closed	24	25	26	27	28	21 HOLIDAY	22	23	24	25
27	28	29	30 Pre-School for Teachers	31 Day of Closed	31					28 HOLIDAY	29	30		
OCTOBER 2026					NOVEMBER 2026					DECEMBER 2026				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1	2	2 End 1st Elementary Trimester	3 DUTY/PDO NO SCHOOL	4 Begin 2nd Elementary Trimester	5	6		1	2	3	4
5	6	7	8	9 End 1st Nine Weeks	9	10 HOLIDAY	11 HOLIDAY	12	13	7	8	9	10	11
12 DUTY/PDO NO SCHOOL	13 Begin 2nd Nine Weeks	14	15	16	16	17	18	19	20	14	15	16	17	18 End 2nd Nine Weeks
19	20	21	22	23	23 HOLIDAY	24 HOLIDAY	25 HOLIDAY	26 HOLIDAY	27 HOLIDAY	21 HOLIDAY	22 HOLIDAY	23 HOLIDAY	24 HOLIDAY	25 HOLIDAY
26	27	28	29	30	30					28 HOLIDAY	29 HOLIDAY	30 HOLIDAY	31 HOLIDAY	
JANUARY 2027					FEBRUARY 2027					MARCH 2027				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1 HOLIDAY	1	2	3	4	5	1	2	3	4	5
4 DUTY/PDO NO SCHOOL	5 Begin 3rd Nine Weeks	6	7	8	8	9	10	11	12 End 2nd Elementary Trimester	8	9	10 HOLIDAY	11	12
11	12	13	14	15	15 DUTY/PDO NO SCHOOL	16 Begin 3rd Elementary Trimester	17	18	19	15	16	17	18	19 End 3rd Nine Weeks
18 HOLIDAY	19	20	21	22	22	23	24	25	26	22 HOLIDAY	23 HOLIDAY	24 HOLIDAY	25 HOLIDAY	26 Dance Closed
25	26	27	28	29						29 DUTY/PDO NO SCHOOL	30 Begin 4th Nine Weeks	31		



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
SCHOOL CALENDAR 2026-2027
School Board Approved 4/15/2026

STUDENTS AND ALL EMPLOYEES EXCEPT 12-MONTH EMPLOYEES
12-MONTH EMPLOYEES
15-HOUR DAYS FOR 12-MONTH EMPLOYEES
DUTY (PDD) TEACHER WORK DAY/PROFESSIONAL DEVELOPMENT DAY
NO SCHOOL

APRIL 2027					MAY 2027					JUNE 2027				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1	2	3	4	5	6	7		1	2	3
5	6	7	8	9	10	11	12	13	14	14	7	8	9	10
12	13	14	15	16	17	18	19	20	21	21	14	15	16	17
19	20	21	22	23	24	25	26	27	28	28	21	22	23	24
26	27	28	29	30	31						28	29	30	
Holidays & Non-Work Days					EMERGENCY MAKE-UP DAYS (EMD)					EMPLOYEE CONTRACT PERIODS				
DATE	Holiday / Non-Work Day				Emergency Make-Up days (EMUC) will be at the discretion of the Superintendent in accordance with the state statute for student instructional time.					EMPLOYEE GROUP	# DAYS	BEGIN	END	
Jul 2, 2026	Independence Day (Observed)									Selected Teachers (T)	188	8/5/2026	5/27/2027	
Sept 7, 2026	Labor Day										250	7/1/2026	6/30/2027	
Sept 21, 2026	Fall Holiday										196	8/3/2026	5/31/2027	
Nov 11, 2026	Veterans Day									Teachers & Assistant Principals (T & I)	206	7/20/2026	5/31/2027	
Nov 23 - 27, 2026	Thanksgiving Break										216	7/6/2026	6/17/2027	
Dec 21 - Dec 22, 2026	Winter Break										226	7/6/2026	6/30/2027	
Dec 23, 2026 - Jan 1, 2027	Winter Break										260	7/1/2026	5/27/2027	
Jan 18, 2027	Dr. Martin Luther King Jr. Day									All Other Employees (NT)	180	8/7/2026	5/27/2027	
Mar 10, 2027	Spring Holiday										180 + 2 Add'l Days	8/7/2026	5/27/2027	
Mar 22 - 26, 2027	Spring Break										182	8/5/2026	5/27/2027	
May 31, 2027	Memorial Day										187	8/3/2026	5/28/2027	
Jun 17, 2027	Juneteenth (Observed)										190	8/3/2026	5/28/2027	
ELEMENTARY SCHOOLS STUDENTS' ATTENDANCE DATES					SECONDARY SCHOOLS STUDENTS' ATTENDANCE DATES									
PERIOD	BEGIN	END	# DAYS		PERIOD	BEGIN	END	# DAYS						
1 st Trimester	Aug 10, 2026	Nov 2, 2026	58		1 st Quarter	Aug 10, 2026	Oct 9, 2026	43						
2 nd Trimester	Nov 4, 2026	Feb 12, 2027	55		2 nd Quarter	Oct 13, 2026	Dec 18, 2026	42						
3 rd Trimester	Feb 16, 2027	May 27, 2027	66		3 rd Quarter	Jan 5, 2027	Mar 19, 2027	51						
					4 th Quarter	Mar 30, 2027	May 27, 2027	43						
ELEMENTARY SCHOOLS REPORT CARD DISTRIBUTION DATES					SECONDARY SCHOOLS REPORT CARD DISTRIBUTION DATES									
PERIOD	ELEMENTARY SCHOOLS				PERIOD	SECONDARY SCHOOLS								
1 st Trimester					1 st Quarter	TBD								
2 nd Trimester					2 nd Quarter									
3 rd Trimester					3 rd Quarter									
					4 th Quarter									
TEACHERS' & ASST. PRINCIPALS' PAID HOLIDAYS					SECONDARY SEMESTERS									
Sept 7, 2026	Jan 1, 2027				PERIOD	BEGIN	END	# DAYS						
Nov 26, 2026	Jan 18, 2027				1 st Semester	Aug 10, 2026	Dec 18, 2026	85						
Dec 25, 2026	May 31, 2027				2 nd Semester	Jan 5, 2027	May 27, 2027	94						
Please see Employee Calendar. Notes for additional information regarding workdays.														
It is each employee's responsibility to know their workdays for the school year.														

