



Agenda

Florida School for the Deaf and the Blind
Board of Trustees Meeting
Moore Hall, Center for Learning and Development
August 27, 2021, 2:00 p.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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Florida School for the Deaf & the Blind

Board of Trustees Meeting Minutes Moore Hall, Center for Learning and Development June 3, 2021, 2:00 p.m.

Attendance

Present: Mrs. Christine Chapman, Mr. Terry Hadley, Mr. Matthew Kramer, Mrs. June Ann LeFors, Mrs. Pam Siguler, Dr. Thomas Zavelson.

Absent: Mr. Owen McCaul

Call to Order

Vice-chair Mr. Ralph "Terry" Hadley convened a regular meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 2:00 p.m. in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

Public Comment

Mr. Brent Bechtold, St. Augustine, FL

Mr. Bechtold introduced himself as the Literacy Specialist in Deaf High School and as the past president of the FSDB EA (Education Association). Mr. Bechtold provided the Board with the current EA statistics and thanked them for considering the proposal being presented during the Executive Session. He introduced the new FSDB EA President, Ms. Gina Gilmore.

Gina Gilmore, St. Augustine, FL

Ms. Gilmore introduced herself as a Deaf Elementary first-grade teacher. She said that she is looking forward to working with the Board and the administration.

Executive Session

Mr. Hadley adjourned the Board meeting for the Executive Session at 2:05 p.m.

The Board returned at 2:40 p.m. Mr. Hadley closed the Executive Session and reconvened the Board of Trustees meeting. Mr. Hadley requested a motion to consider the matter discussed during Executive Session.

Mr. Kramer moved to ratify the renegotiations of the FSDB Education Association contract that was discussed during the executive session. The motion was seconded by Dr. Zavelson and was carried unanimously by the Board.

Approval of Meeting Minutes

Mrs. Siguler moved to approve the minutes from the Regular Board of Trustees Meeting held on April 9, 2021. The motion was seconded by Mrs. Chapman and approved unanimously by the Board.

President's Report

Ms. Tracie Snow, President, updated the Board with additional information not covered in her written report.

- Both Proms were held at the President's house on the front lawn.
- Teacher of the Year and School-Related Employee of the Year breakfast was held at the President's house.
- Teacher and Staff Appreciation – we had a group of students help stuff over 700 lunch boxes with snacks and other goodies within one hour. The lunch boxes were dispersed to staff the last week of May.
- New light pole banners. We have beautiful, unique banners displayed across campus with pictures of students and FSDB's logo.

Legislative Report

Ms. Patsy Eccles, Legislative Specialist, reviewed her written report and updated the Board things happening with the state Legislature, FSDB's communications with the Budget Office, and legislative budgeting staff. Ms. Eccles provided the Board with a legislative schedule for 2022.

Action Items

Action Item #1

Surplus Property

Board approval was requested for disposal of surplus property. All items had an original purchase value in excess of \$1,000.

Mrs. Siguler moved to accept Action Item #1, as presented. The motion was seconded by Dr. Zavelson and carried unanimously by the Board.

Action Item #2

2022-2023 PECO Legislative Budget Request and 2021-2026 Campus/Facility Master Plan

Board approval was requested for the 2022-2023 PECO Legislative Budget Request and the 2021-2026 Campus/Facility Master Plan. This approval was requested in accordance with Florida Statute 1002.36.

Note: These documents are in alignment with each other, as well as the Educational Plant Survey. The Campus/Facility Master Plan is amended annually to reflect any changes.

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

Action Item #3

FY 2022-2023 Legislative Budget Request

Board approval was requested for the Legislative Budget Request (LBR) for the fiscal year 2022-2023.

Note: The following issues are recommended for inclusion in the FY 2022-2023 LBR:

1. Cost to Continue for General Revenue and the Trust Funds.
2. Workload increase of \$2,084,283 is requested in recurring General Revenue funds, which include:
 - \$1,364,634 to increase the minimum annual salary (plus benefits) for 169 FSDB teachers and specialists to \$47,500 and provide increases to address additional degrees and various contract lengths within the negotiated labor agreement.
 - \$563,544 to increase 479 Career Service, SES, and BOT administrators \$1,000 (plus benefits) who provide support, services, and administration to programs.
 - \$156,105 to increase the minimum wage to \$14/hour and address compression issues.
3. Fund shift to redistribute existing trust fund appropriation based on estimated expenditures, resulting in a net-zero effect.

Mrs. Chapman moved to accept Action Item #3, as presented. The motion was seconded by Mrs. LeFors and carried unanimously by the Board.

Action Item #4

Operating Budget – Revisions #3

Board approval was requested for the FY 2020-21 Operation Budget – Revision#3.

Notes:

Category 104166 reflects a budget realignment to address the additional fourth-quarter release per EOG Memo #21-029.

Fund 1000	801,299.00	Salaries and Benefits
Fund 1000	560,390.00	Other Personal Services
Fund 1000	944,124.00	Expense
Fund 1000	628,825.00	Operating Capital Outlay
Fund 1000	(2,934,638.00)	FY 2020-21 Release hold back per EOG Memo #20-026

Category 130300 reflects a budget realignment to support safety enhancements and the anticipated reversion per the Conference Report on SB 2500, Section 34.

Fund 1000	97,000.00	Safety/Security/Health/Welfare Enhancements
Fund 1000	382,974.00	Unbudgeted Carry Forward
Fund 1000	(479,974.00)	Pending one-time, nonrecurring carry forward budget reduction

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

Action Item #5

Contract Amendment – Internal Audit

Board approval was requested to amend the RSM US, LLP contract to reflect additional IT Subject Matter Expert positions and the rates listed below.

<u>Classification Level</u>	<u>2021-2022 Rate Per Hour</u>
Partner/Director	\$290.00
Manager	\$250.00
Supervisor/Senior	\$210.00
Staff	\$180.00

Mrs. Chapman moved to accept Action Item #5, as presented. The motion was seconded by Mr. Kramer and carried unanimously by the Board.

Action Item #6

NEFEC Membership Contract for 2020-2021

Board approval was requested for the 2021-2022 Northeast Florida Education Consortium (NEFEC) contract.

Mrs. Chapman moved to accept Action Item #6, as presented. The motion was seconded by Mr. Kramer and carried unanimously by the Board.

New Business

No new business

Unfinished Business

Declaration of Restrictive Covenant - Mr. Sid Ansbacher, Board Counsel, updated the Board on establishing the Declaration of Restrictive Covenant that will allow the School to end the expensive outside monitoring of ground contamination that occurred in 1994. Mr. Ansbacher concluded that once the Florida Board of Education approves this, we will receive the final approval from the Department of Environment Protection and close this issue. No action was required.

Department Updates

No Department Updates were noted.

Board Comments

The Trustees commended the staff, faculty, and administration for all the hard work to make this a very successful year through all the challenges. They commented on the beautiful graduation ceremony earlier in the day. They all expressed their gratitude to President Snow for her work through this challenging year.

Adjournment

Meeting adjourned at 3:23 p.m.

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

Tracie C. Snow, President

Ralph V. Hadley, III, Board Vice-Chair



What an incredible summer we have had, closing out one school year and getting ready for the next. Serving in the role of President for FSDB has enabled me to observe, support, and work with amazing team members across campus. The work done over the summer is sometimes intense, especially when we need to pivot in a different direction. I am proud of all that was accomplished and amazed that even with a shorter summer than typical, it all got done.

In June, I sent out an "End of Year" survey to all of our employees, asking them what they found helpful and what they were most proud of. The responses from this survey have become a grounding point for me as I think of starting a school year (again) with COVID-19. I have re-read the responses these last two months, and I am reminded that FSDB can do hard things, FSDB can succeed through adversity, and FSDB can celebrate accomplishments.

What did you find helpful?

- Being a very new employee, I found the resources, guidance, and support from the staff most helpful in starting my journey.
- Teachers and specialists went out of their way to accommodate students so they could be successful.
- Communication and support from the President and PAT (President's Advisory Team). Being open in a situation where everyone has concerns brings another level of trust and commitment to the employee.
- Extra planning at the beginning of the school year.
- I felt the PAT team worked really hard to create guidance and establish support for what was needed to reopen the school.
- Everyone's positive attitude.
- The tremendous teamwork displayed by all.
- Everything ran smoothly.
- The support we gave students related to their mental health and well-being.

What are you most proud of?

- I am proud of my growth/experiences in such a short period of time and my department.
- I'm proud that the people I work with are here every day doing a very hard job and doing it well.
- My department for getting the kids to and from school while minimizing the risk of COVID-19 for ourselves and for the students.
- Just everyone sticking together and pushing through.

- The way all of the FSDB staff bent, conformed, and reached outside their comfort zone to make this a remarkable year under stressful and uncomfortable situations.
- I am really thankful for the team and it makes me feel confident in the school.
- I am proud of my department. Everyone was willing to help, pivot, adapt, and work towards making everything work.
- To be part of the FSDB team...to be able to contribute in every way I can.
- Our leaders have been fantastic in ensuring everyone remained safe and secure during the pandemic or any on campus critical incidents.

There were many more comments sharing the same sentiments. FSDB really did pull together, support each other and step outside their comfort zone. Responses to the last question on the survey, "Is there anything else you would like to share," really captured the attitude and pride our staff members have for our FSDB community.

- Nothing. Love it here!!!!
- We worked hard and we were asked to do things out of our norm, and everyone gave it their best!
- Yes, it has been an exhausting year, but worth our efforts. We did well!!
- FSDB STRONG!!!!
- Thanks to all. I feel we did an amazing job this year!
- Yay. Go team.
- I appreciate the positive school environment. Everyone should give each other a pat on the back!
- Working at FSDB was a dream come true. It's been a great ride!
- It was a trying year, but we survived!
- I am honored to be part of FSDB. The administration, staff, and students make this seem more like a community/family rather than a workplace.
- I think this year, as hard as it was, will be one we can all be proud of.
- My gratitude to my FSDB family, for opening up despite the pandemic and the fear. It has made us collectively stronger and this year will never be forgotten!

I end my board report reflecting on last year, feeling proud of the work that was done over the summer, and being inspired by our staff members. I look forward to an even more amazing year for our students and staff. We will pivot, persevere, and thrive. As one staff member simply stated when asked if they had any questions or concerns for the coming school year...

"Bring it!"



Class Code Count

Board of Trustees Administrator Positions	70
Teacher Positions	109
Specialist Positions	60
Select Exempt Service Positions	45
Career Service Positions	396

General Revenue Positions **652**

Grant Funded Positions **28**

Add/Delete

- 08519 Senior Motor Vehicle Operator, Career Service, 10-months to Administrative Assistant, Career Service, 12 months, Org 1007 (Parent Services)
- 08201 Staff Interpreter/Translator – SES (W/T: Parent Services Spanish Translator), 12-months to Staff Interpreter/Translator, Career Service
- 08642 Administrative Assistant II, Career Service, 12-months (Grant) to Coordinator of Gifts & Volunteers, BOT Admin
- 08197 Distributed Computer Systems Administrator – SES, 12-months to Data Base Consultant, Career Service, 12 months
- 08591 Athletic Trainer Coordinator, BOT Admin, 11-months to Coordinator of Student Enterprises, BOT Admin
- 08751 Teacher, BOT, 10-months to O&M Specialist, 7%, BOT
- 08121 Teacher, BOT, 10-months to O&M Specialist, 7%, BOT
- 08329 Teacher, BOT, 10-months to O&M Specialist, 7%, BOT
- 08134 Teacher, BOT, 10-months to O&M Specialist, 7%, BOT
- 08466 Staff Interpreter/Translator, Career Service, 11-months to 10-months
- 08287 Criminal Justice Information Technician, 12-months to Security Guard (W/T: Access Control Agent)
- 08378 Licensed Practical Nurse, Career Service, 10-months to Health Support Technician
- 08460 Licensed Practical Nurse, Career Service, 10-months to Registered Nurse
- 08192 Food Support Worker, Career Service, 1.0 FTE, 10-month to 0.75 FTE

Service Awards

40 Years

Vickie Plummer

30 Years

Debra Grimm

25 Years

Susan Lucas

Mark Largent

Tracie Snow

Berlinda Grooms

20 Years

Justin Cosgrove

Randall Hancock

Susan Hancock

Eric LeFors

Amy Jo Reed

Michelle Cosgrove

Anita Laton

Tammy Holcomb

Tina Jones

Michael Zuaro

Brent Bechtold

15 Years

Teryl "Terri" Samson

Crystal Fleming

Mandy Nolte

Carmen Flores

David "Kelly" Thomas

Aimee Graham

Andrea Binder

Michael Johnson

10 Years

Kathleen McManus

Jessica Littlefield

5 Years

Farah Selleck

John Wester

Anna Tutak

Billie Jo Mayo

Teresa Buffolino

Russell Koenig

Annelyse Cruze

James Carpenter

Jennifer Enache

Ellen Fertsch

Alan Shepard

James Veglia

Thomas Hoffman

Meagan Lindberg

Alexander Garvey

Anne Marie Bacani

Andrew Nicol

Cara Wilmot

Ronald Marhanka

Joy Fraychineaud



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Communications & Public Relations Department

August 27, 2021

This year-end report summarizes department activities and accomplishments, working in collaboration with campus personnel during the period of July 1, 2020 through June 30, 2021.

Personnel

- Last August, Thomas "Tom" Hanson came on board as media production specialist. He brings 19 years of award-winning communications experience in video production and direction, delivering script-to-screen content across multiple cable network and social media channels. His city government (Florida) background includes facilities administration, programming content development, project management and brand marketing.
- In January, Alexander "Alex" Winogradow Ribeiro came on board as graphic/social media specialist to our department. He brings five years of graphic design experience in advertising, marketing, and branding, delivering unique and versatile designs across many mediums. He was the in-house graphic designer for a community college in western North Carolina, where he prepared branded educational materials.

Leadership Communications

- Provided support to Tracie Snow in the editing and posting of President's Posts (videos and transcripts) and related information for internal sharing with staff members and public dissemination online for parents/legal guardians and external stakeholders.
- Collaborated in planning efforts in line with 2020-22 school reopening plans (internal, lengthy and condensed), including communication tactics designed to keep our internal and external stakeholders informed on a continuous basis. School leadership emphasized the importance of COVID-19 and related health and safety measures with all stakeholders. Staff FAQs underwent regular updates based on executive orders issued by Gov. DeSantis and relevant FDOH and CDC information on vaccination.
- Created webpages that served as a hub for information for parents/guardians. Content included the condensed reopening plan, key contacts and a compendium of the information issued through Skylert, all of which were made available in English, Spanish and ASL. An accompanying innovative learning environment (ILE) webpage included technology tutorials and contact specifics for school leaders and key personnel.
- Collaborated campus signage on health and safety measures, COVID-19 protocols for parents/guardians that detailed the school's contact tracing process, staff FAQs addressing key issues and concerns, and leadership letters for parents/guardians and staff members.

- Contributed to preparation of materials and documentation for Cognia accreditation review, which resulted in a successful accreditation outcome for FSDB.

Safety & Crisis Communications

- Created campus safety brochure for visitors detailing emergency management protocols and the various alert systems used across campus (e.g., message boards, fire alarms, etc.) in collaboration with Safety and School Safety personnel. A flyer outlining campus safety reminders was also distributed to staff members.
- Updated the school's Crisis Communications Plan including protocols for alerts and messaging via Skylert, website, and social media.
- Prepared and issued Skylert and email messaging to parents/legal guardians and adjacent neighborhoods on campus-wide lockdown, shelter-in-place and tornado drills.

School-Level Newsletters

- Initiated school-level newsletters for information-sharing with parents/guardians on a consistent basis. Supplied branded templates on Smore, an online app, for each school. Contents included administrative announcements, school-level updates and student highlights, along with content from athletics, boarding/recreation, parent services and other campus departments. A total of 96 newsletters were created, resulting in 6,586 total views.

