



Agenda

Florida School for the Deaf and the Blind

Board of Trustees Meeting

Moore Hall, Center for Learning and Development

August 23, 2024, at 9:00 a.m.

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I. <u>Call to Order</u>		
II. <u>Pledge of Allegiance</u>		
III. <u>Roll Call</u>		
IV. <u>Public Comments</u>		
Limited to three minutes per person with a maximum of 45 minutes per meeting for all public comments.		
V. <u>Executive Session</u>		
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– President Snow		
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Election of Officers		
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• Endowment Committee		
• Enrollment & Outreach Committee		
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XIII <u>Board Comments</u>		
XIV. <u>Adjournment</u>		



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Board of Trustees Meeting Minutes
Moore Hall, Center for Learning and Development
May 23, 2024, at 8:30 a.m.

Attendance

Present: Mr. Terry Hadley, Mr. Matthew Kramer, Mrs. JuneAnn LeFors (arrived 8:39 a.m.), Owen McCaul, and Dr. Thomas Zavelson.

Absent: Mrs. Christine Chapman.

Call to Order

Mr. Owen McCaul, Chair, called to order the meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 8:30 a.m.

Pledge of Allegiance

Deaf Elementary School student Caden Grandt and Blind Elementary School student Whyatt Altomose led the Board and audience in the Pledge of Allegiance.

Public Comment

No public comments

Approval of Meeting Minutes

Mr. Hadley moved to approve the minutes from the Regular Board of Trustees Meeting held on April 12, 2024. The motion was seconded by Mrs. LeFors and approved unanimously by the Board.

President's Report

Ms. Tracie Snow, President, updated the Board on events and information not covered in her written report.

- We had another successful Retirement Reception for all 2023-24 retirees.
- The Blind Senior Dinner was held last night, May 22, 2024. Many wonderful memories were shared by the seniors.
- Backpacks were gifted to the both the Deaf and Blind senior class. We also provide the Blind Seniors with personalized White Canes.
- President Snow provided a tour to a group of four blind individuals last week who plan to make a short film, *Being Blind in Florida*. The individuals included the filmmaker, a poet, a social media influencer, and the president of the National Federation of the Blind. The poet, David Steele, read his poem which is from the perspective of the white cane. He allowed President Snow to video him and it was shared with the blind students at their awards ceremony.
- Sherry Gaynor's Culinary class invited several guests to her Chef's Table meal. She invited community members, a chef at the Renaissance Robert Hilton, Mr. Kramer, David and I to enjoy a five-course meal that was prepared and served by the culinary students.

Legislative Update

Ms. Patsy Eccles, Legislative Specialist, explained that there will not be a special session in May; however, we are not expecting any surprises with our Legislative Budget Request.

Department Updates

Business Services

Mr. Dave Hanvey, UBS Financial Advisor, provided an update on the FSDB Endowment Funds I & II and how the current state of the markets.

Strategic Plan Updates

Mr. Scott Trejbal, Administrator of Instructional Services; Ms. Lexi Bucca, Executive Director of Human Resources; Ms. Shelley Ardis, Administrator of Technology, Parent Services, and Outreach; and President Snow provided the Board with updates on how the Strategic Planning teams are working on their specific and combined goals.

Action Item #1 - Surplus Property

Board approval was requested for the disposal of surplus property. All items had an original purchase value in excess of \$1,000.00.

Mr. Hadley moved to accept Action Item #1, as presented. The motion was seconded by Mr. Kramer and carried unanimously by the Board.

Action Item #2 Educational Plant Five Year Survey Report

Board approval was requested for the Educational Plant Five Year Survey Report, as published by the Florida Department of Education on May 6, 2024.

Mr. Kramer moved to accept Action Item #2, as presented. The motion was seconded by Mrs. LeFors and carried unanimously by the Board.

Action Item #3 2024-2029 Campus/Facilities Master Plan

Board approval was requested for the 2024-2029 Campus/Facilities Master Plan.

Note: This document is in alignment with the DOE Educational Plant Five Year Survey Report, the FSDB Facility Condition Assessment, and the 2025-2026 Public Education Capital Outlay Legislative Budget Request.

Mr. Hadley moved to accept Action Item #3, as presented. The motion was seconded by Dr. Zavelson and carried unanimously by the Board.

Action Item #4 2025-2026 Public Education Capital Outlay (PECO) Legislative Budget Request

Board approval was requested for the 2025-2026- PECO Legislative Budget Request.

Note: This document is in alignment with the DOE Educational Plant Five Year Survey Report, the FSDB Facility Condition Assessment, and the 2024-2029 Campus/Facilities Master Plan.

Dr. Zavelson moved to accept Action Item #4, as presented. The motion was seconded by Mrs. LeFors and carried unanimously by the Board.

Action Item #5 FY 2025-2026 Operating Legislative Budget Request

Board approval was requested for the Operating Legislative Budget Request (LBR) for fiscal year 2025-2026.

Note: The following issues are recommended for inclusion in the FY 2025-2026 LBR:

1. Cost to Continue for General Revenue and the Trust Funds.
2. An increase of \$1,122,619, inclusive of benefits, is requested in recurring General Revenue funds to implement merit increases for eligible Career Service, Selected Exempt Service, and Board of Trustee employees based on FY 2024-25 performance evaluations. Merit is defined as an evaluation score of 3.5 or greater for Career Service, Selected Exempt Service, and Board of Trustee Administrators. Merit is defined as an evaluation score of 3.0 or greater, which reflects a rating of Effective or Highly Effective, for employees in the FSDB Education Association bargaining unit. Merit increases will be scaled based on the number of workdays per year and pro-rated based on the full-time equivalency of the employee's position. For example, the recommended base amount is \$1,250 for 190-day employees (10-month teachers and specialists) and up to \$1,710 for 260-day employees (12-month employees). This approach is anticipated to impact up to 646.75 General Revenue positions. The same methodology will be applied to grant funded positions; however, additional appropriation is not required at this time.

Mr. Hadley moved to accept Action Item #5, as presented. The motion was seconded by Dr. Zavelson and carried unanimously by the Board.

Action Item #6 Board Member Contact – Summer Change Orders

Designation of a Board Member is requested for communication of change orders associated with the Gregg Hall, Settles Storefront, Bleacher, or Kids Town Pavilion projects that would exceed the signature authority of the President. Change orders in this category shall be subject to retroactive approval by the Board in August 2024.

Discussion: President Snow noted that Mrs. Chapman contacted President Snow to expressed that she, Mrs. Chapman, would not be at this meeting, but that she would, once again, be willing to accept the responsibility should the need arise.

Mr. Hadley moved to accept Mrs. Chapman as the Board Member to help process any change orders as needed during the summer months. The motion was seconded by Dr. Zavelson and carried unanimously by the Board.

Action Item #7 Operating Budget – Revision #3

Board approval was requested for the FY 2023-24 Operating Budget – Revision #3.

Note: The internal budget realignment in General Revenue (Fund 1000) will reallocate budget resources in support of overtime needs, net effect zero.

Fund 1000	50,000	Overtime
Fund 1000	(50,000)	Salaries and Benefits

Dr. Zavelson moved to accept Action Item #7, as presented. The motion was seconded by Mr. Kramer and carried unanimously by the Board.

Action Item #8 NEFEC Membership Contract for 2024-2025

Board approval was requested for the 2024-2025 North East Educational Consortium (NEFEC) contract.

Dr. Zavelson moved to accept Action Item #8, as presented. The motion was seconded by Mr. Hadley and carried unanimously by the Board.

New Business

No new business.

Unfinished Business

President Snow updated the Board that the Language Deprivation Fact Finding Committee has been meeting and they look forward to sharing their finding to the Board at the September meeting.

Mr. Kramer asked that the policy for Narcan (Opioid Reversal Agent) be reevaluated to allow staff and first responders be trained and have Narcan available to treat a student should they overdose on Fentanyl or any type of opioid drug. Mr. Kramer stated that there are many organizations that can provide training on administering Narcan.

President Snow confirmed that it is available on campus and in the “med bags,” and she has tasked Allied Health Services to determine their response time to an emergency should an overdose occur on campus.

Mr. McCaul asked if our Police officers carry Narcan.

Dr. Jerry Chandlee, Police Chief, stated that they do not carry, but that they are not always the first on the scene because in an emergency staff typically use their personal cell phones to call 911, and we don’t know they are coming until they have reached the gate. But he would be willing to do more research on officers training.

Board Comments

The Board members all look forward to the graduation festivities. They enjoyed attending the Blind Senior Dinner and listening to all the student stories. They thanked the teachers, staff and administration for another successful school year. They also complimented the delicious meal that was served at the Senior dinner. They were impressed with the detailed reports presented as action items.

Adjournment

The meeting adjourned at 9:51 a.m.

I hereby certify that the foregoing minutes are accurate and complete to the best of my knowledge.

Tracie C. Snow
President

Owen B. McCaul
Chair



Welcome back to our Board of Trustees, staff members, students, parents, and community partners! I hope everyone is ready for a fantastic school year.

As we step forward into a new school year, I am optimistic and enthusiastic about the year ahead. Together, we focus on and uphold the values that exemplify our FSDB community: Integrity and Respect, Safety and Security, Innovation and Trust. These values guide us as we strive to create a cohesive, supportive, and dynamic environment for our students, families, staff, business partners, and the broader community.

Our commitment to Integrity and Respect establishes that we serve with honor, care, kindness, and responsibility. FSDB will continue to foster a culture where everyone feels valued, respected, and feels they belong. Safety and Security shall remain at the forefront of our priorities as we work diligently to protect the well-being of all stakeholders and implement new expectations for our campus community.

Innovation is at the heart of our continuous improvement mindset. As our value is defined, we shall embrace change and seek new methods to solve problems, fostering creativity and growth within our community. Through Trust, we commit to providing high-quality services and maintaining accountability through honest, reliable, and consistent actions.

This summer, the Strategic Planning Leadership Team came together to discuss FSDB year three objectives aligned with the priority goals of our strategic plan. We set clear expectations focusing on Success for Students, Employee Recruitment, Retention, and Engagement, and Everyone Knows our Name, ensuring that our school is recognized and trusted as a resource and a center of excellence locally, state-wide, and nationally.

Previously, staff members in the FSDB community were encouraged to discover their Why. This year, we are challenging ourselves to discover the How. How do we emulate, integrate, and demonstrate our school values so that internal and external stakeholders know who we are by what we say and do? By creating a positive work and learning environment, we will continue building a strong foundation for success for staff and students.

This year, my hope is that we will move forward with purpose and determination, united in our mission, and make this school year one of growth, achievement, and excellence.

#ThisIsFSDB #FSDBFam #YouBelongAtFSDB



Pending any special sessions called by either the Governor or the Legislature, the next time the Florida Legislature is expected to reconvene is November 18 in a reorganizational session following the November elections. The new administration will be led in the Senate by Senator Ben Albritton (Bartow) and Representative Daniel Perez (Miami-Dade) in the House. The summer and early fall months leading up to the formal transition of administrations involve Senate President-Elect Albritton and House Speaker-Elect Perez reviewing the rules, policies, and staffing of their respective organizations and committees.

FSDB has already laid out its upcoming legislative requests and proposals to the Senate Appropriations Committee staff. Initiated by the Senate staff, the school used this opportunity at the end of last month to provide education and insight into FSDB's operations and capital requirements. This information and the school were well received as President Snow, and staff identified and justified one of our largest Capital Outlay (PECO) requests, which does not include a new dorm or hall. In the coming month, I will be working with the staff of the House Appropriations Committee to introduce them to the school's Fiscal Year 2025-26 Legislative Budget Request.

Legislative Committee Meetings start in November 2024 and run through February 2025. The 2025 Legislative Session begins on March 4, 2025.

REFERENCE NOTES: (To allow board members to follow along in the state budget development process, with each FSDB Legislative board report, I will include the following outline with a highlighted event indicating where the Legislature is that month in the overall process.)

- The Legislative Budget Commission issues the Long-Range Financial Outlook. State Agencies submit their 2023-24 Legislative Budget Requests.
- The Legislature reviews the agencies' budget requests and receives status reports on prior session issues.
- The Governor makes his budget recommendations 30 days before the onset of the legislative session.
- House & Senate committees workshop the budget
- Each chamber passes an independent appropriations bill.
- The differences between the bills are resolved through a budget conference by members of the House and Senate.
- The product of the conference process is the Conference Report of the General Appropriations Act.
- Once both chambers adopt the GAA, the Governor has line-item veto authority as he signs the bill.
- With the consensus of House & Senate, the Governor executes the budget and develops the base for the next cycle.
- Fiscal Analysis in Brief is released in August.
- Final Budget Report released in December.

Submitted by:

Patsy Eccles, Legislative Specialist



Health Care Center Report 2023-24 Final Report

	Total	Aug 2024	Sept 2024	Oct 2023	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025
ACU Visits (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." "Physicals", "Vision Screenings", and "Miscellaneous.")	4,658	287	561	614	495	278	439	547	372	583	482
TCU Visits (*Total includes all students that were admitted to the TCU.)	298	9	37	45	22	23	42	39	22	28	31
Admission Interviews	86	18	7	7	6	5	10	12	4	8	9
Eye Clinic- Specialty	26	0	5	7	7	4	0	0	3	0	0
PDC Clinic- Specialty	100	0	9	13	10	6	15	13	12	16	6
Psychiatry Clinic- Specialty	40	0	4	2	5	3	6	3	6	4	7
Off Campus (*ER visits, Ophthalmology, Home)	17	3	0	3	0	1	1	1	4	2	2
Totals	5,225	317	623	691	545	320	513	615	423	641	537

Sofia 2 Testing	Total	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
Quidel Strep Test	338	27	33	36	35	24	47	50	23	40	23
Quidel Influenza A & B Test	288	20	24	39	34	20	50	49	16	26	10
Quidel SARS Antigen	287	21	29	42	32	21	48	48	16	22	8
	913	68	86	117	101	65	145	147	55	88	41

Physicians/ Specialists	Total	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
Physician Assistant	445	31	51	66	68	34	26	67	21	40	41
Medical Director/ Pediatrician	102	0	9	13	12	6	15	13	12	16	6
Ophthalmologist	26	0	5	7	7	4	0	0	3	0	0
Psychiatry	37	0	4	3	5	3	6	3	6	0	7
	610	31	69	89	92	47	47	83	42	56	54

Dental Report

Dental Clinic Procedures	Total	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
Hygiene	102	5	22	9	13	0	12	12	14	15	0
X-ray	36	0	2	1	21	2	7	1	0	2	0
Emergency	10	0	0	1	2	0	1	3	0	1	2
Other	22	17	0	3	0	1	0	0	1	0	0
Operative	56	0	0	8	0	12	0	13	6	12	5
Surgical	1	0	0	0	0	0	0	0	0	0	1
Preventative	4	0	0	0	0	0	0	0	0	2	2
Screening	37	0	0	11	0	6	0	10	5	5	0
Exam	66	0	0	15	0	4	0	40	3	3	1
	334	22	24	48	36	25	20	79	29	40	11

Dental Staff	Total	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
UF Dentistry	133	0	0	36	0	22	0	29	14	23	9
Hygienist	165	22	24	12	36	3	20	14	15	17	2

OT/PT

Hello, FSDB Board!

The OT/PT department is so excited to be back at school, and we can't wait to get back in action! While we were away, the OT/PT gyms remained rather lively. The floors were stripped and waxed, and the walls got a fresh coat of paint. We are so thankful for the beautification that took place while we were away for summer and to the hardworking folks who made it possible—a big shout out of gratitude for Maintenance, Household, and Angel Arizaga.

The beginning of the school year will see our department tasked with organizing our space, scheduling students, evaluating new students and preparing for what's ahead. It is a lot of work, but lays the foundation for a successful year. We look forward to keeping you all posted about our department's exciting and rewarding moments throughout the school year.

Mental Health Department

Department Happenings

Dr. Erica Wortherly and Lt. Arline Lagasse attended the 2nd School Safety Summit in Orlando, Florida, during the summer. The Florida School Safety Summit (FS3) brought together School Safety Specialists and Mental Health Coordinators from the 67 Florida K-12 Public School Districts. The mental health sessions included topics such as Counseling Students with Disabilities, Building Resiliency and the Florida Specific Youth Survey Results, and Youth Suicide Awareness and Prevention. Dee Stoddard, Lucy Mitchell, and Sarah Marriott attended the National Association of Social Workers Florida Conference in Orlando. The Conference offered abundant opportunities for learning, contributing, and networking.

The Mental Health Department is working closely with the Parenting and Boarding programs again this year by collaborating and providing information, resources, and support for families and residential staff to enhance students' experiences at FSDB.

Speech & Audiology

The Speech & Audiology Department is excited about the 2024-25 school year. We have welcomed new staff and are thrilled to add them to the FSDB community!

Story Phillips is a recent graduate of Jacksonville University and has begun her Clinical Fellowship in Speech-Language Pathology. She is an 11-month employee with primary responsibilities assisting in the admissions process.

Rachel Redfern received her master's degree from the University of South Florida in Speech-Language Pathology. Her previous work experience includes providing speech-language services to students at the South Carolina School for the Deaf and the Blind.

Culinary Department

Last school year ended successfully. Overall employee satisfaction rating went up. Our students continuously expressed their happiness with the new items on our menu and overall quality.

Unfortunately, we received the resignation of Hannah Jancsurak and Shelley DePriest, two of our Food Service Workers. However, we have some outstanding applicants for the open positions and are in the process of conducting interviews.

We're excited to announce the addition of Julie Powell, a Registered Dietician, to our team.

We are being audited this year by the Florida Department of Agriculture and Consumer Services (FDAC). This audit checks all processes in the National Student Lunch Program (NSLP) breakfast and lunch programs. No date has been selected.

Students, Parents, and Staff were delighted with the Blind Department senior celebration on May 22. We prepared a themed celebration of Tapas from around the world. Served were small plates with an appetizer and entrée featuring Italian, Mexican, American, and Asian cuisine.

We look forward to continuing to provide quality food and service to our students in the upcoming year.

Health Care Center

The Health Care Center (HCC) is excited about the upcoming school year.

Staff Updates

We want to welcome Kathleen Summa, RN, to the HCC team! She brings 23+ years of nursing experience. We would also like to congratulate Dawna Burns, RN, on her recent promotion to night shift supervisor.

Policy Updates

SB 833 has been added to the HCC policy to reflect current mandates for the use of albuterol inhalers. A policy has been developed and signed off by our Medical Director. Health Care Center has been trained.

Angel L. Arizaga
Administrator Allied Health Services



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Boarding Program
Board Report
August 23, 2024

This summer has been one of anticipation as we watched the new Gregg Hall near completion. The building is beautiful and will provide our middle school Deaf girls with a great place to live, learn, socialize, and have fun. With the Gregg Hall project finishing up, we've started planning the Kramer Hall renovation. The Blind/Visually Impaired elementary students will be housed in the Cary White Complex until renovations are complete.

During the summer, boarding supervisors participated in a three-day training provided by J. Edward Rowan, our Education and Training Specialist. Topics covered were effective communication, principles of leadership, and team building. Supervisors commented that the sessions energized them, and they are excited to use their new skills during the school year.

A life skills assessment tool was created at the end of last school year to allow boarding staff to rate all students in the appropriate skills for their age group. This summer, the assessment results were used by boarding supervisors to create curriculum goals for their dorms. Our larger goal is to develop effective individualized instruction to help our students become as independent as possible.

Boarding Services is happy to welcome 14 new boarding staff for the 2024-25 school year – seven in the Deaf dorms and seven in the Blind dorms. We've also hired six OPS staff, who serve as substitutes in the dormitories.

Respectfully submitted by:

Kathleen Grunder

Administrator of Residential Services



ACCOUNTING
John Wester, Comptroller

Accounting and Purchasing support the mission, values, and goals of FSDB through the systematic development and analysis of information about the economic status of FSDB and use of taxpayer dollars. The process of accounting at FSDB provides decision-makers and the public the information needed to support the use of economic resources generously provided by the State of Florida in support of students, Board, staff, and members of the general public.

General

Annual compliance reports – Annual Report of Agency Banking Relationships, pursuant to Rule 69C-9.005, Florida Administrative Code (F.A.C.), was submitted to the Division of the Treasury on June 24, 2024. 2023 E-payment Report to the Chief Financial Officer, pursuant to Rule 69C-4.009, F.A.C., was submitted to the Division of the Treasury on July 31, 2024. Copies of these reports will be on file in the Comptroller’s office.

Accounting

Fiscal Year End – FY 2023-2024 ended on June 30, 2024. The General Ledger for FSDB Agency Accounts are to be closed the evening of August 01, 2024. All reports, reconciliations and the 2023 SWFR Compliance Checklist must be submitted to DFS by October 7, 2024.

Endowment and Student Bank

Fiscal Year End – FY 2023-2024 Endowment general ledger has been closed and adjusted. A final trial balance has been provided to the outside auditor.

ADVANCEMENT
Traci Anderson, Executive Director of Advancement

<p><u>Donations for July 2024</u> Number of Donors = 313 Number of Gifts = 317 Dollars Received = \$74,183.38</p>	<p><u>Donations for July 2023</u> Number of Donors = 297 Number of Gifts = 300 Dollars Received = \$43,023.50</p>
<p><u>Current FY To Date</u> Number of Donors = 313 Number of Gifts = 317 Dollars Received = \$74,183.38</p>	<p><u>Previous Year to Date – Last FY to Date</u> Number of Donors = 297 Number of Gifts = 300 Dollars Received = \$43,023.50</p>

The Advancement Department gathered 2023-2024 year-end project reports from budget custodians for value-added privately funded initiatives. This information is being compiled as year-end funding reports are prepared and disseminated to restricted donors and foundations. The Advancement team will provide training and resources as staff members launch their 2024-2025 projects.

AUDIT
Julia Mintzer, Administrator of Business Services

Endowment Audit: Carr, Riggs, & Ingram has initiated field work related to the Endowment Fund audit. Results will be shared at the September meeting of the Audit Committee.

Financial Statement Audit: An invitation will be extended to the Auditor General to collaborate on the schedule and corresponding deadlines for the upcoming Financial Statement Audit, which is due by March 30th of each year.

Internal Audit: Mauldin & Jenkins has initiated the annual risk assessment. The results, as well as a proposed audit plan, will be shared at the September meeting of the Audit Committee. A summary of past findings and recommendations has been formatted into an action plan and disseminated to staff members for follow-up. An update on our efforts will be shared at the upcoming Audit Committee meeting.

BUDGET MANAGEMENT

Alison Crozier, Executive Director of Budgets and Grants

Operating Budget FY 2023-2024

On January 19, 2024, the FSDB Board of Trustees approved Action Item 2, which authorized agency personnel to reallocate funds during the fiscal year close out process. As of August 2, 2024, \$750 was reallocated from Salary and Benefits to the Overtime external category in the Federal Grants Trust Fund. These realignments reflect the Administration’s priority of maximizing available funds to support academic and operational programs.

Operating Budget FY 2024-2025

Annually, the Departments and Administration work collaboratively to develop the operating budget. Specifically, the Departments analyze their operations and submit their budget requests in June. The Administration considers 1) the current appropriation, 2) school and statewide priorities/mandates, 3) Departmental feedback and 4) fund maximization. These factors, coupled with meaningful stakeholder dialogue, are utilized to develop the original operating budget. The hard work and mission focus of the FSDB community are reflected in the FY 2024-25 Operating Budget.

The General Revenue summary below reflects the percentage change between the final FY 2023-24 Operating Budget (104166) and the original FY 2024-25 Operating Budget (104166).

Category Total (104166)	Final FY 2023-24 Operating Budget	Original FY 2024-25 Operating Budget	% Change
Salary/Benefits	46,816,333	48,098,345	2.74%
Other Personal Services	3,113,596	4,303,862	38.23%
Expense	5,861,315	6,416,548	9.47%
Operating Capital Outlay	1,325,152	1,053,688	-20.49%

Food Products	202,135	226,000	11.81%
Professional Supplements	167,000	167,000	0.00%
Overtime	188,293	262,977	39.66%
Students Home on Weekends	2,502,717	2,660,579	6.31%
Appropriation Total (104166)	60,176,541	63,188,999	5.01%

Salary/Benefits:

The Salary/Benefit category will be revised to reflect the 3% or \$1,000 statewide salary increases, retirement adjustments, and health insurance adjustments after the Executive Office of the Governor completes FY 2024-25 start-up procedures and distributes administered funds. Typically, agencies receive these transactions in August or September.

Other Personal Services (OPS):

The OPS category includes part-time employees, service contracts, and maintenance agreements. An overall increase of 38.23% is anticipated to support additional part-time employees and a variety of contracts to technology, safety, and maintenance service providers.

Expense:

The Expense category includes, but is not limited to, academic and operational supplies, utilities, fuel, furniture, travel, software licenses, fees, and attractive items.

Operating Capital Outlay (OCO):

The OCO category includes equipment with a useful life of greater than one year and a purchase price of at least \$5,000 per item and textbooks with value equal to or greater than \$250. The main budget drivers in this category are Braille books associated with the textbook adoption cycle, technology items, and maintenance equipment.

Food Products:

Food products represent the materials utilized by the Food Service staff members to prepare and serve breakfast, lunch, and dinner for the students. An overall increase of 11.81% is requested to support rising food costs. It should be noted a portion of the eligible expenditures will be supported through the National School Lunch and Breakfast program.

Professional Supplements:

Professional Supplements include coaching, extra-curriculars, and class sponsorships. These supplements are negotiated between the FSDB Education Association and the Administration.

Overtime:

Eligible employees receive compensation at their time and one-half rate for all hours physically worked over 40 hours in the pay week (Friday – Thursday).

Students Home on Weekends (SHOW):

The SHOW program transports boarding students to and from their homes statewide weekly. The estimated 6.31% increase is in alignment with the charter bus contract and anticipated personnel costs.

General Revenue Carry Forward:

Project managers submit General Revenue carry forward requests for consideration and are typically nonrecurring in nature. Examples of FY 2024-25 Recommended Projects include, but are not limited to, the following:

Professional Services – Maintenance/Construction

- Professional services to support the Gregg Hall, Kramer Hall, and McClure Hall construction/renovation projects

Construction

- Escalation costs for Gregg Hall, Kramer Hall, and McClure Hall

Furniture and Linens

- Gregg Hall furniture and drapery
- Kramer Hall Furniture

Technology

- Television installation project

Property Enhancements

- Landscaping

BUSINESS SERVICES BULLETIN
Julia Mintzer, Administrator of Business Services

The Business Services Bulletin will be published bi-monthly throughout the 2024-2025 school year. This publication provides staff members with updates regarding Business Services operations. The first bulletin was distributed on August 1st.

Business Services Bulletin: August 1, 2024

If you are just returning from summer break, Welcome Back! It has been a busy summer, and we look forward to you joining us as we kick off an incredible 2024-2025 school year!

Below you will find updates from the Business Services Department. Please let us know what we may do to support your programs as you go forth and do good things!

ACCOUNTING/PURCHASING

The Accounting Department continues to close out the 2023-2024 fiscal year while processing the expenditures for the start of the 2024-2025 fiscal year. They are also gearing up for rigorous annual financial statement audits conducted by the Auditor General for general revenue funds and an external audit firm for endowment funds.

If you have questions about purchasing, contracts, travel, or any other accounting-related matters, please reach out to John Wester, Comptroller and Kim Whitwam, Director of Purchasing.

ADVANCEMENT

The Advancement Department thanks you for submitting year-end private funding reports. This information is compiled and shared with foundations as we demonstrate our appreciation for their ongoing support.

As you execute value-added projects for 2024-2025, please establish a methodology for tracking your private funding budget early on. If you are efficient with tracking expenditures, both for goods and salaries, you will not necessarily be dependent on waiting for monthly reports from the student bank. As you progress through the year, assess whether or not your program needs to be modified to remain within budget. We do not have a way to absorb overages when value-added project expenditures exceed their designated budget.

If you have any questions about your project, please reach out to Traci Anderson, Executive Director of Advancement. If you are interested in securing volunteers for this school year, please reach out to Elizabeth Etheridge, Coordinator of Gifts and Volunteers.

INTERNAL AUDIT

FSDB lives in a constant state of audit as we implement robust internal controls in support of quality and compliance.

Financial Statement Audit: Annual

Operational Audit: Triennial

Endowment Audit: Annual

Limited Procedure Engagements for Class/Club and Student Accounts: Annual

Internal Audit: Ongoing throughout the year.

In addition, the Department of Financial Services audits purchases and contracts on an ongoing basis.

Internal audit is based on an annual risk assessment and corresponding audit plan that is approved by the Board of Trustees. If your department or program is selected for audit, please respond to requests for information in a timely manner.

For questions about audit, please reach out to me directly.

BUDGET MANAGEMENT

The Budget Management Department has worked diligently to assess budget requests from every department to formulate an operating budget that will be presented to the Board of Trustees for approval on August 23rd. Once approved, budget custodians receive budget reports at least monthly, which serve as a monitoring tool. Additionally, the Administrative Budget Team meets at least monthly to address school-wide priorities and, as necessary, strategically reallocates funds to maximize their effectiveness.

For questions about budget, please reach out to Alison Crozier, Executive Director of Budget Management.

BUSINESS SERVICES—FACILITY RESERVATIONS

Facility reservations that require PAT approval must be prepared well in advance. (Please refer to OPP 4.28, III.C. for timeline guidance.) These facility requests require your department's administrator approval. Therefore, once a facility request has been submitted through the Brightly FSDirect portal and includes all necessary information to be presented, it is forwarded to the Business Office to be shared with PAT each Wednesday. This allows PAT representatives time to follow-up on any questions or concerns related to the request prior to the approval/denial process each following Tuesday. This process can take from 30 to 45 business days. Thank you in advance for planning your facility usage.

For questions about facility usage, please contact Carolyn Johnson, Coordinator of Safety and Facilities Operations.

CAMPUS POLICE

Campus Police requests that all staff continue to remain aware of and fully comply with the posted speed limits across our campus, as well as pedestrian traffic at crosswalks where all drivers are required to come to complete stops.

Officers will be observing traffic conditions for these violations with all drivers operating motor vehicles on our campus. Officers will achieve compliance utilizing a combination of education provided through verbal warnings and enforcement efforts applied with citations, as necessary and at the officers' discretion.

This is a busy time with the start of the school year and the ongoing daily mix of pedestrian, golf cart, and vehicular traffic that occurs, further increases our traffic safety risks.

Vehicles should only be parked on the asphalt surface parking lots between the painted lines of designated parking spaces or in the designated gravel parking areas. Vehicles are prohibited from parking on the grass which causes damage to the grass and sprinkler heads.

Vehicles are considered illegally parked in designated **“No Parking”** areas clearly posted by signs, parked improperly, and violating the right of way of the roadway, parked on sidewalks, parked in designated handicap parking spaces without the required handicap placard or parked in designated **“Fire Lanes.”** Vehicles may be subject to tow as deemed necessary by officers enforcing illegally parked vehicles. However, officers typically attempt to gain compliance through education and warnings.

Out of respect for our neighbors, all school staff are also encouraged to remain aware and comply with the traffic laws and posted speed limits of the local streets and intersections in the adjacent neighborhoods of our campus. Since it is common for some of our mobility staff and students to travel off campus through some of these local streets and intersections, our heightened awareness will also add to their increased pedestrian safety too.

For Campus Police related questions, please contact Chief Jerry Chandlee.

SAFETY AND FACILITIES OPERATIONS

The Safety and Facilities Operations Department continues to tackle projects in addition to regular preventative maintenance and summer work. Often, project management is at the mercy of permitting offices, vendor responsiveness, and final inspections. Sometimes it doesn't matter how much we plan or how much we push, we must work within the constraints presented to us. So, we ask you to celebrate accomplishments with us, and exercise patience as we complete projects that are running into the start of the school year. Below you will find a quick summary of pending projects.

Bleachers: The bleachers are currently being constructed. In addition to the seating area, there is an infrastructure component that must be completed. That is why you will see pipes in the area of the football field. The bleachers will be ready for the first football game on August 29th. Landscaping in the area will be completed by our staff members so please be patient as that is the last aspect of the project to tackle.

Basketball Courts – Gregg Hall: Although Gregg Hall is nearing completion, the replacement of the basketball court is a smaller project under a different contract. We anticipate that the basketball court will be completed by October. In the meantime, please avoid the fenced area to the northeast of Gregg Hall where work will continue.

Gregg Hall: This new build is in the home stretch of completion. We have a number of punch list items to tackle, and landscaping will continue over the next couple of weeks. A tour and a grand opening of the building will be available in October once all furniture is delivered. In the meantime, that building will be available for use by our Deaf Department middle school girls. We are confident that they will enjoy their new space, even though we must complete the finishing touches.

Kids Town Pavilion: The construction of the pavilion is underway, and we anticipate that it will be completed prior to the return of students. We realize that it was previously known as a theater but during the permitting process we learned that the appropriate description is pavilion. Either way, our students will enjoy the play space.

Settles: The renovation to the Settles storefront is underway. This project will enhance the integrity of the windows on the north side of the building and will enclose the elevator. The contractor is consuming as little space as possible for this project. Please proceed with caution through that area, and please enter the building through the south entrance (Vaill side). Fingers crossed that we would have this project substantially complete prior to the homecoming festivities.

McClure Hall: Soon, we will advertise for the professional services contractor to develop the design criteria package for the new McClure Hall. This building will be located on the space that currently serves as an underutilized baseball field. It is not possible to renovate the current building. Further, based on life safety code, it is not possible to build in the same location in the center of Pope Hall. An engineering and site study was completed, and the baseball field is the most appropriate space for the new building. We anticipate the start of construction in the late summer or early fall of 2025. Upon completion of the building in summer of 2026, the existing building will be demolished and will be converted to a beautiful green space.

Alfred/Douglas Green Space: We are pleased to share that there is a new area of campus that is available for student and staff use. The green space at Alfred and Douglas, behind the yellow house, has now been equipped with a patio, picnic tables, sunshades, grills, and trash receptacles. This space has been added to FSDirect and a reservation is needed so that the space may be unlocked, and sunshades opened. This is a lovely space for student gatherings/recreation and employee engagement. Enjoy!



Grounds: The Grounds Department continues their efforts to maintain the beauty of the campus, even in the hottest of the summer months. They are in the process of preparing the grounds for the return of students and staff members. Please help us maintain our curb appeal! Please encourage students to utilize sidewalks rather than running through flowers and shrubs. Please encourage staff members in a golf cart to utilize the roadway as much as possible. When traveling on the sidewalks, be sure to avoid “cart free” zones and drive at a slow speed. If pedestrians are utilizing the sidewalk, please pull over and wait for them to pass. Same goes for oncoming carts. Please choose to pull to the side, stop, and wait as opposed to driving through the grass to go around another cart.

Household: The Household Department continues their efforts to focus on summer cleaning projects that are not always easy to tackle when the campus is fully occupied. Throughout the year, the team completes tasks based on a long established Household checklist. Of course, please contribute to the effort to keep our campus tidy by maintaining your own clean and professional learning and working environments. Annually, building assignments are shifted. This expands the capacity of our team to understand the household needs of all buildings across campus, especially when there are staffing shortages and the need to cover more than one building exists. If you see a new team member in your building, please introduce yourself and welcome them to your building community.

For questions about Safety and Facilities Operations, please reach out to Executive Director Guy Maltese.

SCHOOL SAFETY

HB 1473 brought about a variety of new safe schools mandates. We are committed to compliance and will learn to adapt to our new ways of work. We will all learn more about school safety requirements in the days ahead but here are a few of the highlights:

- Drones utilized by visitors or vendors require the written consent of the President. This may be in the form of an email request from the contract manager/staff liaison.
- The following student instruction must take place within the first five days of school: FortifyFL, ALERT, and Threat Management.
- Although we have maintained a longstanding FSDB Emergency Management Plan, a corresponding policy has been developed and will be presented to the Board of Trustees at the upcoming meeting.
- Safety inspections will be completed by both the School Safety Specialist and the Office of Safe Schools throughout the year. Results of the inspections will be communicated to the Board of Trustees.
- Instructional spaces must remain locked when students are present. Staff members are expected to actively monitor doorways during transition.
- All exterior doors must remain locked. Middle and high school students now have ID access to designated points of entry between 8:00 AM and 3:30 PM. These designated points of entry are closely aligned with the designated points of entry that were previously unlocked. After school, all exterior doors are locked, and student IDs will not offer access to instructional spaces. There will be a process to request a door exemption for after school events. A policy and form will offer guidance, although approval of an exemption is expected to be rare as we remain committed to safety and security.
- Hard corners must be clearly marked in instructional spaces. Based on a spreadsheet of instructional spaces offer by academic administration, teams deployed to add a red line to the wall of each space indicating the hard corner. This red line was specifically located 24 inches from the ceiling so that staff members may also monitor their storage of items. Nothing may be stacked higher than the red line as that will result in a fire marshal violation. Hard corners must be accessible to students and staff members. If you have furniture or instructional

materials in your hard corner, please utilize your creativity to reconfigure your classroom space.

- Emergency management drills will be conducted based on the required frequency. Drills will be unannounced for 2024-2025.

For questions about school safety requirements, please reach out to Arline Lagasse, School Safety Specialist.

TRAINING AND QUALITY ASSURANCE

The Training and Quality Assurance Department is prepared to launch 14 Moodle compliance courses. Please carve out time to complete these important training activities. If need to sign up for an in-person course (CPR, CPI, ALERT, etc...), please visit TQA's newly enhanced intranet site. [Training and Quality Assurance \(sharepoint.com\)](#)

The TQA team also hosts our annual welcome back lunch. We are planning to gather in the Kramer Bus Loop as we may need the protection of the covered walkway. There will be limited seating in the Copeland Lobby. However, the tropical weather may dictate that this is a "to go" style luncheon. Monitor Viva Engage for updates.

For questions about Training and Quality Assurance, please contact Executive Director Trish McFadden.

TRANSPORTATION

Transportation's number one priority is the safe, secure transportation of the students that attend FSDB. Safe transportation is what everyone in the department strives for, from our drivers and chaperones who are on the buses daily, to our mechanics who service the vehicles, and our office staff, who manage any issue or concern and strive to make transporting students look easy!

This summer, buses have been equipped with GPS and routes/safe stops have been confirmed. We look forward to the return of students as we embark on an exciting year ahead.

Please avoid cutting through the Transportation garage and fuel pump area. There are yellow lines painted to indicate the restricted space. As we conduct vehicle maintenance on the fleet, it is important that personal vehicles, bicycles, golf carts, and pedestrians avoid this area. Thank you for helping us with our safety measures!

For questions about Transportation, please contract Executive Director Kevin Greene.

That's all for now, folks!

Thanks for your time catching up on Business Services activities. If you have any questions, please do not hesitate to reach out to me directly. **Happy Thursday!**

Julia

BUSINESS SERVICES EMPLOYEE ENGAGEMENT
Julia Mintzer, Administrator of Business Services

The Business Services Leadership Team recognizes the importance of employee engagement. Over the past five years, the overall employee engagement rate for Business Services has met or exceeded the rate for the campus.

The Business Services Leadership Team will continue to analyze results, celebrate strengths, and develop strategies to address areas of opportunity. The entire Business Services Department embraces the concepts of effective communication, high expectations for quality, and compliance with mandates and best practices. This consistent philosophy enhances employee engagement and the climate within the department. Business Services Team Members are commended for their ongoing commitment to the success of FSDB students and staff members.

Department	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall – FSDB	92%	94%	93%	93%	94%
Overall – Business Services	93%	96%	93%	95%	95%

BUSINESS SERVICES — FACILITY RESERVATIONS
Submitted by Denise Fernandez, Executive Assistant to the Administrator of Business Services

Reservation requests submitted and approved on Brightly’s Facility Scheduling Direct (FSDirect) portal realized a slight dip of under 2% from the past year. However, the decrease in number does not suggest a decline in the desirability of campus facilities. Rather, it predominantly accounts for application withdrawals due to competing interests for spaces. Adjustments to program frameworks also impacted the numbers across functions. Nonetheless, athletics activities, which included seasonal games, meets, practices, and invitational tournaments across various sports, yielded an approximate 44% increase over the past year.

The 2023-2024 facility reservation data is filed in the Business Services Office.

Events by Organization	FY 2019-2020	FY 2020-2021 (COVID)	FY 2021-2022	FY 2022-2023	FY 2023-2024
Internal					
-Administration	172	310	358	306	436
-Academic (<i>Blind & Deaf</i>)	35	42	110	103	105
-Blind	77	656	220	788	349
-Deaf	292	213	380	431	432
-Arts/Athletics/Recreation	941	261	826	494	859
-Parent Services/Outreach	112	32	127	199	120
-Residential Program	21	19	59	41	142
-Staff Development	219	253	195	140	89
External	495	320	402	433	337
Total	2,364	2,106	2,677	2,935	2,879

External Organizations	No. of Events
Alumni (FSDAA, School for the Blind, US Association of Blind Athletes)	43
Art of Dance School	3
Auto Clubs (Ancient City, SSR Fanatics)	4
City of St. Augustine Fire Department	165
Eyeth Studios	13
Florida ASL Teachers Association	2
Limelight Theatre	16
North Shore Improvement Association (10K Run)	1
Private Function	1
Randolph-Sheppard Vendors of Florida	1
Religious Groups (Young Life, Hope Signs)	82
SJC Sheriff's Office	1
State Agency: DOE/VR	2
Theatreworks, Inc.	2
Union	1
External Total	337

INVESTMENT PERFORMANCE
David Hanvey, CFP, Vice President-Wealth Management: UBS

Endowment I

During the month of June, the Endowment I increased +\$245,975.32 (+1.48%), increased +4.92% year to date, and increased +10.38% for the trailing 12 months with a closing portfolio value of \$21,107,389.27. Dividends and interest income totaled +\$48,525.08 and accrued interest increased +\$14,302.37. During the same period, the Benchmark increased +1.49%, +5.36%, and +11.54%, while the S&P 500 increased +3.59%, +15.29%, and +24.56% respectively. Furthermore, the US Aggregate Government Credit Intermediate Bond Index increased +0.81%, +0.38%, and +3.79% respectively. According to Bloomberg, as of June 28, the average 60/40 portfolio increased +5.80% year to date.

Endowment II

During the same month, Endowment II, increased +\$98,119.94 (+-1.07%), increased + 4.17% year to date, and increased +10.07% for the trailing 12 months with a closing portfolio value of \$12,361,468.20. Dividends and interest income totaled +\$22,475.38 and accrued interest increased +\$10,248.90.

The UBS central scenario 2024 forecast projection for the S&P 500 is 5,500 (+0.72%) by year-end.

CAMPUS POLICE
Jerry Chandlee, Chief of Police

Throughout the 2023-2024 academic year, the Campus Police Department not only managed daily law enforcement and service calls but also achieved several significant milestones:

The School Resource Officer (SRO) program was pivotal in the department's outreach efforts, delivering **45** educational sessions on key topics such as conflict resolution, D.A.R.E. (Drug Abuse Resistance Education), emergency response, crime prevention, personal safety, bicycle safety, character development, self-esteem, sound decision-making, respect and manners, peer pressure management, bullying prevention, behavioral consequences, vaping dangers, and ending unhealthy relationships.

As part of the Campus Police Department's ongoing outreach efforts, Chief Chandlee and his officers also initiated the *Donuts with the Chief* project. Students from all grades were invited over several months to learn about school policing operations while enjoying donuts and refreshments. This initiative significantly enhanced rapport and trust between the police and students, surpassing the project's initial objectives. Building a strong relationship and fostering trust with students are fundamental elements of an effective SRO program.

Lt. Lagasse, the School Safety Specialist, collaborated extensively with external agencies such as the St. Johns County Sheriff's Office and the St. Augustine Police Department, leading to an in-depth FSDB Campus tour in September 2023.

In May 2024, the Department of Education's Office of Safe Schools conducted a Safe Schools Monitoring Visit. Lt. Lagasse guided the tour, emphasizing FSDB's safety measures. The school met compliance standards, except for an unlocked classroom door, which was promptly addressed by reinforcing security protocols.