POLICY: Academic Programs/Services

Policy # 4

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

Academic Programs/Services

Private schools are run independently, and therefore the approach to teaching is different from that of public schools. The Academy's curriculum utilizes the benchmarks for Florida's Next Generation Sunshine State Standards, Florida's B.E.S.T. Standards, and the Florida State Standards <http://www.floridastandards.org/index.aspx>. The curriculum encompasses the core subject areas of Math, Reading/Language Arts, Science, STEM/ and Social Studies, Extracurricular activities such as Art, Computers/Media, and Physical Education are provided.

Our curriculum encompasses elements of co-teaching, whole group, small-group, differentiated instruction, and cooperative group activities.

- **Aftercare Wrap-around program**
- **Violin Lessons**
- **CHESS Club**
- **Next Wave (AI -Robotics class K-4th grade)**

POLICY: NON-DISCRIMINATION STATEMENT

Policy # 5

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

Florence Fuller Center is an equal opportunity employer. All employment activities will be conducted in a manner to assure equal opportunity for all and will be based solely on the individual merit and fitness of applicants, candidates and/or team members without regard to race, color, religion, creed, gender, gender expression, age, national origin, sexual orientation/preference, marital status, pregnancy, disability, veteran's status, or any other characteristic protected by law.

Further, Florence Fuller Center is an equal opportunity service provider and will provide its services to children and/or their family without regard to the child or family's race, color, creed, religion, gender, age, national origin, sexual orientation/preference, marital status, pregnancy, disability, veteran's status, or any other characteristic protected by law.

Any team member who acts in a discriminatory manner towards any person will be subject to disciplinary action up to and including termination. This includes overt acts of discrimination through speech, writing or behavior as well as acts of indifference, failure to acknowledge another person and/or failure to act in a professional manner towards another person.

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

Students will be admitted to Fuller Academy regardless of race, gender, religion or ethnic origin, and our admission and dismissal procedures will be equitable for all students.

1. If the number of applicants meeting the established criteria of this school exceeds the stated capacity of the school, or individual classroom or program, each child would be placed on a waiting list.

Health

Core school health requirements include the following.

- Mandated health screenings (vision, hearing, growth, and development),
- emergency and first aid response,
- communicable illness prevention,
- parent/guardian consultation,
- referral and follow-up of suspected and confirmed health conditions.

Health Requirements for School Attendance

Florida's school immunization law F.S. **1003.22**, requires all students in public schools in prekindergarten and kindergarten-12th grade to have documentation of proper immunizations and school entry health examinations.