News Stories & Earned Media

- Posted 22 stories on the school website and social media. Generated a total of 686 social media posts on the school's main and school-level accounts (see Social Media section below).
- Over 4,743 radio spots (:30 and 1:00 seconds, not counting June) public service announcements were 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. Roberts later contributed background music for his PSAs.
- Garnered 20 earned media stories from a wide variety of sources, highlighted below:
 - *Special Ed Connection*, a digital resource from LRP Publications that provides special education professionals practical guidance, legal interpretations and research, published a feature on Aug. 3 about remote instruction for students with visual impairment – FSDB was one of the two schools featured for its innovative learning environment; this involved an interview with President Snow.
 - The *New York Times* published a story on Sep. 11 about FSDB alumnus Enrique Oliu on how broadcasting for the Tampa Bay Rays changed this year with no fans.
 - An official press release on Sept. 18 announced Governor DeSantis' appointment of June Ann LeFors to the FSDB Board of Trustees.

- *WFTS (Action News Tampa Bay)* aired a segment on Oct. 1 featuring FSDB alumnus Enrique Oliu as the Spanish-language broadcaster for the Tampa Bay Rays since 1998.
- The *St. Augustine Record* on Nov. 2 featured an interview with newly appointed President Tracie C. Snow. Digital reprints and announcements were subsequently made in *BEESS Weekly (Bureau of Exceptional Student Services, COSB Howe's Now, Florida State Department of Education)*, *CEASD News*, *Florida Trend*, *News Break*, *News Service Florida*, *Pineapple Report*, *RedefinED* and *Stay Plugged In* (Putnam, Flagler, St. Johns).
- FSDB Board of Trustees Chair Owen McCaul was profiled in three different stories – on the front page of the TLH Life section of the *Tallahassee Democrat* on Feb. 23, the Local & State section of the *St. Augustine Record* on Feb. 28, and the *Florida Bar News* on Apr. 16. His association with FSDB was also mentioned on May 24 in a *Second Judicial Circuit of Florida* press release on Drug Awareness Month.
- FSDB was featured on Apr. 20 in a *National Parks* article, "National Park Foundation Provides Grants for Education Programs during the COVID-19 Pandemic."
- FSDB alumnus Marshall Zackery was featured on June 1 in *Ocala Style* about his hopes to represent Team USA in the Paralympic Games.
- The *United States Association of Blind Athletes* announced on June 9 the goalball teams for Tokyo 2020 Paralympic Games, which highlighted FSDB alumnus Daryl Walker and Physical Education Coach Keith Young.
- The *St. Augustine Record* on June 14 featured former FSDB staff member Henry "Hank" White Sr. and how he spent 60 years giving back to the community that shaped his life.

Outreach

- Formalized collaborative efforts with the Outreach Department on a variety of outreach initiatives, including videos for the *Virtual Expanded Core Curriculum (ECC) Interactive Learning Series*, branded flyers (see marketing collateral), and pop-up displays and banners to be used for campus expos and external events and conferences.

Advertisements

- Placed directory entry in the First Coast Relocation Guide and half page ad/directory listing in the Relocation Guide to Northeast Florida, digital and print editions (print circulation 8,000 and 5,000, respectively).
- Generated Facebook ad boosts - Expanded Core Curriculum summer camps (536 reach, 154 engagements); Interested in Working at FSDB? Visit our Careers Page (23,826 reach, 1,470 link clicks), and Considering FSDB? Learn How to Apply for Admissions (33,936, with 643 link clicks)

- Gave sponsorship support for the 2020 Florida Educators of Students who are Deaf or Hard of Hearing (FEDHH) Virtual Conference held November 16-20, 2020, in coordination with the Outreach Department.

Marketing Collateral

- Created a 36-page full color FSDB Viewbook featuring students, staff members, parents and alumni for year-round dissemination to internal and external stakeholders across the state.
- Designed and oversaw installation of branded, color-coordinated designs for outdoor light pole banners throughout the campus.
- Designed FSDB-branded promotional products (two-pocket folders, tote bags, jotters, stadium cups, pens, post-it pads and magnetic clips) for distribution statewide via Outreach Services.
- Redesigned FSDB admissions brochures and fast facts flyers for year-round dissemination to key stakeholder groups by campus departments. Also created brochure for Career Development.
- Created a variety of branded flyers for print and digital dissemination featuring Culinary Arts, Outta Sight Band, Athletics, Physical Education, ASL Classes, Braille Classes, Career Development Workshop, Parent Engagement Workshops, and Parent Infant Program Resources, Virtual Expanded Core Curriculum Interactive Learning Series.
- Designed a vinyl wall wrap for the Deaf Elementary School featuring 326 handprints from former fifth grade students.
- Created indoor popup vertical banner designs for various campus departments and full-length exhibit/display graphics for the new welcome center and tour office in Moore Hall.
- Designed vinyl banners for a senior athlete (Athletics Department) and Deaf History Month banner (Instructional Services)
- Designed yard signs for 2021-22 Teachers of the Year and School-Related Employee of the Year coordination with D&B Designs in addition to 68 celebratory signs for graduating Class of 2021 seniors.

Photography/Videography

- Carried out photography for various school- and department-based student activities including individual athletic teams.
- Continued to expand equipment placement in photo/video studio space in Walker Annex, including management of the studio in collaboration with campus departments.
- Video production included the following:
 - 2020-21 Teachers of the Year and School-Related Employee of the Year, Academics
 - Vocabulary Showcase, Blind and Deaf Elementary Schools
 - Halloween at Kids Town. Blind and Deaf Elementary Schools

- Model PBIS School surprise presentation for the Deaf Elementary School
- Teacher Spotlight: Lia Ferrante, Deaf High School
- FSDB Angel Tree, Advancement Department
- Luminarias in Palm Row for the Holidays, Dance Troupe and Boarding Services
- Holiday Music Concert and Spring Concert, Blind Music Department
- Tour of the President's Residence, Office of the President
- FSDB Learning Modules, Mental Health Department - General Wellness, Reducing Stigma, Human Trafficking, Suicide Prevention, Coping Strategies, Prescription Drug Abuse Prevention, Community Resources, Tobacco, Vaping, Alcohol, and Drug Abuse Prevention
- FSDB-First Coast Technical College (FCTC), Career Development (virtual tour usage)
- Career and Technical Education Learning Series, D&B Garden Center
- About the Early Learning Center, Outreach Department (virtual tour usage)
- Independent Living, Outreach Department (virtual tour usage)
- Student Crime Watch/FortifyFL video/Lockdown and Evacuation Drills, School Safety Specialist and others
- Parent and Student Climate Surveys, Training and Quality Assurance
- Dance Troupe's Disney's High School Musical, and Final Performance, Deaf High School
- Athletic Awards, Senior Awards, Commencement Ceremonies, Blind and Deaf High Schools
- Eighth Grade Celebration Ceremonies, Blind and Deaf Middle Schools

Social Media

Website

- Garnered 76,160 visitors (89% new), 246,417 page-views with an average viewing time of 2:26 minutes. Percentage of visitors were 50% mobile/tablet and 50% desktop. A total of 541 people reached out to FSDB personnel via web contact forms; this figure does not include phone calls received.

Facebook

- 13,132 likes (424 new), with 103 posts, 666,648 people reached, 1,212,669 impressions on the main Facebook account. The six school-level Facebook groups (targeted to parents/guardians, by invitation only) totaled 454 members, with 464 posts.

Instagram

- 1,948 followers with 148 posts, 3,481 video views, and 8,693 likes.

Twitter

- 1,482 followers, with 71 tweets, 32,494 impressions, 1,614 profile visits, and 70 mentions.

YouTube

- 41 videos uploaded (255 on site), with 141,066 views, estimated watch time of 11,263 hours, 1,621,286 impressions and 421 new subscribers (7,364 total).

Vimeo/Livestreaming

- 138 videos uploaded, with 19,437 plays and 412,855 minutes watched. 29 events streamed with 15,905 views.

Museum

- Hosted a total of 119 students and staff members (mostly academic classes and boarding program groups) due to pandemic restrictions on visitors. In June, Outreach tours began supplying optional visits to the museum.

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.

Attachment: Surplus Property List

Presenter/Department: John Wester, Comptroller

Mrs. Mintzer,

In accordance with FSDB guidelines, the following list of surplus items exceeding \$1,000.00 have been reviewed by the surplus review board and have been deemed in fact outdated, obsolete, and of no further use to this school

BOT APPROVAL FOR EQUIPMENT DISPOSAL

FSDB Property #	Description	Age	Acquisition Cost
55691	Imac	9 YRS.	1399.00
56017	Macbook	6 YRS.	1314.00
53761	Embosser	11 YRS.	1965.00
55702	Embosser	8 YRS.	2221.10
43576	Braille Printer	27 YRS.	4215.00
55082	Floor Scrubber	10 YRS.	2540.00
55083	Floor Scrubber	10 YRS.	2540.00
55315	Floor Scrubber	10 YRS.	1188.00
55139	Smart Board	11 YRS.	3918.00
55422	Smart UPSXL	10 yrs.	1070.00
55414	Smart UPSXL	10 yrs.	1070.00
55420	Smart UPSXL	10 yrs.	1070.00
54456	Smart UPSXL	10 yrs.	1070.00
55832	Macbook	12 YRS.	1012.62
53027	Myreader 2	12 YRS.	3995.00
53865	4000wattAC.PS.UNIT	11 yrs.	2850.00
53866	4000wattac.ps.unit	11 YRS.	2850.00
54313	Macbook	11 YRS.	1525.31
55378	Imac	10 YRS.	1779.00
55377	Hpkxt949	10 YRS.	1038.50
55443	Hive AP 340	10 YRS.	1495.12
55681	Hive AP 330	10 YRS.	1020.24
55653	Hive AP 330	10 YRS.	1020.24
55658	Hive AP 330	10 YRS.	1020.24
55733	Iboss filter	9YRS.	1526.00
55804	Macbook	9 YRS.	1012.62
55832	Macbook	9 YRS.	1012.62
56247	iMAC	5 YRS.	2975.00
56518	Palo Alto pa-200	4 YRS.	1400.00
55401	Logging System	10 YRS.	4896.00
56272	Canon Copier	5 YRS.	9409.00
56634	Macbook	4 YRS.	1406.00
56113	Fastpass System	6 YRS.	5935.00
55665	Hive AP 330	10 YRS.	1020.24
55667	Hive AP 330	10 YRS.	1020.24
55651	Hive AP 330	10 YRS.	1020.24
55645	Hive AP 330	10 YRS.	1020.24
55673	Hive AP 330	10 YRS.	1020.24

Review Board:

X

Shelley Ardis
Administrator of Outreach and Technology ...

X

Corbett Owens
IT Project Manager

X

Kimberly Whitwam
Purchasing Director

**August 27, 2021
Action Item Number 2**

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

SUBJECT: 2021-2022 Operating Budget

PROPOSED BOARD ACTION

Board approval is requested for the fiscal year 2021-2022 Operating Budget.

Attachment: 2021-2022 Operating Budget

Presenter/Department: Alison Crozier, Director of Budgets and Grants

**The Florida School for the Deaf and the Blind
2021-22 Operating Budget**

FY 2021-22 SPECIAL CATEGORY - RISK MANAGEMENT INSURANCE (103241)	
From General Revenue	\$ 476,178.00
From Administrative Trust Fund	48,391.00
FY 2021-22 GENERAL REVENUE FUND (104166)	
Salaries and Benefits	41,881,463.00
Other Personal Services	2,839,305.00
Expense	4,208,115.00
Operating Capital Outlay	504,466.00
Food Products	212,150.00
Special Categories:	
Professional Supplements	116,990.00
Overtime	121,355.00
Students Home on Weekends	1,999,902.00
TOTAL GENERAL REVENUE FUND	51,883,746.00
FY 2021-22 ADMINISTRATIVE TRUST FUND (104166)	
Salaries and Benefits	30,000.00
Other Personal Services	30,000.00
Expense	30,000.00
Operating Capital Outlay	30,937.00
TOTAL ADMINISTRATIVE TRUST FUND*	120,937.00
* Carry forward appropriation is available if additional grants are awarded.	
FY 2021-22 FEDERAL GRANTS TRUST FUND (104166)	
Salaries and Benefits	1,287,636.00
Other Personal Services	516,179.00
Expense	220,222.00
Food Products	20,000.00
Overtime	1,000.00
TOTAL FEDERAL GRANTS TRUST FUND*	2,045,037.00
* Carry forward appropriation is available if additional grants are awarded.	
FY 2021-22 GRANTS AND DONATIONS TRUST FUND (104166)	
Salaries and Benefits	845,463.00
Other Personal Services	1,220,175.00
Expense	475,990.00
Operating Capital Outlay	20,000.00
Overtime	2,500.00
TOTAL GRANTS AND DONATIONS TRUST FUND*	2,564,128.00
* Carry forward appropriation is available if additional grants are awarded.	
FY 2021-22 SPECIAL CATEGORY - PEOPLE FIRST ASSESSMENT (107040)	
From General Revenue	205,170.00
From Administrative Trust Fund	40,489.00
TOTAL FY 2021-22 SPECIFIC APPROPRIATIONS	\$ 57,384,076.00

**The Florida School for the Deaf and the Blind
2021-22 Operating Budget**

**FY 2021-22 SPECIAL CATEGORY - CARRY FORWARD (130300)
(Per Section 1011.57(4), F.S.)**

Carry forward from General Revenue	\$	15,892,864.09
FY 2020-21 Payables		2,013,149.87
FY 2020-21 Encumbrances		286,913.12
FY 2021-22 Recommended Projects		
Construction - Professional Services		320,000.00
Food Service Equipment		55,365.00
Technology		656,808.00
Furniture		35,000.00
Mechanical Enhancements		530,000.00
Structural Enhancements		1,101,485.00
Property Enhancements		660,000.00
Safety/Security/Health/Welfare Enhancements		1,206,868.10
Transportation Vehicles		605,277.00
Subtotal - Recommended Projects		5,170,803.10
Emergency Reserve - Disaster Recovery		1,200,000.00
Emergency Reserve - Operating		
Minimum of 5% and up to two months average General Revenue expenditures based on the prior fiscal year		7,221,998.00
TOTAL CARRY FORWARD FUND	\$	<u>15,892,864.09</u>
FY 2021-22 SPECIAL CATEGORY - NONOPERATING TRANSFER AUTHORITY		
From Administrative Trust Fund (180007)		100,000.00
From Federal Grants Trust Fund (180200)		16,000.00
From Federal Grants Trust Fund (181259)		171,500.00
From Federal Grants Trust Fund (185080)		100,000.00
From Federal Grants Trust Fund (220030)		85,000.00
From Grants and Donations Trust Fund (181259)		20,000.00
FY 2021-22 TOTAL APPROPRIATED FUNDS	\$	<u>73,769,440.09</u>

History:

7-1-21 All figures, except carry forward and nonoperating transfers, tie to Laws of Florida, Ch. 2021-36

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

Subject: Student Progression Plan: Changes and Additions for 2021-2022

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. Changes listed below are effective for the 2021-2022 school year.

<u>Topic</u>	<u>Pages</u>
Updated Table of Contents	2-5
Grammatical and punctuation errors	various
Clarified Attendance Policy location	6
Added Updated B.E.S.T. ELA Standards Language	7
Added Updated Required Instruction Language.....	8-11
Added Updated Concordant Score Requirements.....	12-13
Added Updated Reading Endorsement Language	15
Added Updated Language for Reading Deficiency and Remediation plan	24-25
Added Updated Retention Information	30
Added updated Language for Civic Literacy.....	45
Added Updated Language for Florida Virtual School (FLVS) Requirements	46-47
Added Updated Requirements for Dual Enrollment Requirements	51
Added Updated Requirements for Off-Campus Placement Requirements	52-54

Note: Due to State Board of Education rule, during the 2021-2022 school year, sections of this document may need to be updated again.