Lt. Lagasse completed her annual training as a School Safety Specialist with the Florida Department of Education – Office of Safe Schools in June 2024. She was also appointed as the District Threat Management Coordinator (DTMC) and recently completed training in June 2024. As DTMC, she serves as the liaison between FSDB and the Statewide Threat Management Coordinator, following the Florida Threat Management Model taking effect January 1, 2024. Along with Investigator Shawn O'Brien, she became a certified FL Threat Management trainer, leading **10** FL Model Threat Management training sessions for FSDB and surrounding districts to include Florida Virtual Schools, P.K. Yonge Research Developmental School, and Flagler County School District.

Furthermore, Lt. Lagasse conducted **9** AlerT training sessions, participated in **4** New Employee Onboarding workshops, coordinated **1** Reunification Practical Drill, chaired **10** Behavior Occurrence Review Team (BORT) meetings and **2** District Threat Management Team meetings, and provided oversight to the School Based Threat Management Team (SBTMT) ensuring meetings are held no less than monthly and thorough investigations are completed with fidelity and accuracy.

In collaboration with Chief Chandlee, Lt. Lagasse updated and installed emergency response posters throughout the campus by June 2024.

The School Security Risk Assessment for 2023-2024 is underway, with findings to be included in the forthcoming FSSAT report.

SAFETY AND FACILITIES OPERATIONS

Guy Maltese, Executive Director of Safety and Facilities Operations

Project Management

- Gregg Hall has continued to progress toward completion. As of July 31, the project is fully expected to open as scheduled for student return on August 11.
- Kids Town Pavilion work has begun, and the vendor is making great progress, this project is fully expected to be opened for the fall semester.

- Vaill Hall and Vail Annex dorm spaces have been painted.
- Kramer Hall renovation project design/build continues, and on July 30, there was a 100%-page turn. Sub-contractor bid openings will take place September 9 and GMP is expected September 26. This schedule maintains an expected substantial completion in July 2025.
- Stadium bleacher project continues and is expected to be open for the first home game on August 29.
- Settles store front upgrade project has begun and is expected to be completed early in the fall semester.
- Cooling tower greenspace landscape has been completed.
- Unexpected catastrophic failure of the apartment transformer has been addressed with a less than 7-day turnaround.
- The Campus/Facilities Master Plan and 2024-2025 PECO Legislative Budget Request were approved by the BOT in May 2024.
- Executive Director of SaFO received the final and approved Five-Year Educational Plant Survey from the DOE.
- The Grounds department continues the campus beautification initiative which includes new beds, unique plantings, window washing, and continued pressure washing.
- SaFO continues to manage projects in alignment with Campus/Facilities Master Plan and Public Education Capital Outlay (PECO) Legislative Budget Request. Project Management meetings are held regularly concerning safety/security, Essential Equipment Maintenance, Technology, and Facility Infrastructure Repairs. Meetings focus on new projects, the progress of existing projects, and budget management.

TRAINING AND QUALITY ASSURANCE
Trish McFadden, Executive Director of Training and Quality Assurance

As we prepare for the new school year, I would like to share some training statistics from the 2023-2024 school year which highlighted the number of professional development opportunities provided to ensure that employees met their training compliance requirements. Below is a brief snapshot of the training activity:

Class Delivery	Number of Classes	Number of Participants
Live “In Person” Training	124	1,439
Online – via Moodle	21	9,561
Total for 2023-2024 School Year	145	11,000

As the new school year begins, the Training and Quality Assurance Department held, or will hold, the following training classes between July 1, 2024 and Aug 23, 2024: two CPI full courses, seven CPR courses, one Lifeguard Certification Course, two Stop the Bleed classes, and one QPR course.

On August 2, 2024, TQA launched the following 14 Moodle courses that address student safety and staff compliance requirements. Six additional courses will be offered in January 2025.

AlerT	Attendance and Leave	Bullying and Harassment	Code of Ethics
Delegation of Fiscal Authority	Equal Employment Opportunity / Affirmative Action Training	FERPA	Florida Model Threat Assessment Overview
Homeless/In-Transition Students Policy Review	Identifying and Reporting Fraud	MyFlorida Marketplace Security Training	Preventing Sexual Harassment
Student Abuse	Teen Dating Violence or Abuse		

The Convocation Program and a staff “*Welcome Back Luncheon*” will be held on Monday, August 5, 2024 and coordinated by the TQA Department. Staff will enjoy a catered lunch by seven local food truck vendors. This annual event will be held in the Kramer Bus Loop as we utilize the covered walkway to shield the anticipated rainy weather as a result of the tropical system making its way toward Florida. Random employee drawings were held via video where all staff members could win a creative, themed basket donated by the President’s Advisory Team (PAT). The two events scheduled on the first day staff returned from summer break, set the tone for a positive, engaging school year.

TRANSPORTATION

Kevin Greene, Executive Director of Transportation

Soon after graduation, the transportation for summer camp 2024 kicked off. A total of 69 students were transported to FSDB Summer Camps during June. To accommodate all the transportation needs, 4 SHOW routes and 4 yellow bus routes were developed. The yellow bus routes served Clay, Duval, Flagler, Putnam, and St. Johns counties while SHOW routes traveled to Crescent City, Ocala, Wildwood, Naples, Maitland, Groveland, and Tavares.

The Transportation Department will welcome bus drivers and chaperones back to campus on August 5, 2024, for three days of training, route reviews, and to drive their assigned bus routes. This practice enables staff to gain pertinent and required job-related training and allows them to drive their new bus routes before the start of school. By driving their routes in advance, they can address any obstacles or issues that may interfere with their bus routes. They also get acclimated with their routes before transporting students.

Driver needs in the Transportation Department continue to be a challenge. Bus Operators are in short supply not only at FSDB but across the state as well. We are currently in need of one Bus Operator. To begin the 2024-2025 school year, we have 8 yellow bus routes. Once we fill our last vacancy, we will add another route. The additional route will reduce the time spent by students on the bus for our longer routes.

**Respectfully Submitted,
Julia Mintzer
Administrator of Business Services**



Performance Review

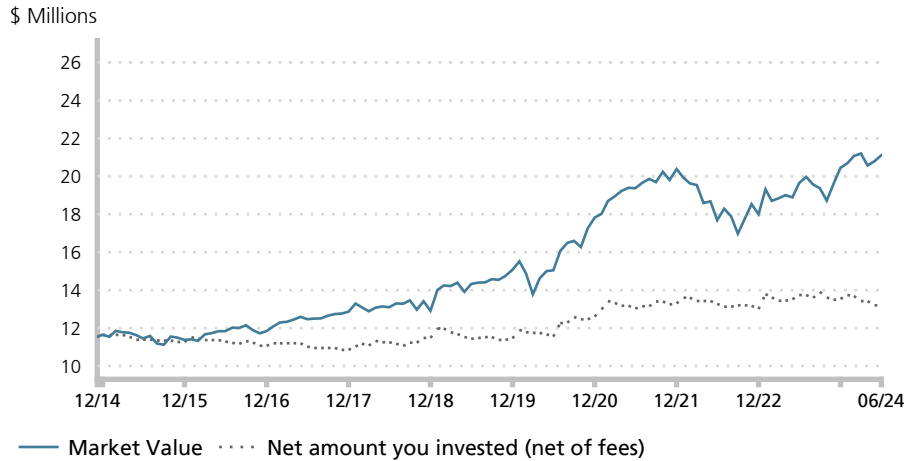
as of June 30, 2024

Consolidated report prepared for FSDB Endowment I

^ performance and account start dates differ (see disclosures)

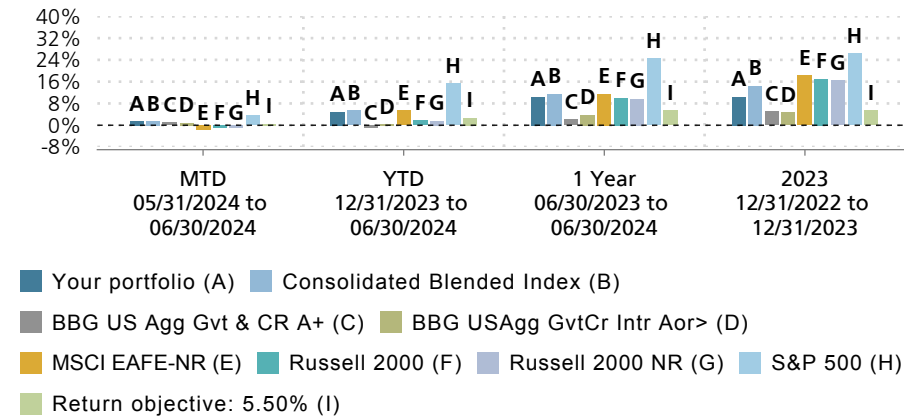
NX XX181 ESG	NX XX187 Fixed Income
NX XX182 Small Cap	NX XX189 Fixed Income
NX XX183 ^ Board Of Trustees For	NX XX190 Global Focused
NX XX185 OEI	NX XX191 Div Ruler
NX XX186 ^ MID CAP	NX XX407 ^ Fixed Income

Sources of Portfolio Value



Portfolio and Selected Benchmark Returns

Net Time-weighted returns annualized



Portfolio Value and Investment Results

Performance returns (annualized > 1 year)

	MTD 05/31/2024 to 06/30/2024	YTD 12/31/2023 to 06/30/2024	1 Year 06/30/2023 to 06/30/2024	2023 12/31/2022 to 12/31/2023
Opening value	20,798,586.50	20,445,679.48	19,646,091.91	17,999,902.34
Net deposits/withdrawals	0.00	-404,552.25	-657,858.06	434,520.34
Div./interest income	48,525.08	264,602.94	515,543.78	489,660.66
Change in accr. interest	14,302.37	11,721.72	16,586.63	16,935.31
Change in value	245,975.32	789,937.37	1,587,025.01	1,504,660.84
Closing value	21,107,389.27	21,107,389.27	21,107,389.27	20,445,679.48
Net Time-weighted ROR	1.48	4.92	10.38	10.43

Net deposits and withdrawals include program and account fees.

Time Weighted Rates of Return (Net of Fees)

Performance returns (annualized > 1 year)

	MTD 05/31/2024 to 06/30/2024	YTD 12/31/2023 to 06/30/2024	1 Year 06/30/2023 to 06/30/2024	2023 12/31/2022 to 12/31/2023
Your portfolio(%)	1.48	4.92	10.38	10.43
Consolidated Blended Index	1.49	5.36	11.54	14.46
BBG US Agg Gvt & CR A+	0.92	-0.79	2.16	4.94
BBG USAgg GvtCr Intr Aor>	0.81	0.38	3.79	4.77
MSCI EAFE-NR	-1.61	5.34	11.54	18.24
Russell 2000	-0.93	1.73	10.06	16.93
Russell 2000 NR	-0.97	1.53	9.59	16.41
S&P 500	3.59	15.29	24.56	26.29
Return objective: 5.50%	0.44	2.71	5.50	5.50

Consolidated Blended Index: Start - Current: 2% BBG US Short TSY; 46% BBG USAgg GvtCr 5-10 Y; 10% Russell 1000 Value; 3% Russell 2000; 21% MSCI ACWI ALL CAP-NR; 6% MSCI World All Cap - NR; 7% Russell 1000 Growth; 5% Russell 1000

Past performance does not guarantee future results and current performance may be lower/higher than past data presented. Board of Trustees Meeting, August 23, 2024



NX XX181	ESG	NX XX187	Fixed Income
NX XX182	Small Cap	NX XX189	Fixed Income
NX XX183	Board Of Trustees For	NX XX190	Global Focused
NX XX185	OEI	NX XX191	Div Ruler
NX XX186	MID CAP	NX XX407	Fixed Income

Additional Information About Your Portfolio

as of June 30, 2024

Inception to date net time-weighted returns (annualized > 1 year)

		ITD
	Performance	Start date to
	Start date	06/30/2024
Consolidated	12/08/2014	5.48%

Benchmark Composition

Consolidated

Blended Index

Start - Current: 2% BBG US Short TSY; 46% BBG USAgg GvtCr 5-10 Y; 10% Russell 1000 Value; 3% Russell 2000; 21% MSCI ACWI ALL CAP-NR; 6% MSCI World All Cap - NR; 7% Russell 1000 Growth; 5% Russell 1000



Financial Markets Summary

as of June 30, 2024

Consolidated report prepared for FSDB Endowment I

NX XX181	ESG	NX XX187	Fixed Income
NX XX182	Small Cap	NX XX189	Fixed Income
NX XX183	Board Of Trustees For	NX XX190	Global Focused
NX XX185	OEI	NX XX191	Div Ruler
NX XX186	MID CAP	NX XX407	Fixed Income

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		03/31/2024 to 06/30/2024	06/30/2023 to 06/30/2024	06/30/2021 to 06/30/2024	06/30/2019 to 06/30/2024	06/30/2017 to 06/30/2024	06/30/2014 to 06/30/2024
Cash Alternatives	US Treasury Bill - 3 Mos	1.34	5.50	3.11	2.17	2.06	1.49
US - Fixed Income	BBG Agg Bond	0.07	2.63	-3.02	-0.23	0.86	1.34
	BBG Muni 1-10Y 1-12Y	-0.40	2.31	-0.35	1.02	1.59	1.78
	BBG Muni 5 Yr 4-6 TR	-0.42	2.26	-0.60	0.83	1.37	1.56
	BBG Muni 7 Yr 6-8 TR	-0.85	2.06	-0.81	0.93	1.65	1.99
	BBG Muni Bond	-0.02	3.21	-0.88	1.16	1.99	2.39
	BBG US Agg Gvt & CR 1-3 Y	0.95	4.87	0.55	1.25	1.52	1.35
	BBG US Gov/CorpInter TR	0.64	4.19	-1.17	0.71	1.39	1.54
Global/International - Fixed Income	BBG GblAgg	-1.10	0.93	-5.49	-2.02	-0.45	-0.42
	BBG GblAgg ex-USD	-2.11	-0.66	-7.47	-3.56	-1.61	-1.85
US Equity	Dow Jones Ind Avg	-1.27	16.02	6.42	10.31	11.42	11.29
	NAREIT Equity	-0.90	5.78	-1.63	3.40	4.94	6.10
	NASDAQ Composite	8.26	28.61	6.92	17.22	16.34	14.92
	Russell 1000	3.57	23.88	8.73	14.59	13.92	12.50
	Russell 1000 Growth	8.33	33.48	11.27	19.32	18.63	16.32
	Russell 1000 Value	-2.17	13.06	5.52	9.00	8.60	8.22
	Russell 2000	-3.28	10.06	-2.58	6.93	6.84	7.00
	Russell 2000 Growth	-2.92	9.14	-4.86	6.16	7.28	7.38
	Russell 2000 Value	-3.64	10.90	-0.53	7.07	5.88	6.22
	Russell 2500	-4.27	10.47	-0.29	8.30	8.43	7.98
	Russell 3000	3.22	23.13	8.04	14.13	13.47	12.14
	Russell Mid Cap	-3.35	12.88	2.37	9.45	9.62	9.04
	Russell Mid Cap Growth	-3.21	15.05	-0.08	9.92	11.68	10.51
	Russell Mid Cap Value	-3.40	11.98	3.65	8.49	7.66	7.60
	S&P 400 Mid Cap	-3.45	13.57	4.47	10.26	9.39	9.13
	S&P 500	4.28	24.56	10.00	15.03	14.27	12.85
Global/International - Equity	MSCI AC World - NR	2.87	19.38	5.43	10.74	10.01	8.43
	MSCI ACWI xUSA-NR	0.96	11.62	0.46	5.54	5.17	3.84
	MSCI EAFE-NR	-0.42	11.54	2.89	6.46	5.73	4.33



Financial Markets Summary

as of June 30, 2024 (continued)

Consolidated report prepared for FSDB Endowment I

NX XX181	ESG	NX XX187	Fixed Income
NX XX182	Small Cap	NX XX189	Fixed Income
NX XX183	Board Of Trustees For	NX XX190	Global Focused
NX XX185	OEI	NX XX191	Div Ruler
NX XX186	MID CAP	NX XX407	Fixed Income

	Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
	03/31/2024 to 06/30/2024	06/30/2023 to 06/30/2024	06/30/2021 to 06/30/2024	06/30/2019 to 06/30/2024	06/30/2017 to 06/30/2024	06/30/2014 to 06/30/2024
MSCI Emerging Markets-NR	5.00	12.55	-5.06	3.09	3.53	2.79
MSCI Emerging Markets-PR	4.13	9.78	-7.54	0.59	1.03	0.33
MSCI World	2.78	20.75	7.37	12.31	11.44	9.73
Commodities						
DJ UBS Commodity	2.89	5.00	5.65	7.24	5.13	-1.29
Goldman Sachs Commodity	0.65	15.01	12.68	8.27	7.99	-3.12
Non-Traditional						
HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
HFRX Eqty Hdg-EqMktNeu	1.26	7.58	2.29	0.89	0.17	0.44
HFRX Event Driven	-0.07	4.83	-2.87	2.05	0.28	0.14
Balanced						
S&P 500 40% /BBG Agg 60%	1.76	11.04	2.23	5.94	6.34	6.06
S&P 500 50% /BBG Agg 50%	2.18	13.22	3.54	7.47	7.69	7.22
S&P 500 60% /BBG Agg 40%	2.60	15.42	4.84	9.00	9.03	8.37
Miscellaneous						
Consumer Price Index	0.56	2.94	4.94	4.16	3.61	2.80



Disclosures Applicable to Accounts at UBS Financial Services Inc.

This section contains important disclosures regarding the information and valuations presented here. All information presented is subject to change at any time and is provided only as of the date indicated. The information in this report is for informational purposes only and should not be relied upon as the basis of an investment or liquidation decision. UBS FS account statements and official tax documents are the only official record of your accounts and are not replaced, amended or superseded by any of the information presented in these reports. You should not rely on this information in making purchase or sell decisions, for tax purposes or otherwise.

UBS FS offers a number of investment advisory programs to clients, acting in our capacity as an investment adviser, including fee-based financial planning, discretionary account management, non-discretionary investment advisory programs, and advice on the selection of investment managers and mutual funds offered through our investment advisory programs. When we act as your investment adviser, we will have a written agreement with you expressly acknowledging our investment advisory relationship with you and describing our obligations to you. At the beginning of our advisory relationship, we will give you our Form ADV brochure(s) for the program(s) you selected that provides detailed information about, among other things, the advisory services we provide, our fees, our personnel, our other business activities and financial industry affiliations and conflicts between our interests and your interests.

In our attempt to provide you with the highest quality information available, we have compiled this report using data obtained from recognized statistical sources and authorities in the financial industry. While we believe this information to be reliable, we cannot make any representations regarding its accuracy or completeness. Please keep this guide as your Advisory Review.

Please keep in mind that most investment objectives are long term. Although it is important to evaluate your portfolio's performance over multiple time periods, we believe the greatest emphasis should be placed on the longer period returns.

Please review the report content carefully and contact your Financial Advisor with any questions.

Client Accounts: This report may include all assets in the accounts listed and may include eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such securities will distort the actual performance of your accounts and does not reflect the performance of your accounts in the fee-based program. As a result, the performance reflected in this report can vary substantially from the individual account performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. When shown on a report, the risk profile and return objectives describe your overall goals for these accounts. For each account you maintain, you choose one return objective and a primary risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your account records.

Performance: This report presents account activity and performance depending on which inception type you've chosen. The two options are: (1) All Assets (Since Performance Start): This presents performance for all assets since the earliest possible date; (2) Advisory Assets (Advisory Strategy Start) for individual advisory accounts: This presents Advisory level performance since the Latest Strategy Start date; If an account that has never been managed is included in the consolidated report, the total performance of that unmanaged account will be included since inception.

Time-weighted Returns for accounts / SWP/AAP sleeves (Monthly periods): The report displays a time weighted rate of return (TWR) that is calculated using the Modified Dietz Method. This calculation uses the beginning and ending portfolio values for the month and weighs each contribution/withdrawal based upon the day the cash flow occurred. Periods greater than one month are calculated by linking the monthly returns. The TWR gives equal weighting to every return regardless of amount of money invested, so it is an effective measure for returns on a fee based account. All periods shown which are greater than 12 months are annualized. This applies to all performance for all assets before 09/30/2010, Advisory assets before 12/31/2010 and SWP sleeves before 04/30/2018.

Time-weighted Returns for accounts / SWP/AAP sleeves (Daily periods): The report displays a time weighted rate of return (TWR) that is calculated by dividing the portfolio's daily gain/loss by the previous day's closing market value plus the net value of cash flows that occurred during the day, if it was positive. The TWR gives equal weighting to every return regardless of amount of money invested, so it is an effective measure for returns on a fee based account. Periods greater than one day are calculated by linking the daily returns. All periods shown which are greater than 12 months are annualized. For reports generated prior to 01/26/2018, the performance calculations used the account's end of day value on the performance inception (listed in the report under the column "ITD") and all cash flows were posted at end of day. As a result of the change, the overall rate of return (TWR) and beginning market value displayed can vary from prior generated reports. This applies to all performance for all assets on or after 09/30/2010, Advisory assets on or after 12/31/2010, SWP/AAP sleeves on or after 04/30/2018 as well as all Asset Class and Security level returns.

Money-weighted returns: Money-weighted return (MWR) is a measure of the rate of return for an asset or portfolio of assets. It is calculated by finding the daily Internal Rate of Return (IRR) for the period and then compounding this return by the number of days in the period being measured. The MWR incorporates the size and timing of cash flows, so it is an effective measure of returns on a portfolio.

Annualized Performance: All performance periods greater than one year are calculated (unless otherwise stated) on an annualized basis, which represents the return on an investment multiplied or divided to give a comparable one year return.

Cumulative Performance: A cumulative return is the aggregate amount that an investment has gained or lost over time, independent of the period of time involved.

Net of Fees and Gross of Fees Performance: Performance is presented on a "net of fees" and "gross of fees" basis, where indicated. Net returns do not reflect Program and wrap fees prior to 10/31/10 for accounts that are billed separately via invoice through a separate account billing arrangement. Gross returns do not reflect the deduction of fees, commissions or other charges. The payment of actual fees and expenses will reduce a client's return. The compound effect of such fees and expenses should be considered when reviewing returns. For example, the net effect of the deduction of fees on annualized performance, including the compounded effect over time, is determined by the relative size of the fee and the account's investment performance. It should also be noted that where gross returns are compared to an index, the index performance also does not reflect any transaction costs, which would lower the performance results. Market index data maybe subject to review and revision.

Benchmark/Major Indices: The past performance of an index is not a guarantee of future results. Any benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your



Disclosures Applicable to Accounts at UBS Financial Services Inc. *(continued)*

portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data may be subject to review and revision. Further, there is no guarantee that an investor's account will meet or exceed the stated benchmark. Index performance information has been obtained from third parties deemed to be reliable. We have not independently verified this information, nor do we make any representations or warranties to the accuracy or completeness of this information.

Blended Index - For Advisory accounts, Blended Index is designed to reflect the asset categories in which your account is invested. For Brokerage accounts, you have the option to select any benchmark from the list.

For certain products, the blended index represents the investment style corresponding to your client target allocation. If you change your client target allocation, your blended index will change in step with your change to your client target allocation.

Blended Index 2 - 8 - are optional indices selected by you which may consist of a blend of indexes. For advisory accounts, these indices are for informational purposes only. Depending on the selection, the benchmark selected may not be an appropriate basis for comparison of your portfolio based on its holdings.

For alternative investments and strategies that are highly customized, such as Concentrated Equity Solutions (CES), benchmarks are broad market indices included for general reference and are not intended to show comparative market performance or potential portfolios with risk or return profiles similar to your account. Benchmark indices are shown for illustrative purposes only.

Custom Time Periods: If represented on this report, the performance start date and the performance end date have been selected by your Financial Advisor in order to provide performance and account activity information for your account for the specified period of time only. As a result, only a portion of your account's activity and performance information is presented in the performance report, and, therefore, presents a distorted representation of your account's activity and performance.

Net Deposits/Withdrawals: When shown on a report, this information represents the net value of all cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your accounts from the first day to the last day of the period. When fees are shown separately, net deposits / withdrawals does not include program fees (including wrap fees). When investment return is displayed net deposits / withdrawals does not include program fees (including wrap fees). For security contributions and withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts. Wrap fees will be included in this calculation except when paid via an invoice or through a separate accounts billing arrangement. When shown on Client summary and/or Portfolio review report, program fees (including wrap fees) may not be included in net deposits/withdrawals. PACE Program fees paid from sources other than your PACE account are treated as a contribution. A PACE Program Fee rebate that is not reinvested is treated as a withdrawal.

Dividends/Interest: Dividend and interest earned, when shown on a report, does not include income on securities that have been lent out & does not reflect your account's tax status or reporting requirements. Use only official tax reporting documents (i.e. 1099) for tax reporting purposes. The classification of private investment distributions can only be determined by referring to the official year-end tax-reporting document

provided by the issuer.

Change in Accrued Interest: When shown on a report, this information represents the difference between the accrued interest at the beginning of the period from the accrued interest at the end of the period.

Change in Value: Represents the change in value of the portfolio during the reporting period, excluding additions/withdrawals, dividend and interest income earned and accrued interest. Change in Value may include program fees (including wrap fees) and other fees.

Fees: Fees represented in this report include program and wrap fees. Program and wrap fees prior to October 1, 2010 for accounts that are billed separately via invoice through a separate account billing arrangement are not included in this report.

Performance Start Date Changes: The Performance Start Date for accounts marked with a '^' have changed. Performance figures of an account with a changed Performance Start Date may not include the entire history of the account. The new Performance Start Date will generate performance returns and activity information for a shorter period than is available at UBS FS. As a result, the overall performance of these accounts may generate better performance than the period of time that would be included if the report used the inception date of the account. UBS FS recommends reviewing performance reports that use the inception date of the account because reports with longer time frames are usually more helpful when evaluating investment programs and strategies. Performance reports may include accounts with inception dates that precede the new Performance Start Date and will show performance and activity information from the earliest available inception date. The change in Performance Start Date may be the result of a performance gap due to a zero-balance that prevents the calculation of continuous returns from the inception of the account. The Performance Start Date may also change if an account has failed one of our performance data integrity tests. In such instances, the account will be labeled as 'Review Required' and performance prior to that failure will be restricted. Finally, the Performance Start Date will change if you have explicitly requested a performance restart. Please contact your Financial Advisor for additional details regarding your new Performance Start Date.

Closed Account Performance: Accounts that have been closed may be included in the consolidated performance report. When closed accounts are included in the consolidated report, the performance report will only include information for the time period the account was active during the consolidated performance reporting time period.

Important information on options-based strategies: Options involve risk and are not suitable for everyone. Prior to buying or selling an option investors must read a copy of the Characteristics & Risks of Standardized Options, also known as the options disclosure document (ODD). It explains the characteristics and risks of exchange traded options. The options risk disclosure document can be accessed at the following web address: www.optionsclearing.com/about/publications/character-risks.

Concentrated Equity Solutions (CES) managers are not involved in the selection of the underlying stock positions. The Manager will advise only on the options selection in order to pursue the strategy in connection with the underlying stock position(s) deposited in the account. It is important to keep this in mind when evaluating the manager's performance since the account's performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly



Disclosures Applicable to Accounts at UBS Financial Services Inc. *(continued)*

during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

Portfolio: For purposes of this report "portfolio" is defined as all of the accounts presented on the cover page or the header of this report and does not necessarily include all of the client's accounts held at UBS FS or elsewhere.

Pricing: All securities are priced using the closing price reported on the last business day preceding the date of this report. Every reasonable attempt has been made to accurately price securities; however, we make no warranty with respect to any security's price. Please refer to the back of the first page of your UBS FS account statement for important information regarding the pricing used for certain types of securities, the sources of pricing data and other qualifications concerning the pricing of securities. To determine the value of securities in your account, we generally rely on third party quotation services. If a price is unavailable or believed to be unreliable, we may determine the price in good faith and may use other sources such as the last recorded transaction. When securities are held at another custodian or if you hold illiquid or restricted securities for which there is no published price, we will generally rely on the value provided by the custodian or issuer of that security.

Ineligible Assets: We require that you hold and purchase only eligible managed assets in your advisory accounts. Please contact your Financial Advisor for a list of the eligible assets in your program. These reports may provide performance information for eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such securities will distort the actual performance of your advisory assets. As a result, the performance reflected in this report can vary substantially from the individual account performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. Neither UBS nor your Financial Advisor will act as your investment adviser with respect to Ineligible Assets.

Variable Annuity Asset Allocation: If the option to unbundle a variable annuity is selected and if a variable annuity's holdings data is available, variable annuities will be classified by the asset class, subclass, and style breakdown for their underlying holdings. Where a variable annuity contains equity holdings from multiple equity sectors, this report will proportionately allocate the underlying holdings of the variable annuity to those sectors measured as a percentage of the total variable annuity's asset value as of the date shown.

This information is supplied by Morningstar, Inc. on a weekly basis to UBS FS based on data supplied by the variable annuity which may not be current. Portfolio holdings of variable annuities change on a regular (often daily) basis. Accordingly, any analysis that includes variable annuities may not accurately reflect the current composition of these variable annuities. If a variable annuity's underlying holding data is not available, it will remain classified as an annuity. All data is as of the date indicated in the report.

Accounts Included in this Report: The account listing may or may not include all of your accounts with UBS FS. The accounts included in this report are listed under the "Accounts included in this review" shown on the first page or listed at the top of each page. If the account is a donor advised fund account, the assets in those accounts are owned by the Sponsoring Charitable Organization, and not the donor. You and your financial advisor have procured the appropriate authorization to view the assets in the donor advised fund account. If an account number begins with "@" this denotes assets or liabilities held at other financial institutions. Information

about these assets, including valuation, account type and cost basis, is based on the information you provided to us, or provided to us by third party data aggregators or custodians at your direction. We have not verified, and are not responsible for, the accuracy or completeness of this information.

Account name(s) displayed in this report and labels used for groupings of accounts can be customizable "nicknames" chosen by you to assist you with your recordkeeping or may have been included by your financial advisor for reference purposes only. The names used have no legal effect, are not intended to reflect any strategy, product, recommendation, investment objective or risk profile associated with your accounts or any group of accounts, and are not a promise or guarantee that wealth, or any financial results, can or will be achieved. All investments involve the risk of loss, including the risk of loss of the entire investment.

For more information about account or group names, or to make changes, contact your Financial Advisor.

Account changes: At UBS, we are committed to helping you work toward your financial goals. So that we may continue providing you with financial advice that is consistent with your investment objectives, please consider the following two questions:

- 1) Have there been any changes to your financial situation or investment objectives?
 - 2) Would you like to implement or modify any restrictions regarding the management of your account?
- If the answer to either question is "yes," it is important that you contact your Financial Advisor as soon as possible to discuss these changes. For MAC advisory accounts, please contact your investment manager directly if you would like to impose or change any investment restrictions on your account.

ADV disclosure: A complimentary copy of our current Form ADV Disclosure Brochure that describes the advisory program and related fees is available through your Financial Advisor. Please contact your Financial Advisor if you have any questions.

Important information for former Piper Jaffray and McDonald Investments clients: As an accommodation to former Piper Jaffray and McDonald Investments clients, these reports include performance history for their Piper Jaffray accounts prior to August 12, 2006 and McDonald Investments accounts prior to February 9, 2007, the date the respective accounts were converted to UBS FS. UBS FS has not independently verified this information nor do we make any representations or warranties as to the accuracy or completeness of that information and will not be liable to you if any such information is unavailable, delayed or inaccurate.

For insurance, annuities, and 529 Plans, UBS FS relies on information obtained from third party services it believes to be reliable. UBS FS does not independently verify or guarantee the accuracy or validity of any information provided by third parties. Information for insurance, annuities, and 529 Plans that has been provided by a third party service may not reflect the quantity and market value as of the previous business day. When available, an "as of" date is included in the description.

Investors outside the U.S. are subject to securities and tax regulations within their applicable jurisdiction that are not addressed in this report. Nothing in this report shall be construed to be a solicitation to buy or offer to sell any security, product or service to any non-U.S. investor, nor shall any such security, product or service be solicited, offered or sold in any jurisdiction where such activity would be contrary to the securities laws or other local laws and regulations or would subject UBS to any registration requirement within such jurisdiction.

Performance History prior to the account's inception at UBS Financial Services, Inc. may have been included in this report and is based on data provided by third party sources. UBS Financial Services Inc. has not independently verified this information nor does UBS Financial Services Inc. guarantee the accuracy or validity of



Disclosures Applicable to Accounts at UBS Financial Services Inc. *(continued)*

the information.

Important information about brokerage and advisory services. As a firm providing wealth management services to clients, UBS Financial Services Inc. offers investment advisory services in its capacity as an SEC-registered investment adviser and brokerage services in its capacity as an SEC-registered broker-dealer. Investment advisory services and brokerage services are separate and distinct, differ in material ways and are governed by different laws and separate arrangements. It is important that clients understand the ways in which we conduct business, that they carefully read the agreements and disclosures that we provide to them about the products or services we offer. For more information, please review client relationship summary provided at ubs.com/relationshipsummary.

UBS Financial Services account protection

The Firm is a member of the Securities Investor Protection Corporation (SIPC), which protects securities customers of its members up to \$500,000 (including \$250,000 for claims for cash). Explanatory brochure available upon request or at www.sipc.org. The SIPC asset protection limits apply to all accounts that you hold in a particular capacity.

The Firm, together with certain affiliates, has also purchased supplemental insurance. The maximum amount payable to all eligible clients, collectively under this protection is \$500 million as of December 10, 2019. Subject to the policy conditions and limitations, cash at the Firm is further protected for up to \$1.9 million in the aggregate for all your accounts held in a particular capacity. A full copy of the policy wording is available upon request.

Neither the SIPC protection nor the supplemental protection apply to:

- Certain financial assets controlled by (and included in your account value) but held away from UBS Financial Services. For example certain (i) insurance products, including variable annuities, and (ii) shares of mutual funds registered in the name of the account holder on the books of the issuer or transfer agent);
- Investment contracts or investment interests (e.g., limited partnerships and private placements) that are not registered under the Securities Act of 1933;
- Commodities contracts (e.g., foreign exchange and precious metal contracts), including futures contracts and commodity option contracts;
- Securities on loan to UBS Financial Services; and
- Deposit accounts (except certificates of deposit) at UBS Bank USA, UBS AG U.S. branches and banks in the FDIC Insured Deposit Program.

The SIPC protection and the supplemental protection do not apply to these assets even if they otherwise appear on your statements. The SIPC protection and the supplemental protection do not protect against changes in the market value of your investments (whether as a result of market movement, issuer bankruptcy or otherwise).

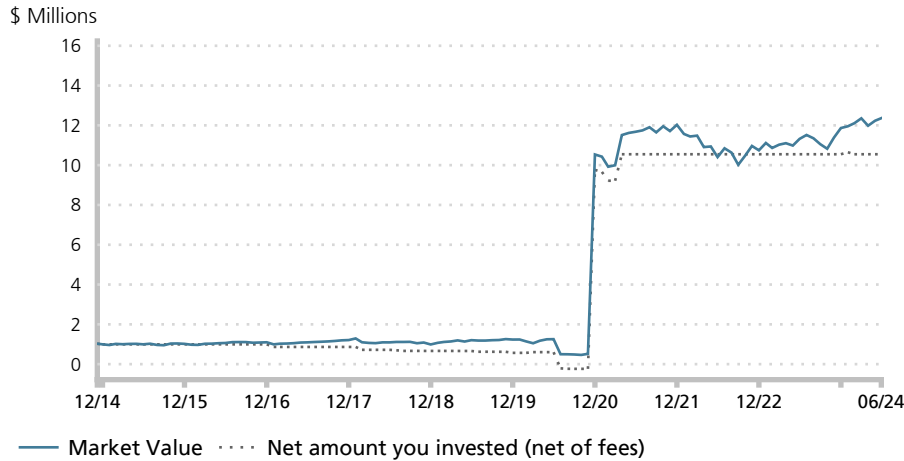


Performance Review

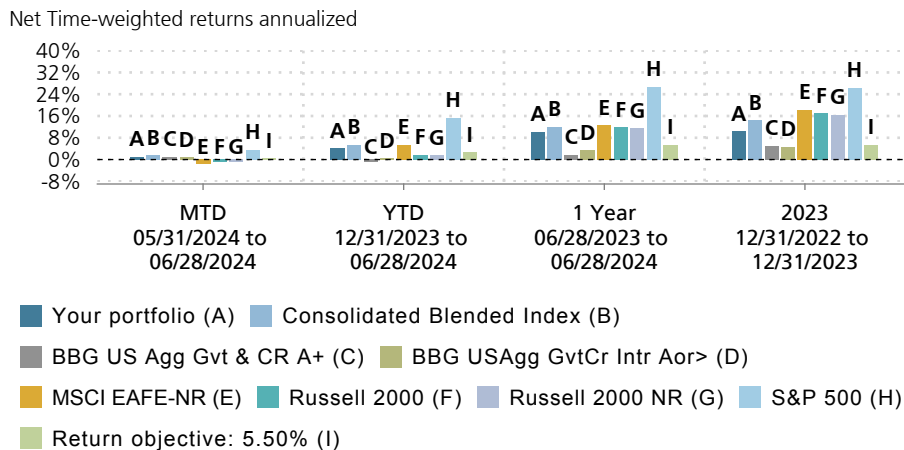
as of June 28, 2024

^ performance and account start dates differ (see disclosures)
 NX XX516 F2 Fixed Income NX XX520 F2 Small Cap
 NX XX517 F2 ESG NX XX184 Invesco
 NX XX519 F2 OEI
 NX XX518 F2 LT Themes
 NX XX188 ^ Div Ruler 2

Sources of Portfolio Value



Portfolio and Selected Benchmark Returns



Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 05/31/2024 to 06/28/2024	YTD 12/31/2023 to 06/28/2024	1 Year 06/28/2023 to 06/28/2024	2023 12/31/2022 to 12/31/2023
Opening value	12,230,624.98	11,865,352.40	11,229,096.89	10,745,307.02
Net deposits/withdrawals	0.00	-28,476.44	-54,427.76	-51,439.74
Div./interest income	22,475.38	152,725.20	297,881.78	280,388.72
Change in accr. interest	10,248.90	5,641.37	11,448.76	7,504.91
Change in value	98,118.94	366,225.68	877,468.53	883,591.48
Closing value	12,361,468.20	12,361,468.20	12,361,468.20	11,865,352.40
Net Time-weighted ROR	1.07	4.17	10.07	10.42

Net deposits and withdrawals include program and account fees.

Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 05/31/2024 to 06/28/2024	YTD 12/31/2023 to 06/28/2024	1 Year 06/28/2023 to 06/28/2024	2023 12/31/2022 to 12/31/2023
Your portfolio(%)	1.07	4.17	10.07	10.42
Consolidated Blended Index	1.49	5.36	12.11	14.46
BBG US Agg Gvt & CR A+	0.92	-0.79	1.69	4.94
BBG USAgg GvtCr Intr Aor>	0.81	0.38	3.34	4.77
MSCI EAFE-NR	-1.61	5.34	12.53	18.24
Russell 2000	-0.93	1.73	11.90	16.93
Russell 2000 NR	-0.97	1.53	11.41	16.41
S&P 500	3.59	15.29	26.67	26.29
Return objective: 5.50%	0.41	2.68	5.50	5.50

Consolidated Blended Index: Start - Current: 2% BBG US Short TSY; 46% BBG USAgg GvtCr 5-10 Y; 10% Russell 1000 Value; 3% Russell 2000; 21% MSCI ACWI ALL CAP-NR; 6% MSCI World All Cap - NR; 7% Russell 1000 Growth; 5% Russell 1000

Past performance does not guarantee future results and current performance may be lower/higher than past data presented.
 Board of Trustees Meeting, August 23, 2024



Additional Information About Your Portfolio

as of June 28, 2024

Inception to date net time-weighted returns (annualized > 1 year)

	Performance	Start date to	ITD
	Start date	06/28/2024	
Consolidated	12/08/2014		8.54%

Benchmark Composition

Consolidated

Blended Index

Start - Current: 2% BBG US Short TSY; 46% BBG USAgg GvtCr 5-10 Y; 10% Russell 1000 Value; 3% Russell 2000; 21% MSCI ACWI ALL CAP-NR; 6% MSCI World All Cap - NR; 7% Russell 1000 Growth; 5% Russell 1000



Financial Markets Summary

as of June 28, 2024

Consolidated report prepared for Board Of Trustees For

NX XX516 F2 Fixed Income NX XX520 F2 Small Cap
 NX XX517 F2 ESG NX XX184 Invesco
 NX XX519 F2 OEI
 NX XX518 F2 LT Themes
 NX XX188 Div Ruler 2

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		03/31/2024 to 06/28/2024	06/28/2023 to 06/28/2024	06/28/2021 to 06/28/2024	06/28/2019 to 06/28/2024	06/28/2017 to 06/28/2024	06/28/2014 to 06/28/2024
Cash Alternatives	US Treasury Bill - 3 Mos	1.34	5.52	3.11	2.17	2.06	1.49
US - Fixed Income	BBG Agg Bond	0.07	2.13	-2.97	-0.23	0.81	1.35
	BBG Muni 1-10Y 1-12Y	-0.40	2.21	-0.34	1.02	1.56	1.79
	BBG Muni 5 Yr 4-6 TR	-0.42	2.17	-0.59	0.83	1.33	1.57
	BBG Muni 7 Yr 6-8 TR	-0.85	1.95	-0.79	0.93	1.60	2.00
	BBG Muni Bond	-0.02	3.06	-0.85	1.16	1.94	2.39
	BBG US Agg Gvt & CR 1-3 Y	0.95	4.65	0.56	1.25	1.52	1.35
	BBG US Gov/CorpInter TR	0.64	3.77	-1.15	0.71	1.35	1.55
Global/International - Fixed Income	BBG GblAgg	-1.10	0.63	-5.53	-2.02	-0.50	-0.40
	BBG GblAgg ex-USD	-2.11	-0.81	-7.57	-3.56	-1.65	-1.83
US Equity	Dow Jones Ind Avg	-1.27	17.92	6.64	10.31	11.34	11.28
	NAREIT Equity	-0.90	7.56	-1.87	3.40	4.78	6.09
	NASDAQ Composite	8.26	30.47	6.93	17.22	16.09	14.95
	Russell 1000	3.57	25.92	8.77	14.59	13.81	12.50
	Russell 1000 Growth	8.33	35.65	11.31	19.32	18.44	16.32
	Russell 1000 Value	-2.17	14.96	5.54	9.00	8.56	8.23
	Russell 2000	-3.28	11.90	-2.73	6.93	6.74	7.03
	Russell 2000 Growth	-2.92	11.20	-5.00	6.16	7.12	7.42
	Russell 2000 Value	-3.64	12.51	-0.70	7.07	5.83	6.25
	Russell 2500	-4.27	12.36	-0.39	8.30	8.35	8.02
	Russell 3000	3.22	25.16	8.06	14.13	13.36	12.14
	Russell Mid Cap	-3.35	14.78	2.32	9.45	9.54	9.07
	Russell Mid Cap Growth	-3.21	16.96	-0.16	9.92	11.55	10.53
	Russell Mid Cap Value	-3.40	13.88	3.62	8.49	7.62	7.63
	S&P 400 Mid Cap	-3.45	15.73	4.43	10.26	9.31	9.18
	S&P 500	4.28	26.67	10.07	15.03	14.15	12.84
Global/International - Equity	MSCI AC World - NR	2.87	20.91	5.33	10.74	9.90	8.45
	MSCI ACWI xUSA-NR	0.96	12.38	0.20	5.54	5.06	3.88
	MSCI EAFE-NR	-0.42	12.53	2.54	6.46	5.59	4.36



Financial Markets Summary

as of June 28, 2024 (continued)

	Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
	03/31/2024 to 06/28/2024	06/28/2023 to 06/28/2024	06/28/2021 to 06/28/2024	06/28/2019 to 06/28/2024	06/28/2017 to 06/28/2024	06/28/2014 to 06/28/2024
MSCI Emerging Markets-NR	5.00	12.40	-5.19	3.09	3.52	2.84
MSCI Emerging Markets-PR	4.13	9.49	-7.68	0.59	1.01	0.38
MSCI World	2.78	22.51	7.28	12.31	11.32	9.74
Commodities						
DJ UBS Commodity	2.89	6.23	6.20	7.24	5.46	-1.38
Goldman Sachs Commodity	0.65	16.13	13.18	8.27	8.40	-3.19
Non-Traditional						
HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
HFRX Eqty Hdg-EqMktNeu	1.26	7.62	2.29	0.89	0.16	0.45
HFRX Event Driven	-0.07	4.81	-2.87	2.05	0.26	0.15
Balanced						
S&P 500 40% /BBG Agg 60%	1.76	11.49	2.28	5.94	6.27	6.07
S&P 500 50% /BBG Agg 50%	2.18	13.93	3.59	7.47	7.61	7.23
S&P 500 60% /BBG Agg 40%	2.60	16.40	4.90	9.00	8.94	8.37
Miscellaneous						
Consumer Price Index	0.56	3.27	5.27	4.16	3.62	2.81



Disclosures Applicable to Accounts at UBS Financial Services Inc.