- Form: **DH3040** should be used for physical exams (including blood pressure reading, hematocrit/hemoglobin and lead results) and presented to school.
- Form: **DH680 required** with current immunizations presented prior to school entry
- Religious exemption obtained only on **DH 681 form** county health department.
- If a child has not had a lead test, one will need to be completed. Medicaid providers are required to provide lead screenings at no cost. In addition, all children are required to have current immunizations, a dental examination and documentation of allergies. Physicals are good for 12 months only. A new physical will be requested, and the child will not be allowed to attend school without a current physical form. You will receive written notice one month prior to the expiration date. Immunizations must remain current. Your child will not be allowed to attend school with an expired immunization record or religious exemption.
- Students who are transferring from an out of county school; experiencing homelessness; in DCF custody; or students entering a juvenile justice education program or school; or children of military families as defined under **section 1000.36 F.S.** receive a 30-day exemption while their records are being transferred **FAC 64D-3.046(4)**

Parent Responsibilities with Student Health

It is the responsibility of the parent(s)/guardian(s) to notify the school of any health condition of their child, which may require medication, treatment, or monitoring at school or on school sponsored trips or activities.

Parents/guardians must submit a properly executed “authorization for medication/treatment form (available from physician) to school administration.

POLICY: CHILDREN'S HEALTH

Policy # 7

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

CHILDREN'S HEALTH POLICY

Please do not bring your child to school if he/she is sick. Because of Public Health rules, we cannot keep sick children at school. Your child will be sent home for the following reasons:

- A. Severe coughing, causing the child to become red or blue in the face or to make whooping sound.
- B. Wheezing, not controlled by medication.
- C. Difficult or rapid breathing.
- D. Stiff neck.
- E. Diarrhea (more than 1 abnormally loose stool within a twenty-four-hour period).
- F. Temperatures of one hundred (100) degrees Fahrenheit or higher is taken by the axillary method (armpit) especially when in combination with other signs or illness.
- G. Conjunctivitis (pink eye)
- H. Untreated infectious skin patches or infections.
- I. Communicable diseases (chicken pox, etc.)
- J. Vomiting
- K. Dehydration
- L. Pediculosis (lice, nits). A child who has head lice shall not be permitted to return until treatment has occurred. Treatment shall include the removal of all lice, lice eggs, and egg cases (nits); or m. Any unusual sign or symptom of illness.

A child that needs to be sent home is kept in the office or Family Empowerment room until someone picks him/her up. When you are called to pick up your ill child, please do so immediately. If your child is not picked up within one hour, we will notify you for the second time. At that time, if arrangements are not made to pick up your child, personnel at FULLER ACADEMY and/or FULLER CENTER will contact your emergency contacts to arrange pick up. We reserve the right to call medical services and/or The Department of Children and Families if the ill child remains on campus. We understand the hardship that a sick child imposes, and we will do our best to work with you. Our Centers are monitored by the Palm Beach County Public Health Department who enforces this policy. If a child is sent home with vomiting, diarrhea, or temperature of 100 or above, they must stay home until they are symptoms free for 24 hours. For communicable diseases, such as Chicken Pox, Measles, etc., the child must stay home until a doctor has provided a note clearing the child to return to the campus. When sending medication: Only medicine prescribed by the doctor can be given.

The bottle must have the child's name, date, name of medicine, dosage, time(s) to be given and the name of the doctor. The doctor must also fill out a Physician's Authorization for Student Medication form. This form must state the type of medicine being prescribed, the times the medication needs to be given and the dosage that is to be given. The form must be signed by both the parent and the doctor. Please do not bring over-the-counter medications.

POLICY: SMOKE-FREE VAPER-FREE WORKPLACE

Policy # 8

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

Smoke-Free, Vape Free Workplace

All facilities, grounds, and vehicles of the Jack & Jill Children's Center are **Smoke-Free, Vape Free Environments**. Smoking and vaping are prohibited in any of these areas.

In addition, team members are prohibited from becoming nuisances to Jack & Jill Children's Center's neighbors by loitering on their property while smoking or vaping.

Any team member or volunteer who has the scent of cigarettes on them or their clothes is not allowed to remain in the Center. Third-hand smoke is dangerous for our children and will not be tolerated.

Violation of this policy will result in disciplinary action.

POLICY: BEHAVIORAL HEALTH AGREEMENTS

Policy # 9

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

Behavioral Health Agreements

Fuller Academy provides Behavioral Health Agreements. These agreements provide behavioral health services in schools for children and their families in coordination with multi-Tiered systems of support (MTSS/School Based Team (SBT/Family Empowerment).