Department/Presenter: Mr. Scott Trejbal, Administrator of Instructional Services

Student Progression Plan

Academic Year 2021-22

For Approval by the FSDB Board of Trustees

August 27, 2021



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

Do More. Be More. Achieve More.

207 San Marco Avenue
St. Augustine, FL 32084

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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 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 Next Generation Sunshine State Standards (NGSSS)/Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS).

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.

Next Generation Sunshine State Standards (NGSSS)/Mathematics Florida Standards (MAFS) and Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts Standards (ELA)

NGSSS, MAFS, and B.E.S.T. ELA 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 Next Generation Sunshine State Standards Assessments (Science in grades 5 and 8 and EOCs in Biology, U.S. History and Civics) and the Florida Standards Assessments (English Language Arts, Mathematics and End-of-Course Exams in Algebra and Geometry) 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. No student shall be denied participation because of age, sex, race, handicap, religion, national origin, or for any other reason not related to his or her individual capabilities.

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 (3), 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 the FSDB Board of Trustees, 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) 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(7), 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 contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(i) The elementary principles of agriculture.

(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

(n) 1. Comprehensive age-appropriate and developmentally appropriate K-12 health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

(a) Mental and emotional health.

(b) Injury prevention and safety.

(c) Internet safety.

(d) Nutrition.

(e) Personal health.

(f) Prevention and control of disease.

(g) Substance use and abuse.

(h) Prevention of child sexual abuse, exploitation, and human trafficking.

2. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not 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. The health education curriculum for students in grades 6 through 12 shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

- (o) 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.
- (p) The study of Hispanic contributions to the United States.
- (q) The study of women's contributions to the United States.
- (r) The nature and importance of free enterprise to the United States economy.
- (s) A character development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character development program that shall be submitted to the department for approval.
1. The character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
 2. The character development curriculum for grades 9 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.
 3. The character development curriculum for grades 11 and 12 shall include instruction on voting using the uniform primary and general election ballot describe in s. 101.151(9).
- (t) 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. A character development program 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 paragraphs (s) and (t).

- (3) 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 2014-2015 school year, the Florida Standards Assessment (FSA) replaced the FCAT 2.0 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 3-10. 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 3-8. The Next Generation Sunshine State Standards Assessment (NGSSS) 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 NGSSS/FSA or passing scores on standardized tests that are concordant with passing scores on NGSSS/FSA, 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 or Grade 10 FCAT 2.0 Reading	
Available for <i>all</i> students who entered grade 9 in 2010-11 and beyond:	
SAT Evidenced-Based Reading and Writing (EBRW) ¹	480
ACT English and Reading subtests ²	18
Available <i>only</i> for students who entered grade 9 prior to 2018-2019:	
SAT EBRW ¹	430
SAT Reading Subtest ³	24
ACT Reading	19
Algebra 1 EOC (FSA or NGSSS)	
Available for <i>all</i> students who entered grade 9 in 2010-11 and beyond:	
PSAT/NMSQT Math ⁴	430
SAT Math ⁵	420
ACT Math	16
FSA Geometry EOC ⁶	499
Available <i>only</i> for students who entered grade 9 prior to 2018-2019:	
PERT Mathematics	97

¹ Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

² The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (.5), 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.

³ Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.

⁴ Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

⁵ Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

⁶ Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 (first participation in the Spring, Summer, Fall or Winter 2015) or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(6)-(7), F.A.C., may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score.

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.

Florida Kindergarten Readiness Screening (FLKRS)

Each kindergarten student, as appropriate, at FSDB shall participate in the Florida Kindergarten Readiness Screening System within the first 30 days of each school year.

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 Florida Standards Assessment (FSA) 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 Florida Standards Assessment (FSA) 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 Florida Standards Assessment (FSA) 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 Next Generation Sunshine State Standards/Florida 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 Standards Assessment (FSA) 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 Florida Standards 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 Florida Standards Assessment (FSA) 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 Next Generation Sunshine State Standards/Florida 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 Florida Standards Assessment (FSA).

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 state assessment (FSA). The student's progress, as assessed through the Florida Standards Alternate Assessment (FSAA) 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 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 state wide, 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 guidance 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 must require compliance with:

- 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 Florida Standards Assessment (FSA) 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 Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS) 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 Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS) Assessments.

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, 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 that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. [445.07](#).
 - 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](#); 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; and career education courses,

including career-themed courses, pre-apprenticeship and apprenticeship programs, 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 Next Generation Sunshine State Standards/Florida 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 the Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS). A student who is not meeting the FSDB or state requirements for proficiency 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 proficiency 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 FSA 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 Readiness (1200700) qualify for High School English and Math credit] prior to high school graduation. Please speak with your guidance 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 proficiency 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, Intensive Language Arts, Intensive Writing and Intensive 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 Next Generation Sunshine State Standards (NGSSS) benchmarks 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 Standards Assessment; 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 Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS) Assessments applicable under § 1008.22, F.S., must receive additional diagnostic assessments 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 Deficiency in Grades K-3

It is FSDB's goal that every student read at or above grade level. Any student who demonstrates a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by using FSDB designated assessments or through teacher observation at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading 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 Deficiency and Remediation Plan

The parent/guardian of any student in grades K-3 who exhibits a substantial reading deficiency shall be notified in writing of the following:

- That the student has been identified as having a substantial reading 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 deficiency
- 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 proficiency.
- That the Florida Standards Assessment (FSA) 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, Intensive Language Arts, and Intensive Writing 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.

Content Area Reading Intervention

FSDB may serve middle school students and students in the ninth-grade cohort for 2013-14 who score at Level 1 and Level 2 in a content area course. Rule 6A-6.054, F.A.C., states that students who score at Level 2 who do not need instruction in decoding and text reading efficiency may receive reading intervention in a content area class. Teachers of these classes must complete the 150-hour Content Area Reading Professional Development (CAR-PD) package, have the Reading Endorsement or Certification in Reading (Grades K-12) or complete the Next Generation Content Area Reading Professional Development (NGCAR- PD). In addition, only teachers with evidence of success, as determined by FSDB, may serve these students. It is highly recommended that the same criteria be implemented for students who score at Level 1 that the district wishes to serve in a content area course.

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, Intensive 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 Readiness (1200700) prior to high school graduation. Please speak with your guidance 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 Florida Standards Assessments 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 Florida Standard 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) 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.

Mandatory Retention for Reading in Grade 3

A third (3rd) grade student scoring at Level 1 on the Florida Standards section of the FSA English Language Arts (ELA) assessment must be retained unless exempted from retention for good cause.

Students in grade 3 who score Level 1 on FSA English Language Arts (ELA) assessment may be exempted from the retention requirement and be promoted to fourth grade [section 1008.25(6), F.S.]. This is called a "good cause exemption." Good cause exemptions shall be limited to the following:

- Limited English Proficient (LEP) students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;
- 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 a state-approved alternative standardized reading and English Language Arts assessment approved by the State Board of Education;
- Students who demonstrate, through a student portfolio, that he or she is performing at least at Level 2 on the statewide standardized assessment. As provided in the updated Rule 6A-

1.094221, F.A.C., to be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must:

- Be selected by the student's teacher;
 - Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - Include evidence that the benchmarks assessed by the Grade 3 statewide-standardized assessment have been met. This includes multiple choice items and passages that are approximately 60 percent literary text and 40 percent information text that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the third grade reading standards or teacher-prepared assessments that are aligned with the third grade reading standards;
 - Be an organized collection of evidence of the student's mastery of the third grade reading standards Language Arts that are assessed by the Grade 3 statewide-standardized assessment. For each benchmark, there must be at least three examples of mastery as demonstrated by a grade of 70 percent or above; and
 - Be signed by the teacher and the principal as an accurate assessment of the required reading skills.
- 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 kindergarten, grade 1, grade 2 or grade 3;
 - Students who have received intensive remediation in reading and English Language Arts for two or more years, but who still have a deficiency in reading and have already been retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two 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 proficiency 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 Acceleration Class for retained grade 3 students who subsequently score Level 1 on the required statewide, standardized assessment. The focus of the Intensive Acceleration Class shall be to increase a child's reading and English Language Arts skill level at least two grade levels in 1 school year. The Intensive Acceleration Class shall:

- Be provided to any student in grade 3 who scores Level 1 on Florida Standards Assessment (FSA) in English Language Arts, and who was retained in grade 3 the prior year because of scoring Level 1.
- Have a reduced teacher-student ratio.
- Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards/ B.E.S.T. Standards/ Florida Standards in other core subject areas.
- Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of speech-language therapist.

Mid-Year Promotion for Retained Grade 3 Readers

To promote a student midyear 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 following requirements:

- Be selected by the student's teacher;
- Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
- Include evidence of mastery of the benchmarks assessed by the grade 3 statewide standardized assessment;
- Include evidence that the benchmarks assessed by the grade 3 statewide standardized assessment have been met. This includes multiple choice items and passages that are approximately 60 percent literary text and 40 percent information text that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the third grade reading standards or teacher-prepared assessments that are aligned with the third grade reading standards; and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Retention of Grade 3 Students Transferring Late in the Year

Schools shall assess the reading proficiency of any 3rd grade student transferring to FSDB to determine if remediation is appropriate. If the student enters after the administration of the Florida Standards Assessments in English Language Arts (ELA), it is up to the school to assess the student's reading proficiency 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 Florida Standards Assessments in English Language Arts (ELA), the FSA 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 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.

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."

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 Access Points 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 Next Generation Sunshine State Standards/Florida Standards or the Access Points. 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 Next Generation Sunshine State Standards/Florida 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 Next Generation Sunshine State Standards/Florida Standards or the Access Points

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 health education that addresses concepts of community health; consumer health; environmental health; 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)(n)).

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(3)).

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 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.

High School Online Courses Taken Prior to Grade 9

Students entering ninth grade in 2011-2012 and after, having completed an online high school course for credit in middle school prior to July 1, 2011, will have this credit count towards their online course graduation requirement.

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 Next Generation Sunshine State Standards/Florida 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 Standards/Next Generation Sunshine State Standards/Florida Standards

When determining the mastery of Next Generation Sunshine State Standards/Florida 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 modification 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 Student Performance Standards (*Fla. Stat. § 1001.03, 1010.305, (2012)*), and meet all requirements established by the Florida Department of Education and FSDB.

- Beginning with students entering grade 9 in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions.
- The 24 credits may be earned through applied, integrated, and career education courses, including work-related internships, approved by the Department of Education.
- One credit in **fine or performing arts, speech and debate, or a practical arts** course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified through the Course Code Directory.
- One credit in **physical education** to include integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.
- Beginning with students entering grade 9 in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through **online learning**. An online course is a formal education program involving student-teacher interaction in which a student learns mostly through online delivery of content and instruction with some element of student control over time, place, path or pace. FSDB does not require a student to take the online course outside the school day or in addition to a student’s courses for a given semester. An online course taken during grades 6 through 8 fulfills this requirement. This requirement is met through an online course offered by the Florida Virtual School, a virtual education provider approved by the State Board of Education, a high school, or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45 meets this requirement. This requirement does not apply to a student who has an individual educational plan under s. 1003.57, which indicates that an online course would be inappropriate, or a student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school. Beginning with students entering grade 9 in the 2013-2014

school year, this course cannot be a driver’s education course.

- 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).
- Remedial and compensatory courses taken in grades 9 through 12 may only be counted as elective credit (1003.43) prior to the 2013-2014 school year. Any student taking a Level 1 course in the 2013-2014 school year or later, may not earn credit towards a standard diploma (including an elective credit).
- 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 ACCEL Program (18 credits minimum)

English/Language Arts (ELA)	<ul style="list-style-type: none"> • 4 credits in ELA 1, 2, 3, 4 • ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment) 	<ul style="list-style-type: none"> • Physical education is not required • 3 elective credits • Online course is not required <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) • Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry) 	<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 • 1 credit in statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC • 1 credit in a course equally rigorous to chemistry or physics • Pass the U.S. History EOC Assessment • 2 credits in the same world language • Earn at least one credit in AP, IB, AICE or a dual enrollment 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) 	
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 • .5 credit in economics (must include financial literacy) 	
World Languages	<p>Not required for high school graduation, but required for admission into state universities</p>	<p>Merit 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.).
Fine and performing Arts, Speech and Debate, or Practical Arts	<p>1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)</p>	
Physical Education	<p>1 credit in physical education to include the integration of health</p>	
Industry Certification	<p>Not required</p>	
Electives	<p>8 credits</p>	

Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within 24 credits	

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.
- Beginning with the 2011-2012 9th grade cohort, all students must complete one course via online learning. This requirement does not apply to a student who has an IEP that indicates that an online course would be inappropriate or an out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school. Online drivers education course may satisfy this requirement.

Students Entering Grade Nine In 2019-2020 School Year and Forward
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 • ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment) 	<p>ACCEL Program (18 credits minimum)</p> <ul style="list-style-type: none"> • Physical education is not required • 3 elective credits • Online course is not required <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) • 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 	<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 • Online course is not required <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>

	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* • .5 credit in economics (must include financial literacy) 	
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 • 2 credits in the same world language • 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 practical arts (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	<p>Merit 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.).
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within 24 credits	

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).

Beginning with the 2011-2012 9th grade cohort, all students must complete one course via online learning. This requirement does not apply to a student who has an IEP that indicates that an online course would be inappropriate or an out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school. Online drivers education course may satisfy this requirement.

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 NGSSS/Florida 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 Florida Standards Assessment; must take ELA Grade Florida Standard Assessment when implemented*
 - 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.

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.

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.
- After meeting online requirements for graduation, if a student is seeking to take additional online coursework, it is recommended that students have a 3.0 or higher GPA OR score a level 3 or higher on the FSA in reading.
- 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 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 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 (beyond the required 0.5 course for online instruction, as determined appropriate by the IEP team) 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 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, competing their first .5 online credit requirement to give them additional time and focus, 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 Next Generation Sunshine State Standards/Florida 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://www.sjrcc.cc.fl.us/>

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 Community College. FSDB students participate in dual enrollment through the St. Johns County School District or the St. Johns River Community 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, 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 FCAT Reading or earn a concordant score on the SAT or ACT as specified by state board rule or, when the state transitions to Florida Standards Assessment (FSA) 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(6), 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.

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)
- 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 must remain at FSDB and be enrolled in FSDB teacher graded courses for a minimum of 50% of their academic day. Any off-campus courses that would require FSDB to provide intensive staff-to-student assistance for the student to participate in coursework will not be considered.

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 three 24-credit high school graduation options. 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
- 24 credit Scholar designation diploma
- 24 credit Merit designation diploma

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 eight elective credits (Fla. Stat. §1003.428, (2012)). (See graduation requirements by cohort pages 40 – 45.)

24 Credit Scholar Designation Diploma

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.

24 Credit Merit Designation Diploma

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.

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.flvc.org 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 guidance counselor:

Ali French, Deaf Department

frencha@fsdbk12.org

904-201-4580

Kathy Haines, Blind Department

hainesk@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. For students with disabilities who are entering 9th grade in the 2014-2015 school year, options for graduation include standard diploma or special certificate of completion. For students with disabilities who entered 9th grade prior to the 2014-2015 school year and declared their intent to pursue a special diploma prior to July 1, 2015, they may continue on that pathway to graduation.

Students in grades 10-12 in the 2014-2015 school year who have been working toward a special diploma may elect to change to a standard diploma. In order to graduate, they must meet all the requirements that will be specified in the State Board of Education Rule. Once a student changes the diploma option to standard, the student cannot revert back to the special diploma plan.

For students who enter the 9th grade cohort in 2014-2015 and beyond, they may not work towards a special diploma. They will have the opportunity to earn only a standard diploma pursuant to s. 1003.4282.

