



# Agenda

## Florida School for the Deaf and the Blind Board of Trustees Meeting

Moore Hall, Center for Learning and Development  
August 25, 2023, at 1:30 p.m.

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<b>III. <u>Roll Call</u></b>	
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# Florida School for the Deaf & the Blind

***Do More. Be More. Achieve More.***

## Board of Trustees Meeting Minutes Moore Hall, Center for Learning and Development May 18, 2023, 9:00 a.m.

### Attendance

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

**Absent:** Mr. Owen McCaul.

### Call to Order

Mr. Terry Hadley, Board Vice Chair, called to order the meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 9:00 a.m. The meeting was held in Moore Hall, Center for Learning and Development (CLD), on the FSDB campus.

### Pledge of Allegiance

Deaf High School student, Ty Snow, led the Board and the audience in the Pledge of Allegiance.

### Student Recognition

President Tracie Snow explained that the group of students attending the Board meeting are from Ms. Sherry Gaynor's Culinary class, and they have prepared the brunch that we will enjoy after the Board meeting. She then had each student state their name and what town they live in.

### Public Comment

**Ms. Gina Gilmore**, St. Augustine, FL, addressed the Board as the outgoing President of the FSDB Education Association (EA). Ms. Gilmore introduced Ali French as the incoming President of the EA. Ms. Gilmore thanked FSDB's administration for the "wonderful partnership" and for working with the EA over her tenure. Ms. French said that she was excited to be more involved and she looks forward to working with everyone next year.

**Paisley Crook**, St. Augustine, FL, 2023 FSD graduating senior. Ms. Crook expressed her gratitude to the Board for all the opportunities experienced during the two years she attended FSDB. She stated, "I've been here two years, but they've been some of the best years. I came here from another school that didn't have the opportunities we have here. There are no limits here. I found people who believed in me and supported me so that I can pursue my dreams without any barriers. I know that FSDB helped me and because of that and I want to do more, become more, and achieve more. I got more here than I could have anywhere else, and after graduation, I will be more, do more, and achieve more. From the bottom of my heart, I thank you for everything."

### Approval of Meeting Minutes

*Dr. Zavelson moved to approve the minutes from the Regular Board of Trustees Meeting held on April 14, 2023. The motion was seconded by Mrs. LeFors 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.

- This has been a busy week with the Early Learning Center graduation, Fifth grade, and Eighth grade graduations in both departments.

- Teacher and Staff recognition was celebrated this month. Training and Quality Assurance (TQA) put together and with the help of several volunteers handed out breakfast on-the-go bags.
- The HR department provided tasty treats from Panera for breakfast and pizza for lunch.
- And we had a reception on the President's Lawn for all the retirees from the last two years.

Ms. Patsy Eccles, Legislative Liaison, provided a brief report and answered questions from the Board. Mr. Kramer asked about some of the bills passed by the legislature that have been signed into law and how these will impact FSDB. After some discussion, it was determined that the Board will be updated at the August Workshop on all these legislative changes. Dr. Zavelson also requested an update on Florida Government in the Sunshine at the August Workshop.

### **Department Updates**

#### Business Services

Dave Hanvey, UBS Financial Advisor, provided an update on Endowment I & II and how the markets are being affected by continued volatility in markets.

### **Strategic Plan Updates**

Lexi Bucca, Executive Director of Human Resources; Shelley Ardis, Administrator of Technology, Outreach, and Parent Services; Scott Trejbal, Administrator of Instructional Services, updated the Board on the various ways their teams are working on their strategic planning goals.

### **Action Items**

#### **Action Item #1 - Surplus Property**

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

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

#### **Action Item #2 - Adjustment of Property Inventory Records**

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Board approval was requested to remove unaccounted-for-property items from the Tangible Personal Property Inventory Listing. These items were not found during two (2) consecutive inventory cycles and have been certified as unaccounted-for-property by the FSDB Comptroller. Pursuant to Rule 69I-21.002 and 69I-72.005(7) of the Florida Administrative Code, these items have been approved by the CFO of the State of Florida to adjust the property inventory records. There are a total of three (3) items with a cost totaling \$8,030.75. With accumulative depreciation, the total book value of the three items is \$917.85.

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

#### **Action Item #3 - 2024-2025 PECO Legislative Budget Request and 2023-2028 Campus/Facilities Master Plan**

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Board approval was requested for the 2024-2025 PECO Legislative Budget Request and the 2023-2028 Campus/Facilities Master Plan. This approval is requested in accordance with Florida Statute 1002.36.

**Note:** These documents are in alignment with each other, as well as the Educational Plant Survey and Facility Condition Assessment.

***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 - FY 2024-2025 Legislative Budget Request**

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Board approval was requested for the Legislative Budget Request (LBR) for fiscal year 2024-2025.

**Note:** The following issues are recommended for inclusion in the FY 2024-2025 LBR:

1. Cost to Continue for General Revenue and the Trust Funds.
2. An increase of \$1,105,205, inclusive of benefits, is requested in recurring General Revenue funds to implement merit increases for eligible Career Service, Selected Exempt Service, and Board of Trustee employees based on FY 2023-24 performance evaluations. Merit is defined as an evaluation score of 3.5 or greater for Career Service, Selected Exempt Service, and Board of Trustee Administrators. Merit is defined as an evaluation score of 3.0 or greater, reflecting a rating of Effective or Highly Effective for FSDB Education Association bargaining unit employees. Merit increases will be scaled based on the number of workdays per year and pro-rated based on the full-time equivalency of the employee's position. For example, the recommended base amount is \$1,250 for 190-day employees (10-month teachers and specialists) and up to \$1,710 for 260-day employees (12-month employees). This approach is anticipated to impact up to 646.75 positions.

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

**Action Item #5 - Transportation Contract – Students Home on Weekends (SHOW)**

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Board approval was requested to enter into a contract with Florida Trails, Inc., dba Annett Bus Lines.

**Note:** Time of Performance: July 1, 2023 to June 30, 2028

Total Amount Paid Shall Not Exceed:

2023-2024	\$1,871,072.00
2024-2025	\$1,946,462.00
2025-2026	\$2,024,650.00
2026-2027	\$2,105,646.00
2027-2028	\$2,188,925.00

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

***Discussion:*** The Board asked several questions regarding the increased cost of transporting students home. They wanted to know if this went through the open bidding process, bus safety, and if keeping students on campus and sending them home less often would save money. Mr. Kevin Greene, Executive Director of Transportation, and Ms. Julia Mintzer, Administrator of Business Services, answered all the Board questions and explained that students staying on campus would not be cost-effective due to the cost of supervision and several other factors.

**Action Item #6 – Approval of the NEFEC Membership Contract for 2023-2024**

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Board approval was requested for the 2023-2024 Northeast Florida Educational Consortium (NEFEC) Contract.

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

**New Business**

None for this meeting.

**Unfinished Business**

None for this meeting.

**Board Comments**

The Trustees thanked Ms. Paisley Crook for her comments. Mr. Kramer appreciates receiving the Strategic Plan updates and the data that is provided. They all enjoyed attending the Blind Senior Dinner and seeing the students and staff interactions. Mr. Hadley reminded the Board of the importance of making monetary contributions to FSDB.

**Adjournment**

The meeting adjourned at 10:54 a.m.

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

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Tracie C. Snow  
President

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Terry Hadley  
Board Vice Chair



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

This has been quite the summer! Staff members have been actively busy with admissions meetings, attending and presenting at local and national conferences, creating class schedules, interviewing applicants, onboarding new staff, getting the campus ready, digging through new statutes and state board of education rules, initiating social media campaigns, and planning for the 2023-24 school year.

FSDB will continue to *do more, be more, and achieve more* by implementing the second year of our 2023-2027 Strategic Plan this year. The Strategic Planning Leadership Team had two discussions and planning days over the summer. We reviewed our accomplishments from year one, identified current strengths, weaknesses, opportunities, and threats, reviewed engagement, and climate survey results, and started planning for year two. An exciting new campus-wide initiative that will be implemented this year is action plans for all our departments. Based on the survey results from the engagement and climate survey conducted last spring, our supervisors were charged with creating an action plan for each of their respective departments. All plans were shared with their supervisor by August 1st. I can't wait to see how these efforts will positively impact our results this spring. FSDB will continue to grow and make positive gains this year.

Monday, August 7th, was the first day back for many of our staff. It was an incredible day having our FSDB community come together for convocation, a fantastic staff welcome-back luncheon, an employee engagement event, and department meetings. This year's theme was LIGHT: Leadership, Initiative, Growth, Harmony, and Teamwork. All staff were given a handheld light (fiber optic light wands, LED foam sticks, glow sticks, or light-up hand clappers) and used throughout the presentation to cheer and support shared messages. A significant focus of the presentation was on the recognition of our staff: new hires, teachers, and employee of the year, a celebration of years working at FSDB, and employee promotions. I loved standing before the entire FSDB staff at the start of the year. It is quite an honor. The welcome-back luncheon was AMAZING!!! Food trucks, picnic tables, games, and prizes underneath the giant oak trees at palm row. Even with the melting heat, you couldn't have asked for a better day. The incredible effort went into the planning and execution of this event that did not go unnoticed.

This year is going to be amazing because we are going to make it so. To end my report, I would like to share the following from the Parent Student Handbook welcome letter from the President. "*What sets FSDB apart is our exceptional team of educators and staff. Their dedication is inspiring as they focus on student success, career exploration, and extracurricular*

*triumphs for our students. Our school has countless stories over the many decades of our students and alums, showcased prominently on our website and across our vibrant social media platforms.*

*The FSDB experience empowers students to do more, be more, and achieve more by supporting students to overcome limits, embrace potential, and achieve success. Together, we will carry out the vision of preparing each student for a lifetime of success. Here's to a year of trust, innovation, integrity, respect, safety, and security for our FSDB community."*

#FSDBFam #YouBelongAtFSDB #ThisIsFSDB"

Tracie C. Snow  
FSDB President



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

President's Office  
Legislative Services Report  
August 25, 2023

The time between legislative sessions is not only for legislators to recover from the intense session energy required but also to revisit their communities and constituents. In describing and explaining the past session's laws and state policies, legislators also begin their cycle of fundraising and securing the support of their community to continue their position in upcoming elections. I was invited to attend meetings with my local legislative representative, Allison Tant. Representative Tant's goals include health care, education support, and training for children and young adults with disabilities. I had a chance to describe the education and activities provided at the Florida School for the Deaf and Blind. Previously, this was not the specific population addressed by the representative's legislative work. My attendance and, later, one on one meeting with her will promote an interest and future support from her for FSDB. Promoting FSDB is the type of work done during these off times.

Looking to the future Legislative activities:

- The Legislature's Interim Committee Meetings schedule consists of two weeks in October, November, and December, with the first meeting scheduled for October 9-13, 2023.
- The Governor's Budget Recommendations for Fiscal Year 2024-25 are expected to be submitted to the Legislature by early December 2023.
- The 2024 Regular Legislative Session is scheduled to begin on January 9, 2024.

Next month I will begin meeting with Legislative staff in the House, the Senate, and the Governor's office as we gear up for session.

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

- The Legislative Budget Commission issues the Long-Range Financial Outlook.
- **State Agencies submit their 2023-24 Legislative Budget Requests.**
- The Legislature reviews the agencies' budget requests and receives status reports on prior session issues.
- The Governor makes his budget recommendations 30 days prior to the onset of the legislative session.
- House & Senate committees workshop the budget.
- Each chamber passes an independent appropriations bill.
- The differences between the bills are resolved through a budget conference by members of the House and Senate.
- The product of the conference process is the Conference Report of the General Appropriations Act.



- Once both chambers adopt the GAA, the Governor has line-item veto authority as he signs the bill.
- With the consensus of the House & Senate, the Governor executes the budget and develops the base for the next cycle.
- Fiscal Analysis in Brief is released in August.
- Final Budget Report released in December.