Staff from these agencies are permitted to work with students individually and in groups at school, meet with the SBT/Family Empowerment and view the academic, behavior, and discipline data used by the Team. These Agreements allow experts to provide interventions and assistance to our students and their families that we, as educators, are unable to offer. These providers can help the SBT identify social and emotional barriers and create effective interventions.

POLICY: BULLYING PREVENTION & HARRASSMENT

Policy # 10

CREATION DATE: April 20, 2026

EFFECTIVE DATE: August 2026 - 2027

Bullying Prevention and Harassment

School harassment is a serious issue. It is the policy of Fuller Academy to maintain a learning and working environment that is free from religious, racial, sexual harassment, or sexual orientation harassment and supports a safe, supportive school climate for all of our students. Bullying can include behaviors such as physical violence and attacks, extortion and theft, taunts, name-calling and put-downs, peer group exclusion, threats and intimidation, and cyber-bullying.

Any student that believes he or she has been harassed or bullied should report it immediately to a teacher, counselor, or school administrator.

Additional Resources for Bullying Prevention

- STOP BULLYING (RESOURCE WEBSITE) <http://www.stopbullying.gov/>

POLICY: SEXUAL HARASSMENT

Policy # 11

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

The Fuller Academy provides a workplace free of discrimination. Actions, words, jokes, or comments based on an individual's sex, race, age, ethnicity, religion, or any legally protected characteristic are not tolerated. Overt and subtle sexual harassment creates an offensive, hostile, and uncomfortable work environment and is strictly prohibited.

Sexual harassment by any team member or by a client to a team member requires investigation. If sexual harassment is found, the harasser will be subject to disciplinary action including possible termination.

Fuller Academy prohibits sexual harassment. The Fuller Academy team members, volunteers, clients, and applicants have a right to work in a discrimination free environment, including freedom from sexual harassment.

Sexual harassment is strictly prohibited and will not be tolerated. Sexual harassment may be defined as, but not limited to:

- Suggesting to a team member that submitting to sexual favors enhances employment opportunities and/or advancement.
- Threatening or insinuating that refusal to submit to sexual advance will adversely affect employment appraisal, wages, advancement, assigned duties, shifts, or any other condition of employment or career development.
- Offering unwelcome sexual advancement or flirtation.
- Using sexually degrading words.

- Offering sexually suggestive or erotic comments regarding a person's body or mannerisms.
- Displaying graphically sexual pictures and/or objects in the workplace.
- Supervisors shall maintain a workplace free of harassment. Sexual harassment policies shall be discussed with team members assuring that insulting and/or degrading sexual harassment shall not be tolerated.

Sexual Harassment Complaint Procedure:

Sexual and impermissible harassment complaints should be reported immediately to a team member's supervisor. If it is inappropriate to notify the supervisor, contact the Executive Director.

Sexual harassment complaints will be investigated promptly, and all information will be kept confidential. Investigation results require the Executive Director's action and resolution.

Sexual Harassment Complaint Action:

Sexual harassment investigations confirming allegations require swift and prompt corrective action and disciplinary action or possible termination against the offending party.

Violation of this policy will result in immediate termination.

POLICY: STUDENT BEHAVIOR

Policy # 12

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

Fuller Academy believes that student safety and an orderly environment is a vital component of the instruction program. Providing a safe and orderly environment while developing skills, attitudes and personal responsibility, is embedded with every staff member and student.

Responsibility: Students should take ownership of their actions, such as completing assignments on time and following school rules. **Positive Attitude:** Maintaining a positive outlook, even when faced with challenges, helps students build resilience and encourages others.

Positive Behavior Support (PBS) is a proactive, team-based approach for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of positive social skills, and the use of data-based problem solving for addressing existing behavioral concerns. Positive Behavior Support (PBS) will be utilized as a tool in the Fuller Academy elementary buildings to help improve the social and learning behaviors of students and decrease disruptions that interfere with learning.

PBS provides a positive focus to encourage desirable student behaviors. A set of universal expectations for behavior, positively stated, is established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility, caring, citizenship, and safety.

Teachers

Students experience an unusually rich program with character education, co-ed enrichment classes and a variety of activities to enhance social skills to ready themselves for a lifetime of success. Experienced and credentialed teachers are carefully chosen. Each teacher is reviewed continuously to ensure the appropriate information is taught and the test scores meet or exceed our expectations.