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 FCAT 2.0 and Florida Standards Assessments; however, legislation provides for a waiver of the FCAT 2.0, Florida Standards Assessments, 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.

ONLINE EXEMPTION FOR STUDENTS WITH DISABILITIES

The IEP team can consider an exemption for students with disabilities regarding the requirement for participation in an online course in accordance with s.1003.4282(4), F.S. if an online course is determined to be inappropriate.

Because many students with disabilities will be accessing online instruction in a postsecondary setting, it is of critical importance that efforts be made to support the participation of students with disabilities pursuing a standard diploma in the online course requirement. IEP teams should follow the same guidelines for developing a quality IEP for online learning environments as they do for face-to-face learning environments. Regarding an online course, the team should consider the following questions.

- What supports, services, accessible instructional materials (AIMs), assistive technologies and accommodations will the student need to be able to participate and progress in an online learning environment?
- Are there AIMs, assistive technologies or accommodations that the student will need time to become proficient in using in order to be able to participate and progress in an online course?

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.
 - Students with disabilities who are eligible for a Regular Certificate of Completion have the option of graduating with a Special Diploma Option 1 instead.
- 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.

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

SUBJECT: 2021-22 Professional Learning Plan (NEFEC)

PROPOSED BOARD ACTION

Board approval is requested for the 2021-2022 Professional Learning Plan (PLC) developed by North East Florida Educational Consortium (NEFEC).

Attachments:

- **2021-22 PLC Additions-Revisions**

Presenter/Department: Scott Trejbal, Administrator of Instructional Services

2021-2022 Additions and Revisions NEFEC Professional Learning Catalog to be submitted for school board approval.

During the 2020-2021 school year, member districts were encouraged to submit additions, deletions, and other changes as encountered so that the Professional Learning Catalog has become a dynamic document that always remains up-to-date. The following additions and revisions are included in the 2021-2022 plan for approval.

General editing:

- Addition of missing Indicators to each NEFEC Reading Endorsement Add-on component:
 - Foundations of Assessment 2025 #1-013-025
 - Foundations and Applications of Differentiated Instruction 2025 #1-013-026
 - Demonstration of Accomplishment 2025 #1-013-027
- Removal of Learning/Delivery Method option K in all applicable sections
- Removal of 17-18 in Schools of Excellence component
- Section 1: General Overview: Correct lettering on Implementation Methods
- Section 2: Component Names and Numbers: Change component number listed on p. 2-3 for Authentic Learning to 2-408-005
- Section 3: General Education Components: Exploring Structured Literacy Component Numbers 2-100-027 and 2-013-006: Remove language indicating that inservice hours may only be used for one component, not both.
- Fixed Athletic Coaching Endorsement components as listed in section 2
- Corrected component number for Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with ASD w/ Field Experience in Section 2
- General changes in content listings, page numbers, etc. as appropriate

Changes:

- Replaced Inclusive Practices for the Developmentally Appropriate Pre-K Classroom with Developmentally Appropriate Practices in Inclusive PreK Settings and added to Early Learning Section as well
- Updated Engaging Learners Through Informative Assessment to Engaging Learners through Informed Assessment
- Replaced Technology for Student Success with Introduction to Assistive Technology
- Replaced Technology for Student Success - Tools for Reading Comprehension with Technology to Support Reading Comprehension
- Replaced Differentiating Reading Instruction with Differentiating Reading Instruction for Students: Making it Explicit
- Replaced Technology for Student Success with Technology for the Diverse Classroom
- Replaced Student Services for Inclusive Schools with Integrating Student Services for Inclusive Schools
- Removed repeat of Schools of Excellence (8-521-002 section 3 p. 184)

Component Number Changes (eliminates duplicates):

Component Name	Old Number	New Number
Project-Based Approaches	2-408-001	2-408-006
Designing Blended Learning	2-408-001	2-408-007
Collaboration in the Digital Classroom	3-007-001	3-007-002
Assessment in 21st Century Classrooms	4-401-001	4-401-004
Thinking Critically with Data	4-401-002	4-401-005
Fundamentals of School Data	4-401-002	4-401-006
SCHOOL HEALTH AND SAFETY CE Bullying/Cyberbullying Prevention Substance Abuse Prevention Technology Safety and Security Preventing Child Sexual Abuse Student Fights Student to Student Sexual Harassment Playground Safety Supervisor Training Slips, Trips, and Falls Preventing Back Injuries Hazard Communications Bloodborne Pathogens for Schools Child Abuse Student Fights Principals' Hazard Recognition	6-511-002	6-511-004
Educational Leadership in the 21st Century	7-507-003	7-507-013
Principal Inquiry Project	7-507-005	7-507-014
Intro to Principal Inquiry	7-507-005	7-507-015
Intro to FPLS	7-513-001	7-513-002
Regional PLA Required Assignments	7-513-001	7-513-003
District Mentor Interaction Requirement	7-513-001	7-513-004

Additions:

- Competencies 1 & 2 - Reading Foundations and Research-Based Instructional Practices 2025 (1-013-028)
- Structured Literacy through a Multi-Sensory Approach (2-013-007)

- Creation of Early Learning to Section 5 - Special Programs with the following components added:
 - Language and Vocabulary Training Project Targeted Strand - Coach Track (1-408-001)
 - Language and Vocabulary Training Project Targeted Strand - TeacherTrack (1-408-002)
 - Language and Vocabulary Training Project Universal Strand - Coach Track (1-408-003)
 - Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (1-408-004)
 - Integrating the Standards: Phonological Awareness (1-408-005)
 - Language and Vocabulary in the VPK Classroom (1-408-006)
 - Emergent Literacy for VPK Instructors (1-408-007)
 - English Language Learners in the VPK Classroom (1-408-008)
 - Mathematical Thinking for Early Learners (1-408-009)



Health Care Center Report

	Total	Aug 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2021
ACU Visits (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." "Physicals", "Vision Screenings", and "Miscellaneous.")	3,943	8	360	437	352	415	417	426	448	482	462	136
TCU Visits (*Total includes all students that were admitted to the TCU.)	598	1	41	67	56	76	122	67	50	52	53	13
Eye Clinic- Specialty	74	0	0	7	9	3	5	13	12	13	10	2
PDC Clinic- Specialty	152	0	22	7	10	19	16	17	19	23	12	7
Off Campus (*ER visits, Ophthalmology, Home)	13	0	1	0	2	3	1	2	0	2	1	1
	4,780	9	424	518	429	516	561	525	529	572	538	157

Sofia 2 Testing	Total	Aug 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2021
Quidel Strep Test	292	0	28	20	24	38	33	24	17	55	36	17
Quidel Influenza A & B Test	91	0	8	21	21	27	3	4	0	4	3	0
Quidel SARS Antigen	415	0	25	73	95	212	10	0	0	0	0	0
Quidel SARS/ Influenza	351	0	0	0	0	0	91	79	27	76	61	17
	1,149	0	61	114	140	277	137	107	44	135	100	17

Physicians/ Specialists	Total	Aug 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2021
Physician Assistant	523	3	56	62	33	10	50	67	74	82	71	15
Medical Director/ Pediatrician	153	0	22	7	10	19	16	17	20	23	12	7
Ophthalmologist	76	0	0	7	9	3	5	13	14	13	10	2
Psychiatry	42	0	3	3	4	3	5	6	7	6	5	0
	794	3	81	79	56	35	76	103	115	124	98	24

Dental Report

Dental Clinic Procedures	Total	Aug 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2021
Hygiene	50	0	0	0	0	0	8	11	19	10	2	0
X-ray	40	0	0	0	12	7	19	0	1	0	1	0
Emergency	19	0	1	0	5	1	1	2	6	2	0	1
Other	4	0	0	0	0	0	0	0	2	0	2	0
Operative	19	0	0	0	0	0	0	4	5	3	7	0
Surgical	1	0	0	0	0	0	0	0	1	0	0	0
Preventative	8	0	0	0	0	0	0	2	3	2	1	0
Screening	31	0	2	13	0	3	0	7	1	2	3	0
Exam	36	0	16	6	0	4	0	4	3	3	0	0
	208	0	19	19	17	15	28	30	41	22	16	1

Dental Staff	Total	Aug 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2021
UF Dentistry	95	0	19	19	0	4	0	17	16	9	11	0
Hygienist	113	0	0	0	17	11	28	13	25	13	5	1
	208	0	19	19	17	15	28	30	41	22	16	1

Mental Health Department

Our research study on the BASC-2 and Blind students was published in July 2021 in the Journal of Visual Impairment and Blindness.

~Dr. Ted Lombardo, Clinical Psychologist

During the summer I worked on the admissions team for eight new students starting school this year. I assisted the guidance counselor in reaching out to students to verify if they are connected to Division of Blind Services (DBS) and provide information as needed, I contacted all students on our summer check in and connected with 95% of the parents. I worked with the advancement department to address the Angel Tree program for the students.

~Lucy Mitchell, LCSW

Jeremy Saling, School Psychologist has returned to FSDB after working at the Oregon & Texas School for the Deaf. He will be responsible for psychology services to students in the Deaf High School Department. Welcome back Jeremy.

OT/PT Department

OT/PT Department welcomed a new employee for the 2021-2022 school year, Rebecca Bowman, Health Support Technician. She will be responsible for transportation of students to the OT/PT program to receive services as written in their IEP's. In addition, she will support the staff in the scheduling and management of the daily operations of the department to ensure that students arrive for services and return to their classrooms to continue academic instruction.

The Health Care Center also welcomed two new staff RN's Tracey Lopez and Daniel Jones to the day shift 6:00am -2:30pm. Ms. Lopez will be assigned to the ACU Clinic rotation for medical services to the students, While Daniel will serve as a Medication distribution nurse in the Blind Department.

Allied Health Services welcomes these new Staff to FSDB.

Stan Gustetic

Stan Gustetic
Administrator Allied Health Services



After a busy summer of leadership training, team building and planning, the boarding leadership team is ready to welcome our students back.

We are focused on and committed to providing a healthy, safe living environment where students are able to play, grow and learn. Our staff will continue to follow the protocols that guided us safely through last school year.

We are all looking forward to a successful and healthy 2021-22 school year!

Kathleen Grunder
Administrator of Residential Services

Boarding Program

Staff Training & Development and Student Independent Living Skills

The Boarding Program staff and students participated in the following professional development activities, in-service trainings and independent living skills activities.

Professional Development Activities

Eyvolle M. Pamphile completed and participated in the following:

- OpenSesame: Webinar on 05/13/21 – *Diversity, Equity and Inclusion Webinar Series: Diversity Training that Educates, Motivates and Influences.*
- OpenSesame: Webinar on 05/27/21 – *Diversity, Equity and Inclusion Webinar Series: DEI Training that Makes a Difference.*
- Training Magazine Network: Webinar on 05/27/21 – *One More Time- Stop Lecturing in Webinars; Change 7 Deadly Habits.*
- On24: Webinar on 05/27/21 – *Master your Virtual Niche: Creating Space to Train Constituents.*
- GovLoop: Webinar on 05/27/21 – *How to Personalize Learning Experiences.*
- Training Magazine Network: Webinar on 06/02/21 – *Adapting Leadership Development During Today's Challenging Times.*
- Training Magazine Network: Webinar on 06/03/21 – *Bore No More! Interactive Strategies for Accessible eLearning.*
- Training Magazine Network: Webinar on 06/21/21 – *The New Normal: Next Steps in Effective Blended Learning Design.*

- Training Magazine Network: Webinar on 06/29/21 – *Mindset Matters: How to Improve your Virtual Facilitation Style.*
- Training Magazine Network: Webinar on 07/29/21 – *Critical Thinking for the Modern Team Member.*

2021 BP Summer Leadership Training

- Three topics were completed over 8 weeks in 19 sessions, via the **BP In-Service Training: 2021 BP Summer Leadership Academy Google Classroom, and Teams Video Chat** for 13 supervisors and 4 administrators.
- The 13 supervisors participated in three teams and each team led assigned discussions for each topic.
- This initiative supports **FSDB's Staffing Goal** – To recruit, train, and maintain qualified staff.
- This initiative supports **FSDB's Strategic Planning Goal#2: Develop face-to-face and virtual professional development activities to support non-academic staff to acquire workplace skills through training events and online formats such as but not limited to Google Classroom, Yammer Groups, Teams Groups.**

The three topics were:

06/14/21 to 06/23/21: COACHING

Coaching is a form of development in which an experienced person, called a coach, supports a learner or client in achieving a specific personal or professional goal by providing training and guidance. Occasionally, coaching may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns. But, coaching differs from mentoring by focusing on specific tasks or objectives, as opposed to more general goals or overall development. We focused on giving and receiving effective feedback, as well as the elements to develop a Residential Services Coaching Program.

- #1: 06/14/21 – Coaching Isn't Just for Sports
- #2: 06/16/21 – How to Give Effective Feedback
- #3: 06/21/21 – How to Receive Feedback
- #4: 06/23/21 – Interactive Team Video Session

06/28/21 to 07/08/21: FACILITATION

Facilitation is the process of guiding a group of people to work together better, understand common objectives, and plan how to achieve these objectives, during meetings or discussions. In doing so, the facilitator remains “neutral”, meaning they do not take a particular position in the discussion, but assist the group in achieving a consensus on any disagreements that preexist or emerge so that it has a solid basis for future action. Facilitators need a variety of listening skills including the ability to paraphrase; stack a conversation; draw people out; balance participation; and make

space for more reticent group members. It is critical to the facilitator's role to have the knowledge and skill to be able to intervene in a way that adds to the group's creativity rather than taking away from it. We focused on how to be a successful facilitator by embodying respect, assuring our employees feel safe and engender trust.

- #5: 06/28/21 – Miscommunication: What You Can't See
- #6: 06/30/21 – Why Leaders Eat Last
- #7: 07/06/21 – The Leader Your Team Needs
- #8: 07/07/21 – Building Empathy to Address Critical Topics
- #9: 07/08/21 – Interactive Team Video Session

07/19/21 to 07/28/21: TEAM BUILDING

Team Building is a collective term for various types of activities used to enhance social relations and define roles within teams, often involving collaborative tasks. It is distinct from team training, which focuses on improving efficiency rather than interpersonal relations. For two weeks we focused on improving performance by reviewing our individual integrity, our differences, our unconscious biases, and making diversity and inclusion part of our work culture.

- #10: 07/19/21 – The Three W's of Integrity: Your Worth
- #11: 07/19/21 – The Three W's of Integrity: Your Word
- #12: 07/19/21 – The Three W's of Integrity: Your Wholeness
- #13: 07/20/21 – Interactive Team Video Session
- #14: 07/21/21 – Recognizing the Value of Difference
- #15: 07/21/21 – Becoming More Aware in Workplace Situations
- #16: 07/26/21 – Unconscious Bias: How It Affects Us More Than We Know
- #17: 07/26/21 – Reducing Unconscious Bias
- #18: 07/27/21 – Make Diversity and Inclusion Part of Your Agency's Culture
- #19: 07/28/21 – Interactive Team Video Session

Student Independent Living Skills (ILS) Workshops

No student workshops during this time period.

ILS Hour schedule

4th Quarter ILS Hour ended on 05/26/21 for elementary to high school dorms, and 05/25/21 for Apartment Program dorms.

Weekly Sessions, Elementary to High School Dorms:

- Mondays – Vaill, McLane, Gregg, Koger, and MacWilliams Halls
- Wednesdays – Kramer Hall and Cary White Dorm
- Sundays – James and Rhyne Halls

Bi-Weekly Sessions, Apartment Dorms:

- Mondays – Collins House, Wartmann Hall (2nd Floor)

- Tuesdays – Bloxham Hall (1st Floor), Ray Charles Center (1st Floor), Ray Charles Center (2nd Floor), Ted Johnson Center (1st Floor), and Ted Johnson Center (2nd Floor)
- Wednesdays – Wartmann Hall (1st Floor)

Breaks & Holidays

Summer Break was scheduled from 06/10/2021 to 08/13/2021. Boarding Students returned to campus on 08/15/21 and classes resumed on 08/16/2021.



