

**Standards of Ethical Conduct**

**The Carrie Brazer Center for Autism**

(Adapted from the Code of Ethics of the Education Profession in Florida and Principles of

Professional Conduct for the Education Profession in Florida)

1. Our school values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. Our primary concern is the student and the development of the student's potential. Employees will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Concern for the student requires that our instructional personnel:
	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.
4. Aware of the importance of maintaining the respect and confidence of colleagues, of students, of parents, and of the community, employees of our school must display the highest degree of ethical conduct. This commitment requires that our employees:
	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. e. Shall not make malicious or intentionally false statements about a colleague.

**Training Requirement** All employees, instructional personnel, educational support employees, Teachers, Teacher Aids, registered behavior therapists, Speech and Occupational therapists, and all administrators are required as a condition of employment to complete training on these standards of ethical conduct given by Alessandra Mion or Carrie Brazer before beginning work. An in person training will be conducted and an employee handbook will be administered. For

**Reporting Misconduct by Instructional Personnel and Administrators** All employees, instructional personnel, educational support employees, Teachers, Teacher Aids, registered behavior therapists, Speech and Occupational therapists, and all administrators have an obligation to report misconduct by instructional personnel and school administrators, which affects the health, safety, or welfare of a student. Examples of misconduct include obscene language, drug and alcohol use, disparaging comments, prejudice or bigotry, sexual innuendo, cheating or testing violations, physical aggression, and accepting or offering favors. Reports of misconduct of employees should be made to **Alessandra Mion and Carrie Brazer**

. Reports of misconduct committed by administrators should be made to

**Alessandra Mion, Amion@cbc4autism.org and Carrie Brazer,**

# Cbrazer@cbc4autism.org

. Legally sufficient allegations of misconduct by Florida certified educators will be reported to the Office of Professional Practices Services. Policies and procedures for reporting misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student are posted in the kitchenand on our Web site at **www.cbc4autism.org**

**Reporting Child Abuse, Abandonment or Neglect** All employees and agents have an affirmative duty to report all actual or suspected cases of child abuse, abandonment, or neglect. Call 1-800-96-ABUSE or report online at: http://www.dcf.state.fl.us/abuse/report/.

 Signs of Physical Abuse The child may have unexplained bruises, welts, cuts, or other injuries; broken bones; or burns. A child experiencing physical abuse may seem withdrawn or depressed, seem afraid to go home or may run away, shy away from physical contact, be aggressive, or wear inappropriate clothing to hide injuries.

Signs of Sexual Abuse The child may have torn, stained or bloody underwear, trouble walking or sitting, pain or itching in genital area, or a sexually transmitted disease. A child experiencing sexual abuse may have unusual knowledge of sex or act seductively, fear a particular person, seem withdrawn or depressed, gain or lose weight suddenly, shy away from physical contact, or run away from home.

Signs of Neglect The child may have unattended medical needs, little or no supervision at home, poor hygiene, or appear underweight. A child experiencing neglect may be frequently tired or hungry, steal food, or appear overly needy for adult attention.

 Patterns of Abuse: Serious abuse usually involves a combination of factors. While a single sign may not be significant, a pattern of physical or behavioral signs is a serious indicator and should be reported.

**Liability Protections** Any person, official, or institution participating in good faith in any act authorized or required by law or reporting in good faith any instance of child abuse, abandonment, or neglect to the department or any law enforcement agency, shall be immune from any civil or criminal liability which might otherwise result by reason of such action. (F.S. 39.203)

An employer who discloses information about a former or current employee to a prospective employer of the former or current employee upon request of the prospective employer or of the former or current employee is immune from civil liability for such disclosure or its consequences unless it is shown by clear and convincing evidence that the information disclosed by the former or current employer was knowingly false or violated any civil right of the former or current employee protected under F.S. Chapter 760. (F.S. 768.095)