**Submitted by:**

Patsy Eccles, Legislative Specialist



## Health Care Center Report

	Total	Aug 2022 (16 days)	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023
<b>ACU Visits</b> (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." "Physicals", "Vision Screenings", and "Miscellaneous.")	<b>4,710</b>	394	434	554	408	396	419	633	531	532	409
<b>TCU Visits</b> (*Total includes all students that were admitted to the TCU.)	<b>356</b>	51	32	28	31	37	27	58	41	31	20
<b>Eye Clinic- Specialty</b>	<b>64</b>	3	6	13	4	6	6	5	13	5	3
<b>PDC Clinic- Specialty</b>	<b>98</b>	5	12	16	10	3	13	13	7	12	7
<b>Psychiatry Clinic- Specialty</b>	<b>43</b>	3	4	3	3	4	5	5	4	6	6
<b>Off Campus</b> (*ER visits, Ophthalmology, Home)	<b>31</b>	1	2	1	5	4	2	6	2	5	3
<b>Totals</b>	<b>5,302</b>	<b>457</b>	<b>490</b>	<b>615</b>	<b>461</b>	<b>450</b>	<b>472</b>	<b>720</b>	<b>598</b>	<b>591</b>	<b>448</b>

Sofia 2 Testing	Total	Aug 2022 (16 days)	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023
Quidel Strep Test	543	63	58	42	50	44	55	80	53	56	42
Quidel Influenza A & B Test	499	77	65	40	52	43	51	68	36	39	28
Quidel SARS Antigen	504	82	65	42	53	44	49	65	40	37	27
	<b>1,546</b>	<b>222</b>	<b>188</b>	<b>124</b>	<b>155</b>	<b>131</b>	<b>155</b>	<b>213</b>	<b>129</b>	<b>132</b>	<b>97</b>

Physicians/ Specialists	Total	Aug 2022 (16 days)	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023
Physician Assistant	620	56	46	86	72	68	74	109	57	52	35
Medical Director/ Pediatrician	98	5	12	16	10	3	13	13	7	12	7
Ophthalmologist	63	3	6	13	4	6	5	5	13	5	3
Psychiatry	43	3	4	3	3	4	5	5	4	6	6
	<b>824</b>	<b>67</b>	<b>68</b>	<b>118</b>	<b>89</b>	<b>81</b>	<b>97</b>	<b>132</b>	<b>81</b>	<b>75</b>	<b>16</b>

## Dental Report

Dental Clinic Procedures	Total	Aug 2022 (16 days)	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023
Hygiene	80	0	0	14	7	9	17	13	10	9	1
X-ray	12	0	0	4	3	1	0	3	1	0	0
Emergency	6	0	0	0	2	0	0	1	1	1	1
Other	13	0	0	0	7	1	0	3	2	0	0
Operative	43	0	0	0	3	7	4	4	13	9	3
Surgical	0	0	0	0	0	0	0	0	0	0	0
Preventative	0	0	0	0	0	0	0	0	0	0	0
Screening	27	0	0	10	3	1	0	4	4	5	0
Exam	32	0	0	4	1	4	2	10	7	1	3
	<b>213</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>26</b>	<b>23</b>	<b>23</b>	<b>38</b>	<b>38</b>	<b>25</b>	<b>8</b>

Dental Staff	Total	Aug 2022 (16 days)	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023
UF Dentistry	111	0	0	14	15	12	6	18	23	16	7
Hygienist	102	0	0	18	11	11	17	20	15	9	1

### **Allied Health Services**

The Allied Health Services has experienced many personal changes during the summer that may impact my Board reports. A new Director of Culinary Food Services has been hired, Ron Gilbertson. Mr. Gilbertson has experience within the food service industry with over 20 years of ownership of a delicatessen in Pennsylvania and school food service experience in Duval County and Gettysburg, Pa. With this experience, an innovative approach to menu selection and creative recipes within the USDA guidelines will be the objective of the Culinary Services Department for this school year. Our students and Staff should look forward to new and exciting things from the Culinary Department. For the last 20 years, Stacey Gorton has been my assistant. This summer, she was promoted to Director of Health Services. In this new position, Ms. Gorton will be responsible for the day-to-day operation of the HCC with the supervision of nursing staff, and support staff, purchasing, maintenance, and purchase/budgeting of new equipment, oversight of contracts within the HCC for EHR (Electronic Health Record) and management of procedures for School Matched Medicaid Billing compliance.

I have also hired a new Executive Administrative Assistant, Michelle Wehr. Ms. Wehr was the Administrative Assistant for the VI Boarding Program and she has been involved with many after-school and recreational programs at FSDB. She will be a welcome addition to the Allied Health Department by not only supporting me as my assistant but will support the programs of Mental Health and Speech and Audiology.

### **OT/PT**

We hope you all had an amazing summer! We, in OT/PT, sure did! But now we are jazzed up and ready for the new school year! Although Allied Health has had several changes this year, our department remains the same.

We are looking forward to another year of consistency for our FSDB students. We love the kids, love what we do and love to see the progress each student makes during the school year.

Consistency is our number one objective this school year. We will continue the incentive programs from last year, such as student of the month, end-of-the-semester parties, and holiday-centered activities. We will provide rich and meaningful services while doing our best to maintain a fun and dynamic environment.

We will bring back the Queen Bee and all her loot this month! The Queen Bee was a big hit last year and will surely create quite a buzz on campus again. Every OT/PT student will be on the hunt for her crown. This month we will get back to basics and see where each student is with their goals since their summer hiatus. We are so excited to see the kids and get working!

### **Speech & Audiology**

The Speech & Audiology Department is excited to begin the 2023-2024 school year! The audiologists have been busy this summer taking inventory of audiological equipment and updating their databases. They are ready to make earmolds and check students' amplification to ensure they work correctly after the long, HOT summer months.

The speech-language pathologists will be scheduling students, meeting the new students added to their caseloads, and becoming reacquainted with students they provided therapy last year. Unfortunately, the department currently has one open speech-language pathologist position available. We are hoping to fill this position soon!

Everyone is looking forward to a new school year during which students grow in their abilities to use spoken language, build vocabulary, and continue auditory development.

### **Mental Health Department**

#### Training and Conferences

Laura Pamer and Erica Wortherly completed QPR Certified Instructor Training in May 2023. QPR is an emergency mental health intervention that teaches lay and professional gatekeepers to recognize and respond positively to someone exhibiting suicide warning signs and behaviors.

#### Department Happenings

The Department's Summer Crew laid the groundwork for developing a logic model for program planning to identify desired short-and long-term outcomes and overall mental health impact and align with FSDB's Strategic Plan. We will continue working on this project over the next several months to strengthen our program and plan for years to come.

Supervisors in the Residential program were invited to our summer Mental Health Gathering on July 19. The purpose was to proactively strengthen relationships to address inter-departmental concerns and work together to achieve common objectives. It was an opportunity for everyone to get to know each other better and discover how we can best support our staff and students in the dorms. As a group, we discussed emotional intelligence and its essential components: Self-Awareness, Self-Management, Empathy, and Relationship Management. The plan will provide additional support for the Boarding Programs and students in training, team building, and communication.

This year we are welcoming new members to our team. Ali French is now a Mental Health Counselor, primarily working in Deaf Elementary and ELC. She previously worked as a school counselor at Deaf High School. Dee Stoddard has returned to the mental health team as an evening social worker in the Deaf Department. We now have two evening social workers, one in each department, to support students in the boarding program and work with families. We will also be welcoming a new behavior specialist in the Blind Department.

Erica Wortherly is participating in NEFEC's Mental Health and Safety Committee and Building Resiliency Steering Committee. The committee aims to develop sustainable resources, common language, and a culture of hope and perseverance. The Characteristics of Resiliency include resilience, empathy, perseverance, grit, gratitude, responsibility, critical thinking, problem-solving, responsible decision-making, self-awareness, self-management, mentorship, citizenship, and honesty. Each month we will highlight two to three characteristics of Resiliency Education, Civic and Character Education, Life Skills Education, and PBiS.

### **Food Service**

1) Culinary Staffing has been reorganized into **Brigade Style Kitchen**

The kitchen brigade system creates a line of command. Each team member has a specific role that they fulfill. The system creates order and maximizes productivity. The kitchen brigade system is the basis of most restaurant kitchen teams. It is a framework for organizing kitchen staff to maximize efficiency. In the system, everyone has a specific and useful role, which helps the kitchen run like a well-oiled machine. Even though the brigade de cuisine was intended for full-service restaurants, it works at all levels and can be found even at fast food concepts. I am highly confident in its application here at FSDB. Our kitchens will have stations for the different aspects of cooking and assembling our meals. The goal is for our staff to understand these stations and operate with maximum efficiency. The kitchen brigade system will have numerous benefits for FSDB. It will help create a hierarchy and delineate responsibilities in our working environment. The kitchen brigade system is important for building an efficient, organized, and cohesive team.

The plan is to have the two (2) kitchen managers in equal positions of authority with different areas of responsibility. The first position will be the primary culinary leader on the floor with prep, production, service, and cleanup. The second will be responsible for all the administrative aspects, including but not limited to inventory management and procurement, production records, service, internal auditing, recipe conversions, and additional support for administrative compliance.

Staff will be assessed and trained in this system while they are learning new skills and being challenged, we will be developing a strong sense of teamwork. The brigade system is an effective tool to create an incentive for staff members to commit to the team and to see a clear path for future development within FSDB culinary.

When staff members master skills in one area, they will be given the opportunity to develop in additional areas. The system helps create a clear framework for moving up in FSDB culinary department.

2) Menus have been rewritten to emphasize Scratch cooking. They will be restructured monthly based on students' preferences.

A)-Dinners will offer Chipotle & Italian Menu Restaurant theme nights with the students selecting as they go through the line.

Homemade Pasta sauces, Salsa, Guacamole, and Entrees, are being cooked from raw meats.

B) Lunches now feature multiple options- two hot, three different types of sandwiches, and two lunch salads.

3) We are developing a "Farm to School" program

A) Director of Culinary Services successfully developed these programs in Pennsylvania.

B) Initial steps are Florida's "Harvest of the Month" being incorporated into menu planning

C) Establishing relationships with new Farm to School Managers.

D) Director attended Farm to School Culinary Processing Workshop and will incorporate this information into a program within the department.

4) Culinary has Established Better Working Relationships with Other Departments

A) Met with Transportation and developed better feeding options for Students on weekend trips home.

B) Feeding Apartment Students for an extra week per request from the DSL supervisor.

5) Implementation of Employee Engagement Survey Action Plan from feedback of the 2022-2023 department survey results.

*Stan Gustetic*

Stan Gustetic

Administrator Allied Health Services



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

**Boarding Program  
Board Report  
August 25, 2023**

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Boarding Program staff have been working diligently to create and improve our curriculum for teaching students daily living skills in the dorm environment. Over the past year, we have conducted surveys to determine what skills students need at each grade level. Using this as a guide, the boarding supervisors created standards and then broke those standards down further into individual skills.

We now have a complete framework, and staff began instruction using the new standards in January. The standards and skill expectations have been built into Skyward as courses so that student progress can be documented and tracked. Staff also completed a survey at the end of the school year, and feedback has been very positive so far.

One of the new features of this curriculum program is a focus on working with the students individually, starting from their current skillset. Each student has an Individual Residential Plan (IRP) with goals set annually. Staff work with each student on their skills during everyday activities and document their progress. Students may also receive instruction in small groups or organized activities such as cooking lessons and discussions. Most importantly, we want to ensure that every student is given an opportunity to gain the skills necessary to become more independent.

This year we will continue implementing the program and improving our Skyward documentation. We will look for opportunities to offer formal classes in some subjects and even invite community resources to teach areas such as finance, taxes, and law.

**Respectfully submitted by:**

Kathleen Grunder  
Administrator of Residential Services



## ACCOUNTING

John Wester, Comptroller

### 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 29, 2023. 2023 E-payment Report to the Chief Financial Officer, pursuant to Rule 69C-4.009, F.A.C., was submitted to the Division of the Treasury on July 11, 2023. Copies of these reports are on file in the Comptroller's office.

### Accounting

Fiscal Year End – FY 2022-2023 ended on June 30, 2023. The General Ledger for FSDB Agency Accounts is to be closed on the evening of August 02, 2023. All reports, reconciliations, and the 2022 SWFR Compliance Checklist must be submitted to DFS by October 6, 2023.

### Endowment and Student Bank

Fiscal Year End – FY 2022-2023 Endowment general ledger has been closed and adjusted. A final trial balance will be provided to the outside auditor.

## Overview

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

1. Rigorous annual financial audits conducted by the Auditor General's office over a period of more than five years have not identified any systemic issues of concern or a single audit finding in that time. Not a single identified case of fraud or systemic theft of any kind has occurred at FSDB in more than ten years.
2. Accounting and Purchasing efficiently and effectively process the utilization of funds provided annually by the State, now totaling over \$70 million in annual appropriations and in excess of \$50 million in direct expenditures through the acquisition and payment for goods, services, and staff payroll.

Metrics on activities managed by Accounting and Purchasing during the 2022-2023 fiscal year:

- 4,760 contract and PO invoices processed, valued at \$11,081,458.45
- 3,767 P-card charges processed, valued at \$798,502.70



- 146 current active contracts, valued at \$48,724,104.40
- 464 purchase orders, valued at \$6,486,305.89

**ADVANCEMENT**  
**Traci Anderson, Executive Director of Advancement**

<p><b><u>Donations for July 2023</u></b>                  Number of Donors = 312                  Number of Gifts = 309                  Dollars Received = \$43,169.50</p>	<p><b><u>Donations for July 2022</u></b>                  Number of Donors = 284                  Number of Gifts = 280                  Dollars Received = \$22,561.38</p>
<p><b><u>Current FY To Date</u></b>                  Number of Donors = 312                  Number of Gifts = 309                  Dollars Received = \$43,169.50</p>	<p><b><u>Previous Year to Date – Last FY to Date</u></b>                  Number of Donors = 284                  Number of Gifts = 280                  Dollars Received = \$22,561.38</p>

**Summary of Key Findings**

Donations for July 2023 showed significant growth compared to July 2022. The number of donors increased from 284 to 312, and the number of gifts increased from 280 to 309.

The total dollars received in donations for July 2023 reached \$43,169.50, a substantial increase from the \$22,561.38 received in July 2022.

The comparison of FYTD for 2022 and 2023 shows a remarkable improvement in fundraising metrics. All key indicators, such as the number of donors, number of gifts, and total dollars received, have displayed positive trends.

Two notable large gifts were received in July 2023:

- A \$10,310.05 donation from a Private Donor Trust and Estate.
- A \$9,000.00 donation from a Private Foundation.

**Overview**

<p><b><u>Donations for June 2023</u></b>                  Number of Donors = 143                  Number of Gifts = 144                  Dollars Received = \$421,438.50</p>	<p><b><u>Donations for June 2022</u></b>                  Number of Donors = 154                  Number of Gifts = 156                  Dollars Received = \$21,967.40</p>
<p><b><u>Current FY To Date</u></b>                  Number of Donors = 1,648                  Number of Gifts = 3,105                  Dollars Received = \$2,376,156.37</p>	<p><b><u>Previous Year to Date – Last FY to Date</u></b>                  Number of Donors = 1,657                  Number of Gifts = 3,252                  Dollars Received = \$1,682,958.76</p>

**Comparison of 2021-2022 to 2022-2023**

The End-of-Year (EOY) donation report for Fiscal Year 2022-2023 highlights our organization's remarkable progress and growth compared to the preceding year. This report is a testament to the unwavering support of our generous donors.