This section contains important disclosures regarding the information and valuations presented here. All information presented is subject to change at any time and is provided only as of the date indicated. The information in this report is for informational purposes only and should not be relied upon as the basis of an investment or liquidation decision. UBS FS account statements and official tax documents are the only official record of your accounts and are not replaced, amended or superseded by any of the information presented in these reports. You should not rely on this information in making purchase or sell decisions, for tax purposes or otherwise.

UBS FS offers a number of investment advisory programs to clients, acting in our capacity as an investment adviser, including fee-based financial planning, discretionary account management, non-discretionary investment advisory programs, and advice on the selection of investment managers and mutual funds offered through our investment advisory programs. When we act as your investment adviser, we will have a written agreement with you expressly acknowledging our investment advisory relationship with you and describing our obligations to you. At the beginning of our advisory relationship, we will give you our Form ADV brochure(s) for the program(s) you selected that provides detailed information about, among other things, the advisory services we provide, our fees, our personnel, our other business activities and financial industry affiliations and conflicts between our interests and your interests.

In our attempt to provide you with the highest quality information available, we have compiled this report using data obtained from recognized statistical sources and authorities in the financial industry. While we believe this information to be reliable, we cannot make any representations regarding its accuracy or completeness. Please keep this guide as your Advisory Review.

Please keep in mind that most investment objectives are long term. Although it is important to evaluate your portfolio's performance over multiple time periods, we believe the greatest emphasis should be placed on the longer period returns.

Please review the report content carefully and contact your Financial Advisor with any questions.

Client Accounts: This report may include all assets in the accounts listed and may include eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such securities will distort the actual performance of your accounts and does not reflect the performance of your accounts in the fee-based program. As a result, the performance reflected in this report can vary substantially from the individual account performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. When shown on a report, the risk profile and return objectives describe your overall goals for these accounts. For each account you maintain, you choose one return objective and a primary risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your account records.

Performance: This report presents account activity and performance depending on which inception type you've chosen. The two options are: (1) All Assets (Since Performance Start): This presents performance for all assets since the earliest possible date; (2) Advisory Assets (Advisory Strategy Start) for individual advisory accounts: This presents Advisory level performance since the Latest Strategy Start date; If an account that has never been managed is included in the consolidated report, the total performance of that unmanaged account will be included since inception.

Time-weighted Returns for accounts / SWP/AAP sleeves (Monthly periods): The report displays a time weighted rate of return (TWR) that is calculated using the Modified Dietz Method. This calculation uses the beginning and ending portfolio values for the month and weighs each contribution/withdrawal based upon the day the cash flow occurred. Periods greater than one month are calculated by linking the monthly returns. The TWR gives equal weighting to every return regardless of amount of money invested, so it is an effective measure for returns on a fee based account. All periods shown which are greater than 12 months are annualized. This applies to all performance for all assets before 09/30/2010, Advisory assets before 12/31/2010 and SWP sleeves before 04/30/2018.

Time-weighted Returns for accounts / SWP/AAP sleeves (Daily periods): The report displays a time weighted rate of return (TWR) that is calculated by dividing the portfolio's daily gain/loss by the previous day's closing market value plus the net value of cash flows that occurred during the day, if it was positive. The TWR gives equal weighting to every return regardless of amount of money invested, so it is an effective measure for returns on a fee based account. Periods greater than one day are calculated by linking the daily returns. All periods shown which are greater than 12 months are annualized. For reports generated prior to 01/26/2018, the performance calculations used the account's end of day value on the performance inception (listed in the report under the column "ITD") and all cash flows were posted at end of day. As a result of the change, the overall rate of return (TWR) and beginning market value displayed can vary from prior generated reports. This applies to all performance for all assets on or after 09/30/2010, Advisory assets on or after 12/31/2010, SWP/AAP sleeves on or after 04/30/2018 as well as all Asset Class and Security level returns.

Money-weighted returns: Money-weighted return (MWR) is a measure of the rate of return for an asset or portfolio of assets. It is calculated by finding the daily Internal Rate of Return (IRR) for the period and then compounding this return by the number of days in the period being measured. The MWR incorporates the size and timing of cash flows, so it is an effective measure of returns on a portfolio.

Annualized Performance: All performance periods greater than one year are calculated (unless otherwise stated) on an annualized basis, which represents the return on an investment multiplied or divided to give a comparable one year return.

Cumulative Performance: A cumulative return is the aggregate amount that an investment has gained or lost over time, independent of the period of time involved.

Net of Fees and Gross of Fees Performance: Performance is presented on a "net of fees" and "gross of fees" basis, where indicated. Net returns do not reflect Program and wrap fees prior to 10/31/10 for accounts that are billed separately via invoice through a separate account billing arrangement. Gross returns do not reflect the deduction of fees, commissions or other charges. The payment of actual fees and expenses will reduce a client's return. The compound effect of such fees and expenses should be considered when reviewing returns. For example, the net effect of the deduction of fees on annualized performance, including the compounded effect over time, is determined by the relative size of the fee and the account's investment performance. It should also be noted that where gross returns are compared to an index, the index performance also does not reflect any transaction costs, which would lower the performance results. Market index data maybe subject to review and revision.

Benchmark/Major Indices: The past performance of an index is not a guarantee of future results. Any benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your



Disclosures Applicable to Accounts at UBS Financial Services Inc. *(continued)*

portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data may be subject to review and revision. Further, there is no guarantee that an investor's account will meet or exceed the stated benchmark. Index performance information has been obtained from third parties deemed to be reliable. We have not independently verified this information, nor do we make any representations or warranties to the accuracy or completeness of this information.

Blended Index - For Advisory accounts, Blended Index is designed to reflect the asset categories in which your account is invested. For Brokerage accounts, you have the option to select any benchmark from the list.

For certain products, the blended index represents the investment style corresponding to your client target allocation. If you change your client target allocation, your blended index will change in step with your change to your client target allocation.

Blended Index 2 - 8 - are optional indices selected by you which may consist of a blend of indexes. For advisory accounts, these indices are for informational purposes only. Depending on the selection, the benchmark selected may not be an appropriate basis for comparison of your portfolio based on its holdings.

For alternative investments and strategies that are highly customized, such as Concentrated Equity Solutions (CES), benchmarks are broad market indices included for general reference and are not intended to show comparative market performance or potential portfolios with risk or return profiles similar to your account. Benchmark indices are shown for illustrative purposes only.

Custom Time Periods: If represented on this report, the performance start date and the performance end date have been selected by your Financial Advisor in order to provide performance and account activity information for your account for the specified period of time only. As a result, only a portion of your account's activity and performance information is presented in the performance report, and, therefore, presents a distorted representation of your account's activity and performance.

Net Deposits/Withdrawals: When shown on a report, this information represents the net value of all cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your accounts from the first day to the last day of the period. When fees are shown separately, net deposits / withdrawals does not include program fees (including wrap fees). When investment return is displayed net deposits / withdrawals does not include program fees (including wrap fees). For security contributions and withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts. Wrap fees will be included in this calculation except when paid via an invoice or through a separate accounts billing arrangement. When shown on Client summary and/or Portfolio review report, program fees (including wrap fees) may not be included in net deposits/withdrawals. PACE Program fees paid from sources other than your PACE account are treated as a contribution. A PACE Program Fee rebate that is not reinvested is treated as a withdrawal.

Dividends/Interest: Dividend and interest earned, when shown on a report, does not include income on securities that have been lent out & does not reflect your account's tax status or reporting requirements. Use only official tax reporting documents (i.e. 1099) for tax reporting purposes. The classification of private investment distributions can only be determined by referring to the official year-end tax-reporting document

provided by the issuer.

Change in Accrued Interest: When shown on a report, this information represents the difference between the accrued interest at the beginning of the period from the accrued interest at the end of the period.

Change in Value: Represents the change in value of the portfolio during the reporting period, excluding additions/withdrawals, dividend and interest income earned and accrued interest. Change in Value may include programs fees (including wrap fees) and other fees.

Fees: Fees represented in this report include program and wrap fees. Program and wrap fees prior to October 1, 2010 for accounts that are billed separately via invoice through a separate account billing arrangement are not included in this report.

Performance Start Date Changes: The Performance Start Date for accounts marked with a '^' have changed. Performance figures of an account with a changed Performance Start Date may not include the entire history of the account. The new Performance Start Date will generate performance returns and activity information for a shorter period than is available at UBS FS. As a result, the overall performance of these accounts may generate better performance than the period of time that would be included if the report used the inception date of the account. UBS FS recommends reviewing performance reports that use the inception date of the account because reports with longer time frames are usually more helpful when evaluating investment programs and strategies. Performance reports may include accounts with inception dates that precede the new Performance Start Date and will show performance and activity information from the earliest available inception date. The change in Performance Start Date may be the result of a performance gap due to a zero-balance that prevents the calculation of continuous returns from the inception of the account. The Performance Start Date may also change if an account has failed one of our performance data integrity tests. In such instances, the account will be labeled as 'Review Required' and performance prior to that failure will be restricted. Finally, the Performance Start Date will change if you have explicitly requested a performance restart. Please contact your Financial Advisor for additional details regarding your new Performance Start Date.

Closed Account Performance: Accounts that have been closed may be included in the consolidated performance report. When closed accounts are included in the consolidated report, the performance report will only include information for the time period the account was active during the consolidated performance reporting time period.

Important information on options-based strategies: Options involve risk and are not suitable for everyone. Prior to buying or selling an option investors must read a copy of the Characteristics & Risks of Standardized Options, also known as the options disclosure document (ODD). It explains the characteristics and risks of exchange traded options. The options risk disclosure document can be accessed at the following web address: www.optionsclearing.com/about/publications/character-risks.

Concentrated Equity Solutions (CES) managers are not involved in the selection of the underlying stock positions. The Manager will advise only on the options selection in order to pursue the strategy in connection with the underlying stock position(s) deposited in the account. It is important to keep this in mind when evaluating the manager's performance since the account's performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly



Disclosures Applicable to Accounts at UBS Financial Services Inc. *(continued)*

during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

Portfolio: For purposes of this report "portfolio" is defined as all of the accounts presented on the cover page or the header of this report and does not necessarily include all of the client's accounts held at UBS FS or elsewhere.

Pricing: All securities are priced using the closing price reported on the last business day preceding the date of this report. Every reasonable attempt has been made to accurately price securities; however, we make no warranty with respect to any security's price. Please refer to the back of the first page of your UBS FS account statement for important information regarding the pricing used for certain types of securities, the sources of pricing data and other qualifications concerning the pricing of securities. To determine the value of securities in your account, we generally rely on third party quotation services. If a price is unavailable or believed to be unreliable, we may determine the price in good faith and may use other sources such as the last recorded transaction. When securities are held at another custodian or if you hold illiquid or restricted securities for which there is no published price, we will generally rely on the value provided by the custodian or issuer of that security.

Ineligible Assets: We require that you hold and purchase only eligible managed assets in your advisory accounts. Please contact your Financial Advisor for a list of the eligible assets in your program. These reports may provide performance information for eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such securities will distort the actual performance of your advisory assets. As a result, the performance reflected in this report can vary substantially from the individual account performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. Neither UBS nor your Financial Advisor will act as your investment adviser with respect to Ineligible Assets.

Variable Annuity Asset Allocation: If the option to unbundle a variable annuity is selected and if a variable annuity's holdings data is available, variable annuities will be classified by the asset class, subclass, and style breakdown for their underlying holdings. Where a variable annuity contains equity holdings from multiple equity sectors, this report will proportionately allocate the underlying holdings of the variable annuity to those sectors measured as a percentage of the total variable annuity's asset value as of the date shown.

This information is supplied by Morningstar, Inc. on a weekly basis to UBS FS based on data supplied by the variable annuity which may not be current. Portfolio holdings of variable annuities change on a regular (often daily) basis. Accordingly, any analysis that includes variable annuities may not accurately reflect the current composition of these variable annuities. If a variable annuity's underlying holding data is not available, it will remain classified as an annuity. All data is as of the date indicated in the report.

Accounts Included in this Report: The account listing may or may not include all of your accounts with UBS FS. The accounts included in this report are listed under the "Accounts included in this review" shown on the first page or listed at the top of each page. If the account is a donor advised fund account, the assets in those accounts are owned by the Sponsoring Charitable Organization, and not the donor. You and your financial advisor have procured the appropriate authorization to view the assets in the donor advised fund account. If an account number begins with "@" this denotes assets or liabilities held at other financial institutions. Information

about these assets, including valuation, account type and cost basis, is based on the information you provided to us, or provided to us by third party data aggregators or custodians at your direction. We have not verified, and are not responsible for, the accuracy or completeness of this information.

Account name(s) displayed in this report and labels used for groupings of accounts can be customizable "nicknames" chosen by you to assist you with your recordkeeping or may have been included by your financial advisor for reference purposes only. The names used have no legal effect, are not intended to reflect any strategy, product, recommendation, investment objective or risk profile associated with your accounts or any group of accounts, and are not a promise or guarantee that wealth, or any financial results, can or will be achieved. All investments involve the risk of loss, including the risk of loss of the entire investment.

For more information about account or group names, or to make changes, contact your Financial Advisor.

Account changes: At UBS, we are committed to helping you work toward your financial goals. So that we may continue providing you with financial advice that is consistent with your investment objectives, please consider the following two questions:

- 1) Have there been any changes to your financial situation or investment objectives?
 - 2) Would you like to implement or modify any restrictions regarding the management of your account?
- If the answer to either question is "yes," it is important that you contact your Financial Advisor as soon as possible to discuss these changes. For MAC advisory accounts, please contact your investment manager directly if you would like to impose or change any investment restrictions on your account.

ADV disclosure: A complimentary copy of our current Form ADV Disclosure Brochure that describes the advisory program and related fees is available through your Financial Advisor. Please contact your Financial Advisor if you have any questions.

Important information for former Piper Jaffray and McDonald Investments clients: As an accommodation to former Piper Jaffray and McDonald Investments clients, these reports include performance history for their Piper Jaffray accounts prior to August 12, 2006 and McDonald Investments accounts prior to February 9, 2007, the date the respective accounts were converted to UBS FS. UBS FS has not independently verified this information nor do we make any representations or warranties as to the accuracy or completeness of that information and will not be liable to you if any such information is unavailable, delayed or inaccurate.

For insurance, annuities, and 529 Plans, UBS FS relies on information obtained from third party services it believes to be reliable. UBS FS does not independently verify or guarantee the accuracy or validity of any information provided by third parties. Information for insurance, annuities, and 529 Plans that has been provided by a third party service may not reflect the quantity and market value as of the previous business day. When available, an "as of" date is included in the description.

Investors outside the U.S. are subject to securities and tax regulations within their applicable jurisdiction that are not addressed in this report. Nothing in this report shall be construed to be a solicitation to buy or offer to sell any security, product or service to any non-U.S. investor, nor shall any such security, product or service be solicited, offered or sold in any jurisdiction where such activity would be contrary to the securities laws or other local laws and regulations or would subject UBS to any registration requirement within such jurisdiction.

Performance History prior to the account's inception at UBS Financial Services, Inc. may have been included in this report and is based on data provided by third party sources. UBS Financial Services Inc. has not independently verified this information nor does UBS Financial Services Inc. guarantee the accuracy or validity of



Disclosures Applicable to Accounts at UBS Financial Services Inc. *(continued)*

the information.

Important information about brokerage and advisory services. As a firm providing wealth management services to clients, UBS Financial Services Inc. offers investment advisory services in its capacity as an SEC-registered investment adviser and brokerage services in its capacity as an SEC-registered broker-dealer. Investment advisory services and brokerage services are separate and distinct, differ in material ways and are governed by different laws and separate arrangements. It is important that clients understand the ways in which we conduct business, that they carefully read the agreements and disclosures that we provide to them about the products or services we offer. For more information, please review client relationship summary provided at ubs.com/relationshipsummary.

UBS Financial Services account protection

The Firm is a member of the Securities Investor Protection Corporation (SIPC), which protects securities customers of its members up to \$500,000 (including \$250,000 for claims for cash). Explanatory brochure available upon request or at www.sipc.org. The SIPC asset protection limits apply to all accounts that you hold in a particular capacity.

The Firm, together with certain affiliates, has also purchased supplemental insurance. The maximum amount payable to all eligible clients, collectively under this protection is \$500 million as of December 10, 2019. Subject to the policy conditions and limitations, cash at the Firm is further protected for up to \$1.9 million in the aggregate for all your accounts held in a particular capacity. A full copy of the policy wording is available upon request.

Neither the SIPC protection nor the supplemental protection apply to:

- Certain financial assets controlled by (and included in your account value) but held away from UBS Financial Services. For example certain (i) insurance products, including variable annuities, and (ii) shares of mutual funds registered in the name of the account holder on the books of the issuer or transfer agent;
- Investment contracts or investment interests (e.g., limited partnerships and private placements) that are not registered under the Securities Act of 1933;
- Commodities contracts (e.g., foreign exchange and precious metal contracts), including futures contracts and commodity option contracts;
- Securities on loan to UBS Financial Services; and
- Deposit accounts (except certificates of deposit) at UBS Bank USA, UBS AG U.S. branches and banks in the FDIC Insured Deposit Program.

The SIPC protection and the supplemental protection do not apply to these assets even if they otherwise appear on your statements. The SIPC protection and the supplemental protection do not protect against changes in the market value of your investments (whether as a result of market movement, issuer bankruptcy or otherwise).



National Braille Challenge Championships

Blind department rising third grader Penelope Branham competed in the Braille Challenge in the 23/24 school year. Penelope performed exceptionally well and qualified to attend the National Braille Challenge Finals in Los Angeles, CA, from June 21st- 23rd. Local Braille Challenges were held throughout the United States and the world, and Students were selected from all over the country and world to compete in the Challenge finals.

Penelope's Braille skills continually improved throughout the school year. This was largely due to the combined efforts of Penelope, her teacher, Maddison Bagget, and her family. She worked hard to prepare for the challenge finals and thoroughly enjoyed the experience. We are incredibly proud of Penelope. Well done!

Carol Bogue - Blind Principal

K-2 Reading Summer Camp - Theme: *A Bug's Life*

The K-2 Reading Summer Camp staff were extremely excited to welcome the K-2 blind elementary students to our three-week camp from June 10 through June 28. In addition to the academic reading classes, the students also had the opportunity to participate in math activities, art and food labs, orientation and mobility activities, expanded core curriculum skills, and off-campus field trips.

In the art lab, the students practiced their expanded core curriculum skills by creating the following crafts: *A Bug's Life* sensory boxes, which incorporated measuring skills. *In a Bug's Life* insect jars, the students combined science and creativity in insect theme magnet crafts, insect clay critters using fine motor skills, and insect theme finger puppets and pop-up butterfly crafts. Also included was the STEM Hopping Grasshopper Learning Challenge, where the students learned about the jumping power of a grasshopper by building their grasshopper and then experimenting to see how far their grasshopper could jump.

In the food lab, the students applied their expanded core curriculum skills by taking part in the following activities:

Cupcakes: the students followed instructions on frosting and adding toppings to individual cupcakes. Before the activity, the students reviewed vocabulary words and selected their flavors of frosting and toppings.

The Very Hungry Spider Sandwich: the students followed step-by-step instructions on how to make peanut butter and jelly "spider" sandwiches.

The Butterfly: the students used their fine motor skills in creating "Fruit and Icing Cookie Bugs" called the "The Butterfly." The students followed instructions on applying icing to their cookies and creating a butterfly topping made from fruit.

During the orientation and mobility activities, the students worked independently and in groups to practice the following skills: locating landmarks, directionality skills, identifying room and locker locations along with their numbers, and listening skills with a game of Cobra Ball.

The students enjoyed practicing their social skills by participating in our daily morning meetings, daily snack time at the dining table, and weekly bowling lessons at the Gibbs bowling alley. Other camp activities included weekly music and dance activities, a "Splash & Bubbles" water event, an ice cream party, "A Bug's Life" scavenger hunt, and off-campus field trips to the Mosquito Museum: Disease Vector Education Center and to the Xtreme Exotics Wildlife Foundation.

On our field trip to the Mosquito Museum: Disease Vector Education Center, the students learned about mosquito habitats, diseases, life cycles, and diseases that other insects and arthropods spread; the students viewed bees at work through a glass hive; examined insect specimens from displays; participated in a hands-on insect lesson with live insects; and enjoyed flying in a simulation spray mission in a helicopter.

Our field trip to the Xtreme Exotics Wildlife Foundation included learning fun facts and hands-on encounters with the following animals: koi fish, parrot, baby alligator, bearded dragon, armadillo, bearcat, anteater, and a sloth.

The K-2 Reading Summer Camp staff are grateful to have been allowed to work with the camp students. It was gratifying to witness the progress and growth of the students. In addition, the summer camp included "first-time" milestones for several students; for example, requesting to independently read aloud a story to their peers for the first time, participating in a food lab for the first time, experiencing a hands-on insect lesson for the first time and a hands-on animal encounter field trip for the first time; and staying in the dorm and experiencing all the wonderful activities offered by the dorm staff. We are immensely proud of all the camp students and their accomplishments. Also, we are incredibly thankful for everyone who made our summer camp possible and the other FSDB summer camps for the students and their families. A Google Site was created for our families to view pictures of our camp activities. You may view our camp pictures at the following: <https://sites.google.com/fsdbk12.org/summercamp2024/home>

Carla Ferber, Teacher BES - K-2 Reading Summer Camp Coordinator

STEAM (Science, Technology, Engineering, the Arts, and Mathematics) Camp

During camp, the students brought the magical worlds from their favorite books to life through science and engineering projects. While exploring the wizarding world of Harry Potter, they made circuitry wands, experimented to find the best butterbeer recipe, participated in Harry Potter's Potion Class, developed a golden snitch catapult, and designed a blind-friendly quidditch game.

The students especially learned about the engineering process while creating the blind-friendly quidditch game. They had to problem-solve and find different solutions to make the game more accessible for individuals with varying levels of functional vision. They learned the importance of brainstorming, creating a design plan, and testing solutions. Students improved their designs by making minor changes until they found viable solutions. Ultimately, the quidditch game was a momentous success, and students kept asking to play the game repeatedly. While exploring the sweet world of Willy Wonka, the students made edible wallpaper, unpopable bubbles, various chocolate and rainbow slimes, and Shrinky Dinks. They truly enjoyed bringing these books to life during camp!

Jennifer Enache – Camp Director and Orientation and Mobility Specialist

ECC (Expanded Core Curriculum) Camps

"The Expanded Core Curriculum focuses on the nine areas of concepts and skills that often require specialized instruction with students who are blind or visually impaired to compensate for decreased opportunities to learn incidentally by observing others" (Texas School for the Blind and Visually Impaired). During camp, the students explored various recipes, planned shopping lists, and worked on budgeting and shopping skills. The students learned to use the stovetop and oven to make Mexican-themed and breakfast-themed meals as part of STEAM Camp.

During the first week of camp, the students brought the magical worlds from our favorite books to life through science and engineering projects. While exploring the wizarding world of Harry Potter, the students made circuitry wands, experimented with the best butterbeer recipe, participated in Harry Potter's Potion Class, developed a golden snitch catapult, and designed a blind-friendly quidditch game. The students especially learned about the engineering process while creating a blind-friendly quidditch game. They problem-solved and made the game more accessible for various levels of functional vision. Students learned about the importance of brainstorming, creating a design plan, testing their solutions, and improving their designs by making minor changes until they found a viable solution. Ultimately, the quidditch game was a momentous success, and the students kept asking to play another game. While exploring the sweet world of Willy Wonka, the students made edible wallpaper, unpopable bubbles, various chocolate and rainbow slimes, and Shrinky Dinks. The students enjoyed bringing the books to life during camp!

During week two, as part of their recreation and leisure activities, students played Cobra Ball, kayaked, sailed, fished, and adapted board games. During orientation and mobility lessons, they hiked, explored downtown St. George Street, learned about guide dogs, and ordered lunch and dessert at different business locations. Students accessed restaurant menus online, stayed within a budget and placed orders with unfamiliar employees. They had a hands-on experience with puppy raisers from Southeastern Guide Dogs, and they learned how guide dogs are trained and the requirements for obtaining a guide dog. The students had the opportunity to work on self-advocacy and self-determination skills by participating in different theater works, games, and activities that pushed them out of their comfort zones. During their art lessons, the students explored various mediums and produced individual works of art. Their final projects were displayed at an art show on the last day of camp, where their parents and family members could view their work. Their families were impressed with their creativity and ability to make their art tactual. The students explored plaster cloth, clay, and tactile canvas art. Many commented on how much they loved their time in the art studio! Overall, the students had an incredible time during their time at camp! They each learned much about themselves and our school and increased their skills regarding the Expanded Core Curriculum.

Jennifer Enache – Camp Director and Orientation and Mobility Specialist

Blind Alumni Convention

The Blind Alumni Convention was held this year from Thursday July 18th- Sunday, July 21. Approximately 80 people attended the convention, and many stayed in the dorms. It was beautiful to see alumni who span the decades. The alumni shared many stories and experiences and brought

to life our rich FSDB history for those fortunate enough to speak with them. There was a schedule of social events, tours, and business meetings punctuated with ample time for sharing, catching up, and enjoying each other's company. The convention was a success; everyone came together to offer support and assistance. A special shout-out to the alumni officers, President Cliff Frye for his incredible organization and thoughtfulness, and Secretary Peggy Fleischer for her tech skills and problem-solving abilities. Well done!

Respectfully Submitted by:
Carol Bogue
Blind Department Principal



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Communications & Public Relations – Board of Trustees Report August 2024

This report summarizes department activities and accomplishments, working in collaboration with campus personnel July 2024.

Public Service Announcements

443 PSA Radio spots (totaling 19,320 seconds).

Aired by Cox Media on WAPE-FM, WEZI-FM, WJGL-FM, WOKV-AM and WXXJ-FM, voiced by FSDB alums Trent Ferguson and Marcus Roberts. August metrics will be provided in the next board report.

School-Level Newsletters

There were no newsletters issued in July. Schools not in session.

Marketing Collateral

Videography

Published Videos

- Summer Quest Camp Skits at Kirk (8–12-year-old campers)
- Summer Quest Camp Skits at Kirk (13–17-year-old campers)
- Chad Lawson Pianist and Composer visits FSDB Blind Students

Graphic Design

- Parent Services
 - Save the Date for ASL Classes 2024-25
 - Parent University Summer Class Flyer
- Athletics
 - Created Social Media Theme for 2024-25 Athletic Season
 - Finalized Designs for New Football Team Uniforms
 - Completed FSDB Athletics Branding Guide Booklet
 - Designed Alternate logo for FSDB Football Team
- Deaf High School
 - Homecoming Poster Design/Illustrations
 - Homecoming Spirit Week Design
 - Homecoming “Viva Las Vegas” Elvis Dragon Illustrations
- Outreach

- ECC Flyers
- PBiS
 - Hawaiian Luau Event Poster for Staff and Students
- NEFEC Convention Flyer Design
- FSDB Viewbook (24 pages) 2024-25, Layout & Design (Still in Revision Process)

Designed and implemented daily posts for yearlong social media campaign (explained above) recognizing students, staff, departments, history and more.

Social Media

Website

5,354 visitors (4,301 new), with 8,061 page-views and average time of 4:33. Most viewed page other than home page was the Careers page with 1,953 pageviews.

Facebook

19,129 followers (111 new), 24 posts with a reach of 37,171 and 10.7K page visits. Top post was a photo of new teacher Zachary D'Angelo that reached 9,749 accounts, had 10,307 impressions, 251 reactions, 61 comments and 7 shares.

Instagram

3,247 followers, 18 posts, 1.9K profile visits and 3,471 reach. Top post with 241 reactions was a photo of Tracie Snow announcing 30 days until school starts.

YouTube

No new videos uploaded, 11,492 channel views, 413 hours watched, 15 new subscribers, 17,990 impressions and 7,054 unique viewers. The top video was the Star-Spangled Banner in ASL with 2,113 views.

Vimeo/Livestreaming

4 video uploads, 688 views, 488 unique viewers, 7,682 impressions and 109 hours watched: No livestream events.

Museum

78 people visited the museum which included 35 blind alumni, two guests from Singapore and two deaf visitors from Rome, Italy.

Museum staff continue doing research, organizing in the archive room, and touring visitors. One staff member visited Gallaudet University and met with staff at the Center of Deaf Black Studies. We will collaborate with them for FSDB Black History research. <https://gallaudet.edu/center-black-deaf-studies/overview/>

St. Johns County Land Management System requested information on FSDB Founder T. H. Coleman. Website: Courier of Change, People who made a difference in St. Johns County, Florida <https://storymaps.arcgis.com/stories/c003e51c7d8f44d4be66635a36ad3fcb>



Deaf Department

Deaf Department

The three assistant principals from the Deaf Department participated in two significant conferences: the NEFEC Summer Leadership Conference and the Bureau of School Improvement gathering. During these events, our primary emphasis was ensuring that our school values were consistently reflected in our actions, alongside a commitment to explicit instructional practices.

Deaf High School

The Deaf High School commenced the academic year with an impactful staff meeting during which the faculty articulated the core values of the Florida School for the Deaf and the Blind (FSDB) that are essential for students, staff, and administrators alike. Students are encouraged to embody the principle of Trust by engaging in cooperative behaviors, demonstrating respect towards one another, and refraining from gossip. The staff at Deaf High School will exemplify Innovation by exerting the same level of commitment expected from students and by fostering a culture of mentorship among themselves. Leadership will promote Safety and Security through regular communication and a commitment to transparency. Furthermore, staff members will demonstrate Integrity and Respect by holding themselves accountable, exercising leadership, and practicing empathy. There is a collective enthusiasm to emphasize positivity and to remain conscious of our roles in enhancing the learning environment at Deaf High School. The staff engaged in exercises aimed at employing positive feedback in difficult circumstances. This year, we are dedicated to collaborating as a cohesive unit to accomplish significant objectives, guided by the motto: All for One and One for All. Every member of the Deaf High School community is committed to supporting one another, with each vowing to contribute to the collective success of the group.

Deaf Middle School

The Deaf Middle School successfully hosted an innovative STEM camp that incorporated elements of literacy, creating a distinctive educational experience. Participants immersed themselves in various hands-on experiments, interactive games, and culinary activities that drew inspiration from beloved literary classics, including titles like Harry Potter, Percy Jackson, and Willy Wonka. This exceptional camp not only fostered the development of essential life

skills among the students but also provided them with opportunities to cultivate and demonstrate positive character traits. The atmosphere was vibrant and engaging, ensuring the learning process was enjoyable and continuous throughout the summer months.

Deaf Elementary School

Over the summer, our Deaf Elementary organized two distinct camps to enhance our students' educational experience.

The K-2 camp provided an immersive environment where young learners engaged in enrichment activities to bolster their academic language skills. Participants concentrated on improving their reading proficiency while delving into bilingual grammar and receiving instruction tailored to American Sign Language (ASL). The camp, held in June, was characterized by various enjoyable activities that fostered a dynamic and interactive learning atmosphere.

In a parallel initiative, the 3rd grade conducted a reading camp centered around the theme of "Matilda." During this camp, students explored the various settings in the book, enriching their understanding of the narrative. A highlight of the camp occurred on the final day when the assistant principal made a memorable appearance dressed as Miss Trunchbull, a character from the story. This creative engagement captivated the students and significantly enhanced their vocabulary, reading comprehension, and application skills through a series of interactive activities and games, ensuring that the experience was both educational and entertaining.

Off-Campus Academic

The Off-Campus Academic Coordinators specializing in services for Deaf and Blind students are organizing an essential pre-planning training session aimed at the First Coast Technical College (FCTC) staff. This training initiative is intended to enhance the understanding and skills necessary for effectively assisting Deaf and Blind students within the campus environment and in secondary elective and dual enrollment programs. The session will encompass a variety of critical topics, such as strategies for supporting a Florida School for the Deaf and the Blind (FSDB) student during emergencies like lockdowns or drills, a comprehensive overview of Individualized Education Programs (IEPs) and necessary accommodations, as well as the implementation of extended core curriculum skill areas specifically tailored for blind students.

In addition, the Off-Campus Academic Coordinator for the Deaf will facilitate a visit to St. Johns River State College (SJRSC), where participants will engage in a campus tour and have the opportunity to meet with the Disability Coordinator. This interaction is designed to equip staff with the knowledge and tools needed to effectively advocate for the academic requirements of Deaf and Blind students within a collegiate framework.

ASL Specialist- Lenore Boerner

Over the summer, I had the privilege of working as an ASL teacher for a STEM camp held for three weeks at the University of North Florida. I was responsible for 26 Deaf and Hard of Hearing campers from Florida and out of state. During this period, I conducted ASL Expressive and Receptive Assessments and provided extensive instruction on ASL foundations to all the campers.

This experience was truly transformative. We created numerous ASL projects and videos and introduced a new project, the ASL STEM song, which was showcased at the closing ceremony. This initiative aims to become a cherished tradition of the STEM program.

Moreover, I had the opportunity to collaborate with teachers from various states, including Florida. The exchange of educational tips and the rapport we built was incredibly enriching. Overall, this experience significantly contributed to my professional growth and development.

Respectfully Submitted by,

Don Curran

Principal, Deaf Department



Class Code Count

Board of Trustees Administrator Positions	74
Teacher Positions	106
Specialist Positions	61
Select Exempt Service Positions	35
Career Service Positions	404

General Revenue Positions **647**

Grant Funded Positions **33**

Add/Delete

- 08487 Teacher Aide, Career Service to Instructional Assistant I
- 08338 Senior Computer Operations Supervisor – SES, 12 months to Placement & Training Specialist, 12-month, Career Service
- 08467 Senior Motor Vehicle Operator, 195-days to 215-days
- 08558 Teacher to Braille Specialist - 7%,
- 08662 Director of Early Learning, BOT, 11 months to 12 months
- 08673 Information Specialist III, Career Service, 11 months to 12 months
- 08064 Staff Assistant, Career Service, 11 months to 12 months
- 08322 Staff Interpreter/Translator, Career Service, 11 months to 12 months
- 08607 Health Information Manager, SES, 12 months to Teacher, BOT, 10 months

Summer New Hires/Internal Moves

- 34 new hires during summer through August 7, 2024
- 21 Internal PARs from the same period (this would include promotions, lateral reassignments, pay changes due to degree or SLPI, and/or reassignments, etc.)

Service Awards (June, July and August)

5 Years:

Candace McIntire
William Ward
Christian Rivera
Zachary Williams
Dawna Burns
Julia Mangan
Mary Whitfield
Thomas Dornstauder
Charissa Perfect
Laurie Wohl

10 Years:

Joy O'Brien
Christopher Lennon
LaChanze Anderson
Laura Pamer

15 Years:

Keith Young
April Wallace
Dani Quinones
Ashli Smith
Paula English

20 Years:

Cynthia Brueckner
Bryan Wolfe
Alesia Milczarsk
Jessica Kasper
Lauren Fox
Elizabeth Geiger
Maria Garcia-Betancourt
Pragna Gosai

25 Years:

Nancy Pye
Matthew Smith
Katherine Pittman
Julie Stinson
Teresa Smith
Carey Roberts
Lanya Roberts

30 Years:

Marla Hilliard
Renato Sindicic
Amy Hendricks

40 Years:

Clayton Weedman



Career and Workforce Development Department

Submitted by Jessie Girton, Executive Director of Career Development

Priority 1: Employee Retention, Recruitment, and Engagement

- In the final two months of the 2023-2024 academic year, the Career Development Department successfully hired two outstanding Instructional Assistants. Their addition ensures the new school year begins with a complete and dynamic team. The staff is fully prepared and genuinely excited to welcome students back and embark on an enriching and impactful journey of learning and growth. With fresh energy and enthusiasm, they are ready to make this year the best one yet.

Priority 2: Success for Students

- The Print Shop had a productive and exciting summer. Summer camp students had the chance to visit and dive into the fascinating world of 3D printing technology, sparking interest and enthusiasm for future projects. The Print Shop continues to be a hub of activity and learning, ready to embrace new challenges and technologies.
- D&B Designs hosted a special event, welcoming around 25 BHS alumni. Alumni had the opportunity to explore the shop and discover the impressive items students have designed and crafted throughout the year. During the event, attendees took home various pre-made items, including lanyards, coffee mugs, t-shirts, hoodies, and blankets. Notably, some t-shirts featured raised Braille ink, while other items displayed printed Braille, promoting awareness and supporting the Blind and Visually Impaired community.

Priority 3: Everyone Knows our Name

- Over the summer, the CTE Director and the School Counselor in the Blind Department collaborated to develop a comprehensive training program for staff and community partners.
- At the beginning of the summer, the Perkins V Grant application for the 2024–2025 school year was successfully submitted. Additionally, the improvement plans and data for the previous school year were recently submitted.

Curriculum and Professional Development Department

Submitted by Randi Mitchell, Executive Director of Curriculum and Professional Development

Priority 1: Employee Retention, Recruitment, and Engagement

- The summer was busy with Pineapple University June 3-June 7 and July 29-August 2. Presenters were brought in from the Florida Department of Education IDEA State-funded Projects and Just Read!, Flagler College, University of North Florida, and experts from our campus. The topics included engagement and motivation, writing in the content area, technology integration, technology basics in Office 365, engaging activities to use senses, and moving beyond the braille code.
- The instructional aides had the opportunity to attend professional learning this summer, June 3-June 7 and July 29-August 2. All the topics were specific to instructional aides needs to support teachers in the classroom and fulfill their role as an instructional aide. The topics included assistive technology, technology basics in Office 365, engaging activities to use senses, literacy and deaf students, and moving beyond the braille code.
- The Deaf Elementary Literacy Specialist and the Executive Director of Curriculum and Professional Development attended Just Read! Summer Institute to learn current evidence-based practices in literacy and the implementation of the K-12 Comprehensive Evidence-based Reading Plan (CERP).
- Academic Leaders attended Northeast Florida Education Consortium and Bureau of School Improvement Leadership Conference. The conferences allowed for the Assistant Principals, Principals, Administrator of Instructional Services, and the Executive Director of Curriculum and Professional Development to grow and continue to develop their skills as leaders.

Priority 2: Success for Students

- The Curriculum and Professional Development Department collaborated this summer to create clear and identified systems for teachers to request coaching services and to align the instructional focus for the 2024-2025 school year.
- The Academic Specialists (Math and Literacy) and the Executive Director of Curriculum and Professional Development presented to the academic program during pre-planning week on the instructional focus for the 2024-2025 school year. After the campus-wide meeting, the Academic Specialists (Math and Literacy) and the Executive Director of Curriculum and Professional Development met with the individual schools to dive deeper into explicit instruction.
- The academic program attended training on Microsoft Class Teams in alignment to our Instructional Continuity Plan (ICP) and to prepare students for higher education and the work force. Teachers learned how to use Microsoft Class Teams like a learning management system (LMS) in the classroom.

English Language Learners Department

Submitted by Jacqueline Provoost, Director of English Language Learning (ELL) Program

Priority 1: Employee Retention, Recruitment, and Engagement

- The ESOL department is hiring a new D/HH ELL Teacher. This teacher will work predominantly in the DHS, teaching English 1-4, and Developmental Language Arts through ESOL courses. We are excited to welcome our new teacher!
- The ESOL department has hired an ELL Language Facilitator for Spanish language support to work in the Blind department; Homero Gadea. Homero comes from Nicaragua and will be working in a school setting for the first time.

Priority 2: Success for Students:

- The ESOL department received scores for the Spring administration of the ACCESS for ELLs state assessment. The Director and ESOL Specialist are reviewing the data, updating students' ELL Student Plans, translating the documents as needed, and sharing with stakeholders.

Priority 3: Everyone Knows our Name

- The ESOL department has completed **81** written translation requests from FSDB staff, and **84** phone calls to ELL and non-ELL Spanish-speaking families from 5/1 through 7/30. Facilitating communication with Spanish and foreign-language-speaking families is what we do best! It is our pleasure to provide this level of service to the staff and families of FSDB!
- The ESOL department continues to work with an intern from Adler University, Miosotis Cotto. She has visited campus many times to provide interactive workshops centered around deaf, multicultural identity, future goals and career planning, and deaf culture. She organized and recorded several panel discussions in Spanish around topics such as CODA: Growing up in a bilingual world, Positive Discipline Basics, Identidades y Cultura del Sordos (multi-part series), Preparing for IEP meetings, and Blind and Deaf-Blind Life. These recordings are posted and linked with FSDB families, staff, and community via the ESOL Department website. She has provided us with a final ebook detailing the work she has done in partnership with FSDB. The book is being translated into English and will be shared campus wide.
- The Director of the ELL program attended the 2024 Sanibel Leadership Conference from June 18-20. The conference invites university and school district leaders who design, implement, and monitor the educational experiences, English language acquisition, social support services, and university preparation programs for teachers of English Learners and their students to examine the latest trends, research, best practices, and legislation related

to ESOL / English Language Learner (ELL) education. It was amazing! The strands for this year's presentations were success, achievement, innovation, and leadership.

Administrator Updates

Submitted by Scott Trejbal, Administrator of Instructional Services

The 2024 Legislative Session updates: While there were many fewer bills related to education this year, the impact was also much smaller. Listed below are the highlights of bills and the impact for FSDB.

•HB 3 – Social Media

- Limits the use of social media for children under the age of 16. This should not impact FSDB directly as students are not using social media as part of their learning experience.

•SB 46 – Reading Achievement Initiative

- This bill allows the use of RAISE funds to pay for high school students to provide tutoring to elementary students. While FSDB does have one school identified in the RAISE category, we do not receive RAISE funds because we are not a school district.

•HB 49 – Youth Workforce Rules

- This bill allows some flexibility with the number of hours that a minor may work during the school week with parental/superintendent approval. This bill is not expected to impact FSDB or its students.

•HB 73 – Supported Decision Making

- This bill codifies the supported decision-making for students whose educational rights have transferred at the age of 18. FSDB will continue to honor legal decisions made by the judicial system regarding the rights of students and parents.

•HB 523 – Florida Seal of Fine Arts Program

- A new seal for the graduation diploma has been introduced with this bill. The bill outlines how a student, upon graduation, may get a special seal on their diploma for their accomplishments in fine arts. The State Board of Education has not yet developed a rule outlining the requirements for this seal. FSDB student, if they meet the requirements, will be able to earn this seal.

•HB 865– Youth Athletic Activities

- All athletic coaches are required to be CPR and first aid certified for this bill. FSDB already requires all staff to be CPR certified.

•HB 883– Use of Short Action Bronchodilators during school

- This bill allows schools to provide short action bronchodilators to students in emergency situations under a nurse's supervision. FSDB has updated the health care center manual to include this provision.

•HB 931 – School Chaplain

- This bill allows districts the option to provide the services of a chaplain, if desired. FSDB will not be providing school chaplain services.