Consequences of Student Misconduct

Should infractions of the Behavior Expectations occur, the following misconduct/response structure will be initiated. This structure includes four levels that represent a continuum of misbehavior based on the seriousness of the act and the frequency of the occurrence. Students should exhibit good conduct and avoid the behaviors listed as examples under each level.

LEVEL I

Misbehavior on the part of the student which IMPEDES ORDERLY CLASSROOM PROCEDURES or INTERFERES with the ORDERLY OPERATION OF THE SCHOOL. These behaviors are usually handled by individual staff members but sometimes require the intervention of other support personnel.

Misconduct (examples, but not limited to):

- § Classroom/school disturbance/disruptions
- § Bus room disruptions
- § Cafeteria/playground misbehavior
- § Inappropriate student dress
- § Improper conduct including unsafe, disruptive and/or boisterous behavior
- § Violation of classroom procedures established by teacher
- § Abusive language
- § Cheating/lying
- § Minor abuse of school property
- § Bullying, harassment and/or intimidation of fellow students
- § Disrespectful behavior toward other students

Discipline Options (examples, but not limited to):

Reprimand by staff

- § Parental notification
- § Counseling by staff or support personnel
- § Temporary isolation within the classroom
- § Seating change
- § Special assignments given as penalties which are educational in nature
- § Supervised study
- § Teacher assigned detention(s)
- § Behavioral contract
- § Withdrawal of privileges

§ Removal from classroom to an area under staff supervision

LEVEL II

Misbehavior whose frequency or seriousness tends TO DISRUPT THE LEARNING CLIMATE OF THE SCHOOL.

These infractions, which usually result from the continuation of LEVEL I misbehaviors, require the intervention of personnel on the administrative level because the execution of LEVEL I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which DO NOT represent a direct threat to the health and safety of others, but whose EDUCATIONAL CONSEQUENCES ARE SERIOUS ENOUGH to require corrective action on the part of administrative personnel.

POLICY: CYBERSPACE IDENTITIES

Policy # 13

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

Team members are strictly prohibited from including any information and/or photographs related to Fuller Academy, its team members and/or the children/families served by Fuller Academy on any internet website and/or blog including but not limited to social media sites like Facebook and Instagram. Team members are only allowed to share Jack and Jill Children's Center posts on their personal page.

Any violation of this policy will result in disciplinary action up to and including termination. Further, Fuller Academy will pursue all legal remedies available for actions in violation of this policy.

POLICY: SOCIAL MEDIA**Policy #14****CREATION DATE:** April 20, 2026**REVISION DATE:****EFFECTIVE DATE:** August 2026 - 2027

We recognize that social networking sites, including but not limited to Facebook, MySpace, Twitter, Instagram, Snapchat, Pinterest, LinkedIn, YouTube, Google Plus, etc., have become an integral part of everyday life for most people. However, to protect Fuller Academy interests and ensure team members focus on their job duties, team members must adhere to the guidelines set forth in this policy. Where no policy or guidelines exist, team members should use their professional judgment and take the most prudent action possible. Consult with the Human Resources Department if you are uncertain.

1. Team members should expect to have no right to absolute privacy when they post on a social networking site.
2. Information posted by you should comply with the Center's policies, including but not limited to those relating to confidentiality, harassment, discrimination, and anti-violence. Harassment, discrimination, or retaliation, or content that would violate our anti-violence policy that would not be permissible in the workplace, is not permissible between co-workers online, even if done after hours, from home and on home computers.
3. When using social media, if a team member mentions Fuller Academy also expresses either a political opinion or an opinion regarding the Center's actions, the poster must specifically state that the opinion expressed is his/her opinion and not Fuller Academy position. This is necessary to preserve our goodwill in the marketplace.
4. Be respectful of potential readers and colleagues. Please do not use discriminatory comments or make maliciously false statements when commenting about the Center, other team members, clients, and all other connected.
5. Social media activities should not interfere with work commitments.
6. For ethical and other reasons, team members are prohibited from publishing any information regarding a client on social media.
7. Respect copyright laws, and reference or cite sources appropriately. Plagiarism applies online as well.
8. Fuller Academy logos and trademarks may not be used for commercial purposes or to endorse any product or service without written consent from management.
9. Any conduct which is impermissible under the law if expressed in any other form or forum is impermissible if expressed through social media. For example, posted material that is discriminatory, obscene, defamatory, libelous, or threatening is forbidden.

All other policies apply equally to social media. Team members should review this Handbook for further guidance.