**Key Observations**

In 2022-2023, we have observed a slight decline in the number of donors. This trend aligns with the current USA total giving decline, which stands at 3.4%, or 10.5%, when adjusted for inflation. However, to ensure we exercise due diligence, our Advancement team will conduct further analysis to pinpoint any specific factors contributing to this decline and strategize to foster continued donor engagement.

**Comparison of June 2022 – June 2023**

Donors for June 2023: We have observed a slight decline in the number of donors for June 2023, with 143 donors compared to 154 donors in June 2022.

Gifts for June 2023: In June 2023, we received 144 gifts, showing a marginal decrease from the 156 gifts received in June 2022. Although the decrease is relatively small, we will closely monitor the gift trends to ensure sustained support.

Dollars Received for June 2023: Notably, the financial contribution for June 2023 experienced an exceptional surge, with \$421,438.50 received, primarily due to an estate gift of \$411,447.31 from a private donor, compared to \$21,967.40 in June 2022.

These comparisons demonstrate the challenges and positive developments we have encountered during this period. As we analyze the data further, we may identify areas where our efforts are succeeding and address any potential opportunities to continue fostering a robust culture of giving.

**Year-to-Date Figures**

Our year-to-date data showcases significant growth across all aspects. Despite a minimal decline in the number of donors, from 1,657 to 1,648 compared to the same period last year, and a similar trend in the number of gifts, from 3,252 to 3,105, the most impressive feat lies in the total dollars received. We have witnessed an astounding year-over-year growth, with contributions soaring from \$1,682,958.76 to \$2,376,156.37.

The successes of this fiscal year are a testament to our organization's dedication and the impactful initiatives we undertake. We remain committed to fostering strong relationships with our donors, continuously enhancing our engagement strategies, and exploring new avenues for sustainable support.

We are delighted to report that our organization had a remarkably successful year in terms of presentation and tour interest, as evidenced by the data presented in the table below.

**Presentation and Tours Fiscal Year 2022-2023**

Date	Presentation/Tour	Tour Attendance #’s	Presentation Audience #’s
7/28/2022	Prospective Donors Tour	3	
8/2/2022	Prospective Donors Tour	3	
8/10/2022	Organization Tour	10	

8/11/2022	Organization Presentation	12	
9/13/2022	Prospective Donors Tour	8	
9/15/2022	Organization Presentation		60
10/20/2022	Organization Presentation		75
10/24/2022	Organization Presentation		25
1/17/2023	Organization Tour	3	
1/24/2023	Organization Presentation		60
1/25/2023	Organization Presentation		20
2/6/2023	Prospective Donors Tour	2	
2/22/2023	Organization Tour	5	
3/4/2023	Organization Presentation		125
3/21/2023	Organization Tour	9	
3/22/2023	Prospective Tour	12	
3/25/2023	Organization Presentation & Fundraising Event		500
4/1/2023	Vilano Bridge Run Presentation (Fundraising event)		500
4/17/2023	Organization Tour	7	
4/19/2023	Organization Tour	3	
4/25/2023	Organization Tour	11	
4/27/2023	Prospective Donors Tour	5	
5/1/2023	Prospective Tour	7	
5/4/2023	Organization Presentation		100
6/2/2023	Prospective Donors Tour	3	
6/8/2023	Prospective Donors Tour	2	

**Five-Year Snapshot (2018-2023)**

<b>Advancement – Gifts/Donors/Income Received History</b>			
<b>Fiscal Year</b>	<b># of Gifts</b>	<b># of Donors</b>	<b>Amount</b>
2018-2019	2,265	1,417	\$1,597,048.05
2019-2020	2,870	1,509	\$1,201,135.88
2020-2021	3,049	1,666	\$1,569,847.50
2021-2022	3,226	1,617	\$1,682,770.42
2022-2023	3,092	1,655	\$2,390,527.00

The Advancement Department's strategic decision to implement the acquisition mailing strategy in the previous years continued to yield remarkable results over the 5-year snapshot. During this period, the department consistently improved its performance in terms of donor acquisitions and total revenue.

In 2018-2019, the department acquired 2,265 gifts, generating \$1,597,048.05 in revenue. This marked the beginning of a steady upward trend in our performance.

In the following year, 2019-2020, the number of acquired gifts increased to 2,870, contributing to total revenue of \$1,201,135.88. This growth demonstrated the continued effectiveness of the acquisition mailing strategy.

By 2020-2021, the Advancement Department further strengthened its position, acquiring 3,049 gifts and raising \$1,569,847.50 in revenue. The department's consistent growth was evident as we attracted more donors and increased our financial contributions.

In 2021-2022, the department continued its impressive performance, acquiring 3,226 gifts and generating \$1,682,770.42 in revenue. This highlighted our sustained ability to attract new donors and maintain a strong revenue stream.

The 5-year snapshot concluded in 2022-2023 with the Advancement Department acquiring 3,092 gifts and achieving a substantial revenue of \$2,390,527.00. This outstanding performance solidified the department's importance and value within the organization, showcasing our ability to execute successful strategies and drive significant financial support.

Overall, the 5-year snapshot paints a clear picture of the Advancement Department's remarkable surge in performance following the implementation of the acquisition mailing strategy. Our consistent growth in donor acquisitions and revenue over the years demonstrates our crucial role in supporting FSDB's mission and financial sustainability.

**Volunteer History**

<b>Volunteers 2018-2023</b>	
2018-2019	2 Active Volunteers
2019-2020	3 Active Volunteers
2020-2021	3 Active Volunteers
2021-2022	8 Active Volunteers
2022-2023	9 Active Volunteers

Despite the challenges posed by the Covid pandemic, Advancement has witnessed a remarkable expansion in its volunteer base over the course of five years. Commencing with just two volunteers in 2018-2019, the numbers steadily increased, culminating in nine active volunteers by 2022-2023. This upward trajectory indicates growing enthusiasm for FSDB's mission and activities, which holds the promise of making more significant contributions to the community and the causes they passionately support.

**Private Funding Requests History**

<b>Projects: Numbers by School Year</b>	
2019-2020	104
2020-2021	91
2021-2022	97
2022-2023	115
2023-2024	173

Over the course of five years, FSDB has showcased a dynamic trajectory in project numbers, with an overarching positive trend. While there was a slight dip in 2020-2021, the subsequent years witnessed a remarkable increase in the number of projects from 2019-2020 to 2023-2024. This pattern not only reflects the resilience of FSDB but also highlights the growing interest among educators in nurturing and empowering our exceptional students. The steady growth in project engagement is a testament to FSDB’s commitment to fostering a nurturing environment for students’ development and success.

**AUDIT**

**Julia Mintzer, Administrator of Business Services**

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

**Internal Audit:** Mauldin & Jenkins has initiated the annual risk assessment. The results, as well as a proposed audit plan, will be shared at the September meeting of the Audit Committee.

**BUDGET MANAGEMENT**

**Alison Crozier, Executive Director of Budgets and Grants**

**Operating Budget FY 2022-2023**

On January 13, 2023, the FSDB Board of Trustees approved Action Item 2, which authorized agency personnel to reallocate funds during the fiscal year close out process. As of August 1, 2023, \$42,000 was reallocated from Salary and Benefits to the Expense external category in General Revenue. Also, \$288 was reallocated from Salary and Benefits to the Overtime external category in the Federal Grants Trust Fund. These realignments reflect the Administration’s priority of maximizing available funds to support academic and operational programs.

**Operating Budget FY 2023-2024**

Annually, the Departments and Administration work collaboratively to develop the operating budget. Specifically, the Departments analyze their operations and submit their budget requests in June. The Administration considers 1) the current appropriation, 2) school and statewide priorities/mandates, 3) Departmental feedback, and 4) fund maximization. These factors, coupled with meaningful stakeholder dialogue, are utilized to develop the original operating budget. The hard work, diligence, and mission focus of the FSDB community are reflected in the FY 2023-24 Operating Budget.

The General Revenue summary below reflects the percentage change between the final FY 2022-23 Operating Budget (104166) and the original FY 2023-24 Operating Budget (104166).

Category Total (104166)	Final FY 2022-23 Operating Budget	Original FY 2023-24 Operating Budget	% Change
Salary/Benefits	\$44,198,263	\$44,095,754	-0.23%

Other Personal Services	\$3,000,235	\$3,113,596	3.78%
Expense	\$4,506,800	\$5,861,315	30.05%
Operating Capital Outlay	\$1,363,200	\$1,325,152	-2.79%
Food Products	\$202,150	\$202,135	-0.01%
Professional Supplements	\$167,000	\$167,000	0.00%
Overtime	\$138,293	\$138,293	0.00%
Students Home on Weekends	\$2,082,645	\$2,502,717	20.17%
<b>Appropriation Total (104166)</b>	<b>\$55,658,586</b>	<b>\$57,405,962</b>	<b>3.14%</b>

**Salary/Benefits:**

The Salary/Benefit category will be revised to reflect the 5% statewide salary increases after the Executive Office of the Governor completes FY 2023-24 start-up procedures and distributes administered funds. Typically, agencies receive these transactions in August or September.

**Other Personal Services (OPS):**

The OPS category includes part-time employees, service contracts, and maintenance agreements. An overall increase of 3.78% is anticipated to support programs and initiatives including, but not limited to, the information technology services components of the Police Disaster Recovery site and the Police Data Center upgrades, an Organizational Management Program, and increased tutor wages.

**Expense:**

The Expense category reflects a variety of expenditures including, but not limited to, academic and operational supplies, utilities, fuel, travel, fees, and attractive items. The overall anticipated increase is approximately 30.05% and reflects increased utility rates, funding reassignment for technology, audiology, and medical supplies, and flame and fire extinguisher training simulators.

**Operating Capital Outlay (OCO):**

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

**Food Products:**

Food products represent the materials utilized by the Food Service staff members to prepare and serve breakfast, lunch, and dinner for the students. While the recommended General Revenue budget remains consistent from the prior year, it should be noted a portion of the eligible expenditures will be supported through the National School Lunch and Breakfast program.

**Professional Supplements:**

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

**Overtime:**

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

**Students Home on Weekends (SHOW):**

The SHOW program transports boarding students to and from their homes statewide weekly. The estimated 20.17% increase is in alignment with the charter bus contract.

**General Revenue Carry Forward:**

Project managers submit General Revenue carry-forward requests for consideration and are typically nonrecurring in nature. Examples of FY 2023-24 Recommended Projects include, but are not limited to, the following:

Professional Services – Maintenance/Construction

- Professional services to support the Gregg Hall and Kramer Hall renovation projects, and architects and engineers

Construction

- Gregg Hall and Kramer Hall escalation costs

Furniture and Linens

- Replace and/or update office furniture across several departments
- Furniture replacement for three dormitories

Vehicles

- Outstanding items encumbered in the prior year, which include the man lift, bus, and golf carts
- Four vans

Technology

- Smart Boards
- Message Boards
- Center for Learning and Development (CLD) upgrades

Safety and Security

- Security Enhancements
- Fencing
- Way-Finding Signage

Structural Enhancements

- Soffit Panel Replacement – Phase I

Property Enhancements

- Landscaping and site surveys

**Legislative Budget Request FY 2024-25**

On May 18, 2023, the FSDB Board of Trustees approved Action Item 4, which was the FY 2024-25 Legislative Budget Request. In addition to Cost to Continue, FSDB requested recurring General Revenue funds to implement merit increases for eligible employees. In alignment with the Florida Department of Education, the FY 2024-25 General Revenue Legislative Budget Request was revised and increased by \$15,345 from \$1,105,205 to \$1,120,550 to reflect the FY 2023-24 regular class

retirement rate. When Action Item 4 was approved, SB 7024 – Retirement – 2023 was pending action by the Legislature and Governor, which has since become law.

**Overview**

The Budget Management Department is comprised of three staff members and supports FSDB internal and external stakeholders by providing a variety of services including payroll administration, grant financial reporting, fiscal compliance audits, and budget management.

**Payroll Administration**

Since FY 2018-19, the Payroll Office in the Budget Management Department processes, on average, over 18,000 salary and wage payments per year. Also, the table below provides a snapshot of Form W-2 distribution to current and former FSDB employees.

Calendar Year	Paper W-2	Electronic W-2	Total
2020	419	492	911
2021	417	491	908
2022	415	510	925

**Grant Financial Reporting**

Budget Management personnel submit financial reports monthly, quarterly, annually, and as needed to grantors and internal and external stakeholders. Since FY 2018-19, state, federal, and private grants/projects expended \$3.6 million annually, on average. Each grant/project requires in-depth knowledge by Budget Management personnel who work collaboratively with grant/project managers to ensure expenditures are necessary, reasonable, allowable, and allocable. During FY 2022-23, FSDB administered over 20 different grants/projects.

**Fiscal Compliance Audits**

As part of FSDB’s internal control system, Budget Management personnel conduct monthly fiscal compliance audits on selected transactions from the Accounting and Purchasing Departments. Specifically, Budget Management personnel select a random sample and audit purchase order requisitions and supporting documentation, p-card transactions, and property entries. Audits are shared with management for follow-up, as necessary.

**Budget Management**

Budget Management personnel work collaboratively with departmental budget managers to develop the annual General Revenue operating budget, which increased by over 16% from FY 2018-19 to FY 2022-23. Once approved, internal and external stakeholders receive budget reports at least monthly, which serve as a monitoring tool. Additionally, the Administrative Budget Team meets at least monthly to address school-wide priorities and, as necessary, strategically reallocates funds to maximize their effectiveness.