- SB 1264– History of Communism
 - This bill includes the history of communism as a piece of required instruction. The FDOE will be developing standards to address this topic. Instruction is not required until the 2025-2026 school year and at such time, FSDB will comply with expectations.
- HB 1285– Education
 - This bill limits the number of objections to district materials a resident of the county may make during a monthly time frame.
- HB 1317 – Patriot Organization
 - School districts may allow a representative of patriotic organizations, during school hours, to encourage participation in the patriotic organization. The CQI team will review this law and determine how we would like to proceed as a school.
- HB 1361– Education
 - Parental notification of significant deficiencies in mathematics (PK-4) and reading (PK-3) is outlined in this bill. FSDB is reviewing practices to ensure we are in compliance with these requirements.
- HB 1473 School Safety
 - This bill focuses on school safety requirements which have been addressed by the school safety specialist. FSDB is in compliance.
- HB 1688– Career Themed Course
 - Middle school students and parents are to be informed of career-themed courses available in our high schools. FSDB will be in compliance with these requirements.
- SB 7002 and SB 7004 – Deregulation of Public Schools
 - These bills provide deregulatory options for schools. Some impacting the business operations side and some impacting educational reporting.
- SB 7032 – Education
 - This bill provides a graduation alternative to traditional education (GATE) program for dropout prevention for students. If a student withdraws from FSDB, their local school district would provide the student services. If the student desired to take advantage of this option, they would be served by their local school district.

Respectfully submitted by:

Scott Trejbal

Administrator of Instructional Services



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Technology, Outreach, and
Parent Services Departments
Board Report August 2024

Admissions

Executive Director Pauline Wagner & Director Dawn Zamot

The Admissions Department welcomed Charlene McDaniel-Eddy to the Registrar position. Charlene previously worked as the Staff Assistant in the Instructional Services Department at FSDB. She worked closely with the IEP Coordinators, Evaluators, and families to ensure compliance with IEP procedures and deadlines. She brings this experience, along with personal experience of having a child in the Blind Department from ELC to High School to our Admissions Department.

Since the last day of school, May 31, 2024, our evaluation team completed 25 Admissions meetings as of August 7, 2024.

Total On-Campus Enrollment Projected - 504 (as of August 6, 2024)

- 22 ELC
- 344 Deaf Department (9 admissions underway)
- 148 Blind Department (4 admissions underway)

Withdrawals - 5

- 2 ineligible
- 3 in-state
- 0 out-of-state
- 0 graduated

Admissions in Process - 37

Parent Services

Executive Director Pauline Wagner & Parent Liaison Misty Porter

The Parent Services Department offers a series of educational opportunities for parents and caregivers through Parent University. This program offers classes and workshops to parents and families throughout the year to learn, increase knowledge of techniques, and promote student achievement.

Parent Engagement Workshops (PEW) are learning opportunities open to ALL FSDB parents, guardians, and caregivers. During PEW, we discuss current and relevant information about our

school, parenting strategies, helpful resources and so much more. We are excited to be offering four workshops this year.

- September 13, 2024
- December 6, 2024
- January 17, 2025
- May 9, 2025

Parent University classes target needs specific to parents of students who are blind/visually impaired or deaf/hard of hearing. We have several class series planned to support our FSDB families in better understanding the Expanded Core Curriculum and how to implement strategies in their home to further support student success. The majority of these classes are held in the evenings or on the weekends and will be open to all enrolled students and their families.

Our “Let’s Talk About” series was a tremendous success last school year and we are excited to have dates for 24/25 to share with families.

- September 11, 2024
- December 11, 2024
- March 6, 2025
- June 11, 2025

FSDB recognizes that family involvement has a positive impact on student success and encourages parents/legal guardians to take an active and supportive role to enhance the student learning environment. Parents/legal guardians are encouraged to participate as informed partners with schools to support programs to encourage lifelong learning and improve student academic achievement.

This year we are offering two **Parent Chats**:

- October 11, 2024
- March 7, 2025

Parent Chat provides FSDB families with a place to:

- Meet with our Principals
- Learn about current campus events
- Ask questions
- Provide feedback
- Learn about opportunities to be included in decision making teams as stakeholders
- Review Parent Survey results from 23/23 and plan Parent University topics

This is a fantastic opportunity for parents & staff members to share ideas and work together.

We believe in the power of partnership between departments and are working collaboratively to co-host several events and projects.

Building on the success of Recreation/Dorm Open House events from previous years we are excited to organize and facilitate the new and improved **Student Life Open House**. This event is scheduled for August 29th and will include presentations from our Mental Health, Athletic, Recreation, Dorm, and Arts Departments and an overview of afterschool clubs. Families are invited to “see what happens with the school day is over.” This event is open to currently enrolled FSDB families and those in the application/intake process.

We are looking forward to another fabulous school year and invite our board members to join in on the fun and see our Parent University programs in action!

*L. Daniel Hutto Early Learning Center
Executive Director, Pauline Wagner & Director Catherine Bailey*

The Early Learning Center welcomed two new teachers to our Blind/Visually Impaired class. Brittany Helwig previously worked in the Blind Elementary School as an Orientation & Mobility Instructor and Kallie Alvarado is originally from Arizona but relocated to Florida with her family for new opportunities. Both of our new Teachers of the Visually Impaired (TVIs) look forward to helping the ELC students have a fun and positive first experience in school. We are so excited to have them here!

In the month of June, the ELC held a two-week, full-day Summer Camp program for currently enrolled PreK students and rising Kindergarten students enrolled in the ELC program. The theme for this year’s camp was “Adventure Awaits,” providing the students with a rich, engaging experience with opportunities to explore. Educational and fun lessons included geography; analyzing maps of the world, learning about different cultures and customs of each location, what type of animals live there, what the weather is like, etc. The students also got to spend a lot of time in our FSDB Olympic sized swimming pool, learning all about water safety and basic swimming skills. The ELC Summer Camp daily attendance was on average an impressive 18-20 students a day, which is almost all of the students that we have year-round!

We have been very busy preparing for the new school year and are so excited to start the year! Starting out the 24-25 school year, the ELC will have 10 students in the Blind/Visually Impaired Class and 12 in the Deaf/Hard of Hearing Class.

*Early Intervention Programs, Deaf/Hard of Hearing Director Kathleen LoCasio
Early Intervention Programs, Blind/Visually Impaired Director Kim Carr
Executive Director Jennifer Cato*

Leadership Activities: The Outreach Services Department is happy to announce Kathleen LoCasio has been hired as the Director of Early Intervention for the Deaf/Hard of Hearing programs. Before joining FSDB, she worked as a St. Johns County School District ESE Coach and Bergen County Special Services Continuum for the Deaf and Hard of Hearing principal.

The Early Intervention for the Deaf/Hard of Hearing area also added a new position, Placement and Training Specialist, that is dedicated to ensuring the referrals are processed in a timely manner, case management assignments are made, and professionals serving the children are trained.

The 2024-2025 DBS Contract was negotiated and included additional funds. There is now a higher amount available to provide assistive and adaptive instructional and rehabilitative equipment/materials to families to use with their child(ren).

The 2024-2025 Florida Department of Health (FDOH)'s contract supporting the Parent Empowerment Program and the Deaf Mentor Program was awarded.

Referrals: The DHH Early Intervention Programs had 20 Referrals in July from 13 different school districts.

DHH Stay and Play: Six families are registered to attend. Four of six families participated in July 2024. The Stay and Play program has recently sent on five families, of those families, two will attend programming at Clarke Schools for the Deaf, one will attend the FSDB ELC, one will attend programming in their home district school, and one has aged out and is not transitioning into a school based program. The Stay and Play program closed for several weeks over the summer due to staffing issues. Two alternative facilitators have been hired to cover the class should the need arise in the future to prevent closure.

BVI Stay and Play: The program closed for several weeks over the summer.

Baby Bunch: Service will resume in August 2024.

Parent Leader Program: Parent Support Network meetings are regularly scheduled to occur offering peer to peer supports for families in the Parent Empowerment Program at both daytime and evening sessions. Alexis LaTouche is facilitating this effort and scheduling Parent Leaders as hosts. The groups will offer ASL and Spanish or other language translation upon request during the registration process.

Parent Support Network virtual group meetings are available to families at the initial diagnosis/team building stage and for ongoing emotional/technical support for families as they enter the intervention/language acquisition stages with their young children.

Spanish Parent Support Network sessions are on hold due to low attendance and staffing shortages. In August 2024, training to bring on additional Spanish speaking Parent Leaders as PSN Facilitators is underway.

Snapshots Program: The Snapshots program aims at providing access for parents of newly identified children with a hearing difference to a wide variety of adults with hearing differences and their stories. Snapshot panels are happening at regular intervals as part of the Parent Support Network Series 1.

Deaf Mentor Program: Services to families through the Deaf Mentor initiative is back in full swing after the approval of the 2024-25 DOH service contract. Mentors continue to provide services both in-person and via a virtual platform as best meets the needs of the family and as provider availability permits.

Family Focused Parent Education Events/Series:

- **No Drama Discipline Virtual Book Study** is starting Sunday evenings starting on September 8, 2024 will be hosted by Camille Smith, OPS Content Expert and Alexis LaTouche, PIP DHH FTE staff.
- **“Plug-In Series- Deafness and Autism”**- Planning in progress
- **ELC/PIP Collaboration** Sonia Garcia-Denight, PIP Early Language Acquisition Coordinator and Catherine Bailey, Director of the ELC are establishing planning meetings to bring back in-person “Baby Dragons Parent Ed Workshops” and create a list of topics and presenters for the 2024-25 fiscal year. Discussion of a parallel “Baby Cobras” group has also begun.
- **Pre-Literacy** events continue. This series focuses on language development through a virtual parent education program that exposes parents to fluent ASL use to present books with their child/children and uses whole family activities to expand on concepts related to a given book each month. Moving forward this fiscal year, two titles will be presented each month specific to age of children vs. a separate English and Spanish presentation due to low attendance in our Spanish series and a waitlist for English users. Sessions will be planned and presented by Johanna Lennon, a Deaf/HH adult who is trilingual (English, Spanish, ASL) and Priscilla Gildehaus, native ASL user. Video archives of signed book presentations are in development as a resource for families and community members.
 - **July- The Carrot Seed-** July 27, postponed due to tech issues until 8/10/2024
 - **August-** See above
 - **September-** I Love You Sun, I Love You Moon (ages 0-2) AND **The Three Little Pigs (ages 3-5)**
- **Language and Learning Series:** Materials and ideas for a virtual parent education series on encouraging the whole family on language development and maximizing auditory learning opportunities is underway. Staff Julia West and Elyssa Male have been tasked with planning and executing this new series during the 2024/25 fiscal year.

Regional Events: Upcoming PIP events:

- Olympics in the Park, Flagler County-July 20, 2024
- Backyard Bugs! Dade County- July 27, 2024
- Read and Ride, Hillsborough County- August 3, 2024

Outreach Initiatives and Public Awareness:

- DHH Parent Infant Program (PIP) staff will attend the Broward County Schools D/HH family kick-off on August 24th.
- DHH PIP Staff is registered to attend the Florida Head Start Association annual conference in Orlando on October 1-4. Identified staff will share information about Early Intervention services for D/HH and B/VI infants, toddlers, and preschoolers and the unique needs that these children have.
- Parent Empowerment Program (PEP) hosts regular Learning Community Meetings. This Community met as a state-wide group in July, the south region met as a group in August, and the west region is scheduled to meet in September.

School-Age Outreach Services
Statewide Outreach Specialist Jennifer Valdarrama
Executive Director Jennifer Cato

American Sign Language (ASL) Interactive: Online American Sign Language (ASL) classes serve parents and school district staff members of deaf/hard of hearing students across the state of Florida.

- Planning is underway for the 2024-2025 online and in-person ASL classes. Interest has increased locally, and we look forward to offering these classes for our community members.

Campus Tours: Campus tours are scheduled daily throughout the week for families of prospective students and other FSDB stakeholders.

- Tours are offered for prospective students and their families, professionals focusing on the education of students who are blind/visually impaired or deaf/hard of hearing, alumni, and community members. Thirteen tours were offered in July 2024.
- Specialized tours are coordinated as part of campus events and meetings. One specialized tour was provided to 12 district professionals from across the state who oversee the Career and Technical Education (CTE) programs. They toured FSDB's CTE programs before attending their statewide conference.

- A tour was also provided to participants who attended the American Council for the Blind conference and for Blind Alumni attendees.

Conference Exhibits: Florida School for the Deaf and the Blind (FSDB) Ambassadors provide representation at various external events.

- FSDB Ambassadors share information statewide with parents, professionals, and community members. Planning is underway for events we will attend over the first semester of the school year. The teams are excited to share information about the programs and services we have offered for years and those we are launching this year.

Expanded Core Curriculum (ECC) Interactive Learning Series: The ECC Interactive Learning Series is specially designed for students in Florida ages 6-14 who are deaf/hard of hearing (D/HH), or blind/visually impaired (B/VI), or dual sensory impaired (DSI).

- FSDB coordinates ECC Interactive Learning Series events virtually and in-person regionally. Virtual events are hosted quarterly, and the in-person events are scheduled in regions across the state a few times each semester. Planning is underway for this year's events.

Evenings with the Experts: This series of online sessions includes panels of FSDB staff and state partners sharing information on a variety of topics for potential families, current families, and professionals. There will be two sessions focused on deaf/hard of hearing topics and two sessions on blind/visually impaired topics.

FSDB Open House: This event is scheduled each semester to showcase student performances and provide information about FSDB's programs and careers for community members including ASL classes, home school students, private school students, students in teacher education and interpreter education programs.

Materials Dissemination: Outreach Services collaborates with the Communications and Public Relations Department to produce and disseminate materials for internal and external audiences.

- The Outreach team continues to review and update the form and process used to request materials. We now offer a variety of accessible options.
- Stakeholders across the campus request materials for the events they host and attend.
- We look forward to disseminating the new "FSDB Viewbook" and updated fact sheets this year.

Statewide Community Braille Course: This course is specially designed for non-enrolled families with prospective FSDB students. Participants include family members, community members, and professionals in the field across Florida.

- Community Braille Course sessions are offered each semester for educators and support staff from around the state so they can learn the basics of braille and braille by sight. This course is intended for sighted people to learn enough to assist their child, student/s or someone they know.

Technical Assistance and Referrals: FSDB serves as a trusted resource as the Outreach department receives emails and calls from stakeholders across the state seeking information.

- The Outreach team continues to send out deafness and blindness awareness kits to homeschool groups, girl scout troops, and Sunday school classes.
- We continue to collaborate, provide resources, and answer questions from professionals, educators, and families from all over the state, building relationships and networks by connecting people to resources here at FSDB and other partners statewide.

*Resource Materials & Technology Center for the Deaf/Hard of Hearing,
Executive Director Jennifer Cato & Director Carmelina Hollingsworth*

RMTC-DHH created, updated, and/or **disseminated materials, resources, and information** regarding effective best practices, programs, and services through the following mediums:

- Just In Time News & Information - 1 Volume during June

RMTC-DHH **produced/updated** or assisted in the production of the following instructional or informational products to support professional learning for all staff working with students who are deaf/hard of hearing at the request of the Bureau of Exceptional Education and Student Services (BEES), or as indicated by needs assessments.

- Updated - *Embrace, Empower, Cultivate: Fostering Independence in Children who are Deaf/Hard of Hearing* - (statewide)
- Updated - *Unique IEP Considerations for Students Who are Deaf/Hard of Hearing* [slide deck] - statewide
- Updated - *Music and Students who are DHH* [slide deck] - statewide
- Updated - *Florida Individual Performance Plan (FLIPP)* - statewide
- New - *Bring Your Own Device (BYOD) - Assistive Technology (AT) Playground for Individuals who are Deaf/Hard of Hearing (DHH)* [slide deck] - statewide
- New - *Exceptional Student Education Eligibility for Students Who Are Deaf or Hard of Hearing Timeline* - (statewide)
- New - *Florida Expanded Skills for Students who are DHH: Special Skills Checklist Assessments* - statewide

RMTC-DHH **presented** information to promote awareness and to provide information regarding hearing loss to increase the knowledge and skills of related service professionals, teachers, paraprofessionals, educational leaders, and other staff working with students, as well as family caregivers.

- *Creative Solutions to Optimizing Outcomes for Children who are Deaf/Hard of Hearing - Family Cafe* (Statewide)
- *A Collaborative Approach to Supporting the Individual Needs of Students who are Deaf/Hard of Hearing and or Blind/Visually Impaired in the Least Restrictive Environment - Family Cafe* (Statewide)

- *Involving Dads: How to Encourage and Support Involvement by Dads* - Family Cafe (Statewide)
- *For Dads: Getting Involved* - Family Cafe (Statewide) June 15
- *Embrace, Empower, Cultivate: Fostering Independence in Children* - Family Cafe (Statewide)
- *Music and Students who are Deaf/Hard of Hearing* - Family Cafe (Statewide)
- *Emergency Preparedness for Families of Children Who are Deaf/Hard of Hearing (DHH) [session 1]* - Family Cafe (Statewide)
- *Emergency Preparedness for Families of Children Who are Deaf/Hard of Hearing (DHH) [session 2]* - Family Cafe (Statewide)
- *Unique IEP Considerations for Students Who are Deaf/Hard of Hearing* - Florida Association of Speech-Language Pathologists and Audiologists (FLASHA) Conference (Statewide)
- *Bring Your Own Device (BYOD) - Assistive Technology (AT) Playground for Individuals who are Deaf/Hard of Hearing (DHH)* - Florida Association of Speech-Language Pathologists and Audiologists (FLASHA) Conference Attendance (Statewide)
- *The Myth of the Teacher Voice* - B.E.S.T. Mathematics, Computer Science, Personal Financial Literacy and Civics Professional Learning Event - (regional, Ft. Myers and Winter Garden)
- *Parts to the Whole: Knowledge of Low-Incidence Needs Supporting Many, Most, and All* - ISRD Principals Institute (statewide)

RMTC-DHH offered the following **professional development** opportunities to school district personnel working with students who are deaf/hard of hearing for the purposes of providing in-depth instruction through online courses, webinars, virtual trainings/meetings, and in-person instruction.

- Fairview Coach/Site Leader Training - virtual (statewide)

RMTC-DHH responded to requests from school districts and other stakeholder and provided **technical assistance** through coaching and mentoring, consultation, support, and/or the sharing of information and resources, as well as through PLCs, and materials borrowed from the RMTC-DHH Media & Materials FREE Loan Library:

- **Districts/Agencies receiving coaching and mentoring, consultation, and/or support:**
 - **Districts:** Alachua, Citrus, Collier, DeSoto, Duval, Gilchrist, Hillsborough, Okeechobee, Orange, Palm Beach, Pasco, Pinellas, Sarasota, Saint Lucie, Santa Rosa, Suwannee
 - **Other Agencies/States:** Access Project, Advent Health, FLDOE, Professional Communication Services, Inc., Intelligent.com, CAST

District staff utilizing the RMTC-DHH Media & Materials Free Loan Library created 1 new account and returned 6 borrowed materials:

- **Districts:** Alachua, DeSoto, Indian River, Marion, Okaloosa, Saint Lucie, Union
- **Other Agencies/States:** FL. Department of Justice (DOJ-DeSoto Correctional Institution)

Leadership responsibilities of RMTC-DHH includes engaging in activities to support the needs of the project, school districts, and the Florida Department of Educational/Bureau of Exceptional Education and Student Services (FLDOE/BEESS). Activities include the following:

Conference or Meeting Attendance and Exhibits

- Family Cafe
- Florida Educators of Students Who are Deaf/Hard of Hearing (FEDHH) Board Meeting
- Florida Association of Speech-Language Pathologists and Audiologists (FLASHA) Conference
- B.E.S.T. Mathematics, Computer Science, Personal Financial Literacy and Civics Professional Learning Event Planning Meeting
- B.E.S.T. Mathematics, Computer Science, Personal Financial Literacy and Civics Professional Learning Event – North
- B.E.S.T. Mathematics, Computer Science, Personal Financial Literacy and Civics Professional Learning Event - South
- B.E.S.T. Mathematics, Computer Science, Personal Financial Literacy and Civics Professional Learning Event - Central
- Institute for Small and Rural Districts (ISRD) Principal’s Institute, Jul 25, 2024

Collaborative Efforts

- Family Cafe Collaboration, Florida Inclusion Network, Florida Instructional Materials Center for the Visually Impaired, and RMTC-DHH collaborated in preparation for a combined presentation at Family Cafe on content related to including students who are deaf/hard of hearing and visually impaired in general education classrooms.

Upcoming Events in August:

- TA-Live!, August 7
- Passport to Learning Planning Meeting
- Fairview Coach/Site Leader Training, August 20, 22, 27, 29
- Tea with the Teachers, August 21
- TATS Meetings, August 27, 28, 29

*Technology Services Department
Administrator Shelley Ardis*

Technology Services Projects:

- A total of 180 IT Requests have been entered since July 1, 2024. The team is reviewing the trends by month including the types of requests, which requires more than one step or technician, and other operational details. This work is being done to prepare for the upgrade to the workorder system.
- Gregg Hall construction was a major project that included support for the installation of 46 messageboards, TVs with service and emergency alert systems, and the IDF room with all necessary networking equipment.
- Members of the IT department participated in the planning for Kramer Hall renovation. We look forward to beginning the planning for the McClure construction project.

- TV and emergency alert installations were completed this summer in 20 multipurpose spaces across the campus.
- Cabling projects are underway to complete the updated bleachers and, in the locations where staff have moved after vacating Kramer.
- Technology training was provided for instructional assistants, current teachers, and newly hired teachers.
- The student information system was updated with the new forms also printed and mailed to families of currently enrolled students. Parent annual information updates were launched using the Skyward online registration system and through the mailed packets.
- Academic staff and student laptops were collected for summer inventory and updates. After assessing iPads and computers, the orders for the 2024-2025 upgrades are being placed.
- Network engineering project plans are being scoped for the year so that deadlines can be established, and resources can be scheduled.
- Procedures for completed to close out the 2023-2024 school year including Florida Department of Education (FDOE) Survey reporting, Bright Futures transcripts submission, and Report Card printing.
- The FDOE Staff and Student Survey 5 was submitted for the 2023-2024 year.
- Visualizations are being finalized for current and longitudinal data. We will be ready to publish for use by the department leaders within the first quarter of the school year.
- As a collaborative project, a new Intranet was launched that utilizes modern features within the SharePoint platform.

Respectfully Submitted by Shelley Ardis

Administrator of Technology, Outreach, and Parent Services



Overview

The Strategic Leadership Team began the groundwork for this innovative five-year plan in the Fall of 2021, and the team continues to meet monthly as they work through their processes and engage stakeholders.

During the second year of the plan, the Strategic Leadership Team reviewed critical data points and measurements and collaborated on each priority goal to ensure that the team was on track and meeting designated objectives. The team also analyzed data from both the Engagement and School Climate Surveys in order to identify areas of opportunity to support the mission, vision, values, and goals of the 2022-2027 Strategic Plan.

As the team progressed throughout the 2023-2024 School Year, each action or proposal was executed with the plan’s Core Values and Priority Goals as the center for decision making and enhancing plan opportunities.

2022-2027 Strategic Plan	
<i>CORE VALUES</i>	<i>PRIORITY GOALS</i>
<ul style="list-style-type: none"> • Integrity and Respect • Safety and Security • Innovation • Trust 	<ul style="list-style-type: none"> • Employee Recruitment, Retention, and Engagement (ERRE) • Success for Students • Everyone Knows Our Name

Strategic Leadership Team Members	
Tracie Snow, President	Michael Johnson, Executive Director of Communications and Public Relations
Shelley Ardis, Administrator of Outreach and Technical Services	Trish McFadden, Executive Director of Training and Quality Assurance
Carol Bogue, Principal – Blind Department	Julia Mintzer, Administrator of Business Services
Lexi Bucca, Executive Director of Human Resources	Randi Mitchell, Executive Director of Curriculum and Professional Development
Donald Curran, Principal – Deaf Department	Kathleen Grunder, Administrator of Residential Services
Patsy Eccles, Legislation Specialist	Scott Trejbal, Administrator of Instructional Services
Stan Gustetic/Angel Arizaga, Administrator of Allied Health Services	Paula Wagner, Executive Director of Parent Services

Scheduled Meeting Dates:

July 27-28, 2023	December 12, 2023
August 22, 2023	February 6, 2024
September 12, 2023	March 4, 2024
October 7, 2023	April 9, 2024
November 7, 2023	May 7, 2024

Champions for the three priority goals worked throughout the year to further define and assign deliverables to the completion and implementation of plan goals.

Priority Goals	Champions
Employee Recruitment, Retention, and Engagement (ERRE)	Lexi Bucca, Trish McFadden, and Julia Mintzer
Success for Students	Randi Mitchell and Scott Trejbal
Everyone Knows Our Name	Shelley Ardis and Michael Johnson

The Strategic Plan's three priority goals will be discussed in further detail in the following sections. Documents (forms, surveys, etc.) mentioned in the Priority Goals summary will be located at the end of each section of the priority goal.

This plan is consistently monitored and updated to reflect the objectives set by the team. In preparation for Year Three of the 2022-2027 Strategic Plan, a workshop was held July 23, 2024. The Strategic Leadership Team will focus on further development strategies and implementation practices including focusing on measurements, deliverables, and adjustments, if needed, of the Priority Goals.

Strategic Priority 1: Employee Recruitment, Retention, and Engagement (ERRE)

(Champions: Lexi Bucca, Trish McFadden, and Julia Mintzer)

Priority Goal 1: FSDB will increase targeted recruitment activities to attract qualified applicants.

Goal Measurement

- Collect data on the number of employees that participated in the exit interview process.
 - As of June 30, 2024, 53 exit interviews were distributed and 31 were returned, which yields a 60% return rate. All that were completed were sent to the employee's direct supervisor, the next level supervisor, and the Administrator.
- Collect data on the number of job fairs and attendees for 2023-2024.
 - September 23, 2023: 23 attendees
 - January 17, 2024: 24 attendees
 - June 7, 2024: 13 attendees
- By July 2024, collect the percentage of job fair attendees that accepted FSDB positions.
 - 8% of job fair attendees accepted positions at FSDB.
- Collect data on the number of contacts with post-secondary institutions to participate in their job fairs.
 - Per the December 12, 2023, Strategic Leadership Team discussion and decision-making, FSDB will not seek opportunities to participate in job fairs off campus.

Concerns were shared regarding the ability of our agency to competitively compensate potential applicants that would visit outside job fairs, and the need for specialized applicants based on our unique population. However, departments are encouraged to build relationships with colleges and organizations in the effort to encourage attendance at the FSDB on-campus job fairs.

Goal Actions

P1.1.1. The Executive Director of Human Resources will engage a multidisciplinary team of hiring managers to assess and refine the exit interview process to support recruitment and retention of employees as vacancies are filled.

A multidisciplinary team of hiring managers gathered on February 1, 2023, to assess and refine the exit interview process to support recruitment and retention of employees as vacancies are filled.

The team reviewed the exit interview survey and provided potential edits and reorganization of the document. The final document with input from the team and compiled by the Executive Director of Human Resources, was shared with the multi-disciplinary team of hiring managers and the strategic leadership team on April 17, 2023.

Data collected from the exit surveys will be shared with department supervisors and administrators for review, follow-up, and trend analysis.

The revised survey was launched on July 1, 2023. Please see the end of this section for the revised **FSDB Exit Interview Questionnaire**.

P1.1.2. The ERRE Champions will plan and implement three campus-wide job fairs with the support of the President's Advisory Team to ensure representation from each department.

FSDB held three job fairs throughout the 2023-2024 school year. The day of the week and time of day were varied to assess the structure that would yield the greatest level of participation. Job fairs were advertised via campus signage, internal/external campus communications, and social media.

Saturday, September 23, 2023, from 9:00 to 12:00 in the Moore Hall CLD

Wednesday, January 17, 2024, from 4:00 to 6:30 in the Moore Hall CLD

Friday, June 7, 2024, from 9:00 to 12:00 in the Moore Hall CLD

Staff representatives found the event to be advantageous, whether seeking candidates for their own departments or having the opportunity to refer them to another department present at the event.

Each designated job fair table included position descriptions and a departmental overview. Participants completed information cards upon arrival and received a welcome bag that included school information and FSDB branded items. Staff representatives were knowledgeable of the hiring needs and provided a professional introduction to our school.

At the conclusion of each job fair, the Human Resources Department emailed each participant to thank them for their attendance and welcome them to access current job openings via the PeopleFirst website.

P1.1.3. The ERRE Champions will solicit representatives from each department to establish contacts with post-secondary institutions, employers, and community organizations to assess the opportunity to participate in their job fairs.

FSDB explored potential participation in the job fairs with post-secondary institutions and other entities as we broadened our reach in the effort to attract qualified candidates for employment.

Team members with university contacts reached out to their colleagues, and their respective student career centers, with information on available positions.

Per the December 12, 2023, Strategic Leadership Team discussion and decision-making, FSDB will not seek opportunities to participate in job fairs off campus. Concerns were shared regarding the ability of our agency to competitively compensate potential applicants that would visit outside job fairs, and the need for specialized applicants based on our unique population. However, departments are encouraged to build relationships with colleges and organizations in the effort to encourage attendance at the FSDB on-campus job fairs.

Priority Goal 2: FSDB will enhance campus-wide personnel development and succession planning.

Goal Measurement

- Collect the percentage of internal versus external personnel hiring.
 - 25% of personnel hired were identified as internal candidates.
- Collect the percentage of internal versus external supervisory hiring.
 - 54% of supervisory personnel hired were identified as internal candidates.
- Determine a percentage for increase in internal hiring over the next four years based on personnel development and succession planning efforts.
 - Track the percentage of internal hiring, to meet or exceed 25%, over the next four years based on personnel development and succession planning efforts.

Goal Actions

P1.2.1. The ERRE Champions will create a cohort of campus supervisors to participate on a multidisciplinary team to refine the objectives for the organizational management course.

A multi-disciplinary team was identified and invited to participate in an Organizational Management Cohort to develop training objectives. The group of supervisors ranged from long-term FSDB supervisors to new supervisors and other new supervisors that recently joined FSDB with extensive experience with other employers.

Cohort Members: *Jennifer Cato* – Outreach Department; *Joy Fraychineaud* – PE/Health Department; *Ron Gilbertson* – Food Service; *Cynequa Elmore* – Boarding Program; *Mathew Ward* – Boarding Program; *Ellen Fertsh* – Assistant Principal; and *Jerry Chandlee*- Campus Police.

Meeting Dates:

- Thursday, September 21st from 1:00 to 2:30 in Moore Hall CLD
- Wednesday, October 4th from 1:00 to 2:30 in Moore Hall 215

P1.2.2. The ERRE Champions will facilitate a multidisciplinary team from Instructional, Boarding, Business, Allied Health, and Outreach/Technology departments to conduct an overview of organizational management and refine course objectives.

The Cohort participated in a “kick-off” meeting on September 21, 2023, and used a SWOT analysis to identify areas for the initial development for the Organizational Management Training and Succession Planning programs. At the conclusion of this meeting, team members were provided with a series of questions and tasked with conducting at least five interviews with supervisors, both on campus and other industries.

At a follow-up meeting on October 4, 2023, team members met a second time to debrief on their assignments, shared experiences and ideas, and their interview results. The SWOT analysis from the initial meeting and discussion feedback were used to develop the core competencies that will be integrated into a plan.

On April 2, 2024, the ERRE Champions met with Administrators/Directors to review the initial proposal, agree on the core competencies, and discussed program logistics including, but not limited to, length/term of program, audience creation of supervisory talent pool, and providing career experiences and/or opportunities.

There are several areas that will need to be addressed once the final plan is approved by the Strategic Leadership Team at the August 2024 meeting.

Please see the end of this section for the **Leadership Core Competencies, Course Objectives, and Outcomes proposal.**

P1.2.3. The Executive Director of Training and Quality Assurance will structure the FSDB Organizational Management Course for launch in Spring 2024.

University of North Florida – Training Proposal

The Executive Director of Training and Quality Assurance (TQA) completed the University of North Florida's Leadership Academy Certificate Program on April 18, 2023.

The Executive Director of TQA met with representatives from the University of North Florida's Continuing Education to discuss a possible partnership in the creation of a Leadership Development program. Using information collected from the Campus Supervisor's cohort, UNF submitted a multi-year approach to developing and implementing professional development for all supervisors.

After a review of UNF's comprehensive plan, it was determined that, FSDB will focus on other the creation of other internal professional opportunities to build or enhance supervisory skills. The focus and scope will be adjusted in alignment with available resources.

Next Steps for Development and Implementation

The Organizational Management Training proposal will be presented to the Strategic Leadership Team at the next regularly scheduled meeting. Once approved, development and implementation will continue with courses planned for the Fall 2024.

Please see the end of this section for the **Leadership Core Competencies, Course Objectives, and Outcomes Proposal.**

Priority Goal 3: FSDB will enhance a sense of community through increased employee engagement.

Goal Measurement

- 100% of campus supervisors will have executed employee engagement and/or climate survey action plans.
 - Campus Supervisors Response Rate = 100%.
- Collect the **response** rate for the 2023-2024 Employee Engagement Survey.
 - FSDB Overall Response Rate = 83%
- Collect the **rate** of engagement based on the 2023-2024 employee engagement survey.
 - FSDB Overall Engagement Rate = 94%
- Determine a percentage of increase for response rate and engagement rate over the next four years.
 - Response Rate: The average response rate for the past five years equals 65%. For the next four years, the response rate will increase 2% per year.
 - 2023-2024: 67%
 - 2024-2025: 69%
 - 2025-2026: 71%
 - 2026-2027: 73%
 - Engagement Rate: at least 90% per year, overall and at the department level.

Goal Actions

P1.3.1. The Administrator of Business Services will establish a system to track the Release, Hold Harmless, and Conduct Agreement (Waiver) completed by FSDB staff members and guests for use of FSDB facilities.

The operational policies and procedures associated with facility use have been revised to expand the opportunity for staff members and their guests to enjoy the campus facilities. A liability waiver has been developed and parameters for use have been outlined. This initiative resulted in the creation of

FSDB Operational Policy and Procedures (OPP) 4.28, which became effective October 5, 2023. As of June 30, 2024, 89 staff members and families have completed waivers for the use of FSDB facilities.

P1.3.2. The ERRE Champions will continue to engage an internal community involvement committee in support of 2023-2024 privately funded initiatives that were proposed in 2022-2023 in support of ongoing employee engagement.

The Internal Community Involvement (ICI) Team held their kick-off meeting on September 13, 2023, to discuss the next steps to enhance employee engagement during the 2023-2024 school year. This includes the development and launch of a survey related to engagement activities in an effort to ensure that the committee is planning initiatives that are meaningful to staff members.

Field Day

The Internal Community Involvement Committee met on October 17, 2023, to plan the first annual Employee Field Day scheduled for January 12, 2024, from 12:30 PM to 3:30 PM. Tasks were assigned and activities have been documented via a shared Google Document. There will be at least 12 teams available to join and there are also many other opportunities for staff to participate if they choose not to join a group. Event registration and messaging was done via Viva Engage and Printed signs were posted to encourage staff members to sign up for a team or to join in as a spectator/helper.

The Inaugural Field Day was a huge success. A little over 100 staff members joined teams to fiercely compete in fun activities such as the water balloon slingshot, beach ball relay, Cobra Ball, rock-paper-scissors relay, and more. The teams demonstrated enthusiasm as they donned their team colors, complete with matching headbands. Awards and superlatives were shared at the end of the event. Field Day allowed staff members to meet individuals from other departments as they worked and celebrated as a team. The feedback was positive, and a funding request has been generated so that we may host FSDB Field Day 2025.

Staff Survey

A Staff Survey was created by the Internal Involvement Committee to seek information on desired Employee Engagement Activities for the remainder of the 2023-2024 school year. In an effort to enhance employee participation in engagement events and activities, information gathered from this survey enabled the team to determine initiatives that staff find most motivating and meaningful.

This ERRE Internal Community Involvement Questionnaire was launched in January 2024. The questionnaire was completed by 136 staff members. This questionnaire provided feedback on the following topics:

- relation between employee engagement activities and feelings about the work environment,
- level of participation in engagement activities,
- preferred types of activities,
- the frequency and timeframes for activities, and
- the desire to assist with future planning.

The Internal Community Involvement Committee met and reviewed the questionnaire and mapped out future plans for employee engagement activities.

Please see the end of this section for the ERRE Community Involvement Questionnaire Involvement

New Committee Members and Final Engagement Activity

On March 5, 2024, the Internal Community Involvement Committee met and welcomed five new members. The committee discussed strategies to ignite the enthusiasm of staff members about upcoming employee engagement activities. The committee then generated a proposed framework for 2024-2025 activities, which was submitted to the Strategic Leadership Team for review and approval.

The committee also generated an idea for the final engagement activity for the 2023-2024 school year. A campus-wide scavenger hunt was held from 12:00 AM on Monday, April 15th to 11:59 PM on Friday, April 19th. Approximately 35 of the FSDB staff members participated and almost all of our departments on campus were represented. Eight of the 35 participants were inducted into the 100% club.

2023-2024 Employee Engagement Survey Results

Survey Says! The 2023-2024 Employee Engagement Survey yielded a record response rate with 87% of staff members taking the time to participate. The impressive engagement rate of 94% substantiates that FSDB employees have positive perceptions regarding their growth, team, supervisor, and job. 99% of FSDB staff members support the mission, vision, values, and priorities. That same percentage acknowledges that they understand the safety and security procedures. 94% of staff members feel comfortable offering ideas for improving our work, and 92% of staff members indicate that their team is encouraged to work together effectively to increase department productivity. 94% of staff members feel like they belong to the FSDB community. Teams will have the opportunity to review data and identify strategies to maintain the momentum of enhanced engagement.

Please see the end of this section for the ERRE Committee Application – Staff Involvement.

P1.3.3. The ERRE Champions will work with department supervisors to develop a guide for department-specific welcome packets for new employees.

The Welcome Packet for New Employees was slated for development during the 2023-2024 School Year.

The structure for the new employee department-specific welcome packets was presented and Human Resources requested feedback from department leaders on specific information that should be included for the onboarding of their new staff. Initial work on this task will begin in the Spring with the implementation goal of July 1, 2024. However, after discussion with the team and feedback from supervisors, it was determined that they were satisfied with the resources that are currently available to onboard a new employee. The Welcome Packet will not be developed at this time.

P1.3.4. The ERRE Champions will host a voluntary supervisory round table discussion related to employee engagement in both the Fall and Spring semesters. (SWOT)

On November 1st, the ERRE Committee facilitated a roundtable discussion for campus supervisors related to employee engagement. A detailed agenda served as a discussion guide which yielded participants in an interactive and engaged in the dialogue. Feedback was captured and shared with supervisors for future reference.

Priority 1: Employee Recruitment, Retention, and Engagement Priority (ERRE)

Supporting Documents

- *Exit Interview Form*
- *Leadership Core Competencies, Course Objectives, and Outcomes Proposal*
- *ERRE Internal Involvement Staff Questionnaire*



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

FSDB Exit Interview Questionnaire

This information is important and will assist both Human Resources and our Strategic Planning Team analyze our employee retention and turnover trends. Your responses are treated as confidential and will not become part of your personnel file (please note, your responses have no impact on your rehire status). Thank you for your assistance.

Full Name

How long have you worked for FSDB?

Position

Department

Primary reason for leaving (Please circle all that apply).

- Career Advancement Opportunity
- Company culture
- Compensation
- Cost of living
- Family Circumstances
- Quality of supervision
- Retirement
- Type of work
- Work Conditions/Schedule
- Workload
- Other

Please share more information for each question

1. What does your new position offer that helped influence your decision to leave FSDB?
2. What could we have done to retain (or keep) you as an FSDB employee?
3. Did the duties that you performed in your current position match the duties as outlined in your Position Description? If no, please explain.
4. If you could change anything about your position, what would it be?
5. Please share what you liked most about your position/FSDB.
6. How would you describe the culture/community of FSDB?
7. Did you feel you were a valuable part of FSDB? Please elaborate.
8. What qualities do you think we should look for in your replacement?
9. Did you feel equipped and have access to resources to do your job here? If no, please explain.

- 10. Were you given clear expectations? Did you receive feedback regularly?
- 11. Were you comfortable speaking with your supervisor?
- 12. Would you recommend working at FSDB to a friend or family member?
- 13. If you have been here 10+ years, what kept you here for that length of time?
- 14. Would you ever consider returning to FSDB for full-time or OPS employment?
- 15. Can we contact you? If so, please provide your contact information.
- 16. Would you be interested in receiving our donor communications to stay connected with FSDB? If yes, please email us and have your most up-to-date mailing address.

17. Additional comments (optional)

18. Please rate each of the following from 1-5. With 5 as Excellent, 3 as Average, 1 as Poor.

Supervisor Communication 5 4 3 2 1

Department Communication 5 4 3 2 1

Department Morale 5 4 3 2 1

Job Satisfaction 5 4 3 2 1

On the job training 5 4 3 2 1

19. Ability to grow professionally through training, classes, conferences, job assignments, etc.

Satisfaction 5 4 3 2 1

Engaged 5 4 3 2 1

Did you feel respected? 5 4 3 2 1

Leadership Core Competencies, Course Objectives, and Outcomes

Overview

P1.2.1. The ERRE Champions will create a cohort of campus supervisors to participate on a multidisciplinary team to refine the objectives for the organizational management course.

A multi-disciplinary team was identified and invited to participate in an Organizational Management Cohort to develop training objectives. The group of supervisors ranged from long-term FSDB supervisors to new supervisors and other new supervisors that recently joined FSDB with extensive experience with other employers.

Cohort Members: *Jennifer Cato* – Outreach Department; *Joy Fraychineaud* – PE/Health Department; *Ron Gilbertson* – Food Service; *Cynequa Elmore* – Boarding Program; *Mathew Ward* – Boarding Program; *Ellen Fertsch* – Assistant Principal; and *Jerry Chandlee*- Campus Police.

At the initial meeting, the team discussed the cohort's role, objectives, and goals. Part of their role was to conduct field research amongst other supervisory staff using a survey designed to identify differences between Leadership and Management. The team met a second time to debrief on their assignments, participated in a SWOT analysis, shared experiences and ideas, and their interview results. The SWOT and discussion feedback were used to develop the core competencies.

P1.2.2. The ERRE Champions will facilitate a multidisciplinary team from Instructional, Boarding, Business, Allied Health, and Outreach/Technology departments to conduct an overview of organizational management and refine course objectives.

On April 2, 2024, the ERRE Champions met with Administrators/Directors from the departments listed in this priority sub-goal. The initial proposal was reviewed, agreement was achieved on the competencies, and discussion ensued regarding the audience, requirements, length of program, creation, use of supervisory talent pool, and providing career development opportunities. There are several topics that will need to be determined after the objectives have been approved and a class framework to be established with proposed requirements.

Planning Information

3 Competency Categories:

A competency is a set of knowledge, skills, and ability to perform a specific task or action. They are attributes to making leaders effective. Competencies create impact which leads to organizational success.

Through the work completed by the supervisory cohort, the following competencies were developed and grouped under competency categories.

Competencies for Leading the Organization	<ul style="list-style-type: none"> • Conflict Management • Decision-Making • Change Management • Leading Diverse Teams
Competencies for Leading Others	<ul style="list-style-type: none"> • Effective Communication Skills • Coaching, Mentoring, Empowerment, Support, Inspire and Motivate Staff • Building Relationships (Identifying leaders within your team). • Identifying leaders on your team for Succession Planning • Managing Performance • Applying different leadership styles • Inclusiveness
Competencies for Leading Yourself	<ul style="list-style-type: none"> • Self-Management • Courage • Confidence in Role • Learning Agility • Organization Acumen (navigating and driving) • Time Management, Prioritizing Tasks, and Making Informed Decisions • Delegation • No micromanaging

Proposed Course Objectives

The competencies developed were then further defined and are listed in the proposed course objectives below. The end product of the program is for supervisors to have an overall Supervisory/Leadership portfolio to track their growth. The program is estimated to be 24 hours in length delivered via classroom, book chats, and outside class work.