POLICY: INTERNET SAFETY AND CONTENT FILTERING SUMMARY

Policy # 15

CREATION DATE: August 5, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 – 2027

Our organization maintains an internet content filtering solution designed to meet the core requirements of the Children's Internet Protection Act (CIPA) by restricting access to inappropriate and malicious internet content while allowing legitimate educational and business use.

Content Categories Blocked

The following categories are actively blocked:

- Adult Content
- Pornography
- Non-Sexual Nudity
- Child Abuse Content
- Dating
- Gambling & Lotteries
- Games (including Roblox)
- Weapons
- Illegal Activities
- Illegal Downloads
- Illegal Drugs
- Hacking

- Filter Avoidance / Circumvention Tools
- Encrypted DNS
- Hate Speech
- Terrorism & Violent Extremism
- Sex Education
- Astrology
- Paranormal
- Religion
- Extreme Content

Threat Protection

The web filter also blocks known security threats including:

- Malware Sites
- Phishing Sites
- Botnets
- Spyware & Adware
- Spam Sources

This helps protect users and devices from malicious websites and cyber threats.

URL-Based Filtering

In addition to category filtering, specific websites and domains are explicitly blocked, including:

- Roblox

- AnyDesk (remote access software)
- Various known DNS servers and IP addresses associated with blocked services

Allowed Websites

Specific websites are exempted from filtering where required for educational, healthcare, business, software management, or operational purposes, including:

- Microsoft Windows Update
- Google services
- Pediatric Partners
- ITSupport247 remote management services
- Webroot security services
- Amazon AWS/CloudFront services
- Payroll and HR platforms
- Other approved business applications required for daily operations

Policy Purpose

The filtering policy is designed to:

- Prevent access to obscene or harmful material.
- Protect users from malware, phishing, and other cyber threats.
- Restrict access to websites that present security, legal, or productivity risks.
- Allow access only to approved business and educational resources when exceptions are necessary.

CIPA Alignment

The implemented filtering controls address the primary technical requirements of CIPA by:

- Blocking visual depictions that are obscene or harmful to minors.
- Preventing access to child sexual abuse material.
- Restricting access to inappropriate internet content.
- Protecting users from malicious and unsafe websites through threat filtering.

POLICY: ASSESSMENT

Policy # 16

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

State Standardized assessments will begin on the 3rd grade and beyond:

- K – 1st, & 2nd IXL (Math) /I-Ready Reading
- Grade 3rd grade IXL (Math) / I-Ready Reading (CLT) Reading & Mathematics
- Grades 3rd & 4th IXL (Math) / I-Ready Reading (CLT) Reading & Mathematics

POLICY: CLASSROOM PLACEMENT

Policy # 17

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

Proper class placement of each student is articulated on a yearly basis. The one word, which might best explain this approach, is “individualization”. Each child is an individual and is placed in a classroom community where he/she can reach their fullest potential. Each child is dealt with separately and in-depth. The staff considers test scores, past performance, personality, and development.

All classroom assignments are made by the school. Please refrain from contacting the school for placement requests. Assignments are tentative upon initial placement. During the first two weeks of school, the student’s academic progress is closely monitored to ensure proper placement has been made. At the conclusion of the two weeks, teachers and administration will meet to discuss any adjustments that may be needed at that time.

POLICY: GRADING STANDARDS

Policy # 18

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 -2027

Grading Standards School Reports on Student's Progress

Instructional staff are to use such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, accepted norms, and student potential. Student grades, unsatisfactory work notices, parent reports on state assessment and/or standardized testing, parent conferences, and student conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion.

Kindergarten

Kindergarten Student Reports Cards are used to communicate individual student growth and development without student comparison to the progress of others. Symbols stated in the Code of Development and parent conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion. A student's development progress should reflect the teacher's most objective assessment of the student's social, emotional, and academic achievement.

A grade of "A" (90-100%) indicates that the student has demonstrated outstanding progress in the subject and/or the skill area. The student consistently performs academically at a level which is considerably higher than that of the typical student in the same program or course. The student has mastered skills well above those required for successful completion of the instructional program and has demonstrated an understanding of and an ability to utilize the content of the program effectively. An "A" student will have achieved and exceeded all of the instructional objectives and competencies established for the subject/course during the grading period.

A grade of "B" (80-89%) indicates that the student has demonstrated above average but not outstanding progress in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered content skills beyond those required for successful completion of the instructional program. The "B" student will be progressing at a rate that will enable him/her to have achieved

virtually all the instructional objectives and competencies established for the subject being graded.