The Carrie Brazer Center for Autism employees Registered Behavior Technicians to work within the classroom. In addition to the above, the following are the RBT ethical requirements

The RBT® Ethics Code describes the ethical requirements for both RBTs and RBT applicants. All RBTs and RBT applicants must agree to abide by this code. Because RBTs are not independent practitioners and must receive ongoing supervision of their practice, those who supervise RBTs must also be familiar with this code. In addition to the specific code elements below, all RBTs and RBT applicants must: • provide truthful and accurate information to the BACB; • report the following to the BACB within 30 days: legal charges (and subsequent related actions and documents as requested by the BACB); investigations and disciplinary actions by employers (e.g., suspensions and terminations for cause), governmental agencies, educational institutions, and third-party payers; a physical or mental condition that impairs the RBT’s ability to safely work; or a change of name, mailing address, or email address; • adhere to all requirements regarding use of BACB intellectual property (see 10.03 of the Professional and Ethical Compliance Code for Behavior Analysts); • adhere to the rules of the BACB and approved testing centers including, but not limited to, rules related to cheating, falsifying information, and unauthorized collection, use, or distribution of exam materials; and • comply with all BACB requirements for RBT training, assessment, audits, and supervision.

1. 1.01 RBTs uphold and promote the values and core principles of behavior analysis.
2. 1.02 RBTs have an obligation to remain familiar with this code. Lack of knowledge or understanding of this code does not excuse unethical conduct.
3. 1.03 RBTs are truthful and honest and create an environment that promotes truthful and honest behavior in others. They promote an ethical culture in their work environments and make others aware of this code.
4. 1.04 RBTs act in a way that conforms to the legal and ethical codes of the professional and social communities where they are members. They do not lead others to engage in fraudulent, illegal, or unethical conduct.
5. 1.05 If RBTs’ ethical responsibilities conflict with employer policies, RBTs must bring the conflict to their supervisor’s attention, document that they did so, and document the resolution.
6. 1.06 RBTs avoid multiple relationships with clients and supervisors. If they find that a multiple relationship has developed due to unforeseen circumstances, they inform their supervisor and work to resolve it. If the multiple relationship involves their supervisor, the RBT should report it to the person to whom their supervisor reports.
7. 1.07 RBTs do not engage in sexual relationships with clients or supervisors. RBTs refrain from sexual relationships with former clients or supervisors for at least two (2) years following the date the working relationship ended.
8. 1.08 RBTs recognize that their personal problems and conflicts with others may impact their ability to perform their duties and refrain from providing services when this is the case.
9. 1.09 RBTs follow through on obligations and contractual commitments with high quality work and they do not make commitments they cannot keep.
10. 1.10 RBTs do not make false, deceptive, misleading, exaggerated, or fraudulent public statements about their work or qualifications.
11. 1.11 RBTs provide a current and accurate set of credentials (e.g., degrees, certifications) to clients, employers, and supervisors upon request. Changes to certification status must be immediately reported to employers and supervisors.
12. 1.12 RBTs obtain permission to use trademarked or copyrighted materials as required by law. RBTs provide citations that recognize the intellectual property of others, including trademark and copyright symbols
13. 1.13 RBTs attempt to resolve issues informally, when possible, without violating confidentiality, by first bringing the issue to the attention of their supervisor and then the individual involved. RBTs document their efforts to address any of these issues. If the matter cannot be resolved informally, they report it to the appropriate authority (e.g., employer, director, regulatory authority). If the matter meets the reporting requirements of the BACB, RBTs must submit a formal complaint to the BACB.
14. 2.01 RBTs support the legal rights and preferences of clients.
15. 2.02 If RBTs become aware that a client’s legal rights are being violated, or if there is risk of harm, RBTs must take the necessary action to protect the client. This includes but is not limited to: (1) contacting relevant authorities; (2) following organizational policies; (3) consulting with their supervisor; and (4) documenting their efforts to address the matter.
16. 2.03 When providing services, RBTs do not discriminate against, demean, or harass individuals or groups on the basis of age, gender, race, culture, ethnicity, national origin, religion, sexual orientation, disability, language, socioeconomic status, or any other basis forbidden by law. RBTs recognize their own limitations and obtain the proper training, consultation, or supervision when providing behavior technician services to protected individuals or groups.
17. 2.04 RBTs do not accept gifts from or give gifts to clients.