<b>Fiscal Year</b>	<b>General Revenue Appropriation (104166)</b>	<b>Trust Fund Appropriation (104166)</b>
FY 2018-19	\$47,863,804	\$4,601,419
FY 2019-20	\$48,488,767	\$4,625,348
FY 2020-21	\$50,387,253	\$4,705,590
FY 2021-22	\$53,130,401	\$4,833,079
FY 2022-23	\$55,658,586	\$4,963,286

**BUSINESS SERVICES EMPLOYEE ENGAGEMENT**  
**Julia Mintzer, Administrator of Business Services**

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

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

<b>Department</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
Overall – FSDB	92%	92%	94%	93%	93%
Overall – Business Services	94%	93%	96%	93%	95%

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

Reservation requests submitted and approved on SchoolDude’s Facility Scheduling Direct (FSDirect) portal broke last year’s record for the highest number of facilities used in 2022-2023. The top three buildings most sought and frequented were Wilson (840), Memorial (443), and Moore Hall (435).

Rooms across 32 buildings on campus primarily utilized for extracurricular activities, training, meetings, arts and recreation, athletics, and ceremonies were sites for 2,935 events where a few of the three strategic plan priority goals were planned or executed. They included:

1. the introduction of quarterly job fairs and campus-wide *Walk O’Funs* promoted by the ERRE (Employee Recruitment, Retention, and Engagement) Committee.
2. an uptick in the number of external organizations who expressed an interest in spaces based on targeted communications from the Everyone Knows Our Name Committee.

Additionally, FSDB values are embodied in the facility reservations process from the initial purpose of the system's implementation which embraced a "continuous improvement mindset" to the security the system provides. The effective management of the process has also garnered the trust of both staff and external program organizers, evidenced by the continued boost in the number of reservation requests.

Events by Organization	FY 2017- 2018	FY 2018- 2019	FY 2019- 2020	FY 2020- 2021 (COVID)	FY 2021- 2022	FY 2022- 2023
<b>Internal</b>						
-Administration	153	194	172	310	358	306
-Academic ( <i>Blind &amp; Deaf</i> )	231	164	35	42	110	103
-Blind	129	171	77	656	220	788
-Deaf	353	107	292	213	380	431
-Arts/Athletics/Recreation	409	679	941	261	826	494
-Parent Services/Outreach	165	170	112	32	127	199
-Residential Program	47	134	21	19	59	41
-Staff Development	132	225	219	253	195	140
<b>External</b>	341	389	495	320	402	433
<b>Total</b>	1,960	2,233	2,364	2,106	2,677	<b>2,935</b>

External Organizations	Total
Alumni (FSDAA, School for the Blind, US Association of Blind Athletes)	31
Art of Dance School	2
Cirrus, Inc.	2
City of St. Augustine Fire Department	208
COSTCO Membership	1
North Shore Improvement Association (10K Run)	1
Randolph-Sheppard Vendors of Florida	1
Religious Groups (Young Life, Youth for Christ, ARK, San Sebastian)	182
Romanza Festivale of Arts and Culture	1
Theatreworks, Inc.	2
Union	2
<b>External Total</b>	<b>433</b>

## INVESTMENT PERFORMANCE

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

### Endowment I

During the month of July, the endowment increased +\$315,128.91 (+1.64), increased +6.70% Year to Date, and increased +5.73% for the trailing 12 months with a closing portfolio value of \$19,968,766.80. Dividends and interest income totaled +\$32,333.82 and accrued interest increased +\$2,896.70. During the same period, the Benchmark increased +1.93%, +9.97%, and +5.61% while the

S&P 500 increased +3.21%, +20.65%, and +13.02% respectively. Furthermore, the average 60/40 portfolio (60% in equities and 40% in bonds) according to Bloomberg increased +10.10% Year to Date, as of 7/21/23. Additionally, \$27,687.54 was distributed during the month. The UBS central scenario forecast for the S&P 500 is projected to decrease to 4,100 (-8.9%) by December 31, 2023.

### Endowment II

During the month of July, the endowment increased +\$188,994.05 (+1.73%), +7.18% Year to Date, and 6.17% for the trailing 12 months with a closing portfolio value of \$11,516,578.05. Dividends and interest income totaled +\$17,344.44 and accrued interest increased +\$3,036.39. During the same period, the Benchmark increased +1.93%, 9.97%, and +5.61% while the S&P 500 increased +3.21%, 20.65%, and 13.02% respectively.

## CAMPUS POLICE

Jerry Chandlee, Chief of Police

### School Safety Specialist

Lt. Lagasse actively coordinated with multiple external stakeholders, which included St. Johns County Sheriff's Office, St. Johns County Fire and Rescue, St. Augustine Police Department, and St. Augustine Fire Department to facilitate the Public Safety Tour, which is required every three years under F.S. 1006.07(6)(c). A review of FSDB's Emergency Management Plan was also discussed at this tour. The FSDB Campus Police Department also hosted a familiarization tour with two Special Agents from the Federal Bureau of Investigations Jacksonville Field Office.

The Regional Officer with the Department of Education's Office of Safe Schools visited the campus to conduct a Safe Schools Monitoring Visit in April 2023. Lt. Lagasse facilitated a campus tour to highlight FSDB's safe school initiatives and hardening measures. FSDB was determined to be in compliance with this site visit.

Lt. Lagasse recently completed her mandatory annual School Safety Specialist training with the Florida Department of Education – Office of Safe Schools in June 2023. Lt. Lagasse was appointed as the District Threat Management Coordinator (DTMC) and recently completed training in July 2023. The DTMC will be the direct liaison between the Florida School for the Deaf and the Blind and the Statewide Threat Management Coordinator for the upcoming Florida Threat Management Model to take effect on January 1, 2024. Lt. Lagasse and Investigator Shawn O'Brien have been delegated to become trainers under the new Florida Threat Management Model and are expected to attend training in the coming months.

For the 2022-2023 school year, Lt. Lagasse has also instructed a total of **8** Assess-Lockdown-Evade, Resist-Tell (AlerT) training classes, **2** Comprehensive Student Threat Assessment Guidelines (CSTAG) training classes, and **2** in person Alyssa's Alert classes. Lt. Lagasse also participated in **5** reunification workshops and developed and facilitated **1** Reunification Tabletop Exercise with the FSDB Incident Command Team. Lt. Lagasse has chaired **12** Monthly Care Team (a.k.a. threat assessment) meetings and **10** Behavior Occurrence Review Team (BORT) meetings as well.

The completion of the Florida Safe Schools Assessment Tool (FSSAT) is in progress and any findings will be identified in the upcoming FSSAT once it is completed.

## Overview

### School Years 2018-2023

In addition to the Campus Police Department's daily policing activities and calls for service, the following cumulative data represents the Department's more notable accomplishments occurring over the past five school years.

Campus Police Officers presented **260** 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. (Drug Abuse Resistance Education), emergency preparedness, R.A.D. (rape aggression defense), 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.

Campus Police School Safety Specialists have instructed a total of **41** Assess-Lockdown-Evade, Resist-Tell (AlerT) training classes, **12** Comprehensive Student Threat Assessment Guidelines (CSTAG) training classes, and **4** in-person Alyssa's Alert classes.

Department staff have processed a total of **30,862** visitor ID transactions for persons entering campus which includes visitors, delivery drivers, parents, volunteers, and interns. This data does not include the tracking of visitors authorized to enter during authorized "open campus" special events, community events, athletic events, or approved contractors entering for authorized contract services.

Officers responded to **119** fire alarms and gas alarms, received **105** reports of found property, responded to **93** medical emergency and injured person calls, responded to and investigated **65** suspicious incidents, responded to and investigated **21** lockdown alarms (no real threats), investigated **20** traffic crashes, received **19** reports of lost property, detected and enforced **15** active arrest warrants on visitors, delivery drivers, or contractors arriving to campus, intercepted and prevented **6** sexual offenders and **1** sexual predator from entering campus, and responded to **3** bomb threats.

## SAFETY AND FACILITIES OPERATIONS

### Guy Maltese, Executive Director of Safety and Facilities Operations

#### Project Management

- The sanitary sewer project for Gregg Hall, Knowles Hall, and James Hall has been activated and the vendor is awaiting material.
- Roofing inspections have continued.
- Gregg Hall project meetings and negotiations with an expected GMP are anticipated in late August.

- CPH has begun scanning Kramer Hall to begin early design criteria. Site visits and project meetings have begun.
- A new dish machine has been installed in Memorial Cafeteria. This was a mutual effort install that included SaFO Team members as well as outside contractors.
- Trees have been “pre-Planted” for the replacements required due to the Gregg Hall project.
- The Grounds department has purchased several new pieces of equipment including stand-up mowers and stand-up fertilizer spreaders.
- The garage at the President’s residence is complete including final inspection and Certificate of Occupancy.
- The Carpentry department has grown by one position; interviews are underway to fill the position. A candidate selection is expected by mid-August.
- New dorm linens have been purchased for the entire school; these linens will be in circulation for the new school year.
- The Campus/Facilities Master Plan and 2024-2025 PECO Legislative Budget Request were approved by the Board in May 2023 and forwarded to the Department of Education.
- The Grounds department continues the campus beautification initiative which includes new beds, unique plantings, window washing, and continued pressure washing.
- SaFO continues to manage projects in alignment with Campus/Facilities Master Plan and Public Education Capital Outlay (PECO) Legislative Budget Request. Project Management meetings are held regularly concerning safety/security, Essential Equipment Maintenance, Technology, and Facility Infrastructure Repairs. Meetings focus on new projects, the progress of existing projects, and budget management.

## Overview

### Work Orders 2018-2023

Over the past five years, a total of 64,935 work orders have been requested. This does not reflect regularly occurring preventative maintenance work orders, large projects, and construction. Expenses associated with these work orders include:

Total labor: \$1,004,944.98

Total materials: \$1,163,337.24

SaFO experienced a total growth of **three** positions over the past five years.

SubGroups	July 2018	April 2023
Grounds	9	8
Tech Trades/Carpentry	17	18
Housekeeping	26	26
Administrative Staff	4	5
Safety	7	8

### Employee Engagement

- 2018-2019 94%
- 2019-2020 94%
- 2020-2021 95%

- 2021-2022 89%
- 2022-2023 96%

### **Projects 2018-2023**

- Gore Hall renovation
- Bulkhead phase I & II
- Paving phase I and Vaill bus loop
- Paving phase II and Kramer bus loop
- Cooling tower replacement
- CEP Plant upgrades
- Switch gear upgrades
- New Electronic “monument” sign
- New campus wide building way finding and identification signage
- Elevator refurbishments
- Mass notification system
- Garage – President’s residence
- Pool renovation
- Kids town renovation
- Music building recarpet
- Music building new A/C duct work installation
- Memorial paver project
- Gregg Hall construction begins
- Kramer Hall construction begins
- Alfred Douglas green space
- Bleacher replacement project begins
- Hogle office renovation, mild
- Transportation office renovation, mild

## **TRAINING AND QUALITY ASSURANCE**

**Trish McFadden, Executive Director of Training and Quality Assurance**

The Training and Quality Assurance Department held or will hold, the following training classes between July 1, 2023, and Aug 24, 2023: two CPI full courses, nine CPI Refresher courses, three CPR courses, one Lifeguarding Course, one C-STAG Training, and one QPR course.

With the fall semester fast approaching, TQA will launch 14 Moodle Courses that address student safety and compliance issues in August and September 2023.

The Convocation Program and a staff “Welcome Back Luncheon” was coordinated by the TQA Department with lunch catered by seven local food truck vendors. This annual event was held in Palm Row under the trees and was hosted by an emcee with music, games, and random employee drawings where all staff members had the opportunity to win a creative-themed basket donated by the President’s Advisory Team (PAT). The two events, which are both scheduled on the first day that staff return from summer break, set the tone for a positive, engaging school year.

## Overview

### Role

TQA's role is to provide compliance and professional development courses to prepare FSDB staff for their position and enable them to develop and implement skills that can be transferred to their work with stakeholders.

TQA also leads the Strategic and Quality Assurance Plans for FSDB which provides a solid blueprint and determines specific goals for the organization. These activities move the organization forward and create a foundation for continuous improvement.

TQA is a leader in the development and implementation of professional training initiatives and will be focusing efforts on leadership development and succession planning in addition to regularly scheduled courses.

### Programs and Services

TQA provides a significant number of in-person and online compliance and professional development opportunities annually for FSDB staff members. Courses are facilitated by employees certified in each respective discipline and they provide timely, relevant information for our stakeholders. Subject matter experts, policy owners, and TQA course content creators work together to create interactive online instruction which supplements in-person compliance training. Mastering these requirements enables employees to work effectively and in a supportive role with students, staff, and families.

In addition, TQA serves as a campus resource for all employees and is responsible for the Annual Safety Education Fair, the Welcome Back Luncheon, New Employee Onboarding, and providing coordination and support for various employee engagement activities and events.

The TQA Department facilitates and manages all aspects of the Employee Engagement Survey and the School Climate Surveys for parents, students, and staff from creation, distribution, tracking, results compilation and reporting, and monitoring action plans. Data from these assessments provide critical information which is used as part of the Strategic Planning process, school advisory committees, grants, and overall school operations.

Further, TQA facilitates the five-year FSDB Strategic Plan and annual Quality Assurance Plan; teams meet monthly and quarterly respectively. The teams consistently monitor their objectives to ensure that they are on track through measurement and implementation.

Both Strategic and Quality Assurance plans are critical to the continued success of FSDB and keep the school on track and enable the agency to pivot as needed in response to other operational factors or influences.

The school practices continuous improvement in support of these initiatives which has a direct impact on all stakeholders. In addition, support of campus events and programs is extremely important to the TQA Team as evidenced through participation in student activities and events.

### Compliance Courses Statistics – Five Year Summary

School Year	“Live” In-Person Classes Held	Adobe Connect/Moodle Courses	Total Number of Participants (All Classes)
2018-2019	112	13	16,858
2019-2020 *Note: Hurricane Dorian canceled four classes. Other classes were suspended due to COVID from March 11 to June 20, 2020	71	21	16,199
2020-2021	136	25	18,286
2021-2022	128	22	16,606
2022-2023	149	22	15,814
<b>TOTALS</b>	<b>596</b>	<b>103</b>	<b>83,763</b>

### Our Commitment

TQA is committed to providing quality training programs for all employees. This is done through research, the use of learning and development principles and best practices, ensuring accessibility and operational policy compliance, and updating content in order for class information to remain relevant, informative, and impactful.