ACCOUNTING/BUDGETS & GRANTS

Submitted by John Wester, Comptroller and Alison Crozier, Director of Budgets and Grants

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 28, 2021. 2021 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 30, 2021. Copies of these reports will be on file in the Comptroller's office.

Accounting

Fiscal Year End – FY 2020-2021 ended on June 30, 2021. The General Ledger for FSDB Agency Accounts were closed the evening of August 04, 2021. All reports, reconciliations and the 2021 SWFR Compliance Checklist must be submitted to DFS by October 8, 2021.

Budgets and Grants

Fiscal Year End – FY 2020-2021 payroll year-end and start-up activities for 2021-2022 were successfully completed.

Operating Budget – The Fiscal Year 2021-2022 Operating Budget for FSDB was developed and submitted to the Administrator of Business Services and reviewed by the FSDB Administrative Budget Team. The year's budget document was the result of coordinated efforts by FSDB staff members and administrators.

Legislative Budget Request – The Fiscal Year 2022-2023 LBR for general revenue and trust funds was developed and submitted electronically to the Florida Department of Education after seeking input from the FSDB Administrative Budget team members and approval by the Board of Trustees on June 3, 2021.

Other Activities During May – July

1. In response to the Executive Office of the Governor (EOG), FSDB completed the “non-operating transfer authority” exercise in coordination with the Florida Department of Education.
2. FSDB participated in the “Risk Management Realignment” exercise in accordance with the guidelines set forth by the EOG.
3. The FY 2021-22 fund split was developed, which is utilized for the distribution of administered funds.

Endowment and Student Bank

Fiscal Year End – FY 2020-2021 general ledger has been closed and adjusted. A final trial balance will be provided to the Carr Riggs & Ingram audit team.

ADMINISTRATION—FACILITY RESERVATIONS

Submitted by Denise Fernandez, Executive Assistant to the Administrator of Business Services

Although slightly lower than the previous two years, facilities have been in steady demand. FSDB Reopening Plan directives, predominantly aligned with FL Department of Health and CDC guidelines, were implemented and enforced in order to provide and maintain a safe and healthy environment for staff and students. Whenever possible, Microsoft TEAMS or ZOOM replaced in-person events, and facility usage requests from nonessential external organizations were suspended. Practices including frequent hand washing, area disinfecting, social distancing, and masking (when distancing wasn't feasible) were repeatedly encouraged. The 2020-2021 facility reservation data is on file in the Business Services Office.

ADVANCEMENT

Submitted by Amy Moring, Executive Director of Advancement

Fiscal Year-End as of June 30, 2021

Number of Donations = **3,049**

Number of Donors = **1,666**

Dollars received = **\$12,569,847.50**

Fiscal Year-End as of June 30, 2020

Number of Donations = **2,871**

Number of Donors = **1,510**

Dollars received = **\$1,201,162.40**

Comparison to 2019/2020

The receipt of the Foundation funds in late 2020 was a highlight and will provide added resources and programs for FSDB students for years to come. Additionally, the Advancement Department continues to build relationships with our donors as indicated by an increased number of donors and gifts year over year. Considering 20/21 funds raised, less the \$11,332,302 received from the Foundation during the fiscal year, or \$1,237,545.50, there was a 3% increase in funds raised in 20/21 over 19/20.

Goals and Achievements

Goal: Amount: \$1,250,000 → **Exceeded goal by 906% with \$12,569,847.50 raised**

Goal: Number of donors: 1,350 → **Exceeded goal by 23% with 1,666 donors**

Goal: Number of donations: 2,100 → **Exceeded goal by 45% with 3,049 donations**

AUDIT

Submitted by Julia Mintzer, Administrator of Business Services

Endowment Fund Audit

The Endowment Fund audit was initiated on July 14, 2021. The Carr Riggs & Ingram audit team will share their report at the October 29th Audit Committee meeting.

Financial Audit

The entrance conference for the 2021 Financial Audit will take place on August 27, 2021 when the Auditor General returns to the FSDB campus.

Internal Audit

FSDB staff members continue to address the observations from the May 21, 2021 internal audit report and will provide an update to RSM at the start of the school year. On September 10th, FSDB staff members will meet with RSM to draft the 2021-2022 internal audit plan that will be presented to the Audit Committee on October 29th for review and approval.

CAMPUS POLICE

Submitted by Jerry Chandlee, Chief of Campus Police

School Resource Officer Classes

During the modified 2020-2021 school year, Campus Police Officers were unfortunately only able to present a few training classes to students as part of our School Resource Officer (SRO) program. These classes often include topics such as conflict resolution, D.A.R.E., emergency preparedness, rape aggression defense (R.A.D.), crime prevention, personal safety, bicycle safety, good character traits, building self-esteem, responsible decision making, demonstrating respect and courtesy, managing peer pressure, recognizing and preventing bullying, understanding personal behavior and consequences, The Dangers of Vaping, and ending unhealthy relationships. Some of the more popular classes are detailed below.

- Total SRO classes = **21**

D.A.R.E.

Our Drug Abuse Resistance Education (D.A.R.E.) program educates our students on the dangers of drugs, tobacco and alcohol, as well as educating them on personal safety at home, school and in public. Students are required to complete a workbook as well as participate in questions and answers. Students' retention of training is gauged through fun games and activities which challenge the students' knowledge on the subject at the same time building confidence through the achievement of D.A.R.E. prizes. Students in K-2nd grades participate in five thirty-minute classes with the educational objectives focused more on personal safety and responsible decision making. Students in 3rd- 4th grades participate in five thirty-minute classes with the educational objectives focused more on drugs, bullying, responsible decision making, conflict resolution and gangs. Students in the 5th grade participate in ten one-hour classes with the educational objectives focused more on the dangers of drugs, tobacco and alcohol. We have included Drug Prevention classes for 6th - 12th grades. These classes explore the dangers of tobacco, alcohol, vape, prescription / OTC medication abuse, street narcotics and synthetic drugs. Students participate in a one-hour class which includes a video and a questions and answers discussion.

- Total D.A.R.E. classes = **9**

Conflict Resolution

Our Conflict Resolution program educates our students on positive ways to handle conflicts they may have with peers, parents, teachers, or staff at FSDB. Students are required to watch scenarios and, through open discussion with the instructor, determine a positive way to resolve the conflict. Students' retention of training is gauged through fun games and activities which challenge the students' knowledge on the subject at the same time building confidence through

the achievement of prizes. For the K-5th grade, classes include the *Get Along Monster Series* for a total of nine thirty-minute classes and *You're Mean: When Words Hurt* a thirty-minute class designed for students in 2nd - 8th grades. *Solving Conflicts with Teachers, Parents and Peers* is a thirty-minute class designed for students in 5th - 12th grades.

- Total Conflict Resolution classes = 1

Personal Safety

Our Personal Safety program educates our students on the dangers at home, school and in public. Students are required to follow instructions given by the instructor, as well as participate in questions and answers. Students' retention of training is gauged through fun games and activities which challenges the students' knowledge on the subject at the same time building confidence through the achievement of prizes. For the K - 5th grades, students participate in five thirty-minute classes where the educational objectives are focused more on personal safety.

- Total Personal Safety classes = 2

School Safety Specialist

School Safety Specialist, Lieutenant David Moore, actively coordinated with multiple external stakeholders (i.e., St. Johns County Sheriff's Office, St. Augustine Police Department, St. Johns County School District, Department of Education - Office of Safe Schools and vendors) for the implementation of a mobile panic alert system in compliance with Senate Bill 70, Alyssa's Law.

Additionally, Lt. Moore recently completed his mandatory annual School Safety Specialist training with the Office of Safe Schools. He has also instructed 11 AlerT (Assess, Lockdown, Evade, Resist, Tell) Training classes and 4 CSTAG (Comprehensive Student Threat Assessment Guidelines) classes during the 2020-2021 school year. He chaired/coordinated 12 monthly CARE (Threat Assessment) Team meetings and chaired 10 BORT (Behavior Occurrence Review Team) Team meetings as well.

The Florida Safe Schools Assessment Tool (FSSAT) is in progress for completion by FSDB, and Lt. Moore will have a list of our findings identified in the FSSAT for the BOT once it is completed.

EMERGENCY MANAGEMENT

Submitted by Julia Mintzer, Administrator of Business Services

After two years and three phases, the installation of our Mass Notification System is complete. The system will go live at the start of the school year. All staff members will engage in electronic learning as a refresher so that they fully understand the use of the system and the expected response to an emergency alert. Follow-up live training will take place in individual departments and will be provided by the School Safety Specialist and the Executive Director of Safety and Facilities Operations.

FSDB continues to engage in the monthly "morning chats" at the Emergency Operations Center as we maintain preparedness levels during hurricane season.

INVESTMENT PERFORMANCE

Submitted by David Hanvey, CFP, Vice President-Wealth Management: UBS

Endowment Fund I

During the month of July, the endowment increased +\$155,672.76 (+0.82%), +7.02% Year-To-Date and increased +16.48% for the trailing 12 months with a closing portfolio value of \$19,653,176.22. Dividends and interest income totaled +\$33,599.68 and accrued interest decreased -\$3,442.97. According to Bloomberg, as of July 26th, the average moderate diversified portfolio has increased +6.2% year to date. During the same period, the Benchmark increased +0.94%, 7.19% and 17.56% respectively. Additionally, \$97,586.95 was deposited to the endowment.

Fed officials have stressed that they view the recent rise in inflation as temporary and transitory. We believe that US inflation will stay elevated until end-2021 before gradually falling toward 2% by mid-2022. In our central scenario, we see central banks staying accommodative, leaving real rates low and stable over the next year. Economic activity continues to recover meaningfully worldwide. So far, about 90% of 2Q results in the S&P 500 have beaten expectations and third-quarter estimates are moving higher. This gives us confidence in our above-consensus view for 40% earnings per share growth for 2021 and 10% for next year.

According to the New York Times, as of August 5th, new Covid cases are on the rise with over 127,000 new cases over the 7-day average. This is a 27% increase over the 7-day average and the highest number of new cases since February. While this is alarming, on a positive note, over 70% of adults in the US has received at least one dose of the vaccination. We believe restrictions are unlikely to return forcefully as current vaccines offer sufficient protection against severe disease, and public fear remains low. Boosters may be necessary with people of higher risk health issues.

The latest fiscal package in the US, the announcement of further spending in the months and years ahead through infrastructure proposals, and the ongoing inoculation efforts around the world are compelling reasons for investor optimism to stay elevated over the coming months. Our central scenario forecast for the S&P 500 is to increase to 4,650 (+5.79% from current levels) by June 2022. Our preference in equities is for US mid-caps, value stocks versus growth stocks, and emerging market equities. However, we do expect market volatility to remain higher than recent history.

Endowment Fund II

During July, the endowment increased \$64,913.85 (+0.60%) and increased +3.71% since funds have been invested beginning 02/09/21. Closing portfolio value as of 07/31 is \$11,747,495.44. Dividends and interest income totaled +\$15,420.59 and accrued interest increased +\$4,834.65. Additionally, \$15,663.22 was distributed during the month. During the same period, the Benchmark increased +0.94% and +4.62% respectively.

SAFETY AND FACILITIES OPERATIONS

Submitted by Joe Bruce, Executive Director of Safety and Facilities Operations

Safety/Risk Management Plan

The Safety/Risk Management Plan was updated, reviewed by the President's Advisory Team, and approved by the President in April 2021. On a quarterly basis, the Assistant Director of Safety will conduct a compliance review to ensure that the objectives of the plan are being accomplished.

Purpose – The purpose of the FSDB Safety/Risk Management Plan and function of the campus Safety Program, in coordination with other departments, is to protect life and property. This is accomplished by minimizing risks and safety concerns for the school community through a plan/program that integrates safety testing, inspections, training, emergency preparedness drills, accident and injury investigations, insurance/claims coordination and processing, safety/adverse incident tracking and reporting, accountability, and corrective actions.

Plan Objectives – The objectives of the Safety/Risk Management Plan are as follows:

Integrate the safety/risk management responsibilities of the Safety and Facilities Operations (SaFO) Department and related FSDB departments in one comprehensive plan/schedule.

Define the standards, timeframes and necessary corrective actions for safety-related testing, inspections, and drills.

Outline safety/risk management reporting requirements, both internal/external and for monthly/quarterly/annual review purposes.

Determine and address campus-wide safety training needs, current resources, and curriculum.

Reduce/manage potential risk to the FSDB community through preventive and corrective response to safety and risk management related issues.

Project Management

The Safety and Facilities Operations team, in collaboration with Accounting and Purchasing, engages in regular project management meetings to ensure the timely procurement of services and completion of projects in alignment with the Campus/Facilities Master Plan and the Public Education Capital Outlay (PECO) Legislative Budget Request.

Significant projects to be addressed in 2021-2022 include but are not limited to:

Cooling Tower Replacement – The Central Utility Plant has one large cooling tower that has exceeded its useful life. We have performed various repairs to prolong its life but have reached the point at which replacement is necessary.

Exterior Painting – MacWilliams, Kramer, Cary White, and Moore Hall.

Bottle-fillers – All water fountains are being retrofitted to accommodate water bottle fillers in an effort to enhance our health and safety practices.

Manhole and Stormwater Repairs – FSDB is working with the City of Saint Augustine to assess and repair decade-old manholes which will include the labeling of infrastructure to easily identify those that belong to FSDB and those that belong to the City.

Roofing Projects – Coleman, Laundry, Cary White, Hogle/Grounds/Transportation/Purchasing Complex

Design and engineering analysis for future capital projects to include Gregg, Kramer, and McClure.

TRAINING AND QUALITY ASSURANCE

Submitted by Christy Slater, Director of Training and Quality Assurance

Training

The Training and Quality Assurance Department held, or will hold, the following training classes between June 3, 2021 and Aug 27, 2021: two CPI full courses, two CPI Refresher courses, 13 CPR courses, one YMHA course, one AlerT course, and two QPR courses. During pre-planning, approximately 300 staff members took an online CPI Refresher course.

TQA plans to continue highlighting departments across campus, providing insight to FSDB's most valued and beloved resource – our staff. Our August post highlighted the President's Advisory Team, the PAT for short!

With the fall semester, TQA is happy to launch the new home of our web-based compliance training thanks to the hard behind-the-scenes joint work by the FSDB Technology Department and our partners at NEFEC. This new site, based on the Learning Management System (LMS) known as Moodle, will be host to all the compliance e-learning trainings (previously referred to as Adobe Connects).

This new site will host the following e-learning compliance trainings in the fall of 2021.

Code of Ethics

Preventing Sexual Harassment

Bloodborne Pathogens

Nuisance Insects

Student Abuse Policy Training

AlerT Active Assailant Training Review

EEO/AA Training (for supervisors)

Delegation of Fiscal Authority

Mass Notification System – Training Video & Acknowledgement

Attendance and Leave

Bullying and Harassment

Teen Dating Violence or Abuse

Contract Manager Training Review

Strategic Planning

FSDB concluded the fourth year of implementation of the 2017-2022 Strategic Plan. On July 20, 2021, the Strategic Leadership Team met to review the 2020-2021 school year, celebrate successes, and plan the work for the fifth and final year of this strategic plan. Over the next several months, the team will engage in a book chat, *Leadershift* by John Maxwell, and begin the planning process for the 2022-2027 strategic plan. The workplans for this year will continue to be championed by members of the leadership team and focus on the following priority and secondary goals:

Priority Goals:

Ensure that students are prepared for college and/or career as literate, employable, and independent life-long learners.

Provide staff members opportunities to grow professionally, enhancing their ability to support students' growth.

