



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

## Curricula

Curriculum instruction at FSDB is based on the [Florida Department of Education Course Descriptions, Next Generation Sunshine State Standards for Science and Social Studies, Math Florida Standards, Language Arts Florida Standards](#), as well as the [Next Generation Sunshine State Access Points](#) and the Florida State Standards Access Points (as appropriate).

To maintain a standard curriculum, FSDB instructional staff members have access to cutting-edge technologies and quality instructional materials. FSDB purchases materials for K-12 curriculum instruction from the approved [Florida Instructional Materials](#) adopted list. We follow the same adoption schedule as all other Florida school districts.

What sets FSDB apart is that all of our teachers and support staff members have received extensive professional development in order to adapt instructional materials to meet the needs of students who are deaf/hard of hearing or blind/visually impaired. We strive to provide accessible formats for all of our students (braille, large print, digital media, American Sign Language translations, etc.). Classroom teachers at FSDB are expected to be certified in both the content areas they teach, and certified in the education of students who are deaf/hard of hearing or blind/visually impaired.

At FSDB we enable each student to access the curriculum ([MAFS](#), [LAFS](#), NGSSS and Access Points) through interaction in small classroom environments. Instructional approaches can be differentiated to the individual needs of students, based on where each student is in his/her learning processes. We take into account language development, depth of knowledge, learning challenges, interests, and preferred modes of communication. In alignment with the practices of Carol Ann Tomlinson, noted authority on differentiated instruction, FSDB focuses on “ensuring that what a student learns, how s/he learns it, and how the student demonstrates what s/he has learned is a match for his/her readiness level, interests, and preferred mode of learning” (Ellis, E., Gable, R.A., Gregg, M & Rock, M.L (2008) REACH: A Framework for Differentiating Classroom Instruction, 2008. Preventing School Failure, 52).

[Florida Statutes Section 1008.25](#) mandate that each student’s progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student’s academic progress. Each district school board is required to establish a comprehensive program for student progression as well as standards for evaluating each student’s performance.

The [FSDB Student Progression Plan](#) is reviewed, updated and approved by the Board of Trustees at the start of each school year. This annual plan helps to ensure that the required program of study, placement, promotion, reporting, retention, and assessment procedures are equitable and comprehensive, thereby providing accountability for all students.

## Curriculum Team

Tracie C. Snow, *Administrator of Instructional Services*

Elisha Zuaro, *Reading Specialist*, Blind Department

Cally Traetto, *Reading Specialist*, Deaf Elementary School

Kathy Pyle, *Reading Specialist*, Deaf Middle School

Brent Bechtold, *Reading Specialist*, Deaf High School

Billie Jo Mayo, *Math Specialist*, Deaf Elementary School

Sue Clark, *Math Specialist*, Deaf Elementary, Middle and High Schools

Mark Largent, *Math Specialist*, Blind Elementary, Middle and High Schools

Lenore Boerner, *ASL Specialist*, Deaf Department

June Ann LeFors, *ASL Specialist*, Deaf Department