2.05 RBTs may not share identifying information about clients on social media. They must avoid creating situations where such information could be shared by others, including, but not limited to, written information, photos, or videos

1. 2.06 RBTs always obtain permission from clients and staff to record interviews and service delivery sessions. Consent must be specifically and separately obtained from everyone.
2. 2.07 RBTs protect the confidentiality and privacy of their clients. RBTs only use relevant identifying information in their job-related communications (e.g., consultation, emails, reports). Confidentiality and privacy requirements may be established by law or by an organization’s policies.
3. 2.08 RBTs only discuss confidential information with those who need to know that information. They share information for job-related purposes only. Confidential information includes but is not limited to: (1) information about anyone with whom the RBT works; or (2) information about anyone to whom the RBT provides services. RBTs maintain confidentiality when handling records under their control. This includes records that are written, electronic, or in any other format. Handling a record may include creation, storage, access, transfer, or disposal.
4. 2.09 RBTs never disclose confidential information without consent from the client.

Exceptions are made as required by law, or where allowed by law for a valid reason. This includes, but is not limited to: (1) providing needed services; (2) obtaining appropriate consultations; and (3) protecting the client or others from harm.

1. 2.10 RBTs create, maintain, distribute, store, retain, and dispose of records and data relating to their services (1) in accordance with applicable laws, regulations, and policies; (2) in a way that complies with the requirements of this code; and (3) in a manner that allows for appropriate transition of service at any given time.
2. 3.01 RBTs only practice under the close, ongoing supervision of a qualified supervisor.
3. 3.02 RBTs follow the direction of their supervisors and inform them when they are asked to do something that goes beyond the scope of their certification.
4. 3.03 RBTs must be competent in the areas in which they provide behavior technician services.
5. 3.04 RBTs may not practice with new client populations without proper training and oversight.
6. 3.05 RBTs provide behavior technician services only within defined roles.
7. 3.06 When RBTs provide services, they communicate with clients in a simple and easy-to-understand way.
8. 3.07 RBTs collect and display data in a way that allows for decisions and recommendations to be made for program development.
9. 3.08 If RBTs are involved in the delivery of non-behavior-analytic interventions, they do not make reference to, display, or otherwise use their RBT in that practice. RBT understands and agrees that the relationship between a RBT and student, especially a student with special needs, is fraught with great social and emotional complexity. For the foregoing reason RBT agrees that his/her moral character and obedience to the laws are of utmost importance. Therefore, all arrests and/or convictions by, but not limited to, any and all law enforcement agency and/or court of law must be reported to Carrie Brazer and Ayinde Reid. The Carrie Brazer Center, in conjunction with Beahvior Therapy Partner, at their individual sole discretions, may deem it necessary to terminate RBT based on the charges and/or outcome of the proceeding. All misdemeanors and or felonies not reported to Beahvior Therapy Partner and the Carrie Brazer Center, even if the outcome is dismissal or *nolle prosequi* may, at the sole discretion of Beahvior Therapy Partner and the Carrie Brazer Center for Autism, may be grounds for immediate termination.

**Background Checks**. The Employee shall satisfactorily pass a Level II fingerprint and background screening as defined in Section 435.04 of the Florida Statutes. Employee must also pass a background check for through VECHS to work at the location of the Carrie Brazer Center for Autism. Employee shall also be subject to the U.S. Department of Homeland Security’s E-Verify Employment Eligibility Verification system to verify their employment eligibility to perform work pursuant to this Agreement within Florida.