A grade of “C” (70-79%) indicates average progress. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program. The student’s rate of progress permits mastery of more than the minimal instructional objectives and competencies of the program.

A grade of “D” (60-69%) indicates the lowest acceptable progress in the mastery of skills and other course content and indicates that improvement is needed to achieve a satisfactory level of academic performance. The student’s rate of progress is such that the minimal instructional objectives and competencies for the program will be mastered.

A grade of “F” (0-59%) indicates failure. Students functioning at this level are not mastering the minimal objectives and competencies required in the regular instructional program.

A grade of “I” indicates performance insufficient to permit an evaluation. Secondary school students performing at this level may have their grade adjusted upon presentation of the required assignments. An incomplete grade for an annual or semester course must be resolved no later than two grading periods following the issuance of the incomplete grade. Extenuating circumstances may be approved by the principal.

When a numerical equivalent to an assigned letter grade of “A,” “B,” “C,” “D,” “F,” or “I,” is used, the following apply and shall be communicated to students:

In grading students of all categories, teachers who record student grades as a percentage are to convert the percentage grade to letter grade equivalents of “A,” “B,” “C,” “D,” or “F,” which are then to be averaged to determine a student’s grade for a nine-week grading period.

CREATION DATE: April 20, 2026

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EFFECTIVE DATE: August 2026 - 2027

The safety and security of our students, staff, and visitors is our top priority. The Compliance Team is dedicated to ensuring that all schools within our district meet the highest standards of safety, security, and emergency preparedness.

Our Responsibilities

- **Regulatory Compliance:** Ensuring adherence to state and federal school safety laws, including legislative mandates and Florida Administrative Codes.
- **Emergency Preparedness:** Assisting schools in developing and implementing crisis response plans, conducting drills, and training staff on crisis response and reunification.
- **First Responder Collaboration:** Partnering with local law enforcement and fire departments to enhance school security and ensure rapid response to potential threats.
- **Incident Reporting & Investigations:** Monitoring and addressing safety concerns, conducting compliance audits, and providing recommendations for improvement.

Resources & Support

We provide guidance and support to school administrators, faculty, and staff to help them understand and fulfill their role in maintaining a secure environment. Our team is available to assist with:

- Security assessments and risk evaluations
- Training in safety procedures and crisis management
- Compliance documentation and audits

Emergency procedures (lockdowns, reunification plans) **Policy # 19**

**FULLER ACADEMY
EMERGENCY PROCEDURES
COLOR CODES**



CODE RED: Full Lockdown – Threat / Incident

No Movement in the building other than by Police Officers / Fire Personnel / and School Administration.



CODE YELLOW: Lockdown – Safe Team Activated

No movement in the building other than by Police Officers / Fire Personnel / and School Administration.



CODE BLACK: Bomb Threat

Turn off all electronic devices, cell phones, and radios immediately. Followed by either full lockdown or evacuation of the entire facility.



CODE ORANGE: Evacuation – Mandatory for Everyone

All persons leave the building according to established routes or specific instructions provided by Administration and / or Law Enforcement Officials.



CODE BLUE: 911 – Medical Emergency / Activate Safe Team

Including but not limited to asthma attack, broken bones, choking, fainting, seizures, severe chest pain, or severe laceration.



CODE GREY: Tornado Warning

Assume crouch position away from windows and doors.



FIRE PROCEDURES: Full Evacuation

Full evacuation to safe zone.



CODE GREEN: All Clear – No Threat

All clear; Free to resume normal operations

Policy # 19

Fire Drills/Emergency Drills: Fire and emergency drills take place each year according to the Palm Beach County Public Schools Policy and Emergency Procedures. At the sound of the

emergency signal, students must stop what they are doing and follow the teacher's instructions. They must clear the building promptly by the prescribed route. Any student who is in the hallway or the restroom at the sound of the emergency bell must proceed to the nearest exit and locate the teacher. Students, teachers, and staff must remain outside the building until permission is given to re-enter. Additionally, Fuller Academy participates in monthly emergency drills to ensure compliance with state and local mandates.

Closings and Delays

As with *inclement weather*, community incidents may require us to cancel classes, open schools late, or close them early. In such a situation, the following plan goes into effect:

- **The school's website** www.fullercenterfl.org will post the announcement of the closing, delay or early dismissal.