## TRANSPORTATION

### Kevin Greene, Executive Director of Transportation

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

The yellow buses transport students to five surrounding counties. In the last five school years, the buses have traveled an average of nearly a million miles transporting our students to and from school safely. We transport nearly 28,000 students per year, an average of 25,000 miles, to their off-campus classes so the students can get the valuable work experience and training they need to become successful adults in the workforce after graduation.

Yellow Bus Data				
Year	Total Trips	Passenger Per Year	Students Transported Per Year	Miles Traveled Per Year
2018-2019	3,600	202	72,720	188,237
2019-2020	3,600	210	75,600	157,927
2020-2021	3,240	152	54,720	174,000
2021-2022	3,600	212	76,320	211,254
2022-2023	2,800	225	81,000	191,670
<b>Total</b>	<b>16,840</b>	<b>1,001</b>	<b>360,360</b>	<b>923,088</b>



Students Transported Per Trip					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
YB20	10	15	20	15	15
WCVan 21	1	1	1	1	
YB22	16	15	13	15	33
YB23	18	20	15	18	25
YB24	32	25	15	32	
YB25	25	35	22	32	43
YB26	35	32	28	34	46
YB27	18	23	18	15	23
YB28	12	15		18	
YB29	35	29	20	32	40
<b>Total</b>	<b>202</b>	<b>210</b>	<b>152</b>	<b>212</b>	<b>225</b>

Off Campus Classes			
Year	Total Trips	Passenger Per Year	Miles Traveled Per Year
2018-2019	1,440	10,080	5,796
2019-2020	720	2,340	2,808
2020-2021	1,440	4,680	5,616
2021-2022	1,440	5,760	5,616
2022-2023	1,458	5,400	5,620
<b>Total</b>	<b>6,498</b>	<b>28,260</b>	<b>25,456</b>

Not only do we transport students to and from school and off campus for training, but we also provide transportation for activities and sports trips that are a big part of FSDB's curriculum. As you can see from the data provided, we travel an average of 20,000 miles a year, transporting students on extra-curricular field trips and to sporting events for the many sports teams on campus. Transportation works closely with athletics to ensure that the teams have the transportation needed for the games they compete in. Annett also services some of our long-distance trips traveling to North Carolina and Louisiana for competitions with deaf schools.

Field Trips Yearly Breakdown								
Years	Month	FSDB Miles	Annett Miles	Cancelled Trips	FSDB Serviced	Annett Serviced	# of Trips Req'd	Total Miles
2018-2019	August	249	0	0	3	0	3	249
	September	1,360	0	3	19	0	19	1,360
	October	1,379	2,320	5	21	2	28	3,699
	November	584	0	0	11	0	11	584
	December	1,372	1,064	1	18	1	20	2,436

	January	1,615	2,012.2	2	20	3	25	3,627.2
	February	1,601	166	0	17	1	18	1,767
	March	1,892	0	4	30	0	34	1,892
	April	961	1,177.9	1	24	2	27	2,138.9
	May	862	1,428.4	1	25	7	33	2,290.4
	<b>Totals</b>	11,875	8,168.5	17	188	16	218	20,043.5
<b>Years</b>	<b>Month</b>	<b>FSDB Miles</b>	<b>Annett Miles</b>	<b>Cancelled Trips</b>	<b>FSDB Serviced</b>	<b>Annett Serviced</b>	<b># of Trips Req'd</b>	<b>Total Miles</b>
<b>2019-2020</b>	August	0	0	2	0	0	2	0
	September	594	1,359	2	9	1	12	1,953
	October	1,390	2,734.4	3	16	3	22	4,124.4
	November	1,169	316.8	2	10	1	13	1,485.8
	December	865	557.7	1	16	2	19	1,422.7
	January	2,406	1,912.9	2	19	3	24	4,318.9
	February	1,100	634	2	17	3	22	1,734
	March	404	167.6	12	11	1	24	571.6
	April	0	0	23	0	0	23	0
	May	0	0	4	0	0	4	0
	<b>Totals</b>	7,928	7,682.4	53	98	14	165	15,610.4
<b>Years</b>	<b>Month</b>	<b>FSDB Miles</b>	<b>Annett Miles</b>	<b>Cancelled Trips</b>	<b>FSDB Serviced</b>	<b>Annett Serviced</b>	<b># of Trips Req'd</b>	<b>Total Miles</b>
<b>2020-2021</b>	August	0	0	0	0	0	0	0
	September	0	0	0	0	0	0	0
	October	0	0	0	0	0	0	0
	November	197	0	0	2	0	2	197
	December	190	0	0	4	0	4	190
	January	0	0	0	0	0	0	0
	February	0	0	0	0	0	0	0
	March	133	0	0	2	0	2	133
	April	132	0	0	2	0	2	132
	May	67	0	0	1	0	1	67
	<b>Totals</b>	719	0	0	11	0	11	719
<b>Years</b>	<b>Month</b>	<b>FSDB Miles</b>	<b>Annett Miles</b>	<b>Cancelled Trips</b>	<b>FSDB Serviced</b>	<b>Annett Serviced</b>	<b># of Trips Req'd</b>	<b>Total Miles</b>
<b>2021-2022</b>	August	128	0	1	1	0	2	128
	September	1,052	0	0	12	0	12	1,052
	October	948	2,616.6	2	9	3	14	3,564.6
	November	314	2,540.1	0	4	2	6	2,854.1

	December	1,018	588.6	7	13	3	23	1,606.6
	January	2,037	0	5	21	0	26	2,037
	February	1,174	733	2	12	2	16	1,907
	March	561	149	3	8	1	12	710
	April	689	1,326.8	3	14	4	21	2,015.8
	May	167	2,173.2	0	11	10	21	2,340.2
	<b>Totals</b>	<b>8,088</b>	<b>10,127.3</b>	<b>23</b>	<b>105</b>	<b>25</b>	<b>153</b>	<b>18,215.3</b>
<b>Years</b>	<b>Month</b>	<b>FSDB Miles</b>	<b>Annett Miles</b>	<b>Cancelled Trips</b>	<b>FSDB Serviced</b>	<b>Annett Serviced</b>	<b># of Trips Req'd</b>	<b>Total Miles</b>
<b>2022-2023</b>	August	191	313.6	0	3	2	5	504.6
	September	748	978.4	0	9	4	13	1,726.4
	October	1,094	2,754	0	15	6	21	3,848
	November	377	495.2	7	5	2	14	872.2
	December	371	1,902.3	4	7	8	19	2,273.3
	January	617	3,278.7	0	6	8	14	3,895.7
	February	679	424.7	3	9	2	14	1,103.7
	March	860	259.2	0	15	1	16	1,119.2
	April	1,071	420.3	2	12	3	17	1,491.3
	May	719	898	0	10	4	14	1,617
	<b>Totals</b>	<b>6,727</b>	<b>11,724.4</b>	<b>16</b>	<b>91</b>	<b>40</b>	<b>147</b>	<b>18,451.4</b>
<b>Annett Totals</b>		<b>Trips Completed</b>		<b>Miles Driven</b>		<b>Average Distance Per Trip</b>		
		<b>95</b>		<b>37,702</b>		<b>397</b>		
<b>FSDB Totals</b>		<b>Trips Completed</b>		<b>Miles Driven</b>		<b>Average Distance Per Trip</b>		
		<b>493</b>		<b>35,337</b>		<b>72</b>		

As you can see from the data provided below, the SHOW program logged an average of over 200,000 miles in the last two years transporting our boarding students to and from school, from all areas of the state of Florida and transported an average of 2,500 students. The 30+ year partnership with Annett Charter Buses has ensured that our students will receive a safe and secure ride for those students who travel a long distance to attend FSDB.

<b>SHOW Transportation</b>					
<b>Miles Traveled Per Trip</b>					
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>Route 1</b>	378	378	378	378	378
<b>Route 2</b>	228	228	228	228	228
<b>Route 3</b>	426	426	426	426	426
<b>Route 4</b>	119	119	119	119	119
<b>Route 5</b>	355	355	355	355	355
<b>Route 7</b>	304	304	223	223	223
<b>Route 8</b>	233	121	121	121	121
<b>Route 9</b>		192	192	223	223

<b>Route 10</b>	221	221	221	245	245
<b>Route 12</b>	265	265	275	275	275
<b>Route 13</b>	77	77	77	77	77
<b>Total</b>	<b>2,606</b>	<b>2,686</b>	<b>2,615</b>	<b>2,670</b>	<b>2,670</b>
<b>Students Transported Per Trip</b>					
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>Route 1</b>	28	27	26	25	17
<b>Route 2</b>	21	20	20	19	20
<b>Route 3</b>	37	35	34	33	28
<b>Route 4</b>	31	30	29	28	28
<b>Route 5</b>	36	34	33	32	29
<b>Route 7</b>	13	13	12	12	16
<b>Route 8</b>	45	23	23	22	20
<b>Route 9</b>		18	18	17	21
<b>Route 10</b>	25	23	23	22	16
<b>Route 12</b>	17	16	15	15	16
<b>Route 13</b>	33	31	30	29	30
<b>Total</b>	<b>287</b>	<b>269</b>	<b>262</b>	<b>254</b>	<b>241</b>
<b>Miles Traveled Per Year</b>					
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>Total Miles</b>	198,056	204,136	198,740	202,920	202,920
<b>Students Transported Per Year</b>					
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>Total Transported</b>	3,441	3,234	3,139	3,048	2,892

The mechanics do an impressive job of providing safe transportation not only for the 17 buses we operate, but also the 26 white fleet vans used to transport not only staff but students, and the 77 carts that staff utilize to navigate the 80-acre campus. Staff and student safety in a safe operating vehicle is their number one priority. The data provided shows just how much maintenance the vehicles go through in a year. Any issues or concerns with a vehicle are addressed in a timely manner and the vehicle is not put back into service until the issues have been resolved.

<b>FLEET Data</b>			
<b>Fleet Vehicles</b>		<b>AVERAGE AGE OF FLEET</b>	
<b>BUSES</b>	17	<b>BUSES</b>	4.7
<b>WHITE FLEET</b>	26	<b>WHITE FLEET</b>	7
<b>CARTS</b>	77	<b>CARTS</b>	11.3

<b>Miles Driven</b>
---------------------

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>BUSES</b>	235,765	163,179	198,992	236,186	178,993
<b>WHITE FLEET</b>	178,224	120,417	82,405	152,381	121,637
<b>TOTAL</b>	<b>413,989</b>	<b>283,596</b>	<b>281,397</b>	<b>388,567</b>	<b>300,630</b>
<b>Maintenance Tasks Completed</b>					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>Preventive Maintenance Checks</b>					
BUSES	40	34	36	38	30
WHITE FLEET	52	56	48	51	50
CARTS	308	290	318	310	290
<b>Required Annual Bus Inspection</b>	17	17	17	17	17
<b>Required DOE 30-Day Bus Inspection</b>	100	89	91	98	89
<b>REPAIRS: BUSES, WHITE FLEET AND CARTS</b>	417	282	384	395	359
<b>TOTAL</b>	<b>934</b>	<b>768</b>	<b>894</b>	<b>909</b>	<b>835</b>
<b>5 YEAR AVERAGE COST PER MILE / HOURS LIFE OF VEHICLES WHILE IN SERVICE.</b>		<b>PREVENTIVE MAINTENANCE SCHEDULE</b>			
		<b>Buses</b>	<b>6 MONTHS 10,000 MILES</b>		
		<b>White Fleet</b>	<b>5 MONTHS 5,000 MILES</b>		
<b>BUSES AND WHITE FLEET</b>	<b>\$ 0.48 PER MILE</b>	<b>Golf carts</b>	<b>90 DAYS</b>		
<b>CARTS</b>	<b>\$3.46 PER HOUR</b>	<b>Bus Inspections</b>	<b>30-DAY AND ANNUAL</b>		

From all this information provided, you can clearly see that Transportation has a big role in FSDB’s effort to Do More. Be More. Achieve More. Even with a staffing shortage of drivers, we strive to provide exceptional pupil transportation services.