Competency	Objective	Measure
Leading the Organization <ul style="list-style-type: none"> • Conflict Management 	<u>Leadership</u> Participants will learn: -The principles/types of Leadership	Attend session and participate. Participants will participate in an assessment to determine their leadership style, strengths, and areas

Competency	Objective	Measure
<ul style="list-style-type: none"> • Decision-Making • Change Management • Leading Diverse Teams 	<p>-To understand their leadership style through assessment.</p> <p>-To understand and implement Situational Leadership principles</p> <p>-The characteristics of Effective Leaders</p> <p>-To describing strategic leadership styles and strengthening leadership approach.</p> <p>-How to delegate effectively.</p> <p>-To understanding your role as the team leader.</p>	<p>of opportunities. Strategies will be applied to case study scenarios.</p> <p>Delivery Method: Classroom; Use Outside Consultants.</p>
	<p><u>Problem Solving</u></p> <p>Participant will learn:</p> <p>-To enhance problem solving skills to make informed decisions.</p> <p>- The importance of effective communication within the problem-solving process.</p> <p>--Strategies to gain consensus when making and implementing decisions.</p>	<p>Attend session and participate.</p> <p>Participants will participate in scenarios and case studies to apply information gained through classroom instruction and activities.</p> <p>Delivery Method: Classroom</p>
	<p><u>Ethics and Accountability in the Workplace.</u></p> <p>Participants will learn:</p> <p>-To define, describe, and implement Ethics and Accountability in the Workplace.</p> <p>-Ensure that their actions are in compliance with the organization, laws, and regulations. What is ethical is also legal.</p>	<p>Attend session and participate.</p> <p>Participants will gain an understanding of the Ethics Laws as a state employee and its application to their responsibility as a supervisor. Strategies and knowledge learned will be demonstrated through the use of scenarios and group discussion/feedback session</p> <p>Delivery Method: Classroom (HR/ Attorney)</p>
	<p><u>Conflict Management</u></p> <p>Participants will learn to:</p> <p>-Define/describe workplace conflict.</p> <p>-Differentiate approaches to conflict.</p> <p>-Understand the five stages of the conflict process.</p> <p>-Identify communication strategies that can be used to reduce conflict.</p>	<p>Attend session and participate.</p> <p>Participants will participate in scenarios and apply information gained through classroom instruction and activities. Use of role play and applying principles of Fierce Conversations.</p>

Competency	Objective	Measure
	--To provide corrective feedback.	Delivery Method: Classroom
Leading Others	<p><u>Building Your Team Culture</u></p> <p>Participants will learn:</p> <ul style="list-style-type: none"> -How great teams function though fostering morale, trust, communication, and productivity. -Emotional Intelligence concepts – tools to understand people’s emotions and situations as well as understanding their own capacity to manage their own emotions. -Evaluate their capacity to understand and manage their own emotions. -Engage in activities to enhance communication skills, empower team members, and build a positive team culture. 	<p>Attend session and participate.</p> <p>Complete a book chat (book TBD) followed by a guided discussion addressing and enhancing communications skills to convey expectations, tools to build teams using differences to strengthen team, recognition and modeling desired outcomes and behaviors.</p> <p>Delivery Method: Hybrid/Out of class work required.</p>
	<p><u>Coaching</u></p> <p>Participants will learn:</p> <ul style="list-style-type: none"> -The benefits of coaching and the coaching process. -To understand the differences between coaching and mentoring. -To develop or enhance your coaching style. -To manage barriers to coaching. 	<p>Attend session and participate.</p> <ul style="list-style-type: none"> -Through the use of scenarios and roleplays participant will use the concepts of active listening, adapting style, guiding person to finding solution themselves and apply them to real work-life situations. -Using feedback sessions, helping employees achieve their full potential through setting performance goals and providing support throughout the process. <p>Delivery Method: Classroom</p>
	<p><u>Managing Change</u></p> <p>Participants will learn:</p> <ul style="list-style-type: none"> -To introduce and implement change within teams through introducing and communicating change goals. -Incorporate employee involvement in the process to create buy-in. 	<p>Attend session and participate.</p> <p>Book Chat – <i>Who Moved My Cheese</i> followed by guided discussion and activities to develop strategies. Outside work will require participants to focus on an activity involving change (process, policy, assignments, etc.) within their department and provide a</p>

Competency	Objective	Measure
	<p>- Create a seamless transition to new process or procedure.</p>	<p>scope of their project, action steps, implementation, and assessment via feedback, process effectiveness, etc.</p> <p>Delivery Method: Hybrid/Out of class work required.</p>
	<p>Interpersonal Communication Skills</p> <p>Participants will learn to:</p> <ul style="list-style-type: none"> -Learn how you communicate and how to appreciate the different communication style of others. -Define and develop active listening skills. -Learn self-awareness techniques, how to develop a common language and enhance empathy skills. 	<p>Attend session and participate.</p> <p>Completion of the <i>True Colors Personal Awareness and Success Course</i> (Trish to become a certified facilitator).</p> <p>Delivery Method: Classroom</p>
	<p>Fierce Conversations</p> <p>Participants will learn to:</p> <ul style="list-style-type: none"> -Define and develop skills and strategies to manage and resolve disagreements, build acceptance, and overcome resistance through discussion groups and role plays. -Prepare a plan based on a scenario and practice speaking persuasively not abrasively, about high-stakes, emotional, or controversial topics. 	<p>Attend session and participate.</p> <p>- Fierce Conversations (NEFEC/Consultant)</p> <p>Delivery Method: Classroom</p>
<p>Leading Yourself</p>	<p>Effective Time Management and Delegation</p> <p>Participants will learn to:</p> <ul style="list-style-type: none"> - Enhance strategies to improve time management techniques. -To analyze workflow, processes, and build delegation skills. -Use best practices through the use of scenarios and feedback discussions. 	<p>Attend session and participate.</p> <p>-Book Chat “<i>Getting Things Done</i>” AND / OR LinkedIn Learning: “<i>Organize With a Goal in Mind</i>” Organize with a goal in mind (linkedin.com)</p> <p>-Participant will create and present to group their personal system to stay on track and focus/manage priorities.</p>

Competency	Objective	Measure
	<p><i>HR and Business Management</i></p> <p>Participants will learn:</p> <p><u>Human Resources:</u> -To navigate the hiring process from writing position descriptions, hiring requisitions, reviewing applications, preparing questions, and conducting the interview through role and feedback. -To set and communicate performance expectations, documenting performance, and writing informative performance evaluations. -To navigate and document discipline through identifying, understanding, and correcting workplace problems through scenario group work and role play/feedback sessions.</p> <p><u>Fiscal Management:</u> -To understand the budget cycle, category assignments and utilization, payroll management, procurement process and ethical responsibilities as stewards of public funds.</p>	<p>Delivery Method: Hybrid/Out of class work required.</p> <p>Attend session and participate.</p> <p><u>Human Resources:</u> Participant will demonstrate skills of Managing the Life Cycle of an Employee through : identifying goals (what are you looking for) for the position and writing a position description; managing the interview process through creating interview questions that reflects desired responses and experience; setting expectations and writing comments for performance evaluations and preparing for one-on-one meetings; using a scenario to identify disciplinary issues, investigative steps, and creating documentation. Scenarios and role-play will be used to demonstrate skills.</p> <p><u>Fiscal Management:</u> Participate in exercises in budget forecasting activities, review and practice writing justifications and ethical procurement, and the payroll process.</p>

1-ERRE Internal Community Involvement Committee Activity Questionnaire 2023-2024

We need your feedback!

In an effort to enhance employee participation in engagement events and activities, please complete this survey to determine the initiatives that you find most motivating and meaningful as an FSDB employee. Your feedback is critical in planning future events for all staff members.

Where do you work?

- Academic Department (Blind, Deaf, CTE)
- Allied Health (Food Services, Health Care Center, OT/PT, Audiology, Mental Health)
- Boarding Program
- Business Services (Accounting/Budget, Advancement, Campus Police, Safety and Facilities Operations, Transportation, TQA)
- Outreach, Technology, Parent Services
- Other (check this box if your department is not listed above)

I believe that employee engagement activities increase employee motivation and positive feelings about the work environment.

- Yes
- Somewhat
- No
- Other (please specify)

I participate in employee engagement activities.

- Yes
- No
- Other - I haven't yet but plan to participate in future events.

What employee engagement activities have you most enjoyed here at FSDB or elsewhere?

What kind of employee engagement activities most interest you? Select all that apply.

- Use of campus during non-work hours, on your own or with your family.
- Food Events (Welcome Back Luncheon, Breakfast on the Go, etc.)
- Field Day
- Walk-of-Funs
- Game/Athletic Competitions (e.g., Corn Hole Tournament)
- Exercise/Weight Loss Competitions
- Food Cook-Offs
- Movie Nights in Kirk Auditorium
- Staff Talent Show
- Ice Cream Social
- Attendance at FSDB Sporting Events
- Spirit Weeks
- Department - Specific Gatherings/Celebrations
- Other (please specify)

How often would you like employee engagement activities to be made available?

- Monthly
- Quarterly
- Bi-annually
- Annually

Other (please specify):

When is the best time for you to attend an activity?

- After School
- Evening (6PM to 8PM)
- Non-School Days
- Saturday

Other (please specify):

Are you willing to assist with the planning and implementation of employee engagement activities?

- Yes *(If yes, please contact Julia Mintzer via Email)*
- No

Strategic Priority 2: Success for Students (Champions: Scott Trejbal and Randi Mitchell)

Priority 2 Goal 1 - FSDB will provide academic accountability to prepare students for post-secondary education.

In alignment to the work being completed alongside the Bureau of School Improvement, the Academic Departments were provided professional learning in alignment to the "Look-Fors" and support from the academic specialists in coaching and professional learning communities. The Academic Program continued to complete curriculum maps and pacing guides in alignment to the adoption cycle for instructional materials. Curriculum Maps were updated to include higher order thinking (HOT) questions to support one of the three "Look-Fors." The Curriculum and Professional Development Program are working with the Academic Departments to ensure that teachers and leaders have the resources and support needed to work toward the "Look-Fors." Instructional Assistants, Vocational Instructors, and Associate Teachers received training to align instruction, technology, and other related topics to support their success in the classroom.

Priority 2 Goal 2: FSDB will increase career readiness at all grade levels to prepare students with the skills and experiences necessary to enter the workforce.

The Executive Director of Career Development worked with the CTE department to analyze the number and types of certifications student were receiving to determine where improvements could be made. Teachers were also strongly encouraged to take the industry certifications themselves, if they hadn't yet, to know how to best address student learning needs related to the certification assessment. Work portfolios have been sent home with students on thumb drives documenting their work experiences, job-readiness skills, and other academic and non-academic accomplishments so that students can showcase their skills.

Priority 2 Goal 3: FSDB will increase academic and boarding life-ready instruction to prepare students to be independent.

The Life Skills Assessment was developed and completed for each student at the end of the school year. This will establish a baseline and allow us to track each student's progress from year to year. It will also help us to establish programmatic goals for overall improvement of skills. Using the Life Skills Assessment, we are able to individualize instruction for each student.

Strategic Priority 3: Everyone Knows Our Name
(Champions: Shelley Ardis and Michael Johnson)

Priority 3 - Goal 1: FSDB will provide targeted communication in order to inform and partner with external stakeholders to increase engagement with FSDB.

P3.1.1 The Executive Director of Communication and Public Relations will engage a multi-disciplinary team to develop procedures for communications (messages and media) development and dissemination.

Targeted communications were disseminated to external stakeholders including the following:

Targeted Communication	Audience/Event
School Newsletters	Each school distributed an electronic newsletter every two weeks with articles featured from other departments that engage and serve students including the Health Care Center, Boarding Program, and Parent Services.
ESE Director Letters and Packets	Packets were sent out to ESE Directors in every school district and included a letter reintroducing FSDB's Admissions and Outreach departments, a letter explaining our Outreach Evaluation program, and a set of FSDB Fact Sheets to use as part of IEP meetings.
Social Media Campaigns	<p><u>Facebook</u></p> <ul style="list-style-type: none"> • 19.1K page likes, gained more than 2.2K new followers • 648 posts for the year • Reached 1,232,501 accounts • 174.6K page visits <p><u>Instagram</u></p> <ul style="list-style-type: none"> • 3,249 followers, gained more than 496 new followers • 609 posts for the year • Reached 21,968 accounts • 571,857 Impressions • 31K profile visits
Highlight Posts	<ul style="list-style-type: none"> • FSDB History • Athletic spotlights • Senior Class spotlights • Weekly athletics, campus life, alumni, student, teacher, and staff spotlights • New hire and retiree spotlights

Targeted Communication	Audience/Event
Website Banner Campaigns and Event Announcements	<ul style="list-style-type: none"> • Summer Quest • Job Fairs • Registration for Expanded Core Curriculum Virtual Events • Registration for Online Interactive ASL Classes • Registration for the Community Education ASL Class • Registration for Summer Quest 2024 • 2024 Family Open House Flyer • Fall 2023 and Spring 2024 Community Open House Flyer
Media Outlet Contracts Endowment Request	This project is a strategically planned digital advertising campaign to build brand awareness and trust that will connect with our target audience. We will deliver the FSDB message to where our stakeholders are engaging video throughout their day, using advanced targeting capabilities through streaming platforms such as Netflix, Hulu, Amazon Prime, YouTube, etc. We will create meaningful messages that will drive stakeholders to take action.
New View Book	A new viewbook with updated marketing photos and content was created and will be printed in the fall. The design will align with the new website.

P3.1.2 - The Executive Director of Communications and Public Relations will facilitate the development of an inventory including instructions and specifications for available FSDB communication systems.

An inventory spreadsheet has been expanded beyond the materials utilized by the Outreach Services department to update informational materials campuswide.

The annual information update forms that are mailed to all caregivers each summer was updated and mailed to homes in June 2024.

P3.1.3 - The Executive Director of Communications and Public Relations will facilitate the production and alignment of materials for students and families in the admissions process, including but not limited to:

The Communications and Public Relations Department has collaborated with the Parent Services Department in the development of a *New Student Enrollment Packet*. The admissions web content has been updated as part of the new website development.

P3.1.4 - The Executive Director and Communications and Public Relations will establish consistent sharing of metrics specific to external communications with key stakeholders

including but not limited to, the Board of Trustees, President's Advisory Team, and campus community.

The development of reports to include metrics and other messaging to external and key audiences has been developed and will be reviewed annually to make sure any changes to the technology platforms is recognized and reports are adjusted accordingly.

Priority 3 - Goal 2: FSDB will utilize comprehensive and cohesive communication platforms to strategically share events, programs, and news to engage and inform to increase internal stakeholder satisfaction.

P3.2.1 - The Executive Director of Communications and Public Relations will engage a multidisciplinary team and focus groups to gather information necessary and will develop a new FSDB website.

The new athletics website was published at the start of the 2023-2024 school year. The new FSDB website contract was acquired, and design and programming has been underway for many months. The new site will launch early 2024-2025.

The team is analyzing the fields needed to develop online forms to accommodate requests for photography, videography, and content/media publishing for campuswide and outreach events. This will provide a process for “intaking” requests and for prioritizing, scheduling, and managing projects.

P3.2.2 - The Executive Director of Communications and Public Relations will engage a multidisciplinary team and focus groups to gather information necessary and will develop a new FSDB campus-wide events calendar and intranet site.

The FSDB Intranet site was developed during the 2023-2024 year and launched at the 2024 Convocation. The site will be refined during the first semester of the school year and a maintenance plan will be established. Analysis is underway to compare tools that will be the best fit for the campus-wide events calendar.

P3.2.3 - The Executive Director of Communications and Public Relations will engage a multidisciplinary team and focus groups to gather information necessary to design and implement internal communications procedures.

This activity was on hold while the internet and intranet sites were being designed, developed, programmed, and published.

P3.2.4 - As a key stakeholder group, parents shall have consistent opportunities to share input and feedback on FSDB communication processes.

Parent focus groups were hosted as “Parent Chats,” one session offered each semester. Parents were provided with opportunities to share information through a needs assessment

questionnaire and through end-of-session surveys following Parent Engagement Workshops and Parent University events. Parent also are provided opportunities to share their feedback annually through school-level meetings and by completing the climate survey.

Priority 3 - Goal 3: As a trusted resource and leader in educating students who are deaf/hard of hearing, blind/visually impaired, and deafblind, FSDB will increase positive engagements with local, state, and national partners.

P3.3.1 - The Champions will facilitate the development of a database identifying external stakeholders at local, state, and national levels and the nature of FSDB's relationship with each stakeholder group to provide data for the types of and levels of engagement including historical, current, and desired future engagement.

The FSDB Outreach Department launched a form to gather external stakeholders from departments across the campus to analyze relationships and types of engagement beyond the outreach department. This form will be launched again during the 2024-2025 school year and will be presented to the Strategic Planning Team to discuss findings and next steps.

P3.3.2 - The Champions will facilitate the development of an information dissemination and event engagement database and reports that provide information for analyzing priorities and targeted activities.

The development of an information dissemination and event engagement database will be designed during Year 3. The focus in Year 2 was on the inventory of materials disseminated and procedures to update or sunset them as appropriate. Year 2 also included a reorganization of the Outreach Department.

P3.3.3 - The Champions will facilitate multidisciplinary teams to prioritize partnership activities to define what needs to be changed (level of engagement, type of engagement, type of communication) and implement targeted partnership activities.

FSDB had incredible opportunities during this school year to host external audiences on the campus and to partner with other agencies and organizations to host external regional events. Data analysis is underway for the activities that occurred over the 2023-2024 year to determine the value of each and to plan what to sustain or change for the 2024-2025 year. This analysis includes:

- numbers and types of events that occurred,
- numbers and types of audiences served,
- locations,
- partners, and
- outcomes and follow-up activities.

It is anticipated that in addition to having this analysis, data will be pulled into templates that will allow for the development and maintenance of dashboards for improved decision-making.

P3.3.4 - The Administrator of Outreach and Technology will communicate the numbers of participants engaged in each outreach program and activity including type of participant and other key elements to establish a baseline to determine activities providing the most value.

Activity Title	Audience	Engagement	Impact
Regional ECC Interactive	Students who are blind/visually impaired and their family	Fall - Partnership with Lighthouse of Broward Winter – Partnership with the Broward Center for Hearing and Communication, Broward Library, and FL Hands & Voices Spring – Deaf Connect for families with Deaf children and “Sensational Pathways for 21st Century Learners” for families with Blind children	75 attendees 100+ attendees from three South Florida districts 100+ attendees from the Tallahassee region
Magic of Orlando Basketball Game	Central Florida Community	Blind Chorus sang the National Anthem	Thousands of attendees
Family Cafe	Families who have students with disabilities	Exhibit Booth for FSDB, Parent Infant Program, and Parent Empowerment Program	Thousands of attendees from across the state
CEASD Conference	Leaders in Deaf Education	Attendance to learn from and share with leaders nationwide and one presentation.	More than 100 attendees
COSB Outreach Conference	Outreach staff members in Blind Education	Attendance to learn from and share with leaders nationwide.	20 states were represented
CSUN Conference	Professionals nation-wide	Presentation related to the management of braille mobile devices	Unknown reach due to sharing on their site
Braille Classes (Fall & Spring)	Parents, school staff, and community members	Support for parents and school district staff	15 participants

Activity Title	Audience	Engagement	Impact
Community Education ASL Classes	Parents, school staff, and community members	Support for parents and members of the community	20 participants
Online Interactive ASL Classes (Fall, Winter & Spring)	Parents, school staff, and community members	Support for parents and school district staff	120 participants
Monthly Parent Infant Program Regional Events	Parents of blind children birth to age six	Regional support for families to learn new information, meet each other, etc.	More than 500 families statewide being served by the Parent Infant Program
Expanded Core Curriculum Virtual Events (Fall, Winter, Spring, & Summer)	Students ages 6-14 who are Deaf/HH or Blind/VI	Showcase of FSDB programs in alignment with guided hands-on activities	43 participants from 21 school districts
Florida Educators of Deaf/Hard of Hearing Students	Staff in Deaf Education Programs	Exhibit Booth for FSDB, Parent Infant Program, and Parent Empowerment Program	Approximately 180 attendees
Braille Challenge Regional Events (Four locations)	School district staff and parents in Blind Education	Attended and supported the event	Tampa, Orlando, Ft. Lauderdale and FSDB
Festival of Families	School district staff and parents in Blind Education	Exhibited and sponsored dinner for the Friday night welcome	60 attendees
Hillsborough Deaf/HH Family Day	Families, alumni, and members of the Deaf community	Exhibited and provided give-away promotional items	More than 300 attendees
FSDB Open House	ASL Classes, community members	Performances from the Dance Troupe, BHS Chorus, and presentations about careers in deaf and blind education	322 student and 95 adult attendees
INSITE Training	Early intervention service providers	FSDB is an authorized host to train early intervention providers	30 attendees

Activity Title	Audience	Engagement	Impact
VIISA Training	Early intervention service providers	FSDB is an authorized host to train early intervention providers	30 attendees
Technical Assistance	Community, professional, and family audiences	Calls or emails to provide information	157 requests
Campus Tours	Community, professional, alumni and family audiences	Information sharing about FSDB programs and services	130 tours
University of Florida (UF) Inspire Project and the Hearing Me agency	Interdisciplinary Related Services Personnel Preparation for Early Childhood	Presentation by FSDB's Early Intervention team	
ASL Performance at Jaguars Game	Community	ASL Performance	Thousands of attendees

August 23, 2024
Action Item Number 1

**FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Board of Trustees Meeting**

SUBJECT: Surplus Property

PROPOSED BOARD ACTION

Board approval is requested for the disposal of surplus property. All items had an original purchase value in excess of \$1,000.00.

Attachments: Surplus Property List—Monthly Report and Library Resources

Presenter/Department: John Wester, Comptroller

Attention: Julia Mintzer, Business Services Administrator

7/31/2024

Subject: Surplus Review Board Report

FSDB Property Item No.	Property Description	Acquisition Date	Acquisition Cost
39496	kiln	8/1/1987	\$1,170.22
41256	piano	7/7/1989	\$3,200.00
48979	refrigerater	6/17/2002	\$4,544.00
50022	true pass thru merchandice box	10/9/2003	\$1,268.00
50195	easystand 5000	2/5/2004	\$3,531.75
51527	thermoform machine	10/17/2005	\$3,895.00
55222	EMBOSSER	2/15/2011	\$9,555.00
55269	oven	2/23/2011	\$11,208.00
55270	range/oven	2/23/2011	\$4,738.00
55635	macbook	12/12/2011	\$1,639.00
55723	macbook	9/5/2012	\$1,557.00
56072	waterfed pure water system	10/15/2014	\$2,547.08
56117	macbook	3/16/2015	\$2,299.00
56118	macbook	3/16/2015	\$2,299.00
56169	macbook	8/24/2015	\$2,299.00
56246	imac	3/23/2016	\$2,975.00
56384	hp probobook	6/20/2016	\$1,256.31
56411	imac	6/16/2016	\$2,140.00
56440	macbook	8/2/2016	\$1,549.00
56535	roland printer from print shop	2/23/2017	\$27,990.00
56568	cisco 2960 switch	6/15/2017	\$1,999.00
56866	imac	10/31/2018	\$4,000.00
57331	macbook	6/24/2020	\$1,539.00
Grand Total			\$99,198.36

In accordance with FSDB guidelines, the above list of surplus items with FSDB property item numbers have been reviewed by the Surplus Review Board and have been deemed to be obsolete, not worth repairing if broken, and no longer serve a useful function to the school. This list is being submitted for approval for proper disposal and removal from FSDB campus grounds.

Review Board Members:

Signed:

Kim Whitwam

Signed:

Shelley Ardis

Signed:

Corbett Owens

**August 23, 2024
Action Item Number 2**

**FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Board of Trustees Meeting**

SUBJECT: FY 2024-2025 Operating Budget

PROPOSED BOARD ACTION

Board approval is requested for the fiscal year 2024-2025 Operating Budget.

Attachment: 2024-2025 Operating Budget

Presenter/Department: Alison Crozier, Executive Director of Budget Management

**The Florida School for the Deaf and the Blind
2024-25 Operating Budget**

FY 2024-25 SPECIAL CATEGORY - RISK MANAGEMENT INSURANCE (103241)	
From General Revenue	\$ 377,820.00
From Administrative Trust Fund	43,497.00
FY 2024-25 GENERAL REVENUE FUND (104166)	
Salaries and Benefits	48,098,345.00
Other Personal Services	4,303,862.00
Expense	6,416,548.00
Operating Capital Outlay	1,053,688.00
Food Products	226,000.00
Special Categories:	
Professional Supplements	167,000.00
Overtime	262,977.00
Students Home on Weekends	2,660,579.00
	<u>63,188,999.00</u>
TOTAL GENERAL REVENUE FUND	
FY 2024-25 ADMINISTRATIVE TRUST FUND (104166)	
Other Personal Services	2,500.00
Expense	2,500.00
	<u>5,000.00</u>
TOTAL ADMINISTRATIVE TRUST FUND*	
* Carry forward appropriation is available if additional grants are awarded.	
FY 2024-25 FEDERAL GRANTS TRUST FUND (104166)	
Salaries and Benefits	1,328,648.00
Other Personal Services	530,578.00
Expense	277,548.00
Operating Capital Outlay	72,000.00
Food Products	175,000.00
Overtime	1,500.00
	<u>2,385,274.00</u>
TOTAL FEDERAL GRANTS TRUST FUND*	
* Carry forward appropriation is available if additional grants are awarded.	
FY 2024-25 GRANTS AND DONATIONS TRUST FUND (104166)	
Salaries and Benefits	1,248,696.00
Other Personal Services	1,275,722.00
Expense	173,816.00
Operating Capital Outlay	18,000.00
Overtime	6,500.00
	<u>2,722,734.00</u>
TOTAL GRANTS AND DONATIONS TRUST FUND*	
* Carry forward appropriation is available if additional grants are awarded.	
FY 2024-25 SPECIAL CATEGORY - PEOPLE FIRST ASSESSMENT (107040)	
From General Revenue	188,416.00
From Administrative Trust Fund	43,348.00
	<u>68,955,088.00</u>
TOTAL FY 2024-25 SPECIFIC APPROPRIATIONS	
	<u>\$ 68,955,088.00</u>

**The Florida School for the Deaf and the Blind
2024-25 Operating Budget**

**FY 2024-25 SPECIAL CATEGORY - CARRY FORWARD (130300)
(Per Section 1011.57(4), F.S.)
Carry forward from General Revenue**

FY 2023-24 Payables	2,965,407.40
FY 2024-25 Recommended Projects	
Professional Services - Maintenance/Construction	976,120.00
Construction	8,362,441.00
Furniture and Linens	855,081.00
Technology	34,050.00
Property Enhancements	79,624.00
Subtotal - Recommended Projects	10,307,316.00
Emergency Reserve - System Failures and Disaster Response/Recovery	2,009,952.40
Emergency Reserve - Operating	
Minimum of 5% and up to two months average General Revenue expenditures based on the prior fiscal year	8,811,334.10
TOTAL CARRY FORWARD FUND	<u>\$ 24,094,009.90</u>
FY 2024-25 SPECIAL CATEGORY - NONOPERATING TRANSFER AUTHORITY	
From Administrative Trust Fund (180007)	230,000.00
From Federal Grants Trust Fund (180200)	16,000.00
From Federal Grants Trust Fund (181259)	171,000.00
From Federal Grants Trust Fund (185080)	230,000.00
From Federal Grants Trust Fund (220030)	20,000.00
From Grants and Donations Trust Fund (181259)	<u>20,000.00</u>
FY 2024-25 TOTAL APPROPRIATED FUNDS	<u>\$ 93,736,097.90</u>

History:

7-1-24 All figures, except carry forward and nonoperating transfers, tie to Laws of Florida, Ch. 2024-231

August 23, 2024
Action Item Number 3

**FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Board of Trustees Meeting**

SUBJECT: Florida Harm Prevention & Threat Management Policy

PROPOSED BOARD ACTION

Board approval is requested for the revised Florida Harm Prevention & Threat Management Policy (OPP 10.51).

Attachments:

- Operational Policy and Procedure 10.51 Florida Harm Prevention & Threat Management

Presenter/Department: Arline Lagasse, School Safety Specialist



Florida Harm Prevention & Threat Management

Operational Policy & Procedure 10.51

I. Policy Purpose/Scope

In accordance with Florida Statute 1001.212(12), The Florida School for the Deaf and the Blind shall utilize the Florida-specific behavioral threat management process in which threat management teams shall intervene at the earliest stage to provide assistance to students and to alter or disrupt concerning behavior for the benefit of the student and school. This policy covers threat management to which it uses a methodology that identifies students exhibiting threatening or concerning behaviors, gathers information to assess the risk of harm to themselves or others, and identifies appropriate interventions to prevent violence and promote successful outcomes.

Florida Statute 1012.584(4) requires the state Department of Education to establish an evidence-based youth mental health awareness and assistance training program. Each school district shall notify all school personnel who have received training of mental health services that are available in the school district, and the individual to contact if a student needs intervention. Accordingly, all FSDB employees are required to complete Youth Mental Health First Aid (YMHFA) Training. The Allied Health Department is responsible for coordination of student mental health services. The identification of the need for services may also occur in Multi-Tiered System of Supports (MTSS) meetings, Individual Education Plan (IEP) meetings, staff referrals, parent/legal guardian requests, student self-referrals, and during implementation of threat assessment processes. FortifyFL reports may also result in a referral for mental health services.

This policy applies to all FSDB students and staff members and discusses Threat Management in relation to: A. Teams and Roles, B. Threat Management Operational Process, C. Student Support Management Plan, D. Threat Management Timelines, E. Parental Notification, F. Training and Education and G. Reporting and Accountability.

II. Definitions

Concerning Behavior: An observable behavior that elicits concern in others regarding the safety of an individual or those around them. It can include lower-level concerns, such as unusual interests in violent topics, conflicts or grievances between classmates, increased anger, increased substance use, or other noteworthy changes in behavior, and prohibited behaviors that are objectively concerning and should trigger an immediate response, such as threats, weapons violations, and other aggressive or violent behaviors.

Imminent Threat: Exists when a situation, including the person's prohibited objective behavior, poses a clear and immediate threat of serious violence toward self or others that requires containment and immediate action to protect and identified or identifiable target.

Level of Concern: The classification of an individual is based on their presenting risk and needs and balanced against protective factors. Levels of concern, also called threat levels, are classified as Low, Medium, or High:

- **Low Level of Concern:** A Low Level of Concern designation is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal and it appears that any underlying issues can be resolved easily. This level means the concern for future violence toward another person is low. There may nonetheless be significant concerns about the person but at that time, the concern for violence toward another is at the low end of the spectrum.
- **Medium Level of Concern:** A Medium Level of Concern designation is appropriate where the person does not appear to pose an immediate threat of violence, but the person exhibits behaviors that indicate a potential intent to harm or exhibits other concerning behavior that requires intervention. This level suggests that violence toward another may occur, and although the situation is not urgent, violence cannot be ruled out. The threat management team may not have complete or completely accurate information to guide the outcome of the assessment.
- **High Level of Concern:** A High Level of Concern designation is appropriate where the person poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behavior that requires immediate intervention and protective measures for the target. This level suggests the student of concern is reaching a critical point on the pathway to violence from which they perceive it may be difficult to turn back. A High Level of Concern requires immediate and continuing attention from threat management resources to ensure violence does not occur.

Manifestation Determination: When a student receiving special education services is being considered for a change in placement due to a behavioral issue, including a threat to others, the IEP Team must determine whether the IEP was being implemented correctly at the time of the behavior, and whether the behavior was a manifestation of the student's disability. A manifestation means that the behavior had a direct and substantial relation to the disability.

Student of Concern: Any student reported to the Chair, Vice-Chair, SBTMT, or DTMT who exhibits any behavior or communication that may constitute a threat or concern regarding school safety.

Student Support Management Plan (SSMP): The SSMP is a plan that uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP identifies mandatory action steps that are needed to ensure school safety and responses that can help the student of concern and make positive outcomes more likely.

Threat: A threat is communication or behavior indicating that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. A threat includes communication or behavior characteristic of a person who is on the pathway to violence. It may be expressed or communicated behaviorally, orally, visually, in writing, electronically, or through any other means. Communication or behavior is considered a threat regardless of whether it is observed by or communicated to the target of the threat, or to a third party, and regardless of whether the target of the threat is aware of the threat. **A threat is not a communication or behavior that is an obvious joke or unequivocally known by the observer to be innocuous.**

Threat Management: The threat management process is a systematic, fact-based method designed to identify, using threat assessment protocols, whether behaviors or communications constitute a concern for violence or harm to another person. Upon a determination that a risk of violence exists, the threat management process then results in determining the level of concern and appropriate management of the person posing the concern to mitigate the risk of harm and remove them from the pathway to

violence. The Student Support Management Plan (SSMP) is part of the threat management process. It is ongoing and ends only when the threat management team deems it appropriate under the circumstances, or responsibility is transferred to another threat management team.

Unfounded Determination: An unfounded determination means that there is not a sufficient factual basis to support the allegation, or it can be determined that the threats were never made; what was said was clearly not a threat; or the incident/behavior of concern did not happen or rise to the level of posing a threat or concern of harm to the school community. The reporting person may simply have been mistaken about the behavior or based upon known facts about the situation, behavior, and context, no risk of violence exists. This unfounded summary disposition should only be used when it is clear and articulable that there is no basis for concern. The case should be advanced to the next step for further evaluation if there is any doubt.

III. Detailed Policy Statement

A. Teams and Roles

The **District Threat Management Coordinator (DTMC)** shall be designated by the FSDB President to oversee the district's harm prevention and threat management program. The DTMC is the direct liaison between the school district and the Florida Department of Education's Statewide Threat Management Coordinator. Pursuant to Rule 6A-1.0019, F.A.C., the DTMC is responsible for ensuring the fidelity of the District's threat management program, which includes ensuring that all school threat management team personnel are appropriately trained. The DTMC must chair the District Threat Management Team.

The **District Threat Management Team (DTMT)** shall be established by the FSDB President. The DTMT is a multidisciplinary team that will receive referrals from the School-Based Threat Management Teams (SBTMT) and assess serious situations. The DTMT must include the DTMC, persons from school district administration (Administrator of Business Services, Administrator of Boarding Services) and persons with expertise in counseling (Executive Director of Mental Health), instruction (FSDB President), and law enforcement (Chief of FSDB Campus Police). The DTMT may assist the SBTMTs in providing on-going effective threat management, or after assessing the matter, the DTMT may refer the case back to the SBTMT for it to manage.

The **MTSS Multi-Tiered System of Support (MTSS) Team** consists of academic, boarding, and mental health professionals and other staff members. The team uses a problem-solving approach to review student concerns and develop/monitor interventions. The MTSS team is especially important for students with a determination of a Low Level of Concern that do not meet the monitoring criteria of a formal SSMP but could benefit from additional support services.

The **School-Based Threat Management Team (SBTMT)** is a multidisciplinary team at the school level and is comprised of at least four members with expertise in counseling, school instruction, law enforcement, and a school administrator. The school administrator should not be a building principal (Assistant Principal) because they have the administrative oversight of the SBTMT. Additional members of the team include the Boarding Program's Director of Student Life and the Assistant Director of Student Life. The SBTMT must also include a member with personal knowledge of the student of concern that is being evaluated by the team. If none of the designated threat management team members are familiar with the student of concern being assessed, the Chair must assign a staff member of the school's instructional or administrative personnel. This staff member must be available for consultation and provide background information to the SBTMT. Consulting personnel do not have to complete Florida Model training and may not participate in the decision-making process. Consulting personnel are assigned on a case-by-case basis.

The **Counseling** team member must be a school-based mental health services provider that is able to access student mental health records. This person must be a school psychologist certified under Rule 6A-4.0311, F.A.C., a school social worker certified under 6A-4.035, F.A.C., a school counselor certified

under Rule 6A-4.0181, F.A.C., or a mental health professional licensed under Chapter 490 or 491, F.S., who is employed or contracted by a District to provide mental health services for FSDB.

The **Instructional** team member must be a person who meets the definition of instructional personnel under Section 1012.01(2)(a) -(d), F.S., or someone who holds a current Florida Educator Certificate under Section 1012.56, F.S.

The **Administrative** team member must be a person who meets the definition of administrative personnel under Section 1012.01(3), F.S. This should not be the building principal (Assistant Principal) because they have administrative oversight of the SBTMT.

The **Law Enforcement** team member must be a sworn law enforcement officer, as defined by Section 943.10(1), F.S., including a School Resource Officer, School-Safety Officer, or other active law enforcement officer. At a minimum, a law enforcement officer serving on a threat management team must have access to the local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on SBTMTs must also have clearance to review Criminal Justice Information and Criminal History Record Information.

The **Threat Management Chair and Vice-Chair** is appointed by the FSDB President for the SBTMT. The Vice-Chair performs the Chair's duties in the Chair's absence. The SBTMT Chair is the point person at each school for threat management and receives initial reports of all threats and concerning behavior that may result in harm toward self or others (although imminent threats must always be first reported directly to law enforcement). The SBTMT Chair is responsible for assessing and triaging each reported threat or concern and determining whether it has a factual basis and whether the matter should be summarily closed or reviewed by the entire SBTMT.

B. Threat Management Operational Process

All threats or reports of concerning behavior should be taken seriously and thoroughly reviewed to determine their merit and the level of concern. Threats made anonymously and through electronic communication must be assessed no differently than those made in-person or where the reporting party is identified. It is critically important to gather as much information as possible to understand what is happening with a student of concern.

Threat management teams must consider the totality of threat factors, warning and concerning behaviors, stressors, precipitating events, and protective factors present in a student of concern's life. Once this information has been gathered, the threat management team can assess whether there is merit to a threat or other concerning behavior and if so, determine the level of concern.

Reporting Responsibility for Members of the School Community

Where an imminent threat to life or physical safety exists, school personnel must immediately report the matter to law enforcement.

School personnel are responsible for knowing the reporting options for FSDB. Reports of concern that may represent a threat to the community, school, or self must be routed to the Chair of the respective SBTMT for intake, initial evaluation, and an initial merit determination. The Chair must be well identified to everyone on FSDB campus.

Step 1: Report-Concerns are Reported to Chair

School personnel must immediately report any behavior or communications that may constitute a threat or concern regarding school safety to the SBTMT Chair. Before or after school hours, school personnel should immediately report the situation to law enforcement for evaluation if appropriate and report it to the Chair as soon as possible but no later than immediately upon returning to school on the next school day. If a school administrator receives the information before the SBTMT Chair, the time for the chair of the SBTMT to review the report and complete the *Intake and Case Disposition Form (Form A)* begins at

that time. The Chair must use the *Intake and Case Disposition Form (Form A)* to document the receipt of the threat or other concerning behavior.

Step 2: Initial Chair Determination

The chair will be responsible for initially evaluating the report and hold a brief conversation with the student of concern to determine whether there appears to be a factual basis for the assertions that warrant further review. This determination must be completed in time for the SBTMT to meet the following school day if necessary. If the Chair determines that there is not a sufficient factual basis to support the allegation, the Chair may summarily close the matter as unfounded.

Step 3: Determination of Harm to Self, Others, or Both

If the Chair determines there is factual basis for the reported threat or concerning behavior contains a threat of self-harm, the student shall immediately be processed under *OPP 10.08 Self-Harm*. If the threat is self-harm only, with no other indicators of concern regarding potential harm toward others, no further action is required by the Chair. The Chair will document the referral on the *Intake and Case Disposition Form (Form A)* and summarily close the matter. The Assistant Principal shall review the completed form as soon as possible but within two school days and the DTMC shall review the case as soon as possible but within two school days after its review by the Assistant Principal.

Step 4: SBTMT Referral Decision

If the Chair determines the matter does not warrant a review by the full SBTMT, the Chair can summarily close the case as a low level of concern. The Chair may refer the student for services that are not part of a Student Support Management Plan (SSMP). All decisions made by the Chair shall be documented accordingly in the *Intake and Case Disposition Form (Form A)*. Accountability review will follow thereafter by the Assistant Principal and DTMC as soon as possible but within two school days.

Step 5: Preliminary SBTMT Meeting- Assigning a Preliminary Level of Concern

If the Chair refers the matter to the SBTMT, the team must convene no later than the next school day after the concerning behavior was reported to the Chair or an administrator, whichever is earlier. At this initial meeting, the SBTMT will conduct an initial assessment, assign a preliminary level of concern (Low, Medium, or High), and determine the necessity to implement an interim SSMP. A Low Level of Concern is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal, and it appears that any underlying issues can be resolved easily. A Medium Level of Concern is appropriate where the student does not appear to pose an immediate threat of violence, but the student exhibits behaviors that indicate a potential intent to harm or exhibits other concerning behavior that requires intervention. A High Level of Concern is appropriate where the student poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behaviors that requires immediate intervention and protective measures for the target.

If the preliminary level of concern is low, the SBTMT may implement an interim SSMP. If the preliminary determination is Medium or High, then it must implement an interim SSMP. If a change in placement is part of the SSMP and the student has an Individualized Education Plan (IEP), a determination must be made whether the IEP was being implemented correctly at the time of the behavior, and whether the behavior was a manifestation of the student's disability. The SBTMT must consult with the appropriate authority therein to make this determination if the student has an IEP. It is not the SBTMT's role to make and IEP manifestation determination.

After the SBTMT convenes for the initial assessment and preliminary determinations, the SBTMT will then begin the assessment phase of the threat management process utilizing the standardized threat management forms.

Step 6: Collect Information and Conduct Interviews

The SBTMT will obtain background information from school records, law enforcement records, and mental health providers, as available, to evaluate more thoroughly the threatening or concerning behavior and determine whether a threat toward others or actionable concerning behavior actually exists. This detailed information collection should include questionnaires and interviews with the student of concern, witnesses, teachers, people familiar with the student, including parents and guardians, and the target of the threat.

For cases with a preliminary Medium or High Level of Concern, a member of the FSDB Mental Health Services Department may complete mental health interview forms of the student of concern, as well as parent of guardian. The purpose of the mental health interview is to help the SBTMT determine appropriate services that may benefit the student as part of the SSMP when appropriate.

Step 7-9: SBTMT Final Disposition and Level of Concern

The SBTMT must meet as soon as possible after it has acquired all necessary information, but no later than two school days after the preliminary meeting and determine that the case was unfounded or assign a level of concern. Any extension of this timeline must be approved by the Assistant Principal and the extension granted may not exceed two school days. Additional extensions must be approved by the DTMC and may be granted for a maximum of one school day each and only due to exigent circumstances. All extensions must be documented on the *Intake and Case Disposition Form (Form A)*.

The SBTMT may make a final determination of a case to be unfounded, Low Level of Concern (without an SSMP), Medium Level of Concern (SSMP required), or High Level of Concern (SSMP required).

Step 10: Review and Referral by the DTMC for Medium and High Levels of Concern

If the SBTMT determines that the level of concern is Medium, the DTMC upon review may refer the case to the DTMT for its consideration. If the SBTMT determines that the level of concern is High, then the DTMC must refer to the DTMT for review. The DTMT must convene to consider the case within two school days of receiving the referral from the DTMC. The DTMT may refer the case back to the SBTMT without providing additional support or oversight or may provide additional and ongoing support to the SBTMT.

Step 11: Monitoring of the SSMP

The SBTMT is required to meet monthly, assess each SSMP for its effectiveness, and make modifications as appropriate.

All Steps - Required Review by Principal and DTMC: All Chair, Vice-Chair, and SBTMT final decisions and recommendations must be reported to the Assistant Principal, who must review the team's documents to ensure completeness and fidelity, and the Assistant Principal will determine whether he or she concurs with the team's decisions. The DTMC must also review the decisions made by the members listed above. The Assistant Principal must review the team's decisions as soon as possible but within two school days of receipt of the decision of the SBTMT and the DTMC must review the case as soon as possible but within two school days after its review by the Assistant Principal. If there is disagreement at any level of review about decisions made and the participants cannot come to a consensus, then the matter must be automatically referred to the DTMT and it will make the final decision.