Manage student enrollment across grade levels and schools to ensure appropriate use of resources while providing optimal benefit to the community.

Provide a safe and secure social, and digital environment for students, enabling them to become responsible citizens in a technology-rich world.

Maintain good working relations with the Florida Department of Education and the Florida Legislature, ensuring that legislators, legislative staff members, and Department personnel are well-informed about the work of FSDB and confident in the school's performance and stewardship of resources.

Secondary Goals:

Monitor and maintain good relations with stakeholders – parents, faculty and staff, students, alumni, donors, and the community.

Manage staff resources efficiently and effectively.

Manage campus infrastructure responsibly with attention to maintenance and planning for the future.

Actively seek and acquire support of private donors to provide resources that supplement those provided by the state.

The FSDB 2017-2022 Strategic Plan and supporting documents are on file in the Training and Quality Assurance Department.

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

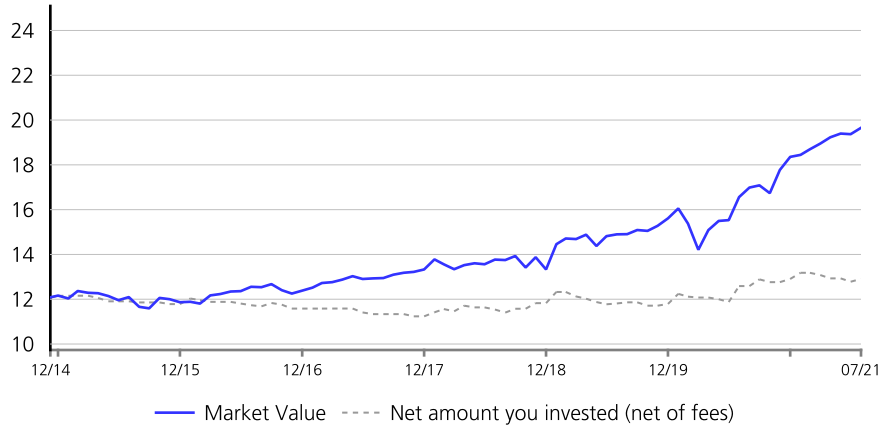


Performance review

as of July 31, 2021

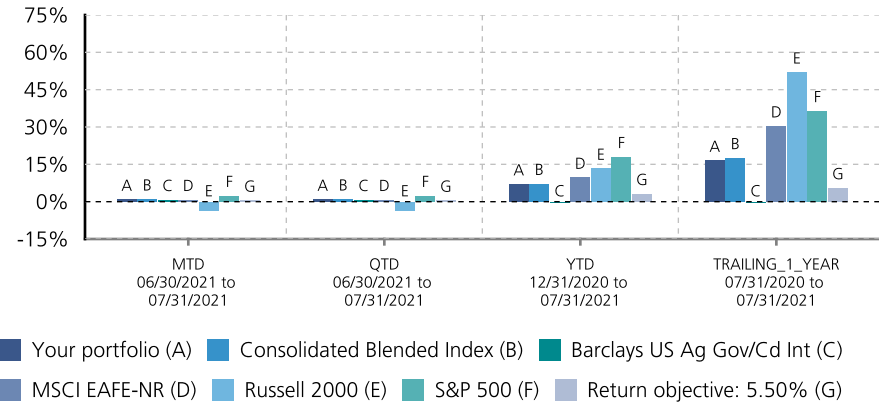
Sources of portfolio value

\$ Millions



Portfolio and selected benchmark returns

Net Time-weighted returns annualized



Consolidated Blended Index: Start - Current: 2% MSCI Emerging Markets-NR; 11.5% MSCI EAFE-NR; 2% Russell SmCap Complete; 9% Russell Mid Cap; 6% Russell 1000 Value; 8.5% Russell 1000 Growth; 12% Russell 1000; 49% Barclays US Ag Gov/Cd Int

Past performance does not guarantee future results and current performance may be lower/higher than past data presented.

Board of Trustees Meeting

NX XX189 Fixed Income
NX XX181 ESG
NX XX191 Div Ruler
NX XX187 Fixed Income
NX XX190 QGARP

NX XX185 OEI
NX XX183 ESG
NX XX182 Small Cap
NX XX186 MID CAP
NX XX407 ^ Fixed Income

NX XX184 Div Ruler

Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 06/30/2021 to 07/31/2021	QTD 06/30/2021 to 07/31/2021	YTD 12/31/2020 to 07/31/2021	1 Year 07/31/2020 to 07/31/2021
Opening value	19,369,759.80	19,369,759.80	18,355,571.59	16,560,425.85
Net deposits/withdrawals	97,586.95	97,586.95	-79,777.52	215,142.95
Div./interest income	33,599.68	33,599.68	223,005.88	365,159.53
Change in accr. interest	-3,442.97	-3,442.97	-5,271.10	3,193.35
Change in value	155,672.76	155,672.76	1,159,647.38	2,509,254.54
Closing value	19,653,176.22	19,653,176.22	19,653,176.22	19,653,176.22
Net Time-weighted ROR	0.82	0.82	7.02	16.48

Net deposits and withdrawals include program and account fees.

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 06/30/2021 to 07/31/2021	QTD 06/30/2021 to 07/31/2021	YTD 12/31/2020 to 07/31/2021	1 Year 07/31/2020 to 07/31/2021
Your portfolio(%)	0.82	0.82	7.02	16.48
Consolidated Blended Index	0.94	0.94	7.19	17.56
Barclays US Ag Gov/Cd Int	0.75	0.75	-0.28	-0.37
MSCI EAFE-NR	0.75	0.75	9.65	30.31
Russell 2000	-3.61	-3.61	13.29	51.97
S&P 500	2.38	2.38	17.99	36.45
Return objective: 5.50%	0.46	0.46	3.16	5.50

NX XX189 Fixed Income
 NX XX181 ESG
 NX XX191 Div Ruler
 NX XX187 Fixed Income
 NX XX190 QGARP

NX XX185 OEI
 NX XX183 ESG
 NX XX182 Small Cap
 NX XX186 MID CAP
 NX XX407 Fixed Income
 NX XX184 Div Ruler

Additional information about your portfolio

as of July 31, 2021

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

	Performance	Start date to Start date	ITD
Consolidated	12/08/2014	07/31/2021	6.89%

Benchmark composition

Consolidated

Blended Index

Start - Current: 2% MSCI Emerging Markets-NR; 11.5% MSCI EAFE-NR; 2% Russell SmCap Complete; 9% Russell Mid Cap; 6% Russell 1000 Value; 8.5% Russell 1000 Growth; 12% Russell 1000; 49% Barclays US Ag Gov/Cd Int



Financial Markets Summary

as of July 31, 2021

NX XX189 Fixed Income
 NX XX181 ESG
 NX XX191 Div Ruler
 NX XX187 Fixed Income
 NX XX190 QGARP

Consolidated report prepared for Board Of Trustees For

NX XX185 OEI
 NX XX183 ESG
 NX XX182 Small Cap
 NX XX186 MID CAP
 NX XX407 Fixed Income
 NX XX184 Div Ruler

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2021 to 07/31/2021	07/31/2020 to 07/31/2021	07/31/2018 to 07/31/2021	07/31/2016 to 07/31/2021	07/31/2014 to 07/31/2021	07/31/2011 to 07/31/2021
Cash Alternatives	US Treasury Bill - 3 Mos	0.00	0.06	1.22	1.10	0.81	0.58
US - Fixed Income	Barclays Agg Bond	1.12	-0.70	5.72	3.12	3.48	3.34
	Barclays Govt/Credit 1-3Y	0.17	0.43	2.99	1.91	1.73	1.47
	Barclays Govt/Credit Int	0.77	0.21	4.95	2.73	2.88	2.69
	Barclays Muni 1-10Y BL	0.63	1.87	4.00	2.57	2.78	2.95
	Barclays Muni 5Y	0.65	1.72	3.84	2.43	2.58	2.68
	Barclays Muni 7Y	0.82	2.21	4.77	2.97	3.32	3.56
	Barclays Municipal Bond	0.83	3.29	5.30	3.41	3.92	4.26
Global/International - Fixed Income	Barclays Gbl Agg Bond xUS	1.51	1.66	3.76	1.77	1.07	0.90
	Barclays Global Agg	1.33	0.78	4.74	2.46	2.16	1.98
US Equity	Dow Jones Ind Avg	1.34	34.79	13.71	16.29	13.90	13.87
	NAREIT Equity	4.36	33.50	13.33	8.19	10.26	10.63
	NASDAQ Composite	1.16	36.55	24.10	23.22	18.88	18.18
	Russell 1000	2.08	37.97	18.61	17.59	14.76	15.37
	Russell 1000 Growth	3.30	36.68	25.26	23.30	19.36	18.35
	Russell 1000 Value	0.80	39.32	11.26	11.41	9.80	12.07
	Russell 2000	-3.61	51.97	11.48	14.27	11.79	12.33
	Russell 2000 Growth	-3.64	41.00	13.86	16.39	13.51	13.54
	Russell 2000 Value	-3.58	63.70	8.30	11.61	9.66	10.81
	Russell 2500	-1.75	49.09	13.82	14.75	12.26	13.09
	Russell 3000	1.69	38.73	18.09	17.35	14.54	15.14
	Russell Mid Cap	0.77	42.58	15.78	14.76	12.63	13.73
	Russell Mid Cap Growth	1.03	34.51	21.92	19.60	16.05	15.68
	Russell Mid Cap Value	0.62	47.07	11.08	10.99	9.89	12.20
	S&P 400 Mid Cap	0.35	46.99	12.62	13.41	11.94	12.84
	S&P 500	2.38	36.45	18.14	17.34	14.70	15.33
Global/International - Equity	MSCI AC World - NR	0.69	33.18	13.68	13.80	10.04	10.15
	MSCI ACWI xUSA-NR	-1.65	27.78	7.92	9.64	5.22	5.41
	MSCI EAFE-NR	0.75	30.31	7.66	9.35	5.36	6.13
	MSCI Emerging Markets-NR	-6.73	20.64	7.93	10.37	5.01	3.60
	MSCI Emerging Markets-PR	-7.04	18.43	5.52	7.90	2.62	1.17
	MSCI World	1.82	35.67	15.08	14.89	11.29	11.65
Commodities	DJ UBS Commodity	1.84	40.28	5.29	3.86	-3.17	-4.54
	Goldman Sachs Commodity	1.57	54.00	-1.03	4.12	-8.28	-6.56
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	-0.91	4.55	-2.50	-1.42	-0.51	-1.03
	HFRX Event Driven	-1.71	7.96	4.20	3.76	1.34	2.60
Balanced	S&P 500 40% /BC Agg 60%	1.62	13.10	10.99	8.91	8.11	8.25
	S&P 500 50% /BC Agg 50%	1.75	16.77	12.25	10.34	9.24	9.45
	S&P 500 60% /BC Agg 40%	1.87	20.52	13.49	11.76	10.36	10.65
Miscellaneous	Consumer Price Index	0.00	4.86	2.54	2.46	1.89	1.86



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 weights 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 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 maybe 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 it's holdings.

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



Disclosures applicable to accounts at UBS Financial Services Inc. (continued)

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 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 '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.

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.

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 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 the information.

UBS FS All Rights Reserved. Member SIPC.

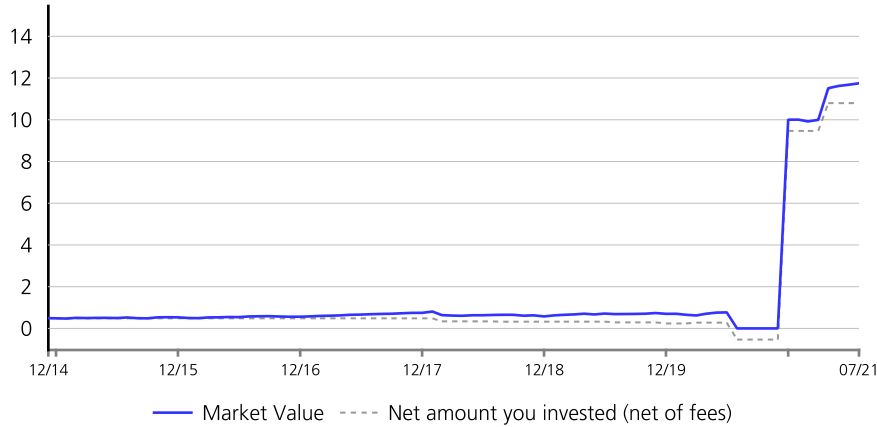


Performance review

as of July 31, 2021

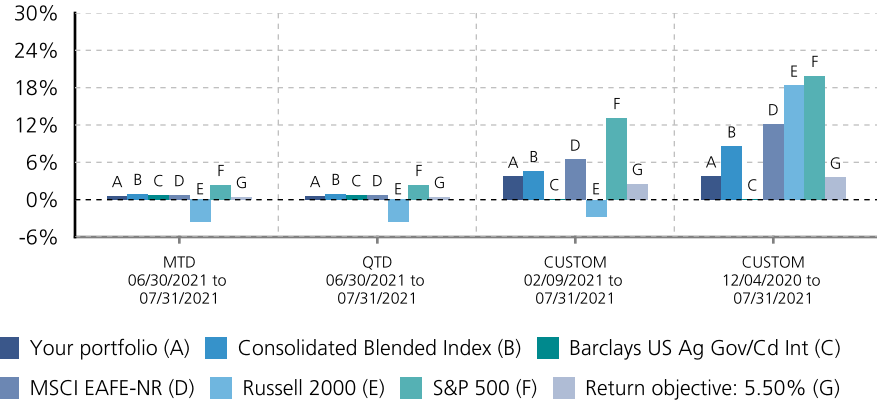
Sources of portfolio value

\$ Millions



Portfolio and selected benchmark returns

Net Time-weighted returns annualized



Consolidated Blended Index: Start - Current: 2% MSCI Emerging Markets-NR; 11.5% MSCI EAFE-NR; 2% Russell SmCap Complete; 9% Russell Mid Cap; 6% Russell 1000 Value; 8.5% Russell 1000 Growth; 12% Russell 1000; 49% Barclays US Ag Gov/Cd Int

Past performance does not guarantee future results and current performance may be lower/higher than past data presented.

Board of Trustees Meeting

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

Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 06/30/2021 to 07/31/2021	QTD 06/30/2021 to 07/31/2021	For the period of 02/09/2021 to 07/31/2021	For the period of 12/04/2020 to 07/31/2021
Opening value	11,677,989.57	11,677,989.57	10,003,684.52	10,000,000.00
Net deposits/withdrawals	-15,663.22	-15,663.22	1,301,111.12	1,299,610.54
Div./interest income	15,420.59	15,420.59	61,314.88	66,510.50
Change in accr. interest	4,834.65	4,834.65	44,653.30	44,653.30
Change in value	64,913.85	64,913.85	336,731.62	336,721.11
Closing value	11,747,495.44	11,747,495.44	11,747,495.44	11,747,495.44
Net Time-weighted ROR	0.60	0.60	3.71	3.76

Net deposits and withdrawals include program and account fees.