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



# Performance Review

as of July 31, 2023

Consolidated report prepared for Board Of Trustees For

NX XX181 ESG

NX XX189 Fixed Income

NX XX182 Small Cap

NX XX190 Global Focused

NX XX185 OEI

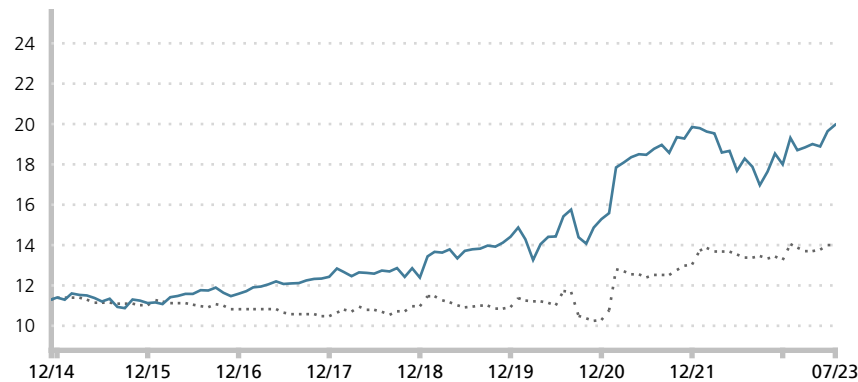
NX XX191 Div Ruler

NX XX186 MID CAP

NX XX187 Fixed Income

## Sources of Portfolio Value

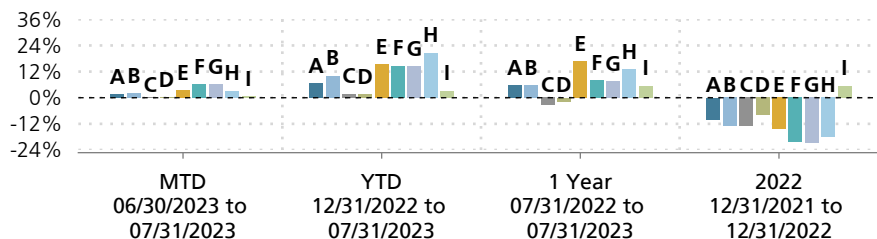
\$ Millions



— Market Value ..... Net amount you invested (net of fees)

## Portfolio and Selected Benchmark Returns

Net Time-weighted returns annualized



■ Your portfolio (A) ■ Consolidated Blended Index (B)  
 ■ BBG US Agg Gvt & CR A+ (C) ■ BBG USAgg GvtCr Intr Aor> (D)  
 ■ MSCI EAFE-NR (E) ■ Russell 2000 (F) ■ Russell 2000 NR (G) ■ S&P 500 (H)  
 ■ Return objective: 5.50% (I)

## Portfolio Value and Investment Results

Performance returns (annualized > 1 year)

	MTD 06/30/2023 to 07/31/2023	YTD 12/31/2022 to 07/31/2023	1 Year 07/31/2022 to 07/31/2023	2022 12/31/2021 to 12/31/2022
<b>Opening value</b>	<b>19,646,091.91</b>	<b>17,998,774.89</b>	<b>18,286,961.85</b>	<b>19,854,287.74</b>
Net deposits/withdrawals	-27,684.54	661,269.44	515,134.13	121,340.08
Div./interest income	32,333.82	271,053.26	451,606.21	429,197.71
Change in accr. interest	2,896.70	14,967.10	34,690.63	11,824.46
Change in value	315,128.91	1,022,702.11	680,373.98	-2,417,875.10
<b>Closing value</b>	<b>19,968,766.80</b>	<b>19,968,766.80</b>	<b>19,968,766.80</b>	<b>17,998,774.89</b>
Net Time-weighted ROR	1.64	6.70	5.73	-10.09

Net deposits and withdrawals include program and account fees.

## Time Weighted Rates of Return (Net of Fees)

Performance returns (annualized > 1 year)

	MTD 06/30/2023 to 07/31/2023	YTD 12/31/2022 to 07/31/2023	1 Year 07/31/2022 to 07/31/2023	2022 12/31/2021 to 12/31/2022
<b>Your portfolio(%)</b>	<b>1.64</b>	<b>6.70</b>	<b>5.73</b>	<b>-10.09</b>
Consolidated Blended Index	1.93	9.97	5.61	-13.03
BBG US Agg Gvt & CR A+	-0.20	1.71	-3.45	-12.98
BBG USAgg GvtCr Intr Aor>	0.18	1.51	-1.82	-7.93
MSCI EAFE-NR	3.24	15.28	16.79	-14.45
Russell 2000	6.12	14.70	7.91	-20.44
Russell 2000 NR	6.10	14.43	7.44	-20.76
S&P 500	3.21	20.65	13.02	-18.11
Return objective: 5.50%	0.46	3.16	5.50	5.50

Consolidated Blended Index: Start - Current: 3.5% Russell 3000; 6.8% Russell 2500; 7.5% Russell 1000 Growth; 9.25% Russell 1000 Value; 14.4% Russell 1000; 9.75% MSCI EAFE-NR; 41.3% BBG US Gvt/CR Aor> Inter; 7% BBG US Agg Gvt TSY 5-10Y; 0.5% MSCI Emerg Mkt Gwth-NR

Past performance does not guarantee future results and current performance may be lower/higher than past data presented. Board of Trustees Meeting, August 25, 2023



NX XX181	ESG	NX XX189	Fixed Income
NX XX182	Small Cap	NX XX190	Global Focused
NX XX185	OEI	NX XX191	Div Ruler
NX XX186	MID CAP		
NX XX187	Fixed Income		

# Additional Information About Your Portfolio

as of July 31, 2023

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

	Performance	Start date to	ITD
	Start date	07/31/2023	
Consolidated	12/08/2014		5.19%

## Benchmark Composition

### Consolidated

Blended Index

**Start - Current:** 3.5% Russell 3000; 6.8% Russell 2500; 7.5% Russell 1000 Growth; 9.25% Russell 1000 Value; 14.4% Russell 1000; 9.75% MSCI EAFE-NR; 41.3% BBG US Gvt/CR Aor> Inter; 7% BBG US Agg Gvt TSY 5-10Y; 0.5% MSCI Emerg Mkt Gwth-NR



# Financial Markets Summary

as of July 31, 2023

Consolidated report prepared for Board Of Trustees For

NX XX181	ESG	NX XX189	Fixed Income
NX XX182	Small Cap	NX XX190	Global Focused
NX XX185	OEI	NX XX191	Div Ruler
NX XX186	MID CAP		
NX XX187	Fixed Income		

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2023 to 07/31/2023	07/31/2022 to 07/31/2023	07/31/2020 to 07/31/2023	07/31/2018 to 07/31/2023	07/31/2016 to 07/31/2023	07/31/2013 to 07/31/2023
<b>Cash Alternatives</b>	US Treasury Bill - 3 Mos	0.44	4.09	1.45	1.59	1.40	1.00
<b>US - Fixed Income</b>	BBG Agg Bond	-0.07	-3.37	-4.46	0.75	0.34	1.49
	BBG Muni 1-10Y 1-12Y	0.34	0.64	-0.59	1.64	1.30	2.00
	BBG Muni 5 Yr 4-6 TR	0.31	-0.05	-0.89	1.39	1.10	1.71
	BBG Muni 7 Yr 6-8 TR	0.41	0.43	-0.89	1.84	1.40	2.34
	BBG Muni Bond	0.40	0.93	-1.00	1.87	1.51	2.81
	BBG US Agg Gvt & CR 1-3 Y	0.42	0.42	-0.81	1.21	0.94	1.01
	BBG US Gov/CorpInter TR	0.26	-1.44	-2.61	1.28	0.76	1.41
<b>Global/International - Fixed Income</b>	BBG GblAgg	0.69	-2.70	-5.74	-0.92	-0.91	0.14
	BBG GblAgg ex-USD	1.28	-2.45	-6.83	-2.33	-2.00	-0.97
<b>US Equity</b>	Dow Jones Ind Avg	3.44	10.62	12.65	9.29	12.32	11.18
	NAREIT Equity	2.00	-10.15	5.49	5.07	3.86	6.93
	NASDAQ Composite	4.05	15.78	10.11	13.33	15.72	14.73
	Russell 1000	3.44	12.95	13.22	11.91	13.08	12.43
	Russell 1000 Growth	3.37	17.31	12.19	15.22	16.69	15.52
	Russell 1000 Value	3.52	8.28	14.14	8.01	9.03	9.02
	Russell 2000	6.12	7.91	12.01	5.09	8.78	8.16
	Russell 2000 Growth	4.68	11.58	6.52	4.82	9.03	8.53
	Russell 2000 Value	7.55	3.94	17.46	4.69	8.00	7.40
	Russell 2500	4.97	8.05	12.64	7.17	9.67	9.21
	Russell 3000	3.58	12.65	13.13	11.44	12.80	12.13
	Russell Mid Cap	3.97	8.75	11.82	8.76	10.03	10.13
	Russell Mid Cap Growth	3.03	13.03	5.95	9.90	11.66	11.18
	Russell Mid Cap Value	4.35	6.18	14.90	7.17	8.21	8.92
	S&P 400 Mid Cap	4.13	10.47	15.26	8.28	10.05	9.99
	S&P 500	3.21	13.02	13.72	12.19	13.30	12.65
<b>Global/International - Equity</b>	MSCI AC World - NR	3.66	12.91	10.41	8.23	9.84	8.63
	MSCI ACWI xUSA-NR	4.07	13.42	7.09	3.85	6.19	4.71
	MSCI EAFE-NR	3.24	16.79	9.25	4.54	6.60	5.20





# Financial Markets Summary

as of July 31, 2023 (continued)

Consolidated report prepared for Board Of Trustees For

NX XX181	ESG	NX XX189	Fixed Income
NX XX182	Small Cap	NX XX190	Global Focused
NX XX185	OEI	NX XX191	Div Ruler
NX XX186	MID CAP		
NX XX187	Fixed Income		

	Quarter	1 Year	3 Year	5 Year	7 Year	10 Year	
	06/30/2023 to 07/31/2023	07/31/2022 to 07/31/2023	07/31/2020 to 07/31/2023	07/31/2018 to 07/31/2023	07/31/2016 to 07/31/2023	07/31/2013 to 07/31/2023	
	MSCI Emerging Markets-NR	6.23	8.35	1.46	1.71	5.12	3.47
	MSCI Emerging Markets-PR	5.80	5.35	-1.00	-0.76	2.62	1.00
	MSCI World	3.38	14.07	12.20	9.67	11.06	9.88
<b>Commodities</b>	DJ UBS Commodity	6.26	-7.88	18.02	6.46	5.09	-0.52
	Goldman Sachs Commodity	10.74	-4.97	27.83	5.63	7.50	-2.99
<b>Non-Traditional</b>	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	-0.55	2.40	1.45	-1.54	-1.04	-0.18
	HFRX Event Driven	0.93	-2.71	-1.04	0.31	1.10	0.61
<b>Balanced</b>	S&P 500 40% /BBG Agg 60%	1.24	3.15	2.74	5.57	5.65	6.09
	S&P 500 50% /BBG Agg 50%	1.57	4.78	4.55	6.73	6.95	7.21
	S&P 500 60% /BBG Agg 40%	1.90	6.43	6.38	7.86	8.25	8.32
<b>Miscellaneous</b>	Consumer Price Index	0.00	2.98	5.60	3.90	3.45	2.71



# Disclosures Applicable to Accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

provided by the issuer.

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

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

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

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

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

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

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



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

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

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

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

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

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

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

**Accounts Included in this Report:** The account listing may or may not include all of your accounts with UBS FS. The accounts included in this report are listed under the "Accounts included in this review" shown on the first page or listed at the top of each page. If 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.



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

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

### **UBS Financial Services account protection**

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

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

Neither the SIPC protection nor the supplemental protection apply to:

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

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



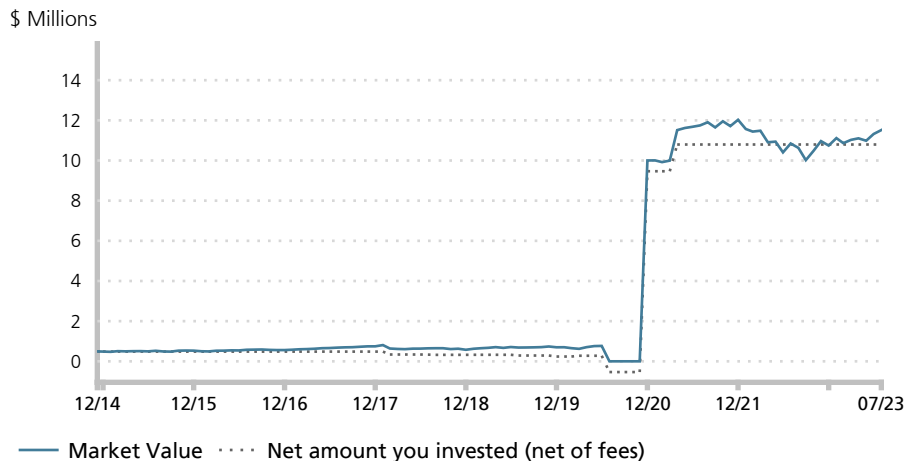
# Performance Review

as of July 31, 2023

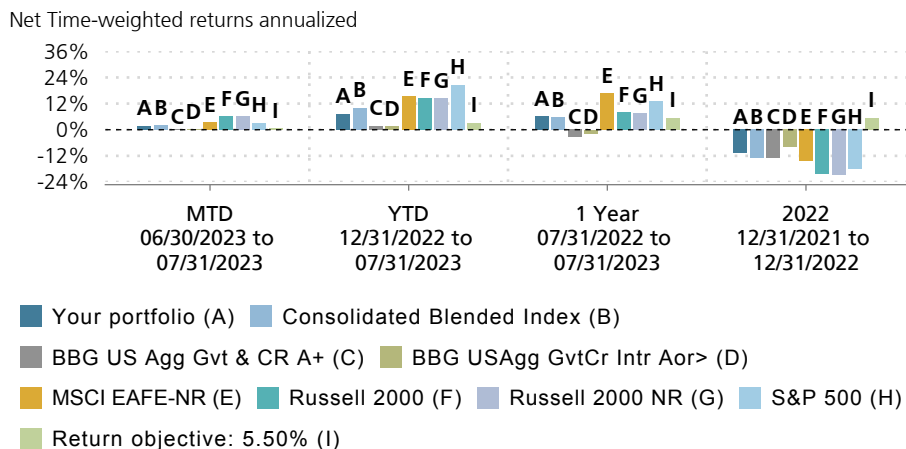
Consolidated report prepared for Board Of Trustees For  
 ^ performance and account start dates differ (see disclosures)

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

## Sources of Portfolio Value



## Portfolio and Selected Benchmark Returns



## Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 06/30/2023 to 07/31/2023	YTD 12/31/2022 to 07/31/2023	1 Year 07/31/2022 to 07/31/2023	2022 12/31/2021 to 12/31/2022
<b>Opening value</b>	<b>11,320,397.07</b>	<b>10,745,307.02</b>	<b>10,847,062.57</b>	<b>12,027,125.37</b>
Net deposits/withdrawals	-13,193.89	-38,682.31	-50,723.44	-51,648.36
Div./interest income	17,344.44	159,720.00	266,395.22	256,387.50
Change in accr. interest	3,036.39	2,764.74	17,796.06	15,697.99
Change in value	188,994.05	647,468.59	436,047.63	-1,502,255.48
<b>Closing value</b>	<b>11,516,578.05</b>	<b>11,516,578.05</b>	<b>11,516,578.05</b>	<b>10,745,307.02</b>
Net Time-weighted ROR	1.73	7.18	6.17	-10.66

Net deposits and withdrawals include program and account fees.

## Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 06/30/2023 to 07/31/2023	YTD 12/31/2022 to 07/31/2023	1 Year 07/31/2022 to 07/31/2023	2022 12/31/2021 to 12/31/2022
<b>Your portfolio(%)</b>	<b>1.73</b>	<b>7.18</b>	<b>6.17</b>	<b>-10.66</b>
Consolidated Blended Index	1.93	9.97	5.61	-13.03
BBG US Agg Gvt & CR A+	-0.20	1.71	-3.45	-12.98
BBG USAgg GvtCr Intr Aor>	0.18	1.51	-1.82	-7.93
MSCI EAFE-NR	3.24	15.28	16.79	-14.45
Russell 2000	6.12	14.70	7.91	-20.44
Russell 2000 NR	6.10	14.43	7.44	-20.76
S&P 500	3.21	20.65	13.02	-18.11
Return objective: 5.50%	0.46	3.16	5.50	5.50

Consolidated Blended Index: Start - Current: 3.5% Russell 3000; 6.8% Russell 2500; 7.5% Russell 1000 Growth; 9.25% Russell 1000 Value; 14.4% Russell 1000; 9.75% MSCI EAFE-NR; 41.3% BBG US Gvt/CR Aor> Inter; 7% BBG US Agg Gvt TSY 5-10Y; 0.5% MSCI Emerg Mkt Gwth-NR

Past performance does not guarantee future results and current performance may be lower/higher than past data presented  
 Board of Trustees Meeting, August 25, 2023



# Additional Information About Your Portfolio

as of July 31, 2023

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

	Performance	Start date to	ITD
	Start date	07/31/2023	
Consolidated	12/04/2020		0.64%

## Benchmark Composition

### Consolidated

Blended Index

**Start - Current:** 3.5% Russell 3000; 6.8% Russell 2500; 7.5% Russell 1000 Growth; 9.25% Russell 1000 Value; 14.4% Russell 1000; 9.75% MSCI EAFE-NR; 41.3% BBG US Gvt/CR Aor> Inter; 7% BBG US Agg Gvt TSY 5-10Y; 0.5% MSCI Emerg Mkt Gwth-NR



# Financial Markets Summary

as of July 31, 2023

Consolidated report prepared for Board Of Trustees For

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

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2023 to 07/31/2023	07/31/2022 to 07/31/2023	07/31/2020 to 07/31/2023	07/31/2018 to 07/31/2023	07/31/2016 to 07/31/2023	07/31/2013 to 07/31/2023
<b>Cash Alternatives</b>	US Treasury Bill - 3 Mos	0.44	4.09	1.45	1.59	1.40	1.00
<b>US - Fixed Income</b>	BBG Agg Bond	-0.07	-3.37	-4.46	0.75	0.34	1.49
	BBG Muni 1-10Y 1-12Y	0.34	0.64	-0.59	1.64	1.30	2.00
	BBG Muni 5 Yr 4-6 TR	0.31	-0.05	-0.89	1.39	1.10	1.71
	BBG Muni 7 Yr 6-8 TR	0.41	0.43	-0.89	1.84	1.40	2.34
	BBG Muni Bond	0.40	0.93	-1.00	1.87	1.51	2.81
	BBG US Agg Gvt & CR 1-3 Y	0.42	0.42	-0.81	1.21	0.94	1.01
	BBG US Gov/CorpInter TR	0.26	-1.44	-2.61	1.28	0.76	1.41
<b>Global/International - Fixed Income</b>	BBG GblAgg	0.69	-2.70	-5.74	-0.92	-0.91	0.14
	BBG GblAgg ex-USD	1.28	-2.45	-6.83	-2.33	-2.00	-0.97
<b>US Equity</b>	Dow Jones Ind Avg	3.44	10.62	12.65	9.29	12.32	11.18
	NAREIT Equity	2.00	-10.15	5.49	5.07	3.86	6.93
	NASDAQ Composite	4.05	15.78	10.11	13.33	15.72	14.73
	Russell 1000	3.44	12.95	13.22	11.91	13.08	12.43
	Russell 1000 Growth	3.37	17.31	12.19	15.22	16.69	15.52
	Russell 1000 Value	3.52	8.28	14.14	8.01	9.03	9.02
	Russell 2000	6.12	7.91	12.01	5.09	8.78	8.16
	Russell 2000 Growth	4.68	11.58	6.52	4.82	9.03	8.53
	Russell 2000 Value	7.55	3.94	17.46	4.69	8.00	7.40
	Russell 2500	4.97	8.05	12.64	7.17	9.67	9.21
	Russell 3000	3.58	12.65	13.13	11.44	12.80	12.13
	Russell Mid Cap	3.97	8.75	11.82	8.76	10.03	10.13
	Russell Mid Cap Growth	3.03	13.03	5.95	9.90	11.66	11.18
	Russell Mid Cap Value	4.35	6.18	14.90	7.17	8.21	8.92
	S&P 400 Mid Cap	4.13	10.47	15.26	8.28	10.05	9.99
	S&P 500	3.21	13.02	13.72	12.19	13.30	12.65
<b>Global/International - Equity</b>	MSCI AC World - NR	3.66	12.91	10.41	8.23	9.84	8.63
	MSCI ACWI xUSA-NR	4.07	13.42	7.09	3.85	6.19	4.71
	MSCI EAFE-NR	3.24	16.79	9.25	4.54	6.60	5.20





# Financial Markets Summary

as of July 31, 2023 (continued)

Consolidated report prepared for Board Of Trustees For

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

	Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
	06/30/2023 to 07/31/2023	07/31/2022 to 07/31/2023	07/31/2020 to 07/31/2023	07/31/2018 to 07/31/2023	07/31/2016 to 07/31/2023	07/31/2013 to 07/31/2023
MSCI Emerging Markets-NR	6.23	8.35	1.46	1.71	5.12	3.47
MSCI Emerging Markets-PR	5.80	5.35	-1.00	-0.76	2.62	1.00
MSCI World	3.38	14.07	12.20	9.67	11.06	9.88
<b>Commodities</b>						
DJ UBS Commodity	6.26	-7.88	18.02	6.46	5.09	-0.52
Goldman Sachs Commodity	10.74	-4.97	27.83	5.63	7.50	-2.99
<b>Non-Traditional</b>						
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	-0.55	2.40	1.45	-1.54	-1.04	-0.18
HFRX Event Driven	0.93	-2.71	-1.04	0.31	1.10	0.61
<b>Balanced</b>						
S&P 500 40% /BBG Agg 60%	1.24	3.15	2.74	5.57	5.65	6.09
S&P 500 50% /BBG Agg 50%	1.57	4.78	4.55	6.73	6.95	7.21
S&P 500 60% /BBG Agg 40%	1.90	6.43	6.38	7.86	8.25	8.32
<b>Miscellaneous</b>						
Consumer Price Index	0.00	2.98	5.60	3.90	3.45	2.71



# Disclosures Applicable to Accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

provided by the issuer.

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

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

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

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

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

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

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



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

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

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

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

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

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

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

**Accounts Included in this Report:** The account listing may or may not include all of your accounts with UBS FS. The accounts included in this report are listed under the "Accounts included in this review" shown on the first page or listed at the top of each page. If 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.



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

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

### **UBS Financial Services account protection**

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

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

Neither the SIPC protection nor the supplemental protection apply to:

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

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



### **Summer Updates and Hiring**

Last year there were several positions in the blind high school that were open for extended periods. Thankfully our amazing team of teachers, associate teachers, and instructional staff members came together to ensure our students received quality instruction, and we are truly proud of our team and their collaboration and willingness to jump in and provide assistance and support.

I am so pleased to announce that this summer, we have hired some truly remarkable staff members in both the Blind department and the Physical Education and Athletic department. These new staff members include two incredible teaching interns who completed their internship in the blind department last school year. We also have some wonderful staff members returning to FSDB and an overall group of talented, caring, and committed new staff members. We are all looking forward to the coming school year!

### **Summer STEAM Camp**

The blind department STEAM camp was a one-week camp from June 19<sup>th</sup>-23<sup>rd</sup> for day students in grades 3-8. STEAM Camp was filled with hands-on activities that challenged the students to use engineering design processes to solve each problem. Students learned a five-step design process: identify the problem, imagine solutions through brainstorming, design a solution, create the solution, test and improve, and share the final project with the group. The students were challenged with creating drinkable water using natural filtration, building a 10-foot waterway to transport water, and creating a wind turbine. The campers were provided with a short lesson for each activity and then given specific items they could use to build a solution.

The campers also learned about the importance of bees and were given several different activities to encourage the life of bees in their yard. The students made a bee garden and learned about different plants and flowers that would attract bees. They made a bee bath to give the bees a place to collect water. Students learned how important it is to have water available. The bees use the water to dilute their honey, help with bee digestion, keep the hive cool, and feed the baby bees.

Students also did several gardening activities throughout the week. One of the cutest activities was the succulent turtle project. The students learned about hydroponic planting and how to use a greenhouse to sprout seeds quickly.

The last part of each day included a cooking experience. Each recipe called for honey to continue to show the campers the importance of bees. The students worked on measuring, pouring, and mixing skills, along with how to follow a recipe. They made no-bake monster cookie granola bar bites, honey peanut butter cheerio bars, honey apple nachos, and mixed berry yogurt bark. They learned

how to make healthy and tasty treats! The students seemed to really enjoy the addition of cooking activities this year!

We love STEAM Camp, and by the end of the week, all the teachers and students were exhausted! The staff loved watching the students grow and think “outside the box” when completing each of their challenges.

Jennifer Enache - Steam Camp Director, O&M Specialists

### **K-2 Summer Camp**

The kindergarten-second grade summer camp staff members were excited to welcome the K-2 blind elementary students to our three-week camp from June 5<sup>th</sup> through June 23<sup>rd</sup>. The students participated in reading and math, art and food labs, orientation and mobility, expanded core curriculum, and an off-campus field trip.

In the art lab, the students practiced their expanded core curriculum skills by creating the following crafts: Under the Sea Sensory Boxes, Count to 10 Jellyfish Mathematic Crafts, Cupcake Liner Octopus Crafts, Under the Sea Jewel Mosaic Crafts, and Ocean Animal Sand Art Crafts.

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

- Cupcake: the students followed instructions on how to frost and add toppings to individual cupcakes. Prior to the activity, the students reviewed vocabulary words and selected their individual flavors of frosting and toppings.
- Fruit Salad: the students followed a recipe for making individual fruit salads; prepared and sliced fruit. Prior to the activity, the students read the book *Fruit Salad* and reviewed the vocabulary words along with the recipe.
- Ice Cream Cookie Sandwiches: the students followed a recipe for making individual ice cream cookie sandwiches. Prior to the activity, the students reviewed vocabulary words and selected their individual ice cream flavors and cookie flavors. After the activity, the students completed a recipe review.
- Rice Krispie Treats: the students followed instructions on how to use cookie cutters to cut out individual treats; and how to frost and add toppings to the treats.

During the orientation and mobility activities, students reviewed/practiced independent living Skills and directionality Skills. They worked independently and in groups to learn and practice organization skills, locating and identifying room and locker numbers, and safely holding a door open. They reviewed/practiced independent living, orientation, and mapping skills.

The students enjoyed practicing their social skills by participating in daily morning meetings, snack time at the dining table, and weekly bowling lessons at the Gibbs bowling alley. Other camp activities included a “Splash & Bubbles” water event, an ice cream party, an “Under the Sea” scavenger hunt, and an off-campus field trip to the Xtreme Exotics Wildlife Foundation.

Our field trip to the Xtreme Exotics Wildlife Foundation included learning fun facts and engaging with the following animals: koi fish, lemur, lamb, gecko, boa constrictor, python, armadillo, parrot, honey bear, wallaby, kangaroo, momma sloth, and baby sloth.

The K-2 Reading Summer Camp staff are grateful to have been given the opportunity to work with the camp students. It was truly rewarding to witness the progress and growth of the students. In addition, the summer camp included “first time” milestones for several students; for example,

independently spelling and writing their name for the first time; independently adding to twenty for the first time; participating and actively engaging in a field trip for the first time; engaging in conversations with peers and staff for the first time; independently carrying their lunch box and backpack for the first time; following recipe instructions for the first time; and safely holding a door open for their peers and staff for the first time. We are immensely proud of all the camp students and their individual accomplishments. Also, we are incredibly thankful for everyone who made our summer camp possible and all the other FSDB summer camps for the students and their families.

Carla Ferber, K-2 Summer Camp Coordinator, and Elementary Teacher

### **Blind Alumni Reunion**

The Blind alumni reunion was a success! The reunion boasted a better-than-expected turnout despite the disappointing cancelation of a critical bus route. The alumni took a campus tour, including the blind department, museum, and chapel. The tour ended with a shopping trip to D&B Designs and the many purchased school spirit wear and memorabilia. Meetings and other special events were held with good attendance. We discussed ways to ensure all alumni know about the alumni organization, including graduating seniors. It ran smoothly and appeared to be a lot of fun as well!

Respectfully Submitted by:

Carol Bogue

Blind Department Principal





# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

## Communications & Public Relations Department

### August 2023

This year-end report summarizes department activities and accomplishments, working in collaboration with campus personnel during the period of July 1, 2022, through June 30, 2023.