C. Student Support Management

The Student Support Management Plan (SSMP requirements will be documented on the *Intake and Case Disposition Form (Form A)* and the *SSMP Implementation and Monthly SSMP Monitoring (Form H)*). The SSMP must be consistent with the following minimum timeframes for SSMP implementation and monitoring:

- Low Level of Concern: 90 calendar days minimum
- Medium Level of Concern: 180 calendar days minimum

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- High Level of Concern: One calendar year minimum.

The SBTMT is required to meet monthly, assess each SSMP for its effectiveness, and make modifications as appropriate. Any modifications to the SSMP must be documented on the *SSMP Implementation and Monthly SSMP Monitoring Form (Form H)*.

At least 30 days before the end of the initial SSMP monitoring period for the assigned level of concern, the SBTMT must consider the matter again and assess whether to close the case upon expiration of the monitoring period or extend the SSMP. If the decision is to extend the SSMP, requirements may be added or deleted and documented on the *SSMP Implementation and Monthly SSMP Monitoring form (Form H)*.

Any SSMP reassessment may not result in the initial level of concern category being changed to a lower level based on subsequent circumstances. However, the SSMP's requirements may be modified downward as the matter is periodically reviewed. The matter may also be reconsidered at any time based on new or additional information and the level of concern may be increased. If the level of concern is increased, then the SSMP must be modified and documented as appropriate with the new level.

D. Threat Management Timelines

A school day is measured beginning with the next school day after the day of the event or triggering action. For example, if the matter is closed on a Tuesday, the Assistant Principal must review it within two school days of closure. Wednesday is day one and Thursday is day two.

- School personnel MUST immediately report any behavior or communications that may constitute a threat to school safety to the Chair of the SBTMT.
- The Chair of the SBTMT must make their initial determination of whether the report needs to be brought forth to the full SBTMT if necessary by the following school day. If the school administrator receives the report before the Chair, the time for the Chair to review and complete *Intake and Disposition Form (Form A)* begins at the time the administrator received the report.
- If the Chair determines the report can be closed without referral to the SBTMT, the Assistant Principal should review the decision to close the case as soon as possible but within two school days of receiving notification of case closure. The DTMC should review the case as soon as possible but within two school days after its review by the Assistant Principal.
- If the Chair determines the report has factual basis, but the threat is related to self-harm only, the Chair must immediately follow the procedures outlined in *OPP 10.08 Self-Harm*. The Chair will summarily close the case and the Assistant Principal will review within two school days and the DTMC must review within two school days of the Assistant Principal.
- If the Chair of the SBTMT refers the matter to the threat management team, the team MUST convene for an initial meeting no later than the next school day from the day the initial report was received by the Chair or Administrator. This is so the SBTMT can assign a preliminary level of concern and consider an interim SSMP.
- The SBTMT must meet a second time as soon as possible after it has acquired all necessary information, or within two school days after the initial team meeting, whichever is earlier.
- An extension of the requirement that the SBTMT meet a second time within two school days to consider the matter MUST be approved by the Assistant Principal and the extension may be granted for a maximum of two school days. After the initial extension, the time can be extended in one day increments based upon exigent circumstances.
- If the SBTMT determines the threat level of concern to be High, the case must automatically be referred to the DTMT for review. DTMT must convene to consider the case within two school days of receiving referral from the SBTMT. If the Assistant Principal or DTMC returns the report of concerning behavior/threat back to the Chair of the SBTMT for further consideration, the Chair must make any corrections and resubmit as soon as possible, but no later than two school days from the date returned by Assistant Principal or DTMC.

E. Parental Notifications

A “reasonable effort to notify” a parent or guardian means the exercise of reasonable diligence and care to contact the student’s parent or guardian. The SBTMT Chair or designee must document all attempts to contact the parent or guardian on *Intake and Disposition Form (Form A)*.

Where a report of concern includes an identified student target, the Chair must make a reasonable effort to notify the parent or guardian of the targeted student before the end of the school day that the report was received unless the Chair has determined the concern to be unfounded.

If the Chair of the SBTMT determines the reported behavior is Low Level of Concern and summarily closes the report, the Chair or his/her designee must use reasonable efforts to notify the parent or guardian of the student of concern on the same day the report is closed.

If the Chair does not close the case and refers it to the SBTMT, reasonable efforts shall be made to notify the student of concern’s parent or guardian on the same day the SBTMT assigns the preliminary level of concern.

If the level of concern is High (preliminary or final), the Chair or designee must notify the FSDB President or designee to ensure that the notice requirements of F.S. 1006.07(7)(e) are met. Upon a preliminary determination that a student poses a threat of violence or physical harm to himself or herself or others, a threat management team shall immediately report its determination to the FSDB President or designee. The FSDB President or designee shall immediately attempt to notify the student’s parent or guardian.

Parents or guardians must be notified if the threat management process reveals information about their child’s mental, emotional, or physical health or well-being, or results in a change in related services or monitoring, including but not limited to implementation of an SSMP.

Reasonable efforts must be made to notify the student of concern’s parent or guardian on the same day the SBTMT concludes final disposition of a case.

Once an SSMP is finalized and anytime it is substantively revised, the SBTMT Chair or designee shall provide a copy of the SSMP to the student of concern’s parent or guardian. The targeted student’s parent or guardian shall also be informed that an SSMP has been implemented.

THE SBTMT Chair or designee shall notify the targeted student’s parent or guardian to inform them about the content of the threat if the level of concern is Low. The name of the student of concern may be shared with the parent or legal guardian of the targeted student.

The SBTMT Chair or designee shall inform the targeted student and parent or guardian about the content of the threat and identity of the student of concern who made the threat if the level of concern is Medium or High.

F. Training & Education

All FSDB staff members shall complete Youth Mental Health First Aid training.

All FSDB staff members shall complete annual threat management training that includes a review of this policy. All FSDB students shall receive guidance regarding the recognition of concerning behavior or threats and must identify members of the school community to whom concerning behaviors and threats should be reported.

All FSDB Threat Management Team Members at the District and School level shall be trained under the Florida Model in accordance with rule 6A-1.0019, F.A.C. District and school level threat management team members who have been fully trained in a previous school year shall complete an annual refresher training provided by the Office of Safe Schools within the first sixty (60) days of school.

All FSDB Assistant Principals, Chair, and the Vice Chair of the SBTMT’s must complete additional training specific to their respective roles.

The DTMC must complete additional training specific to the Coordinator role.

G. Reporting & Accountability

A School Environmental Safety Incident Report (SESIR) of data concerning school safety and student discipline data is required under Florida Statute 1006.09(6). The perpetrator and victim shall be documented within the student information system with required data elements reported to the Florida Department of Education.

Pursuant to F.S. 1006.07(7), school threat management records, including threat assessment reports, all corresponding documentation, and the completed threat management instrument forms are considered education records.

F.S 1003.25 and Rule 6A-1.0955, F.A.C., establish certain requirements for maintaining and transferring records of students who transfer from school-to-school and district-to-district, including threat management records. The law requires that student records be transferred within five school days of receipt of the request of records from the new school or district, or receipt of the identity of the new school and district of enrollment, whichever occurs first. Student records must contain verified reports of serious or recurrent behavior patterns, including threat assessments and intervention services, and psychological evaluations, including therapeutic plans and therapy progress notes created or maintained by school staff.

Transferring these records as soon as possible is important so that the receiving school can assume threat management responsibility for the student of concern. It is required under F.S. 1006.07(7) that the threat management team of the transferring school maintain responsibility for the student on an SSMP until responsibility is formally accepted by the receiving school.

The FSDB President, District Threat Management Coordinator, Administrators, and Department Supervisors share accountability for the implementation of this policy. They shall take steps to assure that standards are fully integrated into school operations and student programming and are pursued with equal effort in policy and practice.

IV. Getting Help

If you need assistance with...	Contact...
Interpreting this policy	School Safety Specialist
Training	School Safety Specialist

V. References & Forms

References

Rule 6A-1.0019, F.A.C.

1001.212(12), F.S.

1012.584(4), F.S.

1006.09(6), F.S.

August 23, 2024
Action Item Number 4

**FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Board of Trustees Meeting**

SUBJECT: Emergency Management

PROPOSED BOARD ACTION

Board approval is requested for the new Emergency Management Policy (OPP 1.44).

Attachments:

- Operational Policy and Procedure 1.44 Emergency Management

Presenter/Department: Julia Mintzer, Administrator of Business Services



Emergency Management

Operational Policy & Procedure 1.44

I. Policy Purpose/Scope

It is the policy of the Florida School for the Deaf and the Blind (FSDB) to take a proactive approach to ensuring the safety and security of students and their families, staff members, volunteers, contractors, and visitors. Our emergency management efforts are designed to prevent or reduce adverse impacts of a potential or real critical incident.

This policy discusses the emergency management process in relation to establishing and maintaining: (A) Incident Command Team, (B) Emergency Management Plan, (C) Emergency Drills, (D) Alarm Systems, and (E) Consultation with Public Safety Agencies.

II. Definitions

Active Threat: Any situation that presents an immediate and ongoing danger to the safety of students, staff members, and visitors, such as active assailant, hostage situation, or bomb threat.

After Action Report: A document completed following an emergency or fire drill that summarizes what took place during the event, analyzes the actions taken by participants, and provides areas in need of improvement.

Critical Incident: Any situation requiring a swift and decisive response and occurring outside of the normal course of routine school operations. Some examples of a critical incident may include but are not limited to:

- Active assailant and hostage situations
- Bomb threats
- Exposure as a result of a man-made emergency
- Fire emergency
- Hazardous material or toxic chemical spill
- Natural disasters such as floods, hurricanes, and tornadoes

Emergency Drill: A method of testing emergency plans and responses to incidents including but not limited to fire, active threats, natural disasters, severe weather, hazardous materials, reunification, and other critical incident scenarios.

III. Detailed Policy Statement

A. Incident Command Team

An FSDB Incident Command Team has been established in accordance with the Federal model of National Incident Management System (NIMS) and maintained to disseminate information and provide direction during any potential or real critical incident impacting the campus. The Incident Command Team consists of:

- Incident Commander
- Safety Officer
- Liaison Officer
- Public Information Officer
- Operations Chief
- Planning Chief
- Logistics Chief
- Finance Chief

Designated primary staff members serve in each Incident Command Team position.

Designated alternate staff members serve as backup whenever the primary staff member is unavailable to serve in their incident command team capacity, in addition to, if the incident requires both primary and alternate members.

Designated primary and alternate staff members are responsible for communicating with each other their status of availability on an ongoing basis.

The Incident Command Team is always directed by the Incident Commander.

When needed, Safety and Facilities Operations staff members shall be assigned to the Operations Chief to assist with any necessary functions during a critical incident.

B. Emergency Management Plan

FSDB maintains a comprehensive emergency management plan and accompanying protocols for a variety of situations. Annually, this plan is reviewed by the Incident Command Team.

The intention is to provide a swift and decisive response to occurrences that are not part of normal school operations such as **hazard specific annexes** associated with active assailant and hostage situations, bomb threats, exposure as a result of a man-made emergency, fire emergency, hazardous material or toxic chemical spill, and natural disasters such as floods, hurricanes, and tornadoes. These hazards may result in the initiation of one of the following **response annexes**:

Shelter-in-Place: A shelter-in-place is defined as the action of seeking safety within the building that a person already occupies, and continuing activities within the secured building.

Lockdown: A lockdown is defined as an emergency course of action, initiated by any student, staff member, or visitor via activation of a lockdown button, an Alyssa's Alert Badge, and/or a call to the Campus Police, to contain an incident by controlling the movement of people on or off campus. Students and staff members go to hard corners, stop all activities, and become quiet while awaiting further instructions from the FSDB Incident Command Team.

Evacuation: The transfer of students and staff from the entire campus to a safe area off campus or from partial areas of campus to safe areas within the campus in an effort to mitigate or prevent injuries.

FSDB also maintains plans to implement **functional annexes** including but not limited to:

Student and Staff Accountability is the process by which FSDB is able to quickly account for all students and staff members during a drill or incident. This process includes the designation of campus occupants as accounted for, unaccounted for, extra, or injured. The efficient sharing of information allows the incident command team to monitor the location and safety status of our occupants during response and recovery in support of incident management and potential reunification.

Reunification is the means for the safe, orderly, and documented reunion of students, staff members, and their families in the event of an emergency evacuation or school closing.

Continuity of Operations may be achieved remotely by implementing the Instructional Continuity Plan, as was demonstrated during the pandemic response and recovery effort. FSDB also maintains continuity of operations when a building is impacted by a system failure that requires the movement of programs from one campus location to another. FSDB recognizes that weather-related emergencies in our region may limit the opportunity to secure an off-campus site for continuity of operations for in-person services. However, for impacts isolated to our campus, FSDB maintains ongoing conversations with local emergency management regarding the potential resources for use of a site to continue operations until more permanent recovery has been achieved.

Cybersecurity is managed by FSDB's Technology Services department who proactively hardens and monitors web, infrastructure, and end-point technologies by assessing industry standards, threats, and our current configurations and project plans. The technology team is prepared to respond to and recover from cybersecurity concerns, including activating vendors and other state partners based on the scope of the incident. The focus on cybersecurity has become a cornerstone of the department's efforts and requires ongoing attention and strategic adjustment.

FSDB Food Service abides by all USDA alerts and recall announcements for all **food contaminations**. Food is then removed and discarded according to the guidelines for the product in question. This protocol is required by the Federal Programs that provide funding for our programs. In the chance that contaminated foods have been consumed, those who consumed the products would be closely monitored depending on the type of contamination; and parents would be notified if medical attention is required.

C. Emergency Drills

An annual drill schedule is developed by the School Safety Specialist and approved by the President's Advisory Team. The School Safety Specialist develops and implements the drills in alignment with the requirements outlined in 6A-1.0018.

Drills for active assailant and hostage situations are conducted in accordance with developmentally appropriate and age-appropriate procedures. FSDB law enforcement officers are physically present on campus and directly involved in the execution of active assailant drills.

An evaluation team is utilized for each drill so that data and observations may be gathered for after action reporting.

Drill records for the current and prior year are maintained by the School Safety Specialist for review by the Office of Safe Schools. These records include the names of law enforcement officers present for each active assailant emergency drill.

D. Alarm Systems

The school campus is outfitted with a variety of interconnected devices, both outside and inside buildings for various types of emergencies. FSDB integrated a mass notification system which activates alarm notifications such as strobes, audible message broadcasts, digital display alerts, and message board alerts.

FSDB also implemented mobile panic devices for all staff. The Alyssa's Alert badge empowers staff to request help easily and discreetly from anywhere on campus. Activating the badge immediately sends a notification to FSDB Campus Police and the St. Johns County Sheriff's Office of the lockdown on campus due to an active threat.

For a lockdown, the mass notification system is activated. Indoor and outdoor blue strobes flash, message boards scroll lockdown messaging, digital displays pop up on computer screens, certain monitors show the lockdown messaging in American Sign Language, and audible messaging inside and outside the buildings activates.

For a fire alarm, white flashing strobes and audible messaging inside the building activates.

For severe weather, white flashing strobes and message board alerts activate.

For tornado warnings, white flashing strobes flash, message boards, and digital pop-up messaging scroll notification information, and audible messaging inside and outside the buildings activate.

E. Consultation with Public Safety Agencies

FSDB maintains strong relationships with the Saint Johns County Emergency Operations Center and first response agencies that have jurisdiction over our campus. In an effort to keep them familiarized with our school safety mandates and initiatives, we ensure that they have current versions of our plans and maps. They also engage in tours of the campus every three years at a minimum. When appropriate and necessary, FSDB develops agreements with agencies for the purpose of documenting a commitment to mutual aid.

IV. Getting Help

If you need assistance with...	Contact...
Interpreting this policy	Administrator of Business Services
Training/Drills	School Safety Specialist

V. References, Forms and Resources

Resources

FEMA National Incident Management System (NIMS)

VI. Applicability/Approval

This policy on OPP 1.44 Emergency Management applies to staff members. The Administrator of Business Services is the campus authority for this policy.

Approved by

Tracie C. Snow, President

Date

Owen B. McCaul
Board of Trustees, Chair

Date

VII. Authority/History

Authority

Florida Statutes: 1002.36

Laws Implemented

Florida Statutes: 1002.36 (4)(d); Florida HB1473, Presidential Policy Directive /PPD-8: National Preparedness, Homeland Security Presidential Directive 5

History

New: 08/01/2024

August 23, 2024
Action Item Number 5

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Board of Trustees Meeting

SUBJECT: Progressive Discipline

PROPOSED BOARD ACTION

Board approval is requested for the new Progressive Discipline Policy (OPP 5.16).

Attachments:

- Operational Policy and Procedure 5.16 Progressive Discipline
**Will be provided upon completion and review.

Presenter/Department: Lexi Bucca, Executive Director of Human Resources

August 23, 2024
Action Item Number 6

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Board of Trustees Meeting

SUBJECT: BOT Administrator Salary Schedule

PROPOSED BOARD ACTION

Board approval is requested for the updated BOT Administrator Salary Schedule. An updated salary schedule was implemented July 1, 2024, in alignment with the guidance from Department of Management Services and the 3% legislative increase.

Attachment:

- Administrator Salary Schedule

Presenter/Department Lexi Bucca, Executive Director of Human Resources

BOT Administrator Salary Schedule Effective July 1, 2024

Pay Level	Pay Grade	Starting Salary
President** (12-months)	21	\$94,177.34
Level 1		
Principal* (12-months)	22	\$76,412.16
Pharmacist (11-months/230 days)	22	\$72,151.14
Administrators** (12-months)	22	\$81,562.16
Administrator of Business Services** (12-months)	22	\$86,712.16
Level 2 (all 12-months)		
Assistant Principal	23	\$65,877.14
Executive Director	23	\$65,877.14
Comptroller*	23	\$71,027.14
Executive Director of Human Resources**	23	\$71,027.14
Executive Director of Safety & Facilities Operations**	23	\$71,027.14
Level 3		
Director (12-months)	24	\$62,429.18
Director (11-months/230 days)	24	\$55,225.81
Level 4		
Coordinator (12-months)	25	\$45,799.79
Coordinator (11-months/230 days)	25	\$40,515.20
Assistant Director (12-months)	25	\$51,121.29
Assistant Director (11-months/230 days)	25	\$45,222.69
Level 5		
Dormitory Program Supervisor (11-months/230 days)	26	\$40,478.30

*Executive Director of Communications & PR, Executive Director of Transportation, Assistant Director of Transportation, Assistant Director of Safety, Assistant Director of Facilities, Coordinator of Information Security

*Executive Director of Budget & Grants, Executive Director of Parent Services, Director of Admissions, Director of Purchasing

*24/7 Availability Required

*Additional Responsibility

**FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Board of Trustees Meeting**

Subject: Student Progression Plan: Changes and Additions for 2024-2025

PROPOSED BOARD ACTION

Board approval is requested for the following changes and additions made to FSDB’s Student Progression Plan which are a result of Legislative decisions and State Board Rule. The changes listed below are effective for the 2024-2025 school year.

<u>Topic</u>	<u>Pages</u>
Updated Table of Contents.....	2-5
Grammatical and punctuation errors	throughout
Updated information regarding remedial focus.....	6
Added Updated Required Instruction Language	11-12
• SB 1264 added the requirement for instruction on the history of communism.	
• Language was taken directly from the statute.	
Added Updated Concordant Score Requirements	15 - 16
• Board Rule 6A-1.09422, F.A.C., updated the requirements for concordant and comparative scores based on students’ ninth grade cohort. Updates were made to reflect the changes.	
Added Updated ACCEL Language	20
• SB 7004 loosened the requirement for a student performance contract.	
Added Updated Middle Grade Promotion Requirements.....	23, 41
• HB 1403 added language to include students transferring from a personalized education program (PEP). Programmatically there were no changes.	
Updated Language to Reflect Good Cause Exemption Portfolio Requirements	29-30
• HB 7004 amended the language regarding good-cause exemption and coordinated screening and progress monitoring.	

New Language for 18-credit grade placement38

- This section was added based on a need identified by the school to ensure consistency and clarity on how students pursuing an 18-credit ACCEL option would be classified.

Added Language for HS Diploma Seals50

- HB 523 added language to develop a Seal of Fine Arts and establish requirements.

Deleted Language for Online Requirements52

- This change was made during a previous legislative session.

Added Updated High Grade Promotion Requirements.....52

- HB 1403 added language to include students transferring from a personalized education program (PEP). Programmatically there were no changes.

Note: Due to State Board of Education rule, during the 2024-2025 school year, sections of this document may need to be updated again.

Attachment(s):

- 2024-2025 Student Progression Plan

Department/Presenter: Scott Trejbal, Administrator of Instructional Services

Student Progression Plan

Academic Year 2024-25



**Florida School for
the Deaf & the Blind**

Do More. Be More. Achieve More.

207 San Marco Avenue
St. Augustine, FL 32084

Board of Trustees Approval Date: TBD

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Student Progression K-Adult

According to Florida Statute 1008.25, each school board will establish a comprehensive program for student progression that will be based upon an evaluation of each student's performance, including how well the student masters the performance standards approved by the state board.

The Florida School for the Deaf and the Blind (FSDB) Student Progression Plan establishes procedures to achieve parent/guardian understanding, cooperation and acceptance of the student's placement. School attendance procedures are described in the FSDB's Parent-Student Handbook.

The FSDB program for student progression is based upon goals and objectives that are compatible with the state's plan for education.

All procedures listed in the Student Progression Plan are subject to change because of FSDB board or school administrative action. Students and parents/guardians will be notified when such changes occur.

To ensure their total and continuous development, students will be placed in programs and levels best suited to meet their academic needs, with consideration given to their social, emotional and physical development.

Decisions regarding student promotion, retention and special placement are primarily the responsibility of the individual school's professional staff. This plan and the procedures for its implementation reflect clearly that promotion is based on student achievement.

FSDB and state regulations place the responsibility for decisions regarding student placement with the Principal and the Individual Education Plan (IEP) Team.

The Florida School for the Deaf and the Blind Board of Trustees shall allocate remedial resources to students in the following priority:

- Students who are deficient in reading by the end of grade 3.
- Students who are deficient in math PK- grade 4.
- Students who fail to meet performance levels required for promotion consistent with the FSDB plan for student progression.

It is the responsibility of the Board of Trustees and FSDB administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences; of students to assume responsibility for learning, being at school and in class, and to engage in instruction; of parents/guardians for their children's attendance and for promoting an interest in learning and ensuring their children's proper conduct while at school; of the Principal for required records and reports; of teachers for providing effective instruction and remediation and documenting instruction in and students' mastery of the State academic standards/Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

FSDB is committed to the implementation of a Problem Solving/Response to Instruction (RtI)/ Multi-Tiered System of Supports (MTSS) process to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. FSDB will provide high quality

instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions including decisions regarding promotion, acceleration, retention, and remediation. Response to Instruction/Multi-Tiered System of Supports is “data-based decision making” process applied to education. A four-step problem-solving method and the systematic use of assessment data at the school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of instruction/interventions needed to improve learning and/or behavior. This integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

- Tier 1: Core Curriculum: All students, including students who require curricular enhancements for acceleration.
- Tier 2: Strategic Interventions; Students who need more support in addition to the core curriculum
- Tier 3: Comprehensive and Intensive: Students who need individualized interventions.

Required Instruction and Assessment

INSTRUCTION

The requirements for instruction are designed to conform to the vision, mission and objectives of The Florida School for the Deaf and the Blind. The procedures herein are consistent with Florida Statute and recognize the unique characteristics and needs of FSDB’s students.

Based on State Standards

Instruction that complies with the State Board of Education adopted Student Performance Standards shall be offered in each school. These standards are incorporated into appropriate courses in all subject areas in grades K-Adult and are the basis for curriculum, instruction and evaluation of student performance in the district.

State academic standards, Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts Standards (ELA) and B.E.S.T. Mathematics

State Academic Standards, B.E.S.T. ELA and B.E.S.T. Mathematics Standards prepare students to effectively engage, communicate, and compete globally with students around the world. These standards incorporate important skills such as critical thinking, problem-solving, and workforce-literacy skills; communication, reading and writing; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. These standards are broad statements that describe what a child should know and be able to do at every grade level. These standards cover seven content areas: social studies, science, language arts, health/physical education, the arts, foreign language, and mathematics. The standards are divided into smaller units called “benchmarks,” which include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level. Each student’s performance on the statewide, standardized assessments (English Language Arts, mathematics, science (in grades 5 and 8) and End-of-Course Exams (EOCs) in Algebra, Geometry, Biology, U.S. History and Civics) indicates his or her progress in reaching these benchmarks.

Equity in Classroom Instruction and Extra-Curricular Activities

Provisions shall be made for all students to participate fully in classroom instruction and extra-curricular activities. FSDB does not discriminate on the basis of age, race, color, sex, religion, national origin, political opinion, affiliation, marital status, genetic information, disability, veteran status or any other basis as mandated by federal and state law in its educational programs, services or activities, or in its hiring or employment practices. FSDB also provides equal access to the Boy Scouts and other designated youth groups as required by law. The Florida School for the Deaf and the Blind offers classes in many career and technical education (CTE) program areas, including but not limited to Agriculture, Culinary Arts, Building Construction Technologies, Arts, 3D Animation. For more information about CTE course offerings, contact Jessie Girton, Executive Director of Career Development at (904) 827-2803 or FSDB, 207 San Marco Ave., Saint Augustine FL 32084. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Paula Wagner, Executive Director of Parent Services
Section 504/Title IX Coordinator
904-827-2221
904-201-4540 VP

F.S. 1003.42 Required Instruction K-12

(1) (a) FSDB shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(b) All instructional Materials, as defined in s. 1006.29(2), used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in subsection (5), must be annually approved by a district school board in an open, noticed public meeting.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

(g)1. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(8), and the prevention of anti-Semitism.

2. The second week in November shall be designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on the individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons who have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom

instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles in numerated in subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the commissioner of education's American history task force.

(i) The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contribution of Asian Americans and Pacific Islanders to American society. Instructional materials should include the contributions of Asian Americans and Pacific Islanders to American society.

(j) The elementary principles of agriculture.

(k) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(l) Kindness to animals.

(m) The history of the state.

(n) The conservation of natural resources.

(o) Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:
1. Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

(a) Injury prevention and safety.

(b) Internet safety.

(c) Nutrition.

(d) Personal health.

(e) Prevention and control of disease.

(f) Substance use and abuse.

(g) Prevention of child sexual abuse, exploitation, and human trafficking.

2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

a. Self-awareness and self-management.

b. Responsible decision making.

c. Resiliency.

d. Relationship skills and conflict resolution.

- e. Understanding and respecting other viewpoints and backgrounds.
- f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

5.a. For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the internet.

b. The Department of Education shall make available online the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability.

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

(p) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

(q) The study of Hispanic contributions to the United States.

(r) The study of women's contributions to the United States.

(s) The nature and importance of free enterprise to the United States economy.

(t) Civics and character education on the qualities and responsibilities of patriotism and citizenship, including, kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and for grades 11 and 12, voting using the uniform primary and general election ballot describe in s. 101.151(9).

(u) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraph (u).

(v)1. Beginning in the 2026-2027 school year, the history of communism. Such instruction must be age appropriate and developmentally appropriate and include:

- a. The history of communism in the United States and domestic communist movements, including their histories and tactics.
 - b. Atrocities committed in foreign countries under the guidance of communism.
 - c. Comparative discussion of political ideologies, such as communism and totalitarianism, which conflict with the principles of freedom and democracy essential to the founding principles of the United States.
 - d. The increasing threat of communism in the United States and to our allies through the 20th century, including the events of the Cultural Revolution in the People's Republic of China and other mass killings from communist regimes.
 - e. The economic, industrial, and political events that have preceded and anticipated communist revolutions.
 - f. The communist policies of Cuba and the spread of communist ideologies throughout Latin America, including the roots of the Communist Party of Cuba and guerilla forces throughout Latin America.
2. The department shall prepare and offer standards for the instruction required by this paragraph and may seek input from any individual who was a victim of communism, or any state or nationally recognized organization dedicated to the victims of communism.

(3) The Legislature acknowledges the fundamental truth that all persons are equal before the law and have an inalienable right. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

- (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
- (b) No race is inherently superior to another race.
- (c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
- (d) Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
- (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
- (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by others of the same race or sex.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

(4) The State Board of education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as "Stories of Inspiration" and made available to schools to implement the requirements of subsection (3).

(5) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student's parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

1003.4205 Disability history and awareness instruction. —

(1) Each district school board may provide disability history and awareness instruction in all K-12 public schools in the district during the first 2 weeks in October each year. The district school board shall designate these 2 weeks as "Disability History and Awareness Weeks."

(2)(a) During this 2-week period, students may be provided intensive instruction to expand their knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement. Disability history may include the events and timelines of the development and evolution of services to, and the civil rights of, individuals with disabilities. Disability history may also include the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders.

(b) The instruction may be integrated into the existing school curriculum in ways including, but not limited to, supplementing lesson plans, holding school assemblies, or providing other school-related activities. The instruction may be delivered by qualified school personnel or by knowledgeable guest speakers, with a particular focus on including individuals with disabilities.

(3) The goals of disability history and awareness instruction include:

(a) Better treatment for individuals with disabilities, especially for youth in school, and increased attention to preventing the bullying or harassment of students with disabilities.

(b) Encouragement to individuals with disabilities to develop increased self-esteem, resulting in more individuals with disabilities gaining pride in being an individual with a disability, obtaining postsecondary education, entering the workforce, and contributing to their communities.

(c) Reaffirmation of the local, state, and federal commitment to the full inclusion in society of, and the equal opportunity for, all individuals with disabilities.

ASSESSMENT

State Assessments

Each student shall participate in the required statewide assessment tests unless exempted by statute. Any student who does not meet minimum state expectations on state assessments shall receive and continue remedial instruction until the expectations are met as documented by demonstrating mastery, passing the state assessment tests and graduating from high school.

Any student who does not meet the standard level of performance in reading, writing, mathematics or science, or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, shall be provided remediation through his/her IEP.

Beginning, in the 2022-2023 school year, the Florida Assessment of Student Thinking (F.A.S.T.) replaced the Florida Standards Assessment (FSA) in reading (grades 3-10) and mathematics assessment (grades 3-8), as well as the current state EOCs in Algebra 1 and Geometry. The assessment of English Language Arts (ELA) shall be administered annually in grades PK-10. The writing component, which is included within the English Language Arts assessment, but given at a separate time, will be given in grades 4-10. The assessment of mathematics shall be administered annually in grades PK-8. The State Assessment Standards in Science in grades 5 and 8, and the EOCs in Biology I, U.S. History, and Civics will continue to be administered.

Middle grade students enrolled in Algebra I, Geometry, or Biology I must take the statewide, standardized EOC assessment for those courses and shall not take the corresponding subject and grade-level state-wide, standardized assessment.

Retaking the State Assessments

If students (starting with students who entered grade 9 in 2013-2014) do not pass the required Florida Algebra I EOC assessment, they must retake the assessment until they pass it, earn a concordant score on an approved assessment or receive an EOC Waiver, in order to earn a standard diploma. The Algebra I EOC assessment is currently administered at the conclusion of both the winter and spring semesters and in addition, there are summer and fall administrations.

Concordant Scores Option

To graduate from high school with a standard diploma, students must earn passing scores on statewide standardized assessment or passing scores on standardized tests that are concordant with passing scores on statewide standardized assessment, as defined by statute. Yearly, the Florida Legislature considers the authorization of the use of alternative assessment(s) for meeting high school graduation requirements.

The table below shows the concordant scores students must achieve based on the year they entered grade 9. In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment and all students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing concordant or comparative score on file.

Concordant Scores by Year Student Entered Grade 9

Grade 10 FSA ELA Concordant Scores¹	
Available for students who entered grade 9 in 2020-21 and beyond:	
SAT EBRW/RW ²	480
ACT English and Reading subtests (averaged) ³	18
CLT Verbal Reasoning and Grammar/Writing sections sum ⁴	36
Available for students who entered grade 9 between the 2010-11 and 2019-2020 school years:⁵	
SAT EBRW ²	430
SAT Reading Subtest ⁶	24
ACT Reading	19
ACT English and Reading subtests (averaged) ³	18
Algebra 1 EOC Comparative Scores⁷	
Available for students who entered grade 9 in 2020–21 and beyond:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2011-12 and 2019-20 school years:⁸	
PERT	114
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
Geometry EOC ⁹	Level 3
Available for students who entered grade 9 between the 2011–12 and 2018–19 school years:	
PERT Mathematics	97

¹ Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment (those listed for all students who entered grade 9 in 2020-21 and beyond) until the State Board of Education adopts concordant scores aligned to the Grade 10 FAST ELA Reading Assessment.

² The combined score for the EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT. ³ If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole

number. The scores for the English and Reading subject tests are not required to come from the same test administration. ⁴ The scores from the Verbal Reasoning and Grammar/Writing subject tests that are used to calculate the sum are not required to come from the same test administration. ⁵ Any student who graduated in the 2022–23 school year, regardless of when they entered grade 9, was eligible to use these scores for

graduation. Please see Rule 6A-1.09422(8)(a)2., F.A.C. Administered

⁶ March 2016 through December 2023. ⁷ Students whose graduation requirement is the B.E.S.T. Algebra 1 EOC Assessment may use comparative scores aligned to the FSA

Algebra 1 Assessment (those listed for all students who entered grade 9 between 2011–12 and 2018–19 and between 2011–12 and 2019–20) until the State Board of Education adopts concordant scores aligned to the B.E.S.T. Algebra 1 EOC Assessment.

⁸ Any student who graduated in the 2022–23 school year, regardless of when they entered grade 9, was eligible to use these scores for graduation. Please see Rule 6A-1.09422(8)(b)2., F.A.C

⁹ Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation. Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(7), F.A.C., were eligible to use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the “Scholar Diploma Designation” section below for eligibility criteria.

Assessment of Exceptional Student Education (ESE) Students

FSDB students pursuing a standard diploma must participate in state and district assessments. If students are to receive accommodations, then the accommodations must be listed in the student's Individual Education Plan (IEP). Lists of accommodations allowed are listed in the procedures manual for the specific assessment. Students who will not participate in the state and district assessments must have a statement in the IEP as to why they are unable to participate. The alternative assessment(s) that will be utilized in place of the state and district assessments must be listed in the IEP.

Assessment of English Language Learners (ELLs)

In general, all English Language Learners (ELLs) participate in the statewide assessment. However, English Language Learners (ELLs) served less than one year may no longer be exempted from the FSA English Language Arts (ELA) statewide assessment. As part of the No Child Left Behind legislation, all English Language Learners (ELLs) shall be assessed annually in reading, writing, listening and speaking.

Workforce Preparation Assessment

Before a student graduates from high school, schools shall assess the student's preparation to enter the workforce and provide the student and the student's parent or guardian with the results of the assessment.

Promotion and Retention

GENERAL COMMENTS

It is the intent of the Legislature that student progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics. Students in grades K, 1 and 2 must make satisfactory Florida Standards benchmark progress in reading to be promoted. The principal and staff of each school, working through the IEP Team, determine promotion and retention of a student unless it conflicts with the Student Progression Plan.

Promotion in grades 3-8 is based on satisfactory student performance in reading, writing, mathematics and science and other requirements as set forth by FSDB or the state.

Students who do not make satisfactory benchmark progress may be retained until mastery of the Florida Standards are demonstrated. Students in grade 3 face a mandatory retention if their statewide, standardized assessment in English Language Arts (ELA) test is Level 1 and they do not qualify for one of the six good cause exemptions. Please see specific section on 3rd grade retention.

Students who score at Level I on the statewide, standardized assessment in English Language Arts (ELA) in grades 4-10 and mathematics in grades 3-8 shall receive remediation through their Individual Educational Plan or be retained. Grade 3 students retained based on the statewide, standardized assessment in English Language Arts (ELA) Level 1 score, or grade 3 students promoted for good cause, must have an Individual Educational Plan that includes goals and objectives for reading. Promotion in grades 9-12 is based on satisfactory completion of credit requirements as outlined in the FSDB handbook.

In limited circumstances, a student may be promoted without meeting the specific assessment performance levels prescribed by FSDB and the state. Promotion may be recommended by a Principal working with the IEP Team if the student is able to demonstrate success with the State Academic Standards/ B.E.S.T. Standards or the Access Points through alternative assessments with the evidence

indicating that the student's achievement is equivalent to the designated levels of performance for student progression. This provision, however, does not apply to grade 3 students who score Level 1 on the Florida Assessment of Student Thinking (F.A.S.T.) in English Language Arts (ELA).

There are three options if a student does not meet FSDB or state promotion standards.

Those options are as follows:

- Remediate before the beginning of the next school year and promote based on the student's demonstrated mastery of appropriate grade level expectations/standards
- Promote and remediate in a program that takes into account a student's unique academic needs and learning style
- Retain in a different program that takes into account a student's unique academic needs and learning style

The FSDB shall review the progress monitoring plans, within the IEP, for all retained third graders. Additional intensive supports and services to remediate areas of reading deficiency shall be addressed and provided, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include reduced ratios, small group instruction, frequent progress monitoring, tutoring, extended school hours, summer reading camp, and other recommended strategies. A portfolio of work for each student shall be maintained. Those students who qualify for good cause exemption through the portfolio must be given the opportunity to have a portfolio.

Beginning in 2004-05, the parent/guardian notice of retention for a third grade student due to reading deficiency, must state the reason for retention and the reasons why the child is not eligible for good cause exemption. A description of the proposed interventions and supports for the child to remediate the reading deficiency must be included. Students who are retained will be assigned to reading endorsed/certified, high-performing teachers as determined by student performance data and above satisfactory performance appraisals.

FSDB focuses on preventing retention of grade 3 students and offers intensive accelerated reading instruction to retained grade 3 students and to each K-3 student identified with a reading deficiency as assessed in the five reading components of phonological awareness, phonics, vocabulary, comprehension and fluency. These services are to be provided within the school day in addition to the regular reading instruction. A state approved reading curriculum, as appropriate for use with hearing impaired or visually impaired students, must be provided that meet the specifications as stated in statute.

For those children who will be retained in grade 3 for more than one time, the school, where applicable, will provide an intensive acceleration class/services to increase a child's reading level by two grade levels in one school year. This effort will meet the specified requirements of statute for curriculum, goals, instruction, monitoring, setting and time use.

Reporting to the Department of Education on student progress will occur at the end of the first semester. A report to the State Board of Education will also be completed on the interventions and support used by the district for students who have been given intensive reading instructional services and who have been retained in grade 3 and still are not passing the statewide, standardized assessment (FSA) in English Language Arts (ELA). A transitional instructional setting may be designed for the student

to experience and master grade 4 standards while receiving remediation in the areas of reading deficiency.

Mid-year promotion is an option to any grade 3 student who has been retained due to scoring a Level 1 on statewide, standardized assessment in English Language Arts (ELA) who can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to grade 4. (1008.25(7)(b)2 F.S.).

PROMOTION AND RETENTION OF EXCEPTIONAL STUDENT EDUCATION STUDENTS IN K-8

FSDB students in grades K-8 who follow the regular education curriculum shall parallel the requirements for promotion and retention based on the recommendations of the IEP team.

Students in grades K-8 who require a modified or different curriculum and/or learning environment will strive toward acquisition of student performance standards as specified in the student's IEP. Promotion/retention shall be based on the recommendation of the IEP team.

PROMOTION

Social Promotion/Administrative Placement

Florida law prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative assignment - placement at the next grade level without the regard for student mastery of the appropriate state academic standards/Florida B.E.S.T. Standards. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required level on the statewide, standardized assessment.

Promotion of Students with Disabilities

Students with disabilities shall be promoted based on Section 1008, F.S., unless the student is following the Access Points and does not take the statewide, standardized assessment. The student's progress, as assessed through the Florida Alternate Assessment (FAA) and progression toward the access points, should be the guide to assist in determining promotion.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

S. 1002.3105, F.S. Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

Acceleration of students is a practice that covers a wide range of educational strategies. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum. In accordance with 1002.3105, Academically Challenging Curriculum to Enhance Learning (ACCEL), FSDB offers the following:

- Flexible class groups
- Subject matter acceleration
- Enrichment programs
- Combined classes
- Self-paced instruction
- Virtual instruction in higher grade level subjects
- Whole grade promotion and mid-year promotion

- Credit Acceleration Program (CAP)
- Enriched science, technology, engineering, and mathematics (STEM) coursework
- Rigorous industry certifications that are articulated to college credit
- Approved, work-related internships or apprenticeships

The IEP team shall determine if placement in an above-grade level course offered by FSDB, or a grade level acceleration placement is appropriate. Factors considered in making this placement decision shall include, but not be limited to the following:

- student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22, F.S.;
- student's grade point average;
- student's attendance and conduct record;
- recommendations from one or more of the student's teachers in core-curricula course as defined in s. 1003.01(14)(a)-(e);
- reports from previous years indicating above average academic progress;
- successful completion of appropriate enrichment strategies; and
- a recommendation from a certified school counselor:

Placement decisions shall be made on a case-by-case basis, subject to state statute, the rules of the State Board of Education, and the decision of the IEP team is final.

Each Principal will inform parents/guardians and students of the ACCEL options available at the school and the student eligibility requirement for the ACCEL options stated above as well as the process by which a parent/guardian may request participation in one of these ACCEL options pursuant to the student being eligible.

If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to s. 1002.3105(2)(a), F.S., the student will be provided the opportunity to participate in the ACCEL option.

Provide that if a student participates in an ACCEL option pursuant to the parental request under s. 1002.3105(4)(b)1., F.S., a performance contract may be used to require compliance with at the principal's discretion:

- Minimum student attendance requirements.
- Minimum student conduct requirements.
- ACCEL option requirements established by the principal, who may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

If the Principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

A new 18-credit accelerated high school graduation option was added to the ACCEL option, which allows a student who meets certain requirements to be awarded a standard high school diploma. (See pages 40-45.)

Promotion by Acceleration in Grades K-8

When outstanding abilities and skills are demonstrated, a student may be considered for accelerated grade placement. The student must also demonstrate physical, social and emotional maturity. In each acceleration case considered, the recommendation shall be communicated to the student's parents/guardians in an IEP conference with the principal (or designee), and a written confirmation of the decision shall be furnished to the parents/guardians.

Articulated Acceleration in Grades 9-12

Articulated acceleration will serve to either shorten the length of time necessary for a student to complete the requirements associated with a post-secondary degree or to increase the depth of study available for a particular subject. This shall include, but shall not be limited to, the following:

- Dual enrollment (DE) courses (if available at the local high school)
- Online/virtual courses

Promotion of English Language Learners (ELLs) in K-8

Promotion of an LEP student is based on satisfactory student performance in reading, writing, mathematics and other requirements as set by FSDB and the state. English Language Learners (ELLs) not meeting FSDB promotion criteria due to their limited English proficiency may be recommended for promotion by the IEP Team which will meet jointly with the LEP Committee. The student's parents/guardians shall be invited to attend.

The academic progress and benchmark mastery of an LEP student in reading, writing and mathematics, and on requirements set forth by the FSDB and the State of Florida, are determined through appropriate accommodations to formal and informal assessments and on modifications to instruction provided to the LEP student.

Promotion of Late-in-the-Year Transfer Students

The promotion of students transferring into FSDB during the last grading period shall be determined primarily by the grades and records received from the sending school.

Promotion of Students in Grades K-2

Promotion in grades K-2 is based primarily on progress in reading. Students' reading progress toward grade level reading achievement is determined by appropriate assessments, both teacher-made and commercial, and teacher judgment.

Promotion of Students in Grades 3-5

Students in grades 3-5 may be promoted upon demonstrated mastery of grade level expectations in at least three of the four core academic subjects - language arts, mathematics, science and social studies. An exception is the mandatory retention in grade 3 for reading (a third grader scoring at Level 1 on the statewide, standardized assessment in English Language Arts (ELA)). The principal and staff of each department, working through the IEP Team, shall determine promotion or retention of a student.