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 06/30/2021 to 07/31/2021	QTD 06/30/2021 to 07/31/2021	For the period of 02/09/2021 to 07/31/2021	For the period of 12/04/2020 to 07/31/2021
Your portfolio(%)	0.60	0.60	3.71	3.76
Consolidated Blended Index	0.94	0.94	4.62	8.57
Barclays US Ag Gov/Cd Int	0.75	0.75	0.10	0.05
MSCI EAFE-NR	0.75	0.75	6.45	12.15
Russell 2000	-3.61	-3.61	-2.73	18.35
S&P 500	2.38	2.38	13.14	19.91
Return objective: 5.50%	0.46	0.46	2.56	3.57

Additional information about your portfolio

as of July 31, 2021

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

	Performance	Start date to Start date	ITD
Consolidated	12/04/2020	07/31/2021	3.76%

Benchmark composition

Consolidated

Blended Index

Start - Current: 2% MSCI Emerging Markets-NR; 11.5% MSCI EAFE-NR; 2% Russell SmCap Complete; 9% Russell Mid Cap; 6% Russell 1000 Value; 8.5% Russell 1000 Growth; 12% Russell 1000; 49% Barclays US Ag Gov/Cd Int



Financial Markets Summary

as of July 31, 2021

Consolidated report prepared for Board Of Trustees For

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

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2021 to 07/31/2021	07/31/2020 to 07/31/2021	07/31/2018 to 07/31/2021	07/31/2016 to 07/31/2021	07/31/2014 to 07/31/2021	07/31/2011 to 07/31/2021
Cash Alternatives	US Treasury Bill - 3 Mos	0.00	0.06	1.22	1.10	0.81	0.58
US - Fixed Income	Barclays Agg Bond	1.12	-0.70	5.72	3.12	3.48	3.34
	Barclays Govt/Credit 1-3Y	0.17	0.43	2.99	1.91	1.73	1.47
	Barclays Govt/Credit Int	0.77	0.21	4.95	2.73	2.88	2.69
	Barclays Muni 1-10Y BL	0.63	1.87	4.00	2.57	2.78	2.95
	Barclays Muni 5Y	0.65	1.72	3.84	2.43	2.58	2.68
	Barclays Muni 7Y	0.82	2.21	4.77	2.97	3.32	3.56
	Barclays Municipal Bond	0.83	3.29	5.30	3.41	3.92	4.26
Global/International - Fixed Income	Barclays Gbl Agg Bond xUS	1.51	1.66	3.76	1.77	1.07	0.90
	Barclays Global Agg	1.33	0.78	4.74	2.46	2.16	1.98
US Equity	Dow Jones Ind Avg	1.34	34.79	13.71	16.29	13.90	13.87
	NAREIT Equity	4.36	33.50	13.33	8.19	10.26	10.63
	NASDAQ Composite	1.16	36.55	24.10	23.22	18.88	18.18
	Russell 1000	2.08	37.97	18.61	17.59	14.76	15.37
	Russell 1000 Growth	3.30	36.68	25.26	23.30	19.36	18.35
	Russell 1000 Value	0.80	39.32	11.26	11.41	9.80	12.07
	Russell 2000	-3.61	51.97	11.48	14.27	11.79	12.33
	Russell 2000 Growth	-3.64	41.00	13.86	16.39	13.51	13.54
	Russell 2000 Value	-3.58	63.70	8.30	11.61	9.66	10.81
	Russell 2500	-1.75	49.09	13.82	14.75	12.26	13.09
	Russell 3000	1.69	38.73	18.09	17.35	14.54	15.14
	Russell Mid Cap	0.77	42.58	15.78	14.76	12.63	13.73
	Russell Mid Cap Growth	1.03	34.51	21.92	19.60	16.05	15.68
	Russell Mid Cap Value	0.62	47.07	11.08	10.99	9.89	12.20
	S&P 400 Mid Cap	0.35	46.99	12.62	13.41	11.94	12.84
	S&P 500	2.38	36.45	18.14	17.34	14.70	15.33
Global/International - Equity	MSCI AC World - NR	0.69	33.18	13.68	13.80	10.04	10.15
	MSCI ACWI xUSA-NR	-1.65	27.78	7.92	9.64	5.22	5.41
	MSCI EAFE-NR	0.75	30.31	7.66	9.35	5.36	6.13
	MSCI Emerging Markets-NR	-6.73	20.64	7.93	10.37	5.01	3.60
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Commodities	DJ UBS Commodity	1.84	40.28	5.29	3.86	-3.17	-4.54
	Goldman Sachs Commodity	1.57	54.00	-1.03	4.12	-8.28	-6.56
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	-0.91	4.55	-2.50	-1.42	-0.51	-1.03
	HFRX Event Driven	-1.71	7.96	4.20	3.76	1.34	2.60
Balanced	S&P 500 40% /BC Agg 60%	1.62	13.10	10.99	8.91	8.11	8.25
	S&P 500 50% /BC Agg 50%	1.75	16.77	12.25	10.34	9.24	9.45
	S&P 500 60% /BC Agg 40%	1.87	20.52	13.49	11.76	10.36	10.65
Miscellaneous	Consumer Price Index	0.00	4.86	2.54	2.46	1.89	1.86



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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 weights 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 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 maybe 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 it's holdings.

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



Disclosures applicable to accounts at UBS Financial Services Inc. (continued)

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 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 '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.

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.

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 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 the information.

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Student Learning Environments

Last year, despite all of the challenges related to the pandemic we had a successful school year! We are so proud, grateful, and humbled by our students and the perseverance and dedication of our teachers and staff members. We are excited to have our students and staff members back and we welcome the new 2021-2022 school year, whatever it may bring! Our teams have been hard at work developing instructional content for both core curriculum and expanded curriculum areas including character education and mental health. Reading instruction, intervention, and professional development is also a large area of focus through our schoolwide FSDB K12 Reading Plan.

The mood is hopeful, excited, and even joyful as students and staff members talk about a return to many of our previous student activities such as sports, clubs, and our after-school music program. They understand plans may need to change quickly, but staff members and students alike are grateful activities are planned to return.

Virtual STEM Camp for Middle School

This past June, Jennifer Enache and Samantha Lang conducted a weeklong virtual STEM camp for a group of middle schoolers with visual impairments. Every camper was sent a box with all the adapted materials and instructions they would need for each day of the camp. Included in the box was also an iPad with all the applications the students would need to use during the week. Each day students would join a scheduled video conference at 8:00 a.m. for a morning meeting. During this time, students would answer a STEM related question to help encourage critical thinking and get them in the mindset for the day. Afterwards, the plan for the day would be discussed and questions would be answered. There would be an hour for social games before diving into an engineering challenge. These challenges consisted of building towers, creating kites, constructing roller coasters, making space rovers, and more! Throughout the entire camp, The Engineering Process of identifying the problem, coming up with a solution, building a prototype, testing it, and redesigning as necessary was reinforced. This process helped the students realize that each unsuccessful attempt was simply a learning opportunity, not a failure.

Samantha Lang – Orientation and Mobility Specialist

National Braille Challenge

The National Braille Challenge was hosted virtually this year, due to the pandemic. Seven FSDB students participated in the Braille challenge over a Saturday morning and afternoon. Materials were mailed home to the participants and the proctors monitored them via Microsoft TEAMS. Two of our high school students, Savannah Lindberg and Taylore Sherman, made it to the national finals

competition. Both Savannah and Taylore are 15 years old and entering their sophomore year of high school. They have been friends for years and both love learning, reading and Braille. We are so proud of these young ladies and their achievements, as well as all of our students who participated in the Braille challenge under these “challenging circumstances”. For the upcoming school year, an afterschool Braille Challenge “club” is planned. Students will practice their Braille skills, learn more about Braille, engage in practice competitions and have fun!

Staff Member to Coach Olympians

Physical Education Teacher, Keith Young, is the head boys Goalball Coach at FSDB. In addition, he serves as a Men’s Goalball Coach for the USA Paralympic Goalball Team. Keith is planning to head to Tokyo for three weeks this September with the US Men’s Goalball Team. One of our alumni, Daryl Walker, is also a member of the US team. We wish them the best of luck. Bring Home the Gold!

Character Education

This year FLDOE launched statewide character education standards. FSDB had been participating in activities as part of the Character Counts program through St. Johns County Schools as well as social skills and mental health instruction. This year, FSDB combined concepts and materials from Character Counts, FLDOE Character Education Standards, Second Step Social Skills Curriculum, and Positive Behavior Supports and Intervention into a comprehensive program for our students. Each month will focus on a particular area or character attribute. Mental Health and Education staff members came together this summer to create instructional materials designed for each character trait for all grade levels. Karen Kolkedy, School Counselor, coordinated and facilitated this collaborative effort. The monthly traits are listed below:

FSDB PB(I)S STUDENTS ARE DEVELOPING GREAT CHARACTER! August Through December

- **CHARACTER - August**
- **RESPONSIBILITY - September**
- **RESPECT - October**
- **CITIZENSHIP - November**
- **COOPERATION - December**
- **SUCCESS SKILLS - January**
- **COMPASSION - February**

- **TRUSTWORTHY - March**
- **FAIRNESS - April**
- **COURAGE - May**

Respectfully Submitted by:
Carol Bogue
Blind Department Principal



Deaf Department updates:

As we enter the 2021-22 school year, we are doing so with celebration, with “Celebrate” as our word for the year. We do have so much to celebrate. Together, we grew through a very different and challenging school year while continuing to help our students succeed, regardless of whether they were participating in our Brick and Mortar Program or our Innovative Learning Environment from home. We will celebrate our growth, students, staff, and families this coming school year.

We have been busy preparing our Character Education program for the upcoming school year throughout the summer under our Positive Behavior Support Program. We had teams come together to create presentations and activities for our students to participate in and develop character throughout the year. Each month, we will celebrate a different character trait that we want to intentionally instill into our students that will help them on their path to being the best version of themselves that they can be. Traits by month are Character, Responsibility, Respect, Citizenship, Cooperation, Success Skills, Compassion, Trustworthiness, Fairness, and Courage. Each trait will be accompanied by a color and characteristics to guide the development of these skills. We believe this is an integral part of our students’ education as we teach them to do more, be more, and achieve more.

Our schools have also been preparing their social, emotional learning. Our Deaf Elementary School academic staff participated in a Trauma Informed Care workshop this summer as part of Pineapple University. Partnering with our Mental Health professionals, Deaf Elementary School is implementing strategies and opportunities for students to develop and improve relationship skills, self-regulation, and mental wellness. A new “reset” room has been designed to allow students to have time to reset with an educative experience. This room will have sensory activities to help students regain control to be ready to return to learning. These include weighted blankets, stress balls, fidget toys, breathing exercises, yoga, coloring pages, journaling, and the like. Classrooms will have calming corners, quiet areas and provide self-soothing strategies for students to reset and be ready for learning. The school will focus on trauma informed practices, teaching resilience, and creating a focus on Universal Needs. There will be positive affirmations for the week and calming strategies of the month. We are celebrating the potential of these practices to help students self-regulate and engage in learning.

Our Deaf Middle School is putting into practice the Zones of Regulation. This program is one step up from the regulation strategies that the Deaf Elementary students are participating in. The 4 Zones of regulation teach students to self-monitor and determine where they are in their emotional regulation. The Blue Zone includes feeling sick, sad, tired, bored, or moving slowly. The Green Zone includes feeling happy, calm, feeling ok, focused, and ready to learn. The Yellow Zone is frustrated, worried, silly/wiggly, excited, and has some loss of control. The Red Zone is mad/angry, terrified,

yelling/hitting, elated, or out of control. The goal of these instructional strategies are not to label students, but to have them be able to develop the vocabulary and understanding of what they are feeling, which zone they are in, and to develop a common language and a framework to help students recognize their feelings and learn ways to manage them, with the goal of assisting them in taking control of their emotions and learning engagement.

Our Deaf High School is approaching our PBIS instruction by providing a longer "Dragon Time" on Fridays to allow our character education to occur without interfering with instructional credits. Their age-appropriate approach to this also gives time for our counselors to develop interventions and small groups to address social skills and concerns unique to our young adults. The lessons have been created over the summer to provide a common language and path to support the foundational skills they have developed in middle and high school.

In all of our schools, we are implementing the K-12 Comprehensive Reading Plan. We are learning together how we can identify best practices in teaching literacy in all content areas through weekly walkthroughs, literacy "look for," model classrooms, and weekly professional development opportunities in literacy strategies. While we have emphasized the importance of literacy in all of our schools and classes, the Comprehensive Reading Plan allows us to have a structure and method to honestly evaluate our teaching strategies and the needs of our students and classes. We are celebrating the opportunity to focus more intently in this area with the support of instructional services and the professional development opportunities we will have this year.

As we step into this year, we are ready to celebrate the opportunities and challenges ahead as our students grow academically, socially, and emotionally, and we grow as educators to continue to meet their needs.



Literacy Specialists

Submitted by the Literacy Specialists

- *Elisha Zuaro, Blind Department*
- *Brent Bechtold, Deaf High School*
- *Kathy Pyle, Deaf Middle School*
- *Cally Traetto, Deaf Elementary School*

Priority Goal 1: Academic Achievement and Workforce Preparation

- The 2021 3rd Grade Summer Reading Camp was a magical experience! It is designed to provide intensive intervention instruction in reading for third-grade students who did not show proficiency on third-grade reading standards. The camp was created in response to Florida statute 1008.25, which requires third-grade students to show proficiency on the 3rd grade English Language Arts Florida Standards Assessment. Campers received three weeks of multi-sensory, explicit instruction in the areas of comprehension, vocabulary, fluency, phonics, and phonemic awareness, individualized for each students' needs. Teacher weekly observational data indicated that students gained a greater awareness of comprehension strategies such as visualizing, summarizing, making connections, using context clues, and self-monitoring while reading. Teachers collected student work into a portfolio with a variety of assessments. Students especially loved the Harry Potter theme of Summer Reading Camp!
- Overall, for the 2020-21 school year utilizing endowment funds and a private donation, the DHS Literacy Specialist put 726 book choices (and 41 financial literacy books) into 158 DHS (and rising 9th grade) students' hands (429 more books than last year)! That is 81% of all of our DHS students who now have an average of 5 books each that they specifically requested and can keep forever (14% higher than last year)! A large portion of these books were for summer reading, for which the students were offered up to \$40 worth of free book choices. Many ebooks and audiobooks were added to our FSDB Sora (<http://tinyurl.com/FSDB-Sora>) collection, too!

Priority Goal 2: Professional Development

- District-wide, all literacy specialists worked with various ELA publishing representatives to establish getting-started trainings on all newly adopted curricula, both core, and intervention. ELA teachers will receive virtual or face-to-face trainings pre-planning week or the following week(s). Trainings will be anywhere from two to several hours based on publishers and need.

- Literacy Specialists processed all ELA textbooks, resources, and digital resources purchased and were responsible for disseminating the proper materials to each ELA or Intensive Reading teacher for their designated courses. The Literacy Specialists collaborated with the Coordinator of Academics Systems Analytics to prepare the ClassLink access for teachers and students to access all new ELA curricula.
- Literacy Specialists coordinated and surplus all ELA materials no longer in use from the previous textbook adoption.
- Literacy Specialists will prioritize training new ELA teachers in the BEST K-12 ELA Standards and the newly adopted curricula.
- Two Literacy Specialists attended the 2021 Equitable Literacy Conference, June 21-22. The focus was on BEST Standards implementation, resources, and collaboration. Information, resources, and a new BEST ELA Standards Implementation Guide K-12 will be purchased and shared with teachers campus-wide as we support and work with them.

Math Specialists

Submitted by the Math Specialists

- *Mark Largent, Blind Department*
- *Sue Clark, Deaf Middle and High Schools*
- *Billie Jo Mayo, Deaf Elementary School*

Priority Goal 1: Academic Achievement and Workforce Preparation

- In addition to supporting teaching and learning of the Mathematics Florida Standards this school year, math specialists will be educating all stakeholder groups on the new B.E.S.T. Mathematics standards. After attending the B.E.S.T. Mathematics Professional Development for District Leads in July 2021 and NEFEC training last school year, the specialists are prepared to facilitate the transition via intentional professional learning opportunities during this school year and into the implementation in '22-23 school year.