After-school programs will operate from an early dismissal to the regular closing time

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

Mental health and school success are closely linked with untreated mental health challenges and experiences during the Pandemic creating barriers to academic, social/emotional, and career success. While 17% of youth aged 6-17 years' experience a mental health disorder, the additional challenges created by the COVID-19 Pandemic have had a real impact on schools, students, and families. Schools provide improved access to students and families and are an ideal place for the promotion of mental health and mental health intervention for students who need it.

At the Fuller Center, we believe in caring not just for our children but for the parents of those children as well. We understand the challenges you face, and we're here to support you in every way we can.

That's why we're offering our Wellness Room services free of charge. You can participate as little as once a week, or up to twice a week, with each session lasting just 30 minutes. It's a small commitment that can make a big difference to your well-being.

Vibroacoustic Therapy Lounge

The vibrations used in our Vibroacoustic Therapy Lounge not only relax tense muscles and improve blood circulation but also significantly reduce stress and anxiety through a unique combination of tactile sensations and auditory stimulation. This synergistic effect on the nervous system aids in achieving a deep sense of calm and tranquility. Through this method, we can engage in the body's natural healing processes, delivering a multitude of health benefits.

Fully Immersed Bliss Wave Journey

Our Fully Immersed Bliss Wave Journey presents a one-of-a-kind voyage towards profound relaxation and blissful transformation. Through the integration of sound therapy, guided meditation, and mindfulness practices, we aim to evoke a profound sense of serenity and tranquility. Scheduling your appointment is simply just scanning the QR code, picking the service that suits you best, and selecting a convenient date and time. Remember, caring for yourself is just as important as caring for your child. We invite you to take advantage of this opportunity and experience the benefits of our Wellness Room.

Fuller Academy has highly trained and skilled professionals in place to support student mental health.

- School Behavioral Health Professionals
- School Psychologists through the Palm Beach District
- Co-located Mental Health Professionals

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026 - 2027

Regular communication between teachers and families is vital to a student's success. When communication is effective, it builds engagement that leads to higher student grades, a greater likelihood of graduation, and more success in postsecondary education. Plus, when schools nurture strong relationships with families, absenteeism falls by as much as 40%.

Teachers tell parents and guardians what's happening in class, like assignments, grades, assessment results, behavior, and social and emotional learning information. Teachers also share students' strengths, from their perspective, where they may need some help, and overall information relating to the entire class and school.

Parents share how their student is doing at home, any concerns they may have, and ask questions about their student and how they can help the student succeed.

At the Fuller Academy our teachers communicate through Dojo, email, and telephone.

Student benefits

When teachers collaborate with families (including parents and guardians), students benefit from improved academic performance and development. Teachers and parents working together help identify and address educational challenges, learning difficulties, and behavioral issues early on, leading to better student outcomes. A strong connection between school and home can also identify areas of student success and mastery, informing personalized education efforts to help advance the student to meet new challenges.

CREATION DATE: April 20, 2026

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**Parent Teacher Organization (PTO)
Enrollment Form**

Parent/Guardian Name: _____

Phone Number: _____

Email Address: _____

Child Information

Child's Name: _____

Grade Level: _____

Area of Interest

Please check all areas where you would be interested in participating:

- ☐ Event Planning
- ☐ Fundraising
- ☐ Classroom Support
- ☐ Family Engagement Activities
- ☐ Volunteer Coordination
- ☐ Communications/Outreach
- ☐ Hospitality/Refreshments
- ☐ Decorating/Set-Up
- ☐ Clean-Up Support
- ☐ Other: _____

Availability

Please indicate your general availability:

- ☐ Weekday Mornings
- ☐ Weekday Afternoons
- ☐ Weekday Evenings
- ☐ Weekends
- ☐ Available for Special Events Only
- ☐ Available Remotely / From Home

Preferred Days/Times:

Additional Notes

Please share any skills, ideas, or special interests you would like to contribute:

Parent/Guardian Signature: _____

Date: _____

CREATION DATE: April 20, 2026

REVISION DATE:

EFFECTIVE DATE: August 2026

Parent Handbook Acknowledgment Form

I acknowledge that I have received and reviewed the **Fuller Academy Parent and Student Handbook** for the **2026–2027 school year**.

I understand that it is my responsibility to familiarize myself with the information contained in the handbook and discuss its contents with my child. I understand that school policies and procedures may be updated as needed and that I will be notified of any significant changes.

I agree to support the school's policies, procedures, and expectations and work in partnership with the school to promote my child's academic success, safety, and well-being.

Student Name: _____

Grade: _____

Teacher: _____

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____

Date: _____

Student Signature (K – 4th grade): _____

Date: _____