In grade 5, students must demonstrate mastery of grade level expectations in language arts and mathematics and at least one other core subject (science or social studies) to be promoted.

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the principal makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks.

The IEP Team, with the principal's approval, may use good cause promotion exemptions in grades 4 and 5.

Promotion of Middle School Students

Promotion may occur when a student demonstrates that acceptable skills have been acquired in the subjects enrolled.

Grade-Level Classification Requirements:

Classification for 6th Grade

- Promotion from 5th grade

Classification for 7th Grade

- Successful completion of four (4) core 6th grade academics (language arts, mathematics, science, social studies).

Classification for 8th Grade

- Successful completion of four (4) core 6th grade academics (language arts, mathematics, science, social studies).
- Successful completion of four (4) core 7th grade academics (language arts, mathematics, science, social studies).

Student grade level classification at the end of the first semester will determine which grade level Benchmarks for Excellent Student Thinking (B.E.S.T.) Mathematics and English Language Arts assessments are administered.

The principal or designee may recommend promotion for a student in grades 6-8 not passing the grade level course in language arts and/or mathematics if the student demonstrates mastery of language arts/reading and mathematics by achieving a score of level 3 or above on the statewide, standardized assessment in Mathematics and English Language Arts

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the principal or designee makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks.

General requirements for middle grades promotion (1003.4156)

Beginning with students entering grade 6, promotion requires that the student must successfully complete academic courses as follows:

- Three middle grades or higher courses in English Language Arts (ELA).

- Three middle grades or higher courses in mathematics.
 - Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment.
 - To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, beginning with the 2013-2014 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade.
 - To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- Three middle grades or higher courses in social studies.
 - One of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments.
 - the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
 - All instructional materials for the civics education course must be reviewed and approved by the Commissioner of Education, in consultation with organizations that may include, but are not limited to, the Florida Joint Center for Citizenship, the Bill of Rights Institute, Hillsdale College, the Gilder Lehrman Institute of American History, iCivics, and the Constitutional Sources Project, and with educators, school administrators, postsecondary education representatives, elected officials, business and industry leaders, parents, and the public.
 - Each student's performance on the statewide, standardized EOC assessment in civics education required under s. [1008.22](#) constitutes 30 percent of the student's final course grade.
 - A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, a personalized education program, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
- Three middle grades or higher courses in science.
 - Successful completion of a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. [1008.22](#). However, beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff.
 - The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals.

- In addition, the course must result in a completed personalized academic and career plan for the student, which must use, when available, Florida’s online career planning and work-based learning coordination system. The course must teach each student how to access and update the plan and encourage the student to access and update the plan at least annually as the student progresses through middle school and high school. The personalized academic and career plan must emphasize the importance of entrepreneurship and employability skills and must include information from the Department of Commerce’s economic security report under s. [445.07](#) and other state career planning resources. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. [1003.4285](#) and the career and technical education pathway to earn a standard high school diploma under [s. 1003.4282\(10\)](#); the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; work-based learning opportunities, including internships and pre-apprenticeship and apprenticeship programs; and career education courses, including career-themed courses and course sequences that lead to industry certification pursuant to s. [1003.492](#) or s. [1008.44](#). The course may be implemented as a stand-alone course or integrated into another course or courses.

Accelerated middle school students may earn credit toward high school graduation under the following conditions:

High school courses offered at the middle school level must meet the standards approved for the high school courses. High school credit will be awarded to students who earn a C or above.

Courses are offered for the same number of hours of instruction as currently offered at the high school, follow the state academic standards.

Students at the middle school level authorized to take courses from the Florida Virtual High School will earn credit, which will be transferred to their high school record.

Progress Monitoring Plans

Schools must develop and implement a progress monitoring plan for each student who fails to meet certain performance levels, including scoring below Level 3 on state academic stands. A student who is not meeting the FSDB or state requirements for achievement in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally required student plan such as an Individual Education Plan (IEP)
- A school-wide system of progress monitoring for all students; or an individual progress-monitoring plan.

Parental Notice and Annual Reporting of Progress

Progress of the student toward achieving state and FSDB expectations for achievement in reading, writing, science and mathematics and the student's results on each statewide assessment test must be reported annually in writing to the parents/guardians of each student. The report will be developed by the school and is adopted by the FSDB Board of Trustees in the approval of this Student Progression Plan. The evaluation of this progress must be based on:

- Classroom work
- Observations
- Tests
- District and state assessments
- Other relevant information

The parents/guardians of a student not making adequate progress toward promotion must be notified in writing at the beginning of the third grading period and given an opportunity to review the student's IEP.

Public Notice

FSDB will annually publish on the school website the following information on the prior school year (Florida Statute 1008.25(8)(b)):

- Provisions of the law relating to public school student progression and the FSDB's policies and procedures on student retention and promotion,
- By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the Florida Assessment of Student Thinking English Language Arts (ELA),
- By grade, the number and percentage of all students retained in grades 3-10
- The total number of grade 3 students who were promoted for good cause, by each category of good cause,
- Any revisions to FSDB board policy on retention and promotion from the prior year will be reported.

Promotion of High School Students

Promotion of high school students is dependent on the awarding of credit. To be classified a sophomore; students must have a minimum of six credits. To be classified a junior; students must have a minimum of twelve credits. To be classified a senior; students must have a minimum of eighteen credits. Specific courses are required in the credit requirements. Please refer to Grade Placement Within High School.

Midyear Promotion of Retained High School Students

High schools may promote retained students from grade 9 to grade 10, grade 10 to grade 11, grade 11 to grade 12 at the end of the first semester upon documentation of the awarding of required make-up credits.

Midyear Promotion of Junior to Senior Status

A junior who is enrolled in a 24-credit diploma program shall be moved to senior status at the end of first semester if enrolled in the necessary coursework to graduate in the spring.

Mathematics and English Language Arts College Success and Readiness Courses

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support. The following college ready and college success courses may be offered to a student based on the areas of academic need and strategies for providing academic supports to improve each student's performance. [English 4: Florida College Prep (1001405) and/or Math for College Algebra (1200710) qualify for High School English and Math credit] prior to high school graduation. Please speak with your certified school counselor for more information.]

REMEDIATION

Specific Remediation Requirements

Each student who does not meet specific levels of performance in reading, writing, science and mathematics for each grade, as determined by the FSDB or the state, shall be provided with additional diagnostic instruments to determine the nature of the student's difficulty and areas of academic need.

Immediate intensive remediation focused on student deficiencies shall be provided. The student's achievement shall be reassessed by FSDB adopted assessment, or based on teacher recommendation, at the beginning of the grade following the intensive instruction, and the student shall continue to be given intensive instruction until the deficiency is remedied.

If a student in any grade K-12 has been identified as having a deficiency in reading, his/her Individual Educational Plan (IEP) must identify the specific areas of deficiency (as appropriate) in phonemic awareness, phonics, fluency, comprehension and/or vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall provide frequent monitoring of the student's progress in meeting the desired levels of performance.

Parent/guardian notification shall be documented when a student is being remediated and is being considered for retention. The school has the authority and responsibility to advise a student's course of study. The school is held accountable for the student's success and may implement a plan for remediation through the student's IEP. School personnel shall use available resources to achieve parent/guardian understanding and cooperation regarding a student's remediation, Individual Educational Plan and possible retention.

Reading Remediation Requirements

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized English Language Arts (ELA) or mathematics assessment. Although, students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session, Intensive Reading, and Foundational Skills in Mathematics will continued to be offered to our students.

This intervention course should include on a daily basis:

- Whole group explicit instruction;
- Small group differentiated instruction;
- Independent reading practice, utilizing classroom library materials, monitored by the teacher;

- Integration of State academic standards benchmark specific to the subject area if blocked with the intensive reading course (biology, world history, etc.);
- A focus on informational text at a ratio matching the English Language Arts Florida Assessment of Student Thinking; and
- Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level text.

Elementary

Section 1008.25(4)(a), F.S., specifies that each student must participate in the statewide, standardized assessment program required by § 1008.22, F.S. Each student who does not meet specific levels of performance on the required assessments as determined by the district school board, or who scores below Level 3 on the statewide, standardized Mathematics assessment and the statewide, standardized English Language Arts assessment applicable under § 1008.22, F.S., must be evaluated to determine the nature of the student’s difficulty, the areas of academic need and strategies for appropriate intervention and instruction.

Each school district shall provide third-grade students who are retained based on their scoring Level 1 on the required statewide, standardized assessment identified in § 1008.22, F.S., with intensive instructional services and supports to remediate the identified areas of reading deficiency. This includes participation in the school district’s summer reading camp and a minimum of 90 minutes of daily uninterrupted, scientifically research-based instruction that includes phonemic awareness, phonics, fluency, vocabulary and comprehension, and other strategies.

Districts provide strategies that may include the following:

- Integration of science and social studies content within the 90-minute block of small group instruction
- Reduced teacher-student ratios
- More frequent progress monitoring
- Tutoring or mentoring
- Transition classes containing third- and fourth-grade students
- Extended school day, week or year

Students who are retained in third grade must be provided with a teacher certified or endorsed in reading.

Reading or Mathematics Deficiencies

It is FSDB’s goal that every student read and compute mathematics at or above grade level. Any student who demonstrates a substantial deficiency in reading (K-3) or substantial deficiency in mathematics (K-4) based upon locally determined or statewide assessments or through teacher observations, must be given intensive reading or mathematics instruction immediately following the identification of the deficiency. The student’s achievement must be reassessed by using FSDB designated assessments or through teacher observation at the beginning of the grade following the intensive instruction. The student must continue to be provided with intensive instruction until the deficiency is remedied.

If a student’s reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 for grade 3, the student must be retained.

Parent Notification of Reading/Math Deficiency and Remediation Plans

The parent/guardian of any student in grades K-3 who exhibits a substantial reading deficiency or any student in grade K-4 who exhibits a substantial deficiency in mathematics shall be notified in writing of the following:

- That the student has been identified as having a substantial reading or mathematics deficiency
- A description of the current services being provided to the child
- A description of the proposed supplemental instructional services and supports for the student that are designed to remediate the identified area of reading or mathematics deficiency
- Reading specific remediation
 - That if the student's reading deficiency is not remediated by the end of third grade, the student shall be retained unless exempted from mandatory retention for good cause
 - Strategies, including multisensory strategies, through a read-at-plan for parents/guardians to use in helping their child succeed in reading achievement.
 - That the Florida Assessment of Student Thinking (F.A.S.T.) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents/guardians and the school in knowing when a child is reading at or above grade level and reading for grade promotion.
 - The district's specific criteria and policies for a policy and the evidence required for a student to demonstrate mastery of Florida's academic standards
 - A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
 - The districts specific criteria and policies for midyear promotion

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Middle Grades and High School Students

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized English Language Arts (ELA). Although students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session; Intensive Reading will continued to be offered to our students.

Rule 6A-6.054, Florida Administrative Code (F.A.C.), states that all students must be progress monitored three times per year. This includes a baseline, midyear and an end-of-the- year assessment.

Mathematics Remediation Requirements

Middle Grades and High School Students

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized mathematics assessment. Although students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session, Foundational Skills in Mathematics will continue to be offered to our students.

Mathematics and English Language Arts College Success and Readiness Courses

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support. The following college ready and college success courses may be offered to a student based on the areas of academic need and strategies for providing academic supports to improve each student's performance. (English 4: Florida College Prep (1001405) and/or Math for College Algebra (1200710) prior to high school graduation. Please speak with your certified school counselor for more information.)

RETENTION

Retention decisions must be based on more than a single test score. Retention, except for grade 3 where there is a mandatory retention for reading, is based on unsatisfactory student performance in reading, writing, mathematics and/or science and/or failure to meet other requirements as set forth by the FSDB or State of Florida. Retention may occur when the school's instructional staff determines that the student demonstrates the need for additional time to attain appropriate academic knowledge and skills in order to meet required district and/or state performance standards.

Students who score at Level 1 on the statewide, standardized assessment in English Language Arts (ELA) in grades 3-10 and Mathematics in grades 3-8 shall receive appropriate remediation through their Individual Education Plan (IEP) or be retained. Grade 3 students retained based on Level 1 score on the statewide, standardized assessment in English Language Arts (ELA), or grade 3 students promoted for good cause, must have a progress-monitoring plan for reading.

A student who is retained must be provided with instructional experiences different from those in the previous year's program, taking into consideration the student's individual learning needs and learning styles.

Only in exceptional cases will a student be assigned to any one grade more than two consecutive years.

Guidelines for Retention in Grades K-8

The following guidelines are established to assist the Individual Education Plan (IEP) team in making retention decisions at the elementary level:

- The student's insufficient progress in meeting the state performance standards and benchmarks supports a retention decision.
- The student's needs in the areas of physical, social and emotional development support a retention decision.
- Alternative remediation strategies and/or programs that have been utilized and support a retention decision.

Retention Notification

Parents/guardians shall be notified in writing when it is apparent that the student may need to be retained. Documentation shall be kept and an acknowledgment of such notification shall be obtained. Ongoing communication with the parents/guardians shall be maintained.

For parents of student in kindergarten through grade 2,

Mandatory Retention for Reading in Grade 3

A third (3rd) grade student scoring at Level 1 on the statewide, standardized assessment in English Language Arts (ELA) must be retained unless exempted from retention for good cause.

Students in grade 3 who score Level 1 on statewide, standardized assessment in English Language Arts (ELA) may be exempted from the retention requirement and be promoted to fourth grade [section 1008.25(8), F.S.]. This is called a "good cause exemption." Good cause exemptions shall be limited to the following:

- Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States. Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education. Students who demonstrate through a student portfolio that they are performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
- Students with disabilities who participate in the statewide standardized assessment, and whose IEP or 504 Plan reflects that the student has received intensive remediation in reading and English Language Arts for more than two years, but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2 or grade 3;

Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

Note: If promoted under this exemption, intensive reading instruction must include an altered instructional day based on an Individualized Educational Plan that includes specialized diagnostic information and specific reading strategies that reflect a student's learning style.

Note:

- Students qualifying for one of the six good cause exemptions may be promoted to the fourth grade.
- If a student is promoted to 4th grade based on one of the good cause exemptions, that student's file shall be labeled "promotion for good cause" rather than "promoted."
- There are no other good cause exemptions beyond the six listed above. For instance, there is no good cause exemption for extenuating circumstances (family tragedy or similar event) for third graders faced with the mandatory retention.

Requests for Good Cause Exemptions

Florida statute requires that requests for good cause exemptions for students from the mandatory retention requirement must include the following:

- Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Documentation consists of the following: the existing academic improvement plan; IEP if applicable; report card; and student portfolio.
- Discussion with the teacher by the principal to review the recommendation and make the determination if the student should be promoted or retained. If the school Principal determines the student should be promoted, the principal must submit the recommendation in writing to the FSDB's president.
- The President shall accept or reject the principal's recommendation in writing.

Progression for Retained Grade 3 Readers

Retained students whose reading deficiency has not been remediated by the end of third grade must be provided intensive interventions in reading, to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.

This intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

FSDB shall:

- Provide summer reading camp (participation required)
- Provide third grade students who are retained with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district's summer reading camp and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:
 - Integration of science and social studies content within the 90-minute block (*must* be included).
 - Small group instruction.
 - Reduced teacher-student ratios.
 - More frequent progress monitoring.
 - Tutoring or mentoring.
 - Transition classes containing 3rd and 4th grade students.
 - Extended school day, week, or year.
- Provide written notification to the parent/guardian of any student who is retained that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must comply with the provisions of s. 1002.20(15) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
- Implement a policy for the midyear promotion of any student retained who can demonstrate that he or she is a successful and independent reader and performing, at or above grade level in reading and English Language Arts. Tools that the school district may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education.
- Provide students who are retained with a highly effective high-performing teacher as determined by the teacher's performance evaluation.

- Establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:
 - Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.
 - Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
 - Targeted small group instruction.
 - Reduced teacher-student ratios.
 - The use of explicit, systematic, and multisensory reading interventions grounded in the science of reading, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.
 - A read-at-home plan.

Mid-Year Promotion for Retained Grade 3 Readers

To promote a student mid-year using a locally selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles.

To promote a student mid-year using a student portfolio, there must be evidence of the student’s mastery of third-grade standards for Language Arts. The student portfolio must meet the portfolio requirements listed above.

Retention of Grade 3 Students Transferring Late in the Year

Schools shall assess the reading achievement of any 3rd grade student transferring to FSDB to determine if remediation is appropriate. If the student enters after the administration of the statewide, standardized assessment in English Language Arts (ELA), it is up to the school to assess the student's reading achievement at the end of the year to determine if the student needs to repeat 3rd grade. If a student transfers in time to take the statewide, standardized assessment in English Language Arts (ELA), that score will be used in determining the student's retention or promotion.

Retention of Exceptional Student Education (ESE) Students

FSDB students who are pursuing a standard diploma are affected by the same guidelines for retention, as are students in regular education. ESE students may be exempted from the mandatory 3rd grade retention for good cause as outlined in statute, and good cause exemptions may be made on behalf of ESE students in other grades. Retention decisions should be documented in the IEP and the IEP must be reviewed and revised, as appropriate.

Placements

Placements Within a School

Whenever grade level placement of a student involves movement within FSDB, the processing of that movement shall be the responsibility of the IEP Team.

Placement of English Language Learners (ELLs)

English Language Learners (ELLs) shall be placed in an appropriate program designed to provide ESOL instruction in English and ESOL instruction in the basic subject areas of mathematics, science, social studies and computer literacy.

Criteria to be utilized in making appropriate placement decisions include:

- Academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language
- Progress, attendance and retention reports
- Number of years the student has been enrolled in the ESOL Program
- Student's English proficiency level

Enrollment Criteria

Students may be eligible for enrollment under the following conditions:

- Meet eligibility requirements for FSDB exceptional students as defined in Rule 6D-3.002, FAC
- Provide proof of immunization
- Provide certification of a school entry health examination
- Evidence of date of birth

ELEMENTARY SCHOOL PLACEMENT

Mandatory School Attendance

Students who will reach their 6th birthday on or before February 1st are required to attend school for the entire school year.

Responsibility for Placement in Grades K-5

State law places the responsibility for the placement of students with the school.

Parents/guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.

Parents/guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

Students shall be placed in a specific class or grade on a temporary basis pending receipt of all required elements. If records that arrive after initial placement indicate a student should have been placed in a different class, grade or program, the principal shall make the determination of appropriate placement based on all factors.

Kindergarten Initial Placement

Prior to placement in kindergarten, children are required to be five years of age on or before September 1 of the school year and provide all of the following:

- Evidence of residence
- Evidence of immunization
- Evidence of date of birth
- Evidence of medical examination completed within the last twelve months
- Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

A kindergarten student who transfers from an out-of-state school, who does not meet age requirements for admission to Florida public schools, must satisfy the following:

- Meet age requirements for public schools within the state from which the student is transferring
- Have academic credit that is acceptable under the rules of FSDB and
- Provide all of the following:
 - Official documentation that the parent(s)/guardian(s) had resident status in the state in which the student was previously enrolled in school
 - Official school records, which show attendance, academic information and grade placement
 - Evidence of residence
 - Evidence of immunization
 - Evidence of date of birth
 - Evidence of medical examination completed within the last twelve months
 - Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

Grade 1 Initial Placement

Prior to placement in first grade, students are required to meet the following criteria:

- Be six years of age on or before September 1 of the school year
- Have satisfactorily completed a public-school kindergarten

or

- Have satisfactorily completed a non-public kindergarten program and provide evidence such as the following:
 - Report card or transcript reflective of the child’s satisfactory completion of kindergarten
 - Letter from the Principal or director of the school certifying the child’s satisfactory completion of a kindergarten program

A first grade student who transfers from an out-of-state school, who does not meet age requirements for Florida public schools, must satisfy the following:

- Meet age requirements for public schools within the state from which the student is transferring
- Have academic credit that is acceptable under the rules of the FSDB’s Board
- Provide all of the following:
 - Official documentation that the parent(s) or guardian(s) had resident status in the state in which the child was previously enrolled in school
 - Official school records, which show attendance, academic information and grade placement
 - Evidence of residence
 - Evidence of immunization
 - Evidence of date of birth
 - Evidence of medical examination completed within the last twelve months
 - Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

Grades 2-5 Initial Placement

The grade placement of any grade student transferring from out-of-state into grades 2-5, shall be determined by the principal (or designee) of the receiving school. The student must satisfy the following:

- Meet age requirement for public schools within the state from which the student is transferring
- Have academic credit that is acceptable under the rules of the FSDB

AND

- Provide all of the following:

- Official documentation that the parents/guardians had resident status in the state in which the child was previously enrolled in school
- Official school records, which show attendance, academic information and grade placement
- Evidence of residence
- Evidence of immunization
- Evidence of date of birth
- Evidence of medical examination completed within the last twelve months
- Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

MIDDLE SCHOOL PLACEMENT

Placement that facilitates optimum learning for each student shall be determined by the following:

- Established principles of growth and development;
- The academic and career interests of the student; and
- The acquisition of subject area skills and competencies.

Responsibility for Placement in Grades 6-8

State law places the responsibility for the placement of students with the school.

Parents/guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.

Parents/guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

Placement from Accredited Schools in Grades 6-8

Students enrolling in grades 6-8 from accredited public, private or charter schools shall be placed in a grade consistent with the recommendation of the sending school and the support information provided that documents student progress and mastery of standards.

HIGH SCHOOL PLACEMENT

Responsibility for Placement

State law places the responsibility for the placement of students with the school.

Parents/guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.

Parents/guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

Grade Placement Within High School

Students shall be considered as freshmen, sophomores, juniors, seniors and fifth year seniors based on the credits listed below. This placement is determined with 24 credits being required for graduation.

- (1) To be on schedule to graduate in four years, a second year student (sophomore) must have a minimum of 6 credits.
- (2) A student shall be classified as a junior with a minimum of 12 credits.
- (3) A student shall be classified as a senior with a minimum of 18 credits.
- (4) Students not reaching graduation status in four years shall be provided the opportunity of a fifth year to meet the FSDB's graduation requirements.

Remediation shall be provided to assist the student to pass the state required tests.

Grade Placement for Students Enrolled in the Academically Challenging Curriculum to Enhance Learning (ACCEL) Three-Year Graduation Program

Students enrolled in the three-year ACCEL 18-credit diploma program shall be considered freshmen, sophomores, and juniors according to the same criteria that apply to students seeking a four-year diploma. Students in the 18-credit ACCEL diploma program, who have 17 or more credits at mid-year of their third year of high school, shall move to senior status with all senior rights and privileges.

Reporting and Grades

Report Cards

Report cards provide the student and the student's parents/guardians with an objective evaluation of scholastic achievement with indicators of progress. The basis for determining grades should reflect teacher judgment based on the following: tests, classroom assignments, daily observation and other quantitative and qualitative data.

All schools shall use an approved report card as the primary means of reporting student progress. Report cards shall be issued at the end of each grading period. Grades shall be issued to all students in attendance. Students transferring into the FSDB after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Report cards shall be issued on uniform dates as adopted annually on the official school calendar. Report cards shall clearly depict the student's conduct, behavior and attendance, including absences and tardiness. The final report card for the year shall contain a statement indicating end-of-the-year status or performance, or non-performance, at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Parent Notification of High School GPA Less Than 2.5

A student's report card is the parent/guardian's official notification of the student's grades and cumulative GPA. Parents/Guardians of students in grades 9-12 shall be notified each semester if the GPA is less than .5 above the cumulative GPA required for graduation. The policies the FSDB has in place to assist the students in meeting the GPA requirement are stated in FSDB's Student Handbook.

Students Working on Grade Level in Grades K-8

Report card grades must clearly reflect the student's level of achievement. Parents/guardians must be able to assume that students earning satisfactory grades in the general program are achieving within the range appropriate or acceptable for the grade or course in which they are enrolled.

Students Working Below Grade Level in Grades K-8

Students with modified educational programs are eligible for modified progress reporting. Satisfactory grades in individualized/continuous progress or modified programs must indicate that the student is working satisfactorily in a program below the range acceptable for the grade or course.

Interim Progress Reports

Interim progress reports shall be issued to all students in grades K-12 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar. Interim reports may be done via parent/guardian conferences as well as through traditional forms.

GRADING

The grading scale, delineated below, is used by all departments (elementary, middle and high school) at FSDB. Weighting occurs in high school level courses only.

Elementary schools use letter grades for reporting purposes; middle and high schools use letter grades, or both letter and number grades, in some instances.

Grading Scale Unweighted/Weighted Grading System

Grades Descriptor Unweighted-Weighted Value (HS only)

- A = 90 -100 Outstanding Progress 4 points - 5 points
- B = 80 - 89 Above Average Progress 3 points - 4 points
- C = 70 - 79 Average Progress 2 points - 3 points
- D = 60 - 69 Lowest Acceptable Progress 1 point - 2 points
- F = 0 - 59 Failure 0 points 0 points

Scores generated from tests and data from other forms of assessment, including rubrics and portfolios, should be combined to evaluate student progress.

Right to Make Up Work for Excused Absences

Students who have excused absences from instructional time are guaranteed the right to make up work at full credit and to demonstrate mastery of such student performance standards as may have been introduced and/or measured during their excused absence.

Such demonstration of mastery of student performance standards shall take place within a reasonable period of time as specified by the teacher. Absence from instructional time shall also be considered excused if that absence is part of an approved school program.

Right to Make Up Work for Unexcused Absences

If a student has an unexcused absence, it is the responsibility of the student to complete all work and turn it in to the appropriate teacher(s). Procedures to make up work for unexcused absences are detailed in the Student Handbook.

HIGH SCHOOL AWARDS AND HONORS

Honor Graduates Criteria

If FSDB chooses to delineate honor graduates, the following criteria shall be used:

- Students with a weighted grade point average of 3.5000 or above graduates "With Honors."
- GPA is calculated at the end of the 1st semester of the senior year (7th semester for 24-credit standard diploma, 5th semester for 18-credit ACCEL)

Valedictorian and Salutatorian Awards

If FSDB decides to award Valedictorian and Salutatorian status, the follow criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a 5.0 weighted grade point average (GPA) scale on all courses taken for high school credit.
 - Only 1st year seniors (based on 9th cohort) will be considered
 - Students pursuing a standard diploma through modified standards will be removed from the ranking.
- Calculations of GPAs for Valedictorian and Salutatorian shall be made at the conclusion of the seventh semester for students pursuing the 24-credit standard diploma. For students pursuing the 18-credit ACCEL diploma option the fifth semester shall be used if the student has at least 17 credit hours and has been promoted to a senior.
- A high school transfer student shall be given one quality point for any course acceptable for transfer credit if that credit is deemed comparable to courses in FSDB that receive quality points. The courses that carry weight on the grade point average (GPA) should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The principal or designee shall make the determination as to which transfer courses qualify for quality points.
- A student who transfers to FSDB during the last two years prior to graduation is not eligible to be named sole Valedictorian or Salutatorian.

However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:

Co-Valedictorian

If ranked first in the senior class based on the cumulative weighted GPA figures at the end of the 1st semester of the senior year (7th semester for 24-credit standard diploma, 5th semester for 18-credit ACCEL), the student would be named Co-Valedictorian along with the second ranked student. The third ranked student would be named Salutatorian.

Co-Salutatorian

If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third ranked student.

A student must complete four full semesters in FSDB to be eligible to be named sole Valedictorian or Salutatorian. A new student who registers before school starts for his/her junior year would be eligible for sole Valedictorian/Salutatorian. However, if a student transfers to FSDB during his/her Junior or Senior year, he/she would fall under the above criteria for Co-Valedictorian or Co-Salutatorian.

Elementary School Program

Each elementary school student shall be placed in classes appropriate to his or her developmental level and mastery of the state academic standard. The course of study in elementary school includes instruction in the four core academic areas of language arts, mathematics, science and social studies. Elementary students also receive instruction in music or art, physical education and health, media/library skills and technology. All instruction is centered on the benchmarks of the state academic standards. Individual learning styles, interests and talents help determine students' learning paths while in elementary school. Career awareness is provided at all elementary schools.

Daily Uninterrupted Elementary Reading Block Instruction

Each elementary school shall provide all students a minimum of 90 minute of daily, uninterrupted, scientifically research-based reading instruction using the district adopted Comprehensive Core Reading Program (CCRP). The daily, uninterrupted reading block shall follow the DOE template that includes a combination of large and small group instruction, guided and independent reading, and specific skill instruction based on student needs.

Instruction in the Comprehensive Core Reading Program

All K-5 students shall participate in initial instruction (ii) using the Comprehensive Core Reading Program (CCRP). The CCRP curriculum shall be scaffolded to meet the needs of every student. During differentiated instruction, initial instruction shall be reinforced through remediation, acceleration, or enhancement. Students whose Individual Education Plan (IEP) indicate that the CCRP is not appropriate shall receive instruction using other scientifically research-based reading materials. This shall be specified in the student's IEP based on the rigorous reading requirements.

Physical Education Requirements

"Physical education" means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

Elementary students will receive 150 minutes of physical education each week. Continuous and rigorous activity will be provided in periods of not less than 30 minutes. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. 1010.305. Any instructional personnel as defined in s. 1012.01(2), regardless of certification, who are designated by the school Principal, may provide such instruction. Each district school board is encouraged to provide 150 minutes of physical education each week for students in kindergarten through grade 5.

Per Section 1003.455, Florida Statutes, FSDB will provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of recess per day.

Physical Education Waiver K-8

The physical education waivers listed in Section 1003.455, Florida Statutes, will apply to both elementary and middle school students beginning with the 2009-2010 school year. Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent/guardian indicates in writing to the school that:
 - a. The parent/guardian requests that the student enroll in another course from among those courses offered as options by the school district; or
 - b. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

Replacement of Elementary School Courses

Course replacements for elementary school students will be made on a case-by-case basis upon petition to the school Principal. Upon completion of a possible replacement course for a previously failed

elementary school course, students/parents/guardians shall supply documentation. The school Principal, upon receipt and verification of the required documentation of mastery, shall approve the replacement course, and the student's record shall be amended to reflect the replacement grade. In the event of insufficient verification evidence, the grade for the course failed shall remain.

Middle School Program

Each middle school student shall be scheduled into specific courses appropriate to his/her developmental level and mastery of the state academic standards.

Typically a student's schedule includes the following courses:

<u>Sixth Grade</u>	<u>Seventh Grade</u>	<u>Eighth Grade</u>
English	English	English
Science	Science	Science
Mathematics	Mathematics	Mathematics
Social Studies	Social Studies	Social Studies
PE/Health	PE/Health	PE/Health
And electives as appropriate.		

Physical Education

Beginning with the 2009-2010 school year, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. The equivalent of one year of physical education in grades 6, 7, and 8 (see *Physical Education Waiver K-8*).

Health Education

Middle school curriculum includes comprehensive age-appropriate and developmentally appropriate health education that addresses concepts of community health, consumer health, environmental health, and family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; personal health; prevention and control of disease; and substance use and abuse (Florida Statute 1003.42(2)(o)).

Any student whose parent/guardian presents a written request to the Principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of the exemption (Florida Statute 1003.42(5)).

Civics

Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student's final course grade.

In accordance with State Board of Education rule, 6A-1.09942, if a student transfers into a Florida public school from out-of-country, out-of-state, a private school, personal education program or a home education program after the beginning of the second term of eighth grade, the student is not required to meet the Civics education requirement for promotion if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of Civics education.

High School Credit in Middle School

Middle school students may be appropriately enrolled in high school credit earning courses. Such courses may be offered during the school day. A typical course would be Algebra I. Middle school students earning high school credit simultaneously shall be credited with meeting the requirements for the appropriate corresponding pre-9th grade courses.

Successful completion of a high school level Algebra I or Geometry course

- Beginning with the 2014-2015 school year, to earn high school credit for Algebra I, a middle school student must take the statewide, standardized Algebra I assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. The student must pass the Algebra 1 EOC Assessment to earn a high school standard diploma.
- Beginning with the 2012-2013 school year, to earn high school credit for geometry, a middle school student must take the statewide, standardized geometry assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

Successful completion of a high school level Biology I course

- Beginning with the 2014-2015 school year, to earn high school credit for Biology I, a middle school student must take the statewide, standardized Biology I assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

If the student successfully completes the high school course, the EOC assessment will not result in the student being retained in middle school.

Statewide, standardized EOC assessments in mathematics and science will be administered to students based on when the student completes the applicable curriculum (such as Algebra 1, Geometry, or Biology 1). If a student is enrolled in Algebra 1, Geometry, or Biology I, they must take the EOC and are not required to take the corresponding grade-level State Assessment.

High School Courses Taken Prior to Grade 9

High school level courses taken below the 9th grade may be used to satisfy high school graduation requirements and Academic Scholars Award requirements. Restrictions on FSDB grade forgiveness policies do not apply to students below the 9th grade taking high school courses for credit. Any high school course taken prior to 9th grade may be retaken regardless of the grade earned. Students shall use the higher of the two grades to determine GPA.

The Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) awards high school credit in courses required for high school graduation through the passage of an end-of-course assessment, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. Students who are not enrolled in the course or who

have not completed the course are allowed to take the End-of-Course assessment during the regular administration of the assessment. (1003.4295)

If a student fails a course requiring an EOC to earn credit but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute.

Assignment to Remedial Classes in Middle School

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized English Language Arts (ELA) or mathematics assessment. Students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session.

Replacement of Middle School Courses

Course replacements for middle school students shall be made on a case-by-case basis upon petition to the school Principal. Upon completion of a possible replacement course for a previously failed middle school course, students/parents/guardians must supply documentation consisting of the following items:

- Documentation of mastery of the appropriate Grade Level Expectations and benchmarks of the state academic standards for the replacement course
- A portfolio of work representative of the content of the course

The principal, upon receipt and verification of the required documentation of mastery, shall approve the replacement course, and the student's record shall be amended to reflect the replacement grade. In the event of insufficient verification evidence, the grade for the course failed shall remain.

High School Program - Grades 9-12

Determination of Mastery of Student Performance on the State Academic standards

When determining the mastery of state academic standards for high school credit, it is the intent of the FSDB to do the following:

- Utilize student performance standards that:
 - Embed clear and precise statements of what the learner is expected to accomplish by the end of the prescribed learning period
 - Reflect the essential knowledge, skills, concepts or behaviors contained in the district approved course descriptions
- Measure student performance standards on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments and examinations.
- Employ varied instructional strategies, course modifications and modifications of methods of evaluation to accommodate those students in alternative education programs.

GENERAL REQUIREMENTS FOR HIGH SCHOOL GRADUATION

To graduate from high school a student must meet all the requirements of this plan, demonstrate

mastery of the state academic standards and meet all requirements established by the Florida Department of Education and FSDB.

- Beginning with the students entering grade 9 in the 2013-2014 school year and in accordance with § 1003.4282, F.S., **industry certification courses that lead to college credit may substitute for up to two mathematics credits and one science credit.** The FDOE will not release a course listing that satisfies this requirement. The intent of the legislation is that students earn an actual industry certification with an existing statewide articulation agreement to the associate in science or associate in applied science degree level (also known as Gold Standard Career Pathways Industry Certification Articulation Agreements) offered in the Florida College System.
 - Upon successful attainment of a qualifying industry certification, students would be eligible for substitution credit in mathematics and/or science. The industry certification substitution cannot substitute for Algebra 1, Geometry or Biology, but rather toward the balance of the two other unspecified mathematics credits and one of the unspecified equally rigorous science credits required for high school graduation. It is important to note that one qualifying industry certification attainment equates to one substitution credit. A student would need to earn three distinct industry certifications to earn the maximum three substitution credits (two in mathematics and one in science).
- Beginning with students entering grade 9 in the 2013-2014 school year, **electives** must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement, and which lead to college.

State graduation requirements are summarized on the following pages by the school year a student enters the ninth grade.

HIGH SCHOOL TESTING/GRADUATION REQUIREMENTS BY 9TH GRADE YEAR OF ENTRY

Students Entering Grade Nine In 2013-2014 School Year through 2018-2019 School Year Section 1003.4282, Florida Statutes (F.S.)

Subject Area	Graduation Requirements	
	24-Credit Program	ACCEL Program/Diploma Designations
English/Language Arts (ELA)	<ul style="list-style-type: none"> • 4 credits in ELA 1, 2, 3, 4^{SEP} • ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment) 	ACCEL Program (18 credits minimum)
		<ul style="list-style-type: none"> • Physical education is not required • 3 elective credits All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).
Mathematics	<ul style="list-style-type: none"> • 4 credits, one of which must be Algebra 1 and one of which must be Geometry (Algebra 1 EOC results constitute 30% of the final course grade; must pass 	Scholar Designation In addition to meeting the standard high

	to earn a standard diploma; Geometry EOC results constitute 30% of the final course grade) <ul style="list-style-type: none"> • Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry) 	school diploma requirements: <ul style="list-style-type: none"> • 1 credit in Algebra 2 • 1 credit in statistics or an equally rigorous mathematics course
Science	<ul style="list-style-type: none"> • 1 credit in Biology 1 (Biology EOC results constitute 30% of the final course grade) • 2 credits in equally rigorous science courses • 2 of the 3 required science credits must have a laboratory component • Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I) 	<ul style="list-style-type: none"> • Pass the Biology 1 EOC • 1 credit in a course equally rigorous to chemistry or physics • Pass the U.S. History EOC Assessment^{[1][1]}_[SEP] • 2 credits in the same world language^{[1][1]}_[SEP] • Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Social Studies	<ul style="list-style-type: none"> • 1 credit in world history • 1 credit in U.S. history (U.S. history EOC results constitute 30% of the final course grade) • .5 credit in U.S. government^{[1][1]}_[SEP] • .5 credit in economics (must include financial literacy) 	<p>Industry Scholar Designation</p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
World Languages	Not required for high school graduation, but required for admission into state universities	
Fine and performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination satisfies this requirement. (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1 credit in physical education to include the integration of health	
Industry Certification	Not required	
Electives	8 credits	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	Not required	

Special Notes:

- EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.

- A student preparing for college is advised to reach a level of Algebra II or higher.

Students Entering Grade Nine In 2019-2020 School Year through 2022-2023 School Year
Section 1003.4282, Florida Statutes (F.S.)

Subject Area	Graduation Requirements	
	24-Credit Program	ACCEL Program/CTE/Diploma Designations
English/Language Arts (ELA)	<ul style="list-style-type: none"> • 4 credits in ELA 1, 2, 3, 4^[1]_{SEP} • ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment) 	<p align="center">ACCEL Program (18 credits minimum)</p> <ul style="list-style-type: none"> • Physical education is not required • 3 elective credits <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
		<p>Career and Technical Education Pathway (18 Credit minimum)</p> <ul style="list-style-type: none"> • Complete two credits in career and technical education (must result in a program completion and an industry certification) • Complete two credits in work-based learning programs (may substitute up to two credits of electives, including 0.5 credit of financial literacy) • Physical education is not required <p><i>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</i></p>
Mathematics	<ul style="list-style-type: none"> • 4 credits, one of which must be Algebra 1 and one of which must be Geometry (Algebra 1 EOC results constitute 30% of the final course grade; must pass to earn a standard diploma; Geometry EOC results constitute 30% of the final course grade)^[1]_{SEP} • May earn two mathematics credits by taking Algebra I in two full-year courses. • Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry) • A computer science credit may substitute for 1 mathematics credit (except for Algebra 1 and Geometry). • industry certification in 3D rapid prototype printing to substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor. 	
Science	<ul style="list-style-type: none"> • 1 credit in Biology 1 (Biology EOC results constitute 30% of the final course grade) • 2 credits in equally rigorous science courses • 2 of the 3 required science credits must have a laboratory component • Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I). 	
Social Studies	<ul style="list-style-type: none"> • 1 credit in world history • 1 credit in U.S. history (U.S. history EOC results constitute 30% of the final course grade) • .5 credit in U.S. government* 	

	<ul style="list-style-type: none"> .5 credit in economics (must include financial literacy) 	
World Languages	Not required for high school graduation, but required for admission into state universities	Scholar Designation In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> 1 credit in Algebra 2 or an equally rigorous mathematics course 1 credit in statistics or an equally rigorous mathematics course Pass the Geometry EOC Pass the Biology 1 EOC 1 credit in a course equally rigorous to chemistry or physics Pass the U.S. History EOC Assessment^[1]_[SEP] 2 credits in the same world language^[1]_[SEP] Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Fine and performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination satisfies this requirement. (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1 credit in physical education to include the integration of health	
Industry Certification	Not required	Industry Scholar Designation In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
Electives	8 credits	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	Not required	

Special Notes:

- *Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(4). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(4).
- EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.
- A student preparing for college is advised to reach a level of Algebra II or higher.
- A computer science credit may only be used to substitute one course (either mathematics or science).

Students Entering Grade Nine In 2023-2024 School Year and beyond
Section 1003.4282, Florida Statutes (F.S.)

Subject Area	Graduation Requirements	
	24-Credit Program	ACCEL Program/CTE/Diploma Designations
English/Language Arts (ELA)	<ul style="list-style-type: none"> • 4 credits in ELA 1, 2, 3, 4^[L]_[SEP] • ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment) 	<p align="center">ACCEL Program (18 credits minimum)</p> <ul style="list-style-type: none"> • Physical education is not required • 2.5 elective credits • 0.5 credit in financial literacy <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
Mathematics	<ul style="list-style-type: none"> • 4 credits, one of which must be Algebra 1 and one of which must be Geometry (Algebra 1 EOC results constitute 30% of the final course grade; must pass to earn a standard diploma; Geometry EOC results constitute 30% of the final course grade)^[L]_[SEP] • May earn two mathematics credits by taking Algebra I in two full-year courses (Alg 1A/1B). • Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry) • A computer science credit may substitute for 1 mathematics credit (except for Algebra 1 and Geometry). • industry certification in 3D rapid prototype printing to substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor. 	<p>Career and Technical Education Pathway (18 Credit minimum)</p> <ul style="list-style-type: none"> • Complete two credits in career and technical education (must result in a program completion and an industry certification) • Complete 1.5 credits in electives or work-based learning programs • Complete 0.5 credits in personal financial literacy. • Physical education is not required <p><i>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(d),(h) F.S.).</i></p>
Science	<ul style="list-style-type: none"> • 1 credit in Biology 1 (Biology EOC results constitute 30% of the final course grade) • 2 credits in equally rigorous science courses • 2 of the 3 required science credits must have a laboratory component • Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I). 	
Social Studies	<ul style="list-style-type: none"> • 1 credit in world history • 1 credit in U.S. history (U.S. history EOC results constitute 30% of the final course grade) • .5 credit in U.S. government* 	

	<ul style="list-style-type: none"> .5 credit in economics 	
World Languages	Not required for high school graduation, but required for admission into state universities	<p>Scholar Designation</p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> 1 credit in Algebra 2 or an equally rigorous mathematics course 1 credit in statistics or an equally rigorous mathematics course Pass the Geometry EOC Pass the Biology 1 EOC 1 credit in a course equally rigorous to chemistry or physics Pass the U.S. History EOC Assessment^[L]_[SEP] 2 credits in the same world language^[L]_[SEP] Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Fine and performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination satisfies this requirement. (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1 credit in physical education to include the integration of health	
Personal Financial Literacy	0.5 credit in personal financial literacy to include money management	
Industry Certification	Not required	
Electives	7.5 credits	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	<p>Industry Scholar Designation</p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
Online Course	Not required	

Special Notes:

- *Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(4). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(4).
- EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.
- A student preparing for college is advised to reach a level of Algebra II or higher.
- A computer science credit may only be used to substitute one course (either mathematics or science).

End-of-Course Assessment Requirements (EOC)

Students enrolled in specific subjects will be required to take a state end-of-course exam. The exams are aligned to the state academic standards. Results of the exams, which count 30% of the final grade or for course credit, are mandated by FLDOE, and dependent on a student’s ninth (9) grade cohort.