Priority Goal 2: Professional Development

- The Secondary Math Specialist for the Deaf schools attended the Florida Association of Mathematics Supervisors (FAMS) and the Florida Council of Teachers of Mathematics (FCTM) 2021 Annual Conference in Orlando on June 9th-12th. State updates from FLDOE and the Test Development Center (TDC) were shared and opportunities to collaborate with other district mathematics supervisors. FCTM provided many opportunities to learn about the new B.E.S.T. Standards for Mathematics and view instructional materials that are aligned with the new standards.
- The Elementary Math Specialist participated in a course this summer, "What is Mathematical Thinking and How Do We Teach It." The routines learned from this course will be shared with all interested mathematics teachers at FSDB through POWwow PD.

- Two Math Specialists and the Executive Director of Curriculum and Professional Development attended the B.E.S.T. Mathematics Professional Development for District Leads in Lakeland, Florida, on July 20th-22nd. The Train-the-Trainer event provided training and resources that included an overview of the B.E.S.T. Standards for Mathematics, activities for the Mathematical Thinking and Reasoning Standards (MTRs), planning for student learning for horizontal and vertical alignment, and an overview of the B.E.S.T. Instructional Guide for Mathematics (B1G-M). There was also time built-in for district implementation teams to meet to discuss the next steps for developing an implementation. These resources will be utilized for our professional development learning opportunities for this school year to support implementation in 2022-2023.

Priority Goal 5: Stakeholder Relationships and Communication

- FAMS, FCTM, and the B.E.S.T. Mathematics Professional Development for District Leads provided time to build relationships and communicate with statewide mathematics professionals on the upcoming training and instructional materials adoption for this year and roll out in 2022-2023 school year.

Curriculum and Professional Development for Academic Staff Members

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

Priority Goal 1: Academic Achievement and Workforce Preparation

- In February 2021, a State Board Ruling was made for the K-12 Comprehensive Evidence-Based Reading Plan. The purpose of the K-12 Comprehensive Evidence-Based Reading Plan is to accurately depict and detail the role of administration, professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T English Language Arts Standards (Rule 6A-1.09401). The Florida School for the Deaf and Blind submitted their plan in May and will receive approval on the plan by the end of August. The Continuous Quality Improvement (CQI) team will be monitoring the plan quarterly to ensure compliance with the plan, provide support to the schools as needed, and identify strengths within the schools. Professional Development and support will be provided to academic leaders to help guide them as they make the plan come to life within their schools. A FSDB Comprehensive Evidence-Based Reading Plan OneNote Guidance document was created to support the implementation of the plan FSDB submitted. Teachers, Specialists, and Administrators are able to access the OneNote for guidance.
- The plan will align and enhance several practices already in place and establish new practices. The components of the plan include the following:
 - Literacy Leadership Teams in each of the individual schools will be established and meet quarterly;

- Coaching opportunities provided by the Literacy Specialists to support teachers' professional learning and growth;
- Weekly opportunities for literacy professional development will be provided in the individual schools and campus-wide;
- Weekly "literacy look fors" will be performed by the Assistant Principals;
- Model classrooms will be identified and established as an opportunity for teachers to learn best practices and strategies from one another.
- Multi-Tiered System of Support (MTSS) Teams and the identified Decision Tree process will be used to identify students and the interventions materials used at the Tier levels.

Priority Goal 2: Professional Development

- Pineapple University (formerly known as Summer Institute) took place on Friday, June 11, and Monday, June 14- Tuesday, June 15. Each four-hour professional learning event was funded through the Title II and Title IV Federal Grants. Teachers in attendance were able to receive a lump sum form since it was outside of the calendar contracted days. On Friday, June 11, teachers were able to choose between three different highly-anticipated tech topics.

Friday, June 11, 2021- Participants picked one of the three topics below.

- Assistive Technology in the Classroom
 - Presenter: Patrick Turnage (Assistive Technology Coordinator) and Hillary Norman (Teacher in Blind Elementary Middle School)
 - Description: Participants learned how to use different digital tools and technology to make learning accessible to all students and different learning styles. The presenter shared how to use technology tools such as screen readers, low vision tools, captions, voiceover, dictate, and more. Time was provided for participants to practice using the tools, experience using the tools from the student perspective, and create accessible content.
- Advanced Microsoft Edu
 - Presenter: Randi Mitchell (Executive Director of Curriculum and Professional Development)
 - Description: The workshop provided hands-on experiences to advance participants' skills when using Microsoft Edu: Microsoft Teams, Assignments, OneNote PowerPoint, Word, Flipgrid, Book Creator, and more. Teachers learned how to increase student engagement, integrate technology into their instruction, and empower students to create using the tools at an advanced level. Participants had the opportunity to create and practice their new skills.
- Google Basics
 - Presenter: Colette Cook (Coordinator of Academic System Analytics)

- Description: The presenter guided participants through Google Classroom, Google Sites, and how to integrate the other aspects of Google Suite (Slides, Docs, Calendar, etc.) to engage students, organize their classroom, and provide content. Participants had the opportunity to create and practice with the presenter present.

Monday, June 14, 2021- Trauma Informed Environments

- Presenter: Julie Barrow (Multi Agency Network for Students with Emotional/Behavioral Disabilities, SEDNET)
- Description: This course was designed for administrators and teachers to receive trauma focused information about how student learning and executive functioning is impacted by trauma and toxic stress. Educators and support staff learned how to create a framework and culture of safety and security where re-traumatization is minimized, resilience is fostered, and learning opportunities are maximized.

Tuesday, June 15, 2021- Data to Inform Instruction- Using Active Reflection and Creative Risk Taking to Build Capacity

- Presenter: Randi Mitchell (Executive Director of Curriculum and Professional Development)
- Description: In this professional learning opportunity, participants learned about the Reflection Cycle and how to use data already collected as part of daily work to inform instructional decisions. The presenter lead participants through the Self- Reflection Cycle and how to integrate it into their current practice, so it is not “one more thing.”

Priority Goal 5: Stakeholder Relationships and Communication

- **Just Read! Summer Institute:** On June 29- July 1, Elisha Zuaro (Literacy Specialist), April Wallace (Braille Specialist), and Randi Mitchell (Executive Director of Curriculum and Professional Development) attended the Just Read! Florida Summer Institute in Orlando, Florida. The event brought leaders from all of the districts in the State of Florida to learn about B.E.S.T English Language Arts standards implementation, components of the K-12 Comprehensive Reading Plan, and updated literacy policies.
- **B.E.S.T Math Professional Development:** On July 20-July 22, Billie Jo May (Math Specialist), Sue Clark (Math Specialist), and Randi Mitchell (Executive Director of Curriculum and Professional Development) attended the Central Region-B.E.S.T. Math Standards Professional Development put on by the Florida Department of Education. The event brought leaders from the central districts in the State of Florida to learn about B.E.S.T. Math standards implementation, the mathematical thinking and reasoning standards, and components of the B.E.S.T Math standards.
- **NEFEC Organization of Educational Leaders (NOEL):** On July 26, Scott Trejbal (Administrator of Instructional Services), Tracie Snow (President), and Randi Mitchell (Executive Director of Curriculum and Professional Development) attended NOEL to learn

about new literacy policies, accreditation, and networking with the districts of North East Florida Educational Consortium, NEFEC.

Respectfully submitted by:

Scott Trejbal

Administrator of Instructional Services



Parent Services Department

Respectfully submitted by Cindy Day, Executive Director of Parent Services

- Misty Porter, FSDB Parent Liaison, hosted a hugely successful "Fun with Literacy" event.
 - Parent Services teamed up with the Braille Production Center to modify sets of Family Time Cards, conversation-starting prompts with Braille. The prompts encourage families to start a dialogue and build their relationships.
 - Blind Elementary K-2 families received Great Expectations kits, including a "twin vision" book with both Braille and visuals and a set of activities for home to reinforce the book's lessons. Materials to complete at least one recommended activity were included.
 - All upcoming middle school families received a copy of Middle School Matters.
 - Families of Deaf 9th graders received either a copy of *Grown-Up's Guide to Teenage Humans* or *Parenting Teens with Love and Logic*.
 - Families of Blind 9th Graders received a twin vision cookbook and braille measure cups and spoons.
- Misty Porter continues to serve on the Florida Rehabilitation for the Blind Council (FRCB) and Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT) and attended virtual committee meetings over the summer.
- Parent Services is preparing to offer its highly successful Parent Engagement Workshops (PEW) and Parent University classes for the 2021-2022 school year. Classes for the first quarter will be virtual. Plans are being made to transition into a hybrid model when conditions permit.

Parent Infant Program

- FSDB's Parent Infant Program (PIP) served a total of 856 infants and toddlers ages 0-5 and their families from July 1, 2020, through June 30, 2021.
- Jennifer Cato, Director of Parent Infant Program for Deaf/Hard-of-Hearing, and Carly Spiegel hosted a Learning Community Meeting, including stakeholders from various agencies and disciplines.
- Monthly Lunch and Learn trainings for Early Steps occur during the last week of each month. The theme of this month was an overview of supports available to families entering Early Steps.
- Plans are being made to send PIP representatives to the Back to School Bash hosted by the Family Center on Deafness in August and the Deaf Expo in Lakeland this October.
- Regional event plans for the year are being submitted and approved. Plans for events include an Urban Air activity in the Tallahassee area and an event at Sensory Towne in Northeast Florida.

- Kim Carr, Director of Parent Infant Program for Blind/Visually Impaired, prepared reports for the Division of Blind Services (DBS), including an Outreach Plan, Referral reports, Annual Financial Report, Client Satisfaction Surveys, and much more.
- The DBS contract for the 2020-2021 year was closed out with a \$37,410 bonus granted for outstanding performance.
- Kim Carr attended interagency meetings hosted by the Florida Rehabilitation Council for the Blind and the Florida Interagency Coordinating Council for Infants and Toddlers.
- A monthly meeting with the Division of Blind Services Children Counselors was held to discuss changes and updates to the Parent Infant Program.
- A monthly meeting with PIP Parent Advisors was held to discuss updates regarding DBS, virtual meetings, and procedures.
- The PIP continues to work with the Technology Department to transition from its current database system toward the Apricot system.

L. Daniel Hutto Early Learning Center

"The goal of early childhood education should be to activate the child's own natural desire to learn." -Maria Montessori

Enrollment

- **PreK DHH Class: 10 students**
- **PreK BVI Class: 3 students total – 2 blind and 1 DSI**
- **3 PreK students are currently in file review**
- The Early Learning Center (ELC) had nine (9) graduates at the end of the 2020-2021 school year. Six of the graduates will be transitioning into FSDB's Kindergarten classes.
- The children told a story, *The Watermelon Seed*; DHH graduates of the ELC signed their parts while BVI graduates read aloud. Michael Johnson of Communications and Public Relations combined clips of each student into a video telling the whole story to share with parents.
- Extended School Year Services were added for some ELC students during the summer of 2021 to retain skills learned during the standard school year.
- The ELC is planning to maintain the same flexibility, understanding, and can-do attitude of families, staff, and students in preparing for a safe and healthy 2021-2022 school year.
- Teachers of the Early Learning Center return on August 9. They will be contacting families of students to schedule personal, 1-to-1 tours of the ELC to meet their teacher.

Outreach Services Department

Respectfully submitted by Elizabeth Wilcox, Director of Outreach

Interactive Learning Series: *Interactive series is specially designed for non-enrolled families with potential FSDB students.*

- The summer series was held June 22-24 and June 29 and July 1. A total of 40 families registered, with 20 parents and siblings participating along with the 40 attendees.
- This event focused on students learning about resources in Florida. Students explored career options in computer coding and robotics, learned about hidden treasures such as

the FL caverns and FL Keys. Hands-on activities were offered that allowed participants to experience a variety of foods, activities, and science experiments. We made solar ovens, cooked s'mores, grew crystals, ate dirt cups (not real dirt), made robots, and learned about being prepared and kind to our environment. We explored the cool stuff Florida has to offer! We highlighted many hidden treasures here at FSDB, including the 3-D Printshop, D&B Designs, our campus waterway, fishing stations, and boat area, as well as the historical value of the campus.

ASL Interactive: *Online classes serve parents and educators of deaf/hard of hearing students across the state of Florida.*

- The online interactive sign language classes were redesigned over the summer and have acquired an online program to use with all enrolling parents, family members, and school members.
- The first session will begin in September, and the sessions now extent over 12 weeks.

Tours: *Campus tours for prospective students and their families.*

- Since the launch of the online tour reservation form, 158 tours were provided. There were 34 tours offered during the summer break.
- Campus Tour participants now receive a survey following their tour, beginning this summer. Some comments indicated people thought the campus is beautiful and clean, and some indicated they would be contacting the admissions department.

Other Outreach Updates:

- Planning is underway for the 2021-2022 year, including identifying and registering for conferences where FSDB will be represented by an exhibit booth or a presentation. Currently, some opportunities to exhibit are scheduled for the next few months; however, if the events move to become virtual due to the changes in the pandemic, plans will be adjusted to ensure FSDB participates virtually.
- Statewide Online Braille Course: Two sessions covering seven weeks will be offered to parents beginning in October. This course is to assist parents in learning Braille so they can support their children who are Braille users. It is currently a beginner-level course and will be free for all eligible Florida residents.

Resource Materials & Technology Center for the Deaf/Hard of Hearing

Respectfully submitted by the RMTC-D/HH Team

RMTC-D/HH staff was lead collaborators in the **planning and facilitation** of the following **conferences and events**:

- Presentation: *See the Sound: Visual Phonics* Statewide Training (Virtual) - July 22-23

RMTC-DHH staff presented **AND/OR** participated at the following **conferences/meetings**:

- Problem-Solving/Response to Intervention Technology and Learning Connections *Passport to Learning* Planning Meeting - July 8
- Transition Tuesday Discussion with State Team, July 22

Additional **meetings attended** included:

- FDLRS FIEP Parent Meeting

RMTC-D/HH staff provided **onsite or virtual training** to offer support, strategies, perform coaching and mentoring as well as make recommendations to the following districts:

Districts:

- Pinellas, Expanded Skills Virtual Record-Keeping - July 20
- Polk, Fairview - July 23
- Orange, Fairview - July 27
- St. Johns, Captions - July 27
- Hillsborough, Reading Interventions - July 30
- Orange County Public Schools *Fairview Learning Professional Development* - August 3 & 5
- Duval *Florida Individual Performance Profile Professional Development* - August 4
- *State Transition Team Meeting* - August 5
- Hillsborough *Fairview Learning Professional Development* - August 6
- Deafness 101 training for staff in Gilchrist County - August 13
- New Teacher of the Deaf and Hard of Hearing Professional Learning Community - August 16 & 17
- Thinking On Thursday - August 19
- Make It Live! - August 25

RMTC-D/HH staff provided **Technical Assistance** in the form of coaching and mentoring, consultation, support, and/or the sharing of information and resources, as well as through PLCs and materials borrowed from the loan library:

- **Districts:** Columbia, Dade, Duval, Escambia, Hillsborough, Lee, Leon, Levy, Okaloosa, Okeechobee, Orange, Palm Beach, Polk, St. Johns, United Cerebral Palsy Charter, Washington
- **Other Agencies/States:** Bureau of Exceptional Student Education and Florida Educators of Students who are Deaf/Hard of Hearing (FEDHH)
- **Media and Materials Loan Library:** 1 new account created, 1 item borrowed and returned, 2 total participants, 2 new items added

Technology Services Department

Summer projects kept the department running from the moment students left campus until the day they returned. Technologies were collected and refreshed, and updated in preparation for students and teachers returning to fully on-campus programming; however, settings and applications have been installed in the event students may need to have equipment at home for any reason.

A variety of network applications were, and equipment was updated and programmed to increase the security both on the network and on the end-user assigned equipment. The integration programming between assigned equipment, wired systems, wireless systems, firewalls, etc., was a major collaborative project. Operating systems and software updates regularly, including required new versions to ensure systems work safely and smoothly.

The data systems team completed annual processes to close out the past year, launch the new year, and completed Florida Department of Education surveys.

Respectfully Submitted by Shelley Ardis

Administrator of Parent, Outreach and Technology Services