Standard Diploma

- **Students Entering Ninth (9) Grade 2013-2014 and forward**
 - *Students must pass the Grade 10 ELA statewide, standardized assessment*
 - Students must take the Algebra I EOC Assessment.
 - Students must pass the assessment to earn a standard diploma.
 - A student's performance on the Algebra I EOC assessment constitutes 30 percent of the final course grade.
 - Students must take the Geometry EOC Assessment.
 - A student's performance on the Geometry EOC assessment constitutes 30 percent of the student's final course grade.
 - Students must take the Biology I EOC Assessment.
 - The Biology I EOC assessment constitutes 30 percent of the student's final course grade.
 - Students must take the U.S. History EOC Assessment.
 - The United States History EOC assessment constitutes 30 percent of the student's final course grade.

Academic Exemptions Based on Attendance

Students shall not be exempted from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or part to provide an exemption from any academic performance required.

Students Enrolled in College Courses for College Credit Only

Students enrolled in post-secondary instruction not creditable toward a high school diploma shall be required to assume the cost of instructional materials and fees. FSDB will pay for the cost of instructional materials for students who are earning credit toward high school graduation under the dual enrollment program.

Enrollment in Sequential Courses

Subject area courses that depend on sequential information are to be taken in sequential order. In such courses, a student who fails to pass may not be allowed to enroll in the next higher course level until the failed course has been successfully remediated in an approved program, by retaking the course during the regular school year or in another traditional or virtual/online school. If a situation of hardship or illness exists which prevents a student from taking a course in sequence, the principal, or designee, may grant an exception.

GRADUATION CERTIFICATE SEALS

Seal of Biliteracy

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a silver or gold seal on a standard high school diploma. Refer to SBE rule 6A-1.09951 for full requirements.

Seal of Fine Arts

The Florida Seal of Fine Arts Program was established to recognize high school graduates who have met exemplary benchmarks in fine arts coursework by the award of a seal on a standard high school

diploma. The purpose of the Florida Seal of Fine Arts Program is to encourage students to develop an exemplary level of proficiency in the performing or visual arts. Refer to SBE rule 6A-1.09952 for full requirements.

ENROLLMENT IN VIRTUAL COURSES

Placement/Acceleration in Florida Virtual School (FLVS)

As stipulated by the Florida K-20 Education Code (s.1001.42), parents/guardians have the right to choose educational options such as Florida Virtual School for their children. A student's full-time school may not deny access to courses offered by FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. FSDB shall provide students with access to enroll in courses available through the FLVS and shall award credit for successful completion of such courses. Access shall be available to students during or after the normal school day and through summer school enrollment.

- Learning Labs have been established at each high school to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if the course is completed prior to the end of the enrolled semester.
- It is recommended that students have a 3.0 or higher GPA OR score a level 3 or higher on the FAST in reading/ELA.
- Special permission must be granted by the school Principal in order to take a course that is offered at FSDB, except those required to graduate with cohort.
- Students must meet with certified school counselor to determine if placement in a FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course for the student's course of study. All courses must be approved by the certified school counselor and in line with the course of study as determined by and documented in the IEP.
- Students are expected to follow the pacing guides aligned with the course and demonstrate the ability to complete the course.
- Students who do not complete a course within a reasonable period of time and after the add/drop period will be placed on an academic hold for virtual courses for the period of one year.
- Students desiring to take more than two FLVS courses, during a semester, in addition to their regular course load, must first receive approval from the certified school counselor, who will work with the student to devise a plan in order to successfully complete the courses. These courses must align with the students' IEP defined course of study.
- Students may take FLVS coursework over the summer for the purpose of completing a course assigned during the current school year, working toward credit recovery necessary to graduate with their same year cohort, or if taking the course is needed to stay on their graduation path as articulated in the students transition plan of their IEP.

HIGH SCHOOL CREDIT ISSUES

Definition of High School Credit

A credit for high school graduation is defined in statute as a minimum of 135 hours of bona fide instruction during the 180-day school year in a designated course of study, which contains student performance standards, or the equivalent of six semester hours of college credit, except as otherwise provided through the Credit Acceleration Program (CAP) under s. 1003.4295(3). One-half credit is

defined as one-half of these requirements. Courses taught in a block must contain a minimum 120 hours of bona fide instruction in a designated course of study.

A student may be awarded credit for less than 135 hours (single periods) or 120 hours (block periods) of instruction if he or she has demonstrated mastery of the course requirements and State academic standards/B.E.S.T. Standards as provided by the Student Progression Plan. This includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling or course modifications that combine courses. Certain dual enrollment courses offered in a one-semester time frame carry one full high school credit. For a complete list, please refer to <http://sjrstate.edu/>

Awarding of Credit for English Language Learners (ELLs)

English Language Learners (ELLs) shall be given credit towards fulfilling graduation requirements in English for each English for Speakers of Other Languages (ESOL) English course completed satisfactorily. Credit shall also be given towards fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL instruction.

Qualifications and Restrictions for Earning Credit

Florida Statute requires FSDB to maintain a one-half (.5) credit earned system; full year courses will reflect two one-half (.5) credit awards. A full course of study may be completed in one semester. A student enrolled in a full-year course will receive one-half (.5) credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full year course will receive full credit if the student successfully completes either the first or the second half of the course but fails to successfully complete the other half and the averaging of the numerical grades in each half results in a passing grade. Students must successfully meet additional school requirements, such as class attendance, homework, participation and other indicators of performance.

Please refer to the Parent-Student Handbook for additional information on attendance impacts on earning credit.

Exclusions for Earning Credit

No student may be granted credit toward high school graduation for enrollment in the following programs or courses:

- More than a total of nine (9) elective credits in remedial programs
- More than one credit in exploratory career education
- More than three (3) credits in practical arts, family and consumer science courses
- Any Level I course unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the IEP or Student Performance Plan and be signed by the Principal, guidance counselor, and the parent/legal guardian if the student is not 18 years or older

Credit for Remedial and Compensatory Courses

Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.

Honors Credit Used in Calculating Weighted Grade Point Average

Honors/ weighted credit (quality point of 1.0) shall be awarded for the following courses offered in FSDB:

- Honors courses identified in the Master Schedule

- Dual Enrollment (DE) courses
- Advanced Placement (AP) courses

The Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) awards high school credit in courses required for high school graduation through the passage of an end-of-course assessment, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. Students who are not enrolled in the course or who have not completed the course are allowed to take the End-of-Course assessment during the regular administration of the assessment. (1003.4295)

If a student fails a course requiring an EOC to earn credit but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a “C” or above.

College/Career and Technical Dual Enrollment Credit

Annually, FSDB updates its inter-institutional articulation agreements between the local school district and St. Johns River State College. FSDB students participate in dual enrollment through the St. Johns County School District or the St. Johns River State College. There are no dual enrollment classes on the campus of FSDB.

The articulation agreements include, but are not limited to, the following items:

- The courses and programs eligible for dual enrollment credit
- Eligibility criteria for student participation
- Institutional responsibilities regarding student screening prior to enrolling
- Institutional responsibilities for monitoring student performance
- Process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes

Declaration of Type of Credit for Joint Dual Enrollment and AP Courses

Post-secondary credit for a joint dual enrollment and advanced placement (AP) courses shall be awarded as either dual enrollment or advanced credit based on student preference. No student or school shall claim double credit for both dual enrollment and advanced placement.

Credit for High School Courses Taken Prior to Grade 9

High school level courses taken below the 9th grade may be used to satisfy high school graduation requirements and Florida Academic Scholars Award requirements. Restrictions on FSDB grade forgiveness policies do not apply to students below the 9th grade taking high school courses for credit. Any high school course taken prior to 9th grade may be retaken regardless of the grade earned. Students shall use the higher of the two grades to determine GPA.

*(*See High School Credit in Middle School for EOC requirements.)*

High School Uniform Transfer of Credits

FSDB accepts transfer work and courses for students entering grades 9, 10, 11, and 12 from out of state, out of country, or home schooling in accordance with State Board Rule 6A-1.09941,F.A.C.

Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, a personalized education program, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301. If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score. If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

Credits and Grades

Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period.

State Assessments

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows a mathematics credit in a course that requires passage of a statewide, standardized assessment in order to earn a standard high school diploma, the student must pass the assessment unless the student earned a comparative score pursuant to s. 1008.22, passed a statewide assessment in that subject administered by the transferring entity, or passed the statewide assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, the student must take and pass grade 10 FSA Reading or earn a concordant score on the SAT or ACT as specified by state board rule or, when the state transitions to Florida Assessment of Student Thinking (F.A.S.T.) in English Language Arts, earn a passing score on the English Language Arts assessment as required under this section.

Notwithstanding any other law to the contrary, all students enrolled in high school as of the 2012-2013 school year who earn a passing grade in Biology I or Geometry before the 2013-2014 school year, shall be awarded a credit in that course if the student passed the course. The student's performance on the EOC assessment is not required to constitute 30 percent of the student's final course grade.

Grade Forgiveness

State law requires a cumulative 2.0 GPA to graduate. Beginning with the entering ninth (9th) grade in the 2000-2001 year and each year thereafter, forgiveness policies for required courses will be limited to replacing a grade of "D" or "F", or their equivalent, with a grade of "C" or higher, or its equivalent, earned subsequently in the same or comparable course. (FS 1003.43)

Forgiveness policies for elective courses will be limited to replacing a grade of "D" or "F" (or their equivalent) with a grade of "C" or higher (or its equivalent) earned subsequently in the same, a comparable, or another course. Any course credit not replaced according to the FSDB's forgiveness policy will be included in the calculation of the cumulative GPA required for graduation.

Grade Forgiveness and EOC Assessments

The grade forgiveness policy applies to the cohort of students with the requirement of an EOC assessment to count as 30 percent of the student's final course grade. If the student's final average with the EOC assessment included as 30 percent results in a course grade of "D" or "F," the options for the student include one of the following:

- Retaking a semester of the course;
- Retaking the entire course;
- Retaking the EOC assessment for that course; and
- Retaking both the course and the EOC assessment to improve the student's final course grade.

If retaking the course, including the EOC assessment as 30 percent, or retaking the EOC assessment results in a final course average of "C" or above, then this grade replaces the "D" or "F." If it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA (s. 1003.4282(4), F.S.): "In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. Any course not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation."

DUAL ENROLLMENT, ADVANCED PLACEMENT AND INFORMATION

Dual Enrollment Qualifications

The dual enrollment program is defined as enrollment of an eligible secondary student in a postsecondary course, or courses, creditable toward a vocational certificate (AS) or an associate (AA) or a baccalaureate degree (BA or BS).

Dual enrollment courses may be taken during school hours, after school hours and during the summer term. A student must be granted credit toward high school graduation requirements for courses taken through dual enrollment.

Parents/guardians of students in or entering high school will be notified of the opportunity and benefits of advanced placement, dual enrollment and Florida Virtual School courses during their child's IEP meeting.

Pursuant to State Board of Education Rule 6A-14.064, students who have been identified as deficient in basic competencies in one of the areas of reading, writing, or mathematics as determined by one of the methods established by the Florida Department of Education (i.e. scores on the P.E.R.T, A.C.T, or S.A.T.), shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency. Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies. A student that has accumulated twelve (12) college credit hours and has not yet demonstrated proficiency in one of the basic competency areas of reading, writing, or mathematics will be dismissed from the Dual Enrollment program until correction of all deficiencies. At the time of

program dismissal, the student will be advised of the requirements for the associate in arts degree completion and state university admission requirements.

Pursuant to Section 1008.30, F.S., *Alternative Methods to Common Placement Tests*, Florida College System institutions may use alternative methods in lieu of the common placement tests under subsection 2 to assess student readiness for college-level work in communication and computation. Institutions shall recognize scores and grades on alternative methods specified in paragraphs (3)(a) through (3)(c) as valid for placement purposes for a minimum of two years. (a) Tests and assessments: A score that meets or exceeds the standard score on any one of the assessments shall be accepted as demonstration of readiness for college-level work. Institutions shall accept scores on the public high school transcript in addition to official score reports from the issuing entity listed in this subsection as an official record. (b) Performance in high school coursework: Any student who has an unweighted high school GPA of 3.0 and achieves a grade of “B” or better in any of the courses listed below shall have demonstrated readiness for college-level work. Institutions shall accept courses and grades on the public high school transcript as an official record. (c) Credit-by-examination: Students achieving passing scores and receiving credit for college-level communication or computation pursuant to the credit-by-examination equivalency list in Rule 6A-10.024, F.A.C., shall have previously demonstrated readiness for college-level coursework. *Please consult Testing Information located on the Dual Enrollment web page under the Quick Links for a full description and chart of the alternative methods*

Student Materials for Dual Enrollment Courses

Students enrolled through a district high school are exempt from the payment of registration, matriculation and lab fees. Materials assigned for use within dual enrollment courses shall be made available to dual enrollment students free of charge.

All secondary school students are informed of dual enrollment as an education option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. This will be done at the student’s IEP meeting.

Advanced Placement

Advanced placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course offered by the College Board. Post-secondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.

AP students are exempt from the payment of any fees associated with taking an AP course. No student shall be required to complete an Advanced Placement Examination.

School-to-Work Transition

All schools (elementary, middle, and high) shall document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students.

This information shall include a delineation of available career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to enable students to pursue any postsecondary instruction required to enter that career. Schools shall also delineate school procedures for identifying individual student

interests and aptitudes, which enable students to make informed decisions about the curriculum that best addresses their individual interests and aptitudes while preparing them to enroll in postsecondary education and enter the workforce.

Beginning in grade 6, this information shall include recommended high school coursework that prepares students for success in college-level work. The information shall be made known to parents/guardians and students annually through inclusion in the school's handbook, manual, or similar documents or other communications regularly provided to parents/guardians and students.

OFF-CAMPUS PLACEMENT REQUIREMENTS

FSDB maintains criteria for students to participate in Off-Campus placements. These placements must be for classes that are not offered at FSDB, including standard and honors coursework.

The following criteria are required prior to students, at any level (Elementary, Middle, High, College), being considered for participation in Off-Campus placements:

- Coursework requirements
 - Mathematics course
 - On grade level performance
 - English Language Arts (ELA) or any content area course
 - Reading level on or within one year of grade level
- Minimum unweighted cumulative GPA of 3.0
- Regular attendance (≥90%)
- Assistant Principal and Guidance Counselor recommendations

PreAICE and AICE Classes

The following criteria are required prior to students being considered for participation in Off-Campus placements for classes not offered at FSDB:

- Minimum unweighted cumulative GPA of 3.5
- St. Johns County may also require appropriate test scores for entrance into some courses
- See other general requirements listed above

College Level Classes – St. Johns River State College (SJRSC)

The following criteria are required prior to students being considered for participation in Off-Campus placements for classes not offered at FSDB:

- Demonstrate readiness for college or career level course work
- be seeking an associate in science college degree, or an associate in arts college degree,
- Students must meet qualifications for honors course placement to be considered for dual enrollment
- Minimum unweighted cumulative GPA of 3.0
- Principal and Guidance Counselor recommendations
- have demonstrated academic, social and emotional maturity to ensure success in college level study
- be limited to 10 hours of college credit enrollment per college semester (fall/spring) and 6 to 8 credit hours (summer)
- maintain a grade of C or better in each class to remain in the dual enrollment program,

- be aware that receiving a grade of D or F, or withdrawing (W) for any course results in ineligibility to remain in the dual enrollment program, and
- Pass one of the following college placement tests (all sub-sections):
 - Postsecondary Education Readiness Test (PERT)
 - Reading Score – 106 (ENC 1101) **and**
 - Writing Score – 103 (ENC 1101)
 - Mathematics Score – 114 (MAT 1033 – Intermediate Algebra)
 - Mathematics Score – 123 (MAC 1105 – College Algebra)
 - ACT Placement Test
 - Reading Score – 19 (Composition 1 and 2) **and**
 - English Score – 17 (Composition 1 and 2)
 - Mathematics Score – 19 (College Algebra)
 - Alternate Placement Requirements
 - See Rule 6A-10.024
- Students not passing all sub-tests of the college placement test will be limited to a maximum 12 credit hours at the college
- St. Johns County may also require appropriate test scores for entrance into some courses
- See other general requirements listed above

First Coast Technical College (FCTC)

The following criteria are required prior to students being considered for participation in Off-Campus placements for classes not offered at FSDB:

- Minimum unweighted cumulative GPA of 2.0
- Maintain a minimum GPA of 2.0
- Must be entering Junior or Senior year
- FCTC may also require appropriate test scores for entrance into specific programs
- Students who do not complete a course after the add/drop period will be placed on an academic hold for the period of one year
- See other general requirements listed above

Additional Off-Campus Requirements and Information

We are guests on the host campuses. As such, students and parents must abide by the rules and policies set forth at these off-campus placements. In order to not disrupt the host program, off-campus placement registrations must take place prior to the start of the semester (1st and/or 2nd).

Completion of the *St. Johns County Course Request Form* does not guarantee admission to take off-campus classes. St. Johns County is allowing our students into their programs and their enrolled students are their first priority. Therefore, scheduling conflicts and student enrollment sizes at St. Johns County Schools may limit the ability for FSDB to participate in their programs.

Students are required to be enrolled in an FSDB on-campus course, with an FSDB instructor, for at least 50% of their academic day. Off-campus courses, such as those offered by FCTC, SJRSC, or St. Johns County Public School through an agreement with FSDB, that necessitate intensive staff-to-student assistance from FSDB to enable the student's participation in coursework will not be eligible for consideration.

With the approval of the principal, students may take up to two courses (college/FLVS) during the summer as aligned to the student's transition plan course of study as indicated in the IEP.

DIPLOMA OPTIONS AND GRADUATION REQUIREMENTS

It is the goal of the State of Florida and FSDB to provide students, with help and guidance from their parents or guardians, the opportunity to select the graduation option that will most appropriately prepare them for their chosen postsecondary path. To assist students and parents/guardians with this task, FSDB provides each student in grades six through twelve, and their parents/guardians, with information concerning the 24-credit high school graduation options and two designations and the Career and Technical Education graduation option. Students and parents/guardians shall be provided information about diploma designations through an online education and career-planning tool, which allows student to monitor their progress toward the attainment of each designation. In addition, S. 1003.4282, F.S. requires written notification to parents/guardians of a standard diploma, designation requirements, eligibility requirements for state scholarship programs, and eligibility requirements for postsecondary admission.

Standard High School Diplomas

- 24 credit Standard diploma, Scholar Designation/Industry Scholar Designation
- CTE Graduation Pathway

The State Board of Education may make recommendations to the Legislature regarding the establishment of additional designations.

24 Credit Standard Diploma

This program requires students to take 24 credits in the subject areas of English, mathematics, science, social studies, fine or performing arts, and a physical education course. Foreign language credit is not required for this program although it is recommended for community college preparation and is required for admission to Florida's state universities. This program requires students to take 7.5 elective credits (Fla. Stat. §1003.428, (2012)). (See graduation requirements by cohort pages 40 – 45.)

Scholar Designation

In addition to the requirements of Florida Statute 1003.428 and 1003.4282, as applicable, in order to earn the Scholar designation, a student must satisfy the following requirements:

- Mathematics: Earn one credit in Algebra II or an equally rigorous course and one credit in statistics or an equally rigorous course, and pass the statewide, standardized assessment in Geometry.
- Science: Pass the statewide, standardized Biology I end-of-course assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.
- Social studies: Pass the statewide, standardized United States History end-of-course assessment.
- Foreign language: Earn two credits in the same foreign language.
- Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

A student is exempt from the Biology I or US History assessment if the student is enrolled in an AP, IB, or AICE Biology I or US History course and the student takes the respective AP, IB, or AICE assessment and earns the minimum score to earn college credit.

Industry Scholar Designation

In addition to the requirements of ss. 1003.428 and 1003.4282, as applicable, in order to earn the Merit designation, a student must attain one or more industry certifications from the list established under s. 1003.492.

Career and Technical Education Graduation Pathway

This program began in 2019-2020 and is an alternative pathway to earning a standard high school diploma. Students must successfully complete at least 18 credits. In addition to the required math, ELA, science and social studies credits, a student must successfully complete a one-half credit in financial literacy and 1.5 credits in electives AND complete two CTE credits that result in a program completion and industry certification.

Certificate of Completion

Students who are unable to meet graduation requirements for a diploma may receive a Certificate of Completion. A Certificate of Completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma.

A Certificate of Completion shall be awarded to any student who satisfies the credit requirements for graduation but lacks one or more of the following requirements for graduation with a regular diploma:

- Passing score on the state assessment test required for high school graduation
- Cumulative grade point average (GPA) of 2.0 or higher

A student who receives a Certificate of Completion may elect to remain in high school as a full-time or part-time student until the age of 22 and receive instruction to remedy the deficiency (ies).

A student who has received a Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma.

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM REQUIREMENTS

The Florida Legislature is authorized to change eligibility criteria and funding requirements

The Bright Futures Program currently consists of the three awards: Florida Academic Scholars Award (FAS), Florida Medallion Scholars Award (FMS), Florida Gold Seal Vocational Scholars Award (GSV), and Florida Gold Seal CAPE Scholars (GSC).

Each award has its own academic eligibility requirements, award amounts and duration. The requirements for Florida Bright Futures Scholarships change on a yearly basis.

Public high school students should visit www.floridabrightfutures.gov to review their academic progress toward meeting Florida Bright Futures Scholarship Program eligibility requirements and State University System course requirements for college admission.

For more information about the Florida Bright Futures Scholarship Program, please contact your student's certified school counselor:

Missy Kaler, Deaf Department
kalerm@fsdbk12.org
904-201-4580 (VP)

Connie Oberman, Blind Department
obermanc@fsdbk12.org
904-827-2231

Or use the following links:
<http://www.floridastudentfinancialaid.org/ssfad/bf/>
www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm

EXCEPTIONAL STUDENT EDUCATION (ESE)

Diploma Options and Graduation Requirements

General Information

Exceptional education students shall be afforded the opportunity to fully meet all standard graduation requirements and qualify for a standard diploma. Parents/guardians of exceptional students shall be informed of the requirements for obtaining a standard diploma and other diploma options available.

Beginning with students entering grade 9 in the 2014-2015 school year

- (a) A parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to s. 1003.5716, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion.
- (b) The following options, in addition to the other options specified in this section, may be used to satisfy the standard high school diploma requirements, as specified in the student's individual education plan:
1. For a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills:
 - a. A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by State Board of Education rule.
 - b. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.
 2. For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills:
 - a. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education.

- b. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student’s transition plan. The documentation must be verified by the IEP team.
- c. Documented successful employment for the number of hours per week specified in the student’s transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.
- d. Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student’s transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:
 - (I) The expected academic and employment competencies, industry certifications, and occupational completion points;
 - (II) The criteria for determining and certifying mastery of the competencies;
 - (III) The work schedule and the minimum number of hours to be worked per week; and
 - (IV) A description of the supervision to be provided by the school district.

3. Any change to the high school graduation option specified in the student’s IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.

(c) A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

- 1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and
- 2. Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

(d) A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.

(e) Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to s. 1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572.

Note:

²The State Board of Education shall adopt rules under ss. 120.536(1) and 120.54 to implement this paragraph, including rules that establish the minimum requirements for students described in this paragraph to earn a standard high school diploma. The State Board of Education shall adopt emergency rules pursuant to ss. 120.536(1) and 120.54.

Standard Diploma for Exceptional Student Education (ESE) Students

Exceptional education students must meet the same requirements for a standard diploma as required by the school district for non-disabled students. Accommodations may be provided for basic courses and

tests to meet the needs of students with disabilities. Accommodations change the way a student learns, but not what the student is expected to learn. The transition IEP team determines appropriate accommodations.

WAIVER OF STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES:

Students with disabilities who are working toward a standard high school diploma are expected to participate in the Florida Assessment of Student Thinking; however, legislation provides for a waiver of the F.A.S.T. Assessment, and End-of-Course assessments for the purpose of receiving a course grade or as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments:

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.:
2. The student must have an individual educational plan (IEP).
3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
4. In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.

Certificates of Completion for Exceptional Student Education (ESE) Students

Students who are unable to meet graduation requirements for a diploma may receive a certificate of completion. A certificate of completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma.

Two types of Certificates of Completion are available for ESE students:

- Regular Certificate of Completion
 - Given to any student pursuing a standard diploma that passes the required courses in high school [24 credits (s. 1003.4282, F.S.) or the required 18 credits under the ACCEL option (s. 1002.3105 (5), F.S.)] but fails to pass the required state test, and/or achieve the required grade point average.
- Special Certificate of Completion
 - Available to any student with disabilities who is unable to meet all of the graduation requirements for a special diploma.

The Special Certificate of Completion certifies that the student passed the required ESE courses in high school but failed to master the Student Performance Standards for Exceptional Student Education or the Access Points for Special Diploma.

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FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Board of Trustees Meeting

SUBJECT: 2024-2025 Professional Learning Plan (NEFEC)

PROPOSED BOARD ACTION

Board approval is requested for the 2024-2025 Professional Learning Plan (PLC) developed by North East Florida Educational Consortium (NEFEC).

Attachments:

- PLC Updates for 2024-2025

Presenter/Department: Randi Mitchell, Executive Director of Curriculum and Professional Development

NEFEC Professional Learning Catalog Changes for 2023-2024 to apply to 2024-2025

Added the following components:

SCIENCE OF READING	1-013-051	5-10
GUARDIAN PROGRAM	6-511-005	144
DISTRICT SPECIFIC SWD COURSE*	2-100-033	100
CAREER AND TECHNICAL ED STUDENT SUPPORT	2-211-001	Varies
FLORIDA EDUCATIONAL LEADERSHIP STANDARDS (FELS)	7-517-004	60
40 HOUR READING REQUIREMENT (GENERIC FOR TRACK ENTRY)	1-013-052	40
Evaluation and Assessment of Prekindergarten Children	3-102-001	10
Exploring Structured Literacy Generic Track	2-013-053	SWD/R40

Deleted the following components:

MULTICULTURAL SENSITIVITY	2-412-001	120
GROWTH MINDSET MICRO-CREDENTIAL	2-408-004	30

Added the following components to the Reading 40 list:

SCIENCE OF READING	1-013-051	5-10
STRUCTURED LITERACY THROUGH A MULTI-SENSORY APPROACH	2-013-007	20

Deleted the following components to the Reading 40 list:

- Reading Content
- Reading Foundation Skills

Deleted the Prekindergarten Disabilities Add-On Endorsement

Other Changes/Edits:

- Changed the FCRR and UF Literacy Coach Endorsement Components to add to 120 according to the amounts given by UF
- Added Transfer of Required Reading 40 Points Bankable 9-999-005
- Changed all PDA titles and component descriptions to PLA
- Updated language in components to reflect changes requested by the Steering Committee

Removed or edited language as suggested by FDOE to comply with current state requirements.

**FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Board of Trustees Meeting**

Subject: Approval of Uniform Assessment Calendar

Pursuant to Section (s.) 1008.22(7)(c), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C), we are seeking Board approval of the uniform assessment calendar with district-required assessment information included, to provide to the Department of Education by October 1 of each school year.

Attachment(s):

- FSDB 2024-2025 Uniform Statewide Assessment Calendar

Department/Presenter: Instructional Services/Scott Trejbal

2024–25 Uniform Statewide Assessment Calendar

According to Section 1008.22(7)(b), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), the uniform assessment calendar must be published on the Florida Department of Education (FDOE) website by January of each year for, at a minimum, the following two school years. Prior to posting, FDOE will complete sections 1 through 4 with the appropriate information.

Each school district must then complete the uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the FDOE by October 1 of each school year. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information provided by the Department in sections 1 through 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. The FDOE will populate this section with state-level terms in addition to those specified in s. 1008.22(7)(i), F.S. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments but should not modify any FDOE-provided information.

Acronym/Term	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)
Accommodation	Per Rule 6A-1.0943, F.A.C., “Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment, and the use of assistive technology or devices to facilitate the student’s participation in a statewide standardized assessment.”
B.E.S.T.	Benchmarks for Excellent Student Thinking
CBT	Computer-Based Test
CLT	Classic Learning Test
Concordant and Comparative Scores	Concordant and comparative scores refer to scores that have been determined by establishing a relationship between assessments that measure similar (but not identical) constructs, such as the Algebra 1 End-of-Course Assessment and the SAT. In statute, concordant refers to scores associated with the ELA assessment and comparative refers to scores associated with the Algebra 1 assessment. A student can meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, F.A.C.
Diagnostic	Assessments that measure students’ understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.
District Window	The selected dates within the statewide window during which a district will administer a given assessment.
District-Required Assessments	Assessments required by the school district for students in a specific grade or course.
ELA	English Language Arts
EOC	End-of-Course
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results.

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Acronym/Term	Definition
FAA	Florida Alternate Assessment; The FAA—Datafolio is designed to provide meaningful information about students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The FAA—Performance Task is a performance-based assessment for students with the most significant cognitive disabilities aligned to the state’s alternate academic achievement standards.
FAST	Florida Assessment of Student Thinking
FCLE	Florida Civic Literacy Exam
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student’s report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
Interim	Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student’s ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
NAEP	National Assessment of Educational Progress
PBT	Paper-Based Test
PM1	The baseline administration of FAST Progress Monitoring in the beginning of the school year.
PM2	The midyear administration of FAST Progress Monitoring in the middle of the school year.
PM3	The summative administration of FAST Progress Monitoring at the end of the school year; the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.
Progress Monitoring	The process used to determine whether a student’s academic performance is improving, at what rate it is improving, and how effective instruction has been. In accordance with s. 1008.25(9)(b)1., F.S., the progress monitoring assessments for VPK through grade 2 must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after a student’s enrollment or the start of the program or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year. In accordance with s. 1008.25(9)(b)2., F.S., the progress monitoring assessments for grades 3 through 10 must be administered at the beginning, middle, and end of the school year.
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida’s academic standards at or near the conclusion of the course of instruction.
Statewide, Standardized Assessments	All assessments required by s. 1008.22, F.S.
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment.
Testing Time	The amount of time individual students are each given to respond to test items on each test.
VPK	Florida’s Voluntary Prekindergarten Education Program



2024–25 Uniform Statewide Assessment Calendar

2. Test, Type, and Purpose/Use

FDOE will populate this section with information related to state-level tests. Districts may add rows as needed to define district-required tests, test type, and their purpose/use in the district, but they should not modify any FDOE-provided information. If additional types are added, define applicable types in the glossary.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
Alternate ACCESS	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	Rule 6A-6.0902, F.A.C. Rule 6A-6.09021, F.A.C. Rule 6A-6.0903, F.A.C. Rule 6A-1.09432, F.A.C
ACT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C.
CLT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C.
FAST PM1 and PM2	Diagnostic/Progress Monitoring	Provides information in mastering the appropriate grade-level standards and provides information on students' progress to parents, teachers, and school and program administrators. Used to provide data for accountability of the Voluntary Prekindergarten Education Program.	s. 1002.68, F.S. s. 1008.25(9), F.S. Rule 6M-8.601, F.A.C.
FCLE	Summative	If passed, exempts students from the postsecondary civic literacy assessment requirement established by s. 1007.25(4), F.S.	s. 1003.4282(3)(d), F.S. s. 1007.25(5)(b), F.S.
B.E.S.T. Writing	Summative	Purpose: statewide, standardized assessments, including FAST PM3, measure student achievement of Florida's academic standards Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; School Improvement; Federal Percent of Points Index (FPPI); Department of Juvenile Justice (DJJ) accountability rating; Value-Added Model (VAM); scholar designation; Credit Acceleration Program; school improvement plans; school, district, state, and federal reporting; assessment provisions for students in scholarship programs and stationed on military bases; New Worlds Reading Initiative;	s. 1002.38, F.S.
EOC	Summative		s. 1002.394, F.S.
FAST PM3	Progress Monitoring/Summative		s. 1002.395, F.S.
FAA—Performance Task	Summative		s. 1002.40, F.S.
FAA—Datafolio	Portfolio		s. 1002.45, F.S.
Statewide Science Assessment	Summative		s. 1002.68, F.S.
			s. 1003.4156, F.S. s. 1003.4282, F.S. s. 1003.4285, F.S. s. 1003.433, F.S. s. 1003.485, F.S. s. 1004.04, F.S.

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Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
		Reading Achievement Initiative for Scholastic Excellence (RAISE) Program	s. 1004.85, F.S. s. 1008.213, F.S. s. 1008.22, F.S. s. 1008.25, F.S. s. 1008.33, F.S. s. 1008.34, F.S. s. 1008.341, F.S. s. 1008.365, F.S. s. 1012.34, F.S. s. 1012.56, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. Rule 6A-1.0943, F.A.C. Rule 6A-1.09432, F.A.C. Rule 6A-1.09981, F.A.C. Rule 6A-1.099811, F.A.C. Rule 6A-1.099822, F.A.C. Rule 6A-5.0411, F.A.C. Rule 6A-6.0531, F.A.C. Rule 6A-6.0532, F.A.C.
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S.
PSAT/NMSQT	Summative	Inform course placement; can be used as a concordant or comparative score to meet Algebra 1 assessment graduation requirements	s. 1007.35, F.S. Rule 6A-1.09422, F.A.C.
SAT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C.

3. Required Statewide Assessments

The following assessments are required for students as indicated in the **Students to Be Tested** column. FDOE will complete this section with the required statewide assessments. Districts should then populate the **District Window** column for each assessment in the table but should not modify any FDOE-provided information.

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When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
VPK FAST PM1	Students enrolled in VPK	First 30 instructional days after a student’s enrollment or the start of a program year or school year	N/A	CBT	10–20 minutes	Immediately following test completion
FAST PM1	Kindergarten–Grade 1 ELA Reading	August 5–September 27, 2024 ¹	N/A**	CBT ²	10–20 minutes	Immediately following test completion
FAST PM1	Grade 2 ELA Reading	August 5–September 27, 2024 ¹	08/26/2024–09/13/2024	CBT ²	15–20 minutes	Immediately following test completion
FAST PM1	Kindergarten–Grade 2 Mathematics	August 5–September 27, 2024 ¹	08/26/2024–09/13/2024	CBT ²	20–30 minutes	Immediately following test completion
FAST PM1	Grades 3–10 ELA Reading	August 12–September 27, 2024	08/26/2024–09/13/2024	CBT ²	90 minutes ³	Immediately following test completion
FAST PM1	Grades 3–5 Mathematics	August 12–September 27, 2024	08/26/2024–09/13/2024	CBT ²	80 minutes ³	Immediately following test completion
FAST PM1	Grades 6–8 Mathematics	August 12–September 27, 2024	08/26/2024–09/13/2024	CBT ²	100 minutes ³	Immediately following test completion
FAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 1: September–October 2024	N/A	PBT	Varies/Untimed	June 2025



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Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 2: November–December 2024	N/A	PBT	Varies/Untimed	June 2025
FCLE	Students enrolled in associated courses	November 4–December 20, 2024	11/04/2024-12/13/2024	CBT ²	160 minutes ⁵	Immediately following test completion
VPK FAST PM2	Students enrolled in VPK	Midyear	N/A	CBT	10–20 minutes	Immediately following test completion
FAST PM2	Kindergarten–Grade 1 ELA Reading	December 2, 2024–January 24, 2025	N/A**	CBT ²	10–20 minutes	Immediately following test completion
FAST PM2	Grade 2 ELA Reading	December 2, 2024–January 24, 2025	12/09/2024-01/10/2025	CBT ²	15–20 minutes	Immediately following test completion
FAST PM2	Kindergarten–Grade 2 Mathematics	December 2, 2024–January 24, 2025	12/09/2024-01/10/2025	CBT ²	20–30 minutes	Immediately following test completion
FAST PM2	Grades 3–10 ELA Reading	December 2, 2024–January 24, 2025	12/09/2024-01/10/2025	CBT ²	90 minutes ³	Immediately following test completion
FAST PM2	Grades 3–5 Mathematics	December 2, 2024–January 24, 2025	12/09/2024-01/10/2025	CBT ²	80 minutes ³	Immediately following test completion
FAST PM2	Grades 6–8 Mathematics	December 2, 2024–January 24, 2025	12/09/2024-01/10/2025	CBT ²	100 minutes ³	Immediately following test completion



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Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 3: February–March 2025	N/A	PBT	Varies/Untimed	June 2025
FAA—Performance Task ⁶	Grades 3–8 ELA & Mathematics; Grades 4–8 Writing; Grades 5 & 8 Science; and Civics EOC	February 24–April 11, 2025	02/24/2025-04/04/2025	PBT	Varies/Untimed	June 2025
ACT ⁷	Grade 11 students in districts that selected ACT	March–April 2025	March-April 2025	CBT	175 minutes	3–8 weeks after test administration
CLT ⁷	Grade 11 students in districts that selected CLT	March–April 2025	N/A	CBT	120 minutes	Within 8 business days
SAT ⁷	Grade 11 students in districts that selected SAT	March–April 2025	N/A	CBT	134 minutes	2–4 weeks after test administration
FAA—Performance Task ⁶	Grades 9 & 10 ELA; Grades 9 & 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 10–April 25, 2025	03/10/2025-04/17/2025	PBT	Varies/Untimed	June 2025
B.E.S.T. Writing	Grades 4–10	March 31–April 11, 2025	03/11/2025-04/11/2025	CBT ²	120 minutes ⁵	June 2025
FCLE	Students enrolled in associated courses	March 31–May 30, 2025	03/31/2025-05/23/2025	CBT ²	160 minutes ⁵	Immediately following test completion
VPK FAST PM3	Students enrolled in VPK	The last 30 days of the program or school year	N/A	CBT	10–20 minutes	Immediately following test completion

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Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAST PM3	Kindergarten ELA Reading	April 14–May 30, 2025 ⁸	N/A**	CBT ²	10–20 minutes	Immediately following test completion
FAST PM3	Grades 1–2 ELA Reading	April 14–May 30, 2025 ⁸	05/01/2025-05/23/2025	CBT ²	15–20 minutes	Immediately following test completion
FAST PM3	Kindergarten–Grade 2 Mathematics	April 14–May 30, 2025 ⁸	05/01/2025-05/23/2025	CBT ²	20–30 minutes	Immediately following test completion
FAST PM3	Grades 3–10 ELA Reading	May 1–30, 2025	05/01/2025-05/23/2025	CBT ²	120 minutes ³	Immediately following test completion
FAST PM3	Grades 3–5 Mathematics	May 1–30, 2025	05/01/2025-05/23/2025	CBT ²	100 minutes ³	Immediately following test completion
FAST PM3	Grades 6–8 Mathematics	May 1–30, 2025	05/01/2025-05/23/2025	CBT ²	120 minutes ³	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs	Students enrolled in associated courses	May 1–30, 2025	05/01/2025-05/23/2025	CBT ²	160 minutes ³	Immediately following test completion
Statewide Science	Grades 5 and 8	May 1–30, 2025	05/01/2025-05/23/2025	CBT ²	160 minutes ³	Immediately following test completion

¹ K–2 FAST assessments for PM1 must be administered within the first 30 instructional days of the school year.

² Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

³ Any student who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ The FAA—Datafolio is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment or the FAA—Performance Task is inappropriate, even with accommodations.

⁵ Any student who has not completed the test by the end of the allotted time may continue working up to half the length of a typical school day.

⁶ The FAA—Performance Task is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

⁷ Each district must choose to administer the ACT, CLT, or SAT. Complete the row for the assessment chosen by your district and then change the background for the assessment not chosen to gray and leave the district window cell blank.

⁸ K–2 FAST assessments for PM3 must be administered within the last 30 instructional days of the school year.

**Star Early Literacy is not accessible for population served.

2024–25 Uniform Statewide Assessment Calendar

4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. The FDOE will complete this section with the applicable statewide assessments. Districts should then populate the **District Window** column for the assessments in the table below but should not modify any FDOE-provided information. If an assessment is not being administered in your district, indicate “N/A” in the District Window column.

Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.

Assessment	Students to Be Tested ³	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAST Grade 10 ELA Reading Retake		September 9–October 4, 2024	09/16/2024-09/27/2024	CBT ¹	120 minutes ²	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs		September 9–October 4, 2024	09/16/2024-09/27/2025	CBT ¹	160 minutes ²	Immediately following test completion
FAA—Performance Task ⁴ Grade 10 ELA and Algebra 1 EOC Makeup		September 23–October 11, 2024	09/23/2024-10/09/2024	PBT	Varies/Untimed	December 2024
PSAT/NMSQT	Grade 10	October 2024	N/A	PBT	165 minutes	January 2025
PreACT	Grade 10	October 2024–April 2025	10/2024-12/2024	PBT	150 minutes	Approximately 2 weeks after testing
NAEP Long-Term Trend	Select students age 9, 13, and 17	Age 13: October–December 2024 Age 9: January–March 2025 Age 17: March–May 2025	N/A	CBT	90 minutes	Summer 2026
FAST Grade 10 ELA Reading Retake		December 2–20, 2024	12/02/2024-12/13/2024	CBT ¹	120 minutes ²	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs		December 2–20, 2024	12/02/2024-12/18/2024	CBT ¹	160 minutes ²	Immediately following test completion

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Assessment	Students to Be Tested ³	Statewide Window	District Window	Mode	Testing Time	Results Expected
ACCESS for ELLs	Grades K–12 currently classified as ELL with “LY” code	January 20–March 14, 2025	01/21/2025-03/07/2025	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2025
Alternate ACCESS	Grades K–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 20–March 14, 2025	03/10/2025-04/17/2025	PBT	120 minutes	June 2025
FAST Grade 10 ELA Reading Retake		May 1–30, 2025	05/01/2025-05/23/2025	CBT ¹	120 minutes ²	Immediately following test completion
FAST Grade 10 ELA Reading Retake		July 14–25, 2025	N/A	CBT ¹	120 minutes ²	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs		July 14–25, 2025	N/A	CBT ¹	160 minutes ²	Immediately following test completion

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

³ If indicated, “applicable students” relates to the sub-group(s) of students who *may* take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment.

Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group.

⁴ The FAA—Performance Task is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in the district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
Measures of Academic Progress (MAP)	Grades K – 12; Reading/Mathematics	08/26/2024-09/13/2024 12/09/2024-01/10/2025 05/01/2025-05/23/2025	CBT	45 minutes per subject/varies	Approximately 1 week after testing.



2024–25 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected

6. Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments ¹			District Assessments ¹			Approximate Total Testing Time (In Minutes)
	Range of Minutes	Median Number of Minutes	% Net Instructional Time ²	Range of Minutes	Median Number of Minutes	% Net Instructional Time ²	
VPK	30–60	45	0.10%	N/A	N/A	N/A	N/A
K	90–150	120	0.28%	270-540	405	0.9375	525
1	95–150	122.5	0.28%	270-540	405	0.9375	527.5
2	105–150	127.5	0.30%	270-540	405	0.9375	532.5
3	560	560	1.30%	270-540	405	0.9375	965
4	680	680	1.26%	270-540	405	0.750	1085
5	840	840	1.56%	270-540	405	0.750	1245

¹ In accordance with Senate Bill 2524 § 45 (Chapter 2022-154, § 45, Laws of Florida), the Department must collect from each school district, by grade level, the range and median number of minutes per school year, including as a percentage of net instructional time, students in prekindergarten through grade 5 spend on district-required assessments and coordinated screening and progress monitoring and state-required assessments and coordinated screening and progress monitoring.

² The percent net instructional time is based on 43,200 instructional minutes per school year for VPK through grade 3 and on 54,000 instructional minutes per school year for grades 4 through 5, per s. [1011.61](#), F.S.

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)**
6	740	405	1145
7	900	405	1305
8	900	405	1305
9	740	405	1145
10	580	405	985
11	160+175/120/134 ¹	405	740
12	160	405	565

¹ The amount of time for grade 11 statewide assessments will depend on whether a district selects ACT, CLT, or SAT. If ACT, use 335 minutes (160 + 175) for the grade 11 Statewide Assessments cell. If CLT, use 280 minutes (160 + 120) for the grade 11 Statewide Assessments cell. If SAT, use 294 minutes (160 + 134) for the grade 11 Statewide Assessments cell.