### Department Changes

- Hired Mitch Oliveira as our new Web/Media Specialist in October. Mitch is responsible for coordinating the FSDB website and social media. He has been working on the new Athletics website and will be working with a vendor on a new FSDB website that will be developed in the 2023-24 school year.
- Created a new position for the department; Digital/Social Media Specialist. We hired Madison Taylor in February 2024. She is responsible for implementing digital communications strategies and initiatives that help promote and enhance the reputation of FSDB.

### Leadership Communications

- Provided support to Tracie Snow in the editing and posting of the 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.
- Developed a new "Campus Safety" page on the school website.

### Safety & Crisis Communications

- 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.

### National Athletic Events

- **U.S. National High School Goalball Championships**  
FSDB hosted the Goalball Championships on November 3-5, 2022. The Communications & PR department created a tournament logo and helped advertise the event, designed a dedicated [webpage](#), streamed all 40 games, and captured pictures of the medal games and awards. During the three days of the event, more than 2,600 users visited the website and 2,648 hours were spent watching the livestreams.
- **69th Annual Mason-Dixon Basketball Tournament & Cheerleading Competition**  
FSDB hosted the 69<sup>th</sup> Annual Mason-Dixon Boys Basketball Tournament & Cheerleading competition on January 26-28, 2023. The Communications & PR department created a tournament logo and helped advertise the event, designed a dedicated [webpage](#), streamed 11 games and multiple competitions, and captured pictures of every event. During the three days, more than 3,500 users visited the website and 3,570 hours were spent watching the livestreams. The championship game had 1,140 views with peak viewership reaching 249.

### 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 **93** newsletters were created, resulting in **10,276 total views**.

## News Stories & Earned Media

- Posted **21 stories** on the school website and social media.
- **5,727 radio spots** (:30 and 1:00 seconds) 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.
- Garnered **17 earned media stories** from a wide variety of sources, highlighted below:
  - **Alumni** featured in media:
    - 2022-2023 Young Performers Program (BHS students and alumni) – Arts4AllFlorida.org, May 5, 2023
    - Meet Kyle Bray of Saint Augustine (Blind Alumni) – Voyage Jacksonville, February 9, 2023
  - **Students** featured in media:
    - 'Don't let anybody tell you what you can't do': FSDB vie for big finale – St. Augustine Record, April 14, 2023
    - FIRED UP: Florida School for the Deaf and Blind playing winning flag football – St. Augustine Record, April 2, 2023
    - All-Volusia-Flagler-St. Johns area: Meet the top boys basketball players of 2022-2023 – St. Augustine Record, March 19, 2023
    - Annual Golf Clinic for Deaf Teenager Continues to Inspire – First Coast News, March 8, 2023
    - NCSD host Mason-Dixon girls tournament – The Morganton News Herald, Jan. 31, 2023
    - Wrestling among most popular sports at Florida School for the Deaf and Blind – St. Augustine Record, Jan. 12, 2023
    - Run with a Vision (Video) – News4Jax.com, Jan. 5, 2023
    - ON FIRE: Young Florida School for the Deaf and Blind girls basketball off to fast start – St. Augustine Record, Jan. 4, 2023
    - WEIGHT IS OVER: Weightlifting finally reaches Florida School for the Deaf and Blind – St. Augustine Record, Dec. 1, 2022
    - NEW FLAME: Florida School for the Deaf and Blind basketball restarts, seeks last year's success – St. Augustine Record, Nov. 23, 2022
    - The Next Wave: Blind athlete Khayree Lofton leads new wave of blind athletes at FSDB – St. Augustine Record, Sept. 20, 2022
    - Golf Odyssey: Playing four holes with blind golfer William Pease (Blind P.E. Dept.) – St. Augustine Record, July 18, 2022
  - **Staff** featured in media:
    - Teacher of the Year: Culinary, International Collaboration, and Drones? – The Division of Career and Adult Education, Feb. 1, 2023
    - THIS WEEK IN ST. JOHNS COUNTY HISTORY: FSDB president Dr. Albert Hayne Walker dies in 1927 – St. Augustine Record, Nov. 20, 2022

- Governor Ron DeSantis Appoints Four to the FSDB Board of Trustees – Florida Governor Press Release, August 5, 2022

## Outreach

- On April 4, 2023, 145 students and staff attended the Orlando Magic basketball game for their 2<sup>nd</sup> Annual ASL/Deaf Awareness Night. The FSDB Dance Troupe performed on the court during pre-game activities, Senior Andrae Henderson signed the National Anthem, and the boys and girls basketball teams and the cheerleading squad were recognized at halftime for their Mason-Dixon Championships!

## Advertisements

- Abilities Workshop – ½ page ad, directory listing, and 3 social media posts.
- First Coast Relocation guide – ½ page ad
- Fun4Auggie Kids – Web banner ad for the 2023 Summer Quest camp
- Orlando Family Magazine – Full-page ad
- Ponte Vedra Recorder – ¼ page ad for 2023 Summer Quest camp

## Marketing Collateral

- Created acrylic panels of our Vision, Mission, and Values that are installed throughout campus buildings.
- Created Retractable Banners, Signage, and Flyers for FSDB Job Fair.
- Updated a variety of branded flyers for print and digital dissemination featuring Culinary Arts, Athletics, Physical Education, ASL Classes, Braille Classes, Career Development Workshops, Parent Engagement Workshops, and Parent Infant Program Resources, Virtual Expanded Core Curriculum Interactive Learning Series.
- Designed and implemented daily posts for a yearlong social media campaign (explained below) recognizing students, staff, departments, history, and more. Individual posts involve photographs and infographics with body text explanations and/or backgrounds describing the focus areas for each day.
- Designed Senior Posters and Season Schedules for each individual FSDB Athletics teams.
- Designed posters and other media for performing arts events (i.e. Dance Troupe, Elementary Dance Program, Blind Music Department, and Blind Elementary Theatre) throughout the year.
- Designed yard signs for 2023-24 Teachers of the Year and School-Related Employee of the Year coordination with D&B Designs in addition to 51 celebratory signs for graduating Class of 2023 seniors.

## Photography

- Carried out photography for various school- and department-based student activities including individual athletic teams. There were **51 events** covered this year.

## Videography

- Video production included the following:
  - Orientation & Mobility Video Series to celebrate Blind Awareness Month
  - Vocabulary Showcase, Blind and Deaf Elementary Schools
  - Halloween at Kids Town. Blind and Deaf Elementary Schools
  - Holiday Music Concert and Spring Concert, Blind Music Department
  - Dance Troupe's Holiday Show, Shrek, Jr., and Final Performance, Deaf High School
  - Athletic Awards, Senior Awards, Commencement Ceremonies, Blind and Deaf High Schools
  - Livestreamed the Boys Mason-Dixon Basketball Tournament and Cheerleading Competition

- Livestreamed the U.S. Youth High School Goalball Championships
- Eighth Grade Celebration Ceremonies, Blind and Deaf Middle Schools
- Valentine's Day with ELC Children for social media
- "Welcome Back Students!" – Gore Bus Loop Parade and Pep Rally
- Blind Golf Clinic – About Campus
- Ski Club Trip to Montana
- 2023 Braille Challenge - "Candyland"
- PBIS modules for an FSDB presentation at the March 28<sup>th</sup> International PBIS Conference in Jacksonville.
- Deaf History Month Parade
- ELC storybook video for graduation ceremony

## Social Media and Website

Contracted Sidearm Sports to create a new FSDB Athletics website. Built out the site in the spring and began adding photos, rosters, and schedules in the summer. The new site, [www.fsdbathletics.org](http://www.fsdbathletics.org) was launched on August 9, 2023.

Created a social media campaign for the academic year to cover each day of the week:

- #FSDBStudentSpotlightSundays
- #FSDBMemoryMondays
- #FSDBTeacherTuesdays
- #FSDBWheresWalterWednesdays, #FSDBWhereAreWeWednesdays, #FSDBWhereAreTheyWednesdays, and #FSDBWhoAreTheyWednesdays
- #FSDBCTETHursdays
- #FSDBFri-Yay
- #FSDBSupportStaffSaturdays

### Facebook

- 15,662 likes (1,274 new), with 518 posts (323 previous year), 1,847,295 people reached, and 89,119 visits on the main Facebook account.

### Instagram

- 2,837 followers (475 new) with 432 posts (430 previous year), 571,857 impressions and 40,435 reach. 23,051 likes, 431 comments, and 1,354 shares.

### Twitter

- 1,489 followers, with 29 tweets, 6,660 impressions, 4,779 profile visits and 79 mentions.

### YouTube

- 31 videos uploaded with 144,209 views, an estimated watch time of 11,360 hours, 912,376 impressions, and 454 new subscribers.

### Vimeo/Livestreaming

- 298 videos uploaded, with 41,512 views, 208,253 impressions, and 14,702 hours watched. 128 events were livestreamed (79 events streamed last year).

### Website

- Garnered 100,426 visitors, 328,251 page-views with an average viewing time of 2:30 minutes.

## Museum

- **1,216 people** from all across the country visited the school museum. Tours were led by Museum staff and Outreach staff.

- Held bi-weekly community service for students in high school. Work included sorting out artifacts, cleaning up archival room, rearranging files, compiling artifacts for records, and more.
- Museum celebrated Deaf History Month by posting daily tidbits and trivia history on campus news via Yammer.
- Sent 120 items (VHS, 8mm & 16mm films) to Legacybox to be digitized.



## **Deaf Department updates:**

We are thrilled to announce the start of the 23-24 school year, filled with enthusiasm, resilience, and achievement for all our students. As we prepare to begin this new academic year, we extend a warm welcome to returning students and staff who were part of our journey last year and extend an equally warm greeting to all those joining our school community for the first time. #YouBelongAtFSDB

Throughout the summer break, our efforts have been dedicated to carefully reviewing applications, conducting interviews, and selecting exceptional educators and staff members who possess not only the necessary skills but also the heartfelt dedication to serve our students with unwavering care and genuine passion. Among the outstanding individuals joining us is our new Principal for the Deaf Department, Don Curran.

Don Curran brings with him a rich career that originated in the early 90s at FSDB and spanned over two decades in Texas. His extensive experience and proficiency add immeasurable value to our team. Over the years, Don has assumed various roles, including that of a teacher, a Technology Outreach Support Specialist, Assistant Director of Services for the Deaf, and Coordinator for the Deaf and Hard of Hearing, Blind and Vision Services, and Assistive Technology. With his comprehensive knowledge and passion, we are confident that Don will significantly enhance the experiences of both our students and staff. Welcome aboard, Don! We are excited to embark on this fantastic journey together, and we eagerly anticipate the positive impact that you will bring to our school. Here's to a successful and impactful year ahead!

Additionally, it was an absolute pleasure for me to assume the role of "Interim Principal" during this summer period, prior to the arrival of Mr. Curran. The experience of taking on this responsibility has been incredibly fulfilling, and it has given me a chance to collaborate closely with our dedicated Assistant Principals. Serving as a mentor to these exceptional school leaders has been both an honor and a source of immense satisfaction.

Witnessing the commitment, compassion, determination, and devotion our Assistant Principals exemplify in their roles brings me great joy. Their tireless efforts go far beyond the essential tasks of managing schedules, room assignments, procurement of materials, logistical arrangements, correspondence, staying updated on new regulations, attending training sessions, and addressing questions. They also consistently engage in thoughtful contemplation of the bigger picture and the impact of their decisions.

At FSDB, we are truly fortunate to have a team of remarkable leaders, and collaborating with Ms. Karen Newton, Ms. Jessica Waldbillig, and Ms. Marcelle Healy has been an absolute delight. Their collective dedication and vision contribute significantly to our school's success, and it has been a privilege to work alongside them.

Respectfully Submitted,

President "Interim Principal" Tracie Snow



**Class Code Count**

Board of Trustees Administrator Positions	73
Teacher Positions	106
Specialist Positions	60
Select Exempt Service Positions	37
Career Service Positions	404
<b>General Revenue Positions</b>	<b>647</b>
<b>Grant Funded Positions</b>	<b>33</b>

**Add/Delete**

- 08200 Coordinator of Wellness & Dietary Services – BOT, 12 months to Assistant Director of Transportation – BOT, 12 months
- 08475 Administrative Assistant II – Career Service to Staff Assistant - Career Service
- 08174 Administrative Assistant II – SES to Staff Assistant - Career Service
- 08531 Associate Teacher – Career Service, 10 months to Registered Nurse - Career Service, 10 months
- 08115 Administrative Assistant II, SES to Staff Assistant, Career Service
- 08620 Administrative Assistant II, SES, 11 months to Executive Assistant I, Career Service, 12 months
- 08720 Braille Specialist, 7%, BOT, 10 months to Director of Health Care Services, BOT Admin, 12 months
- 08730 Director of Interpreter Services, BOT, 11 months to 12 months
- 08682 Director of Deaf/HH Early Intervention, BOT, 11 months to 12 months
- 08714 Athletic/PE Instructional Assistant II, Career Service, 10 months to Athletic Director, BOT, 11-month
- 08132 Assistant Principal, BOT to Executive Director of PE & Health, BOT
- 08448 Community Resource Assistant, Career Service, 12 months to 11 months
- 08770 Administrative Assistant II, SES, 10 months to 11 months
- 08074 Executive Assistant I, SES, 12 months to Career Service

## Service Awards

### **40 Years**

Kathleen Grunder  
Vira Tinyszyn

### **35 Years**

Karen Kolkedy

### **30 Years**

Rebeca Austin  
Jacqueline Edwards  
Kenneth Morse  
Deborah Penrose  
Melany Botterbusch-Goodall

### **25 Years**

Melissa Fonda  
Barbara Asbell

### **20 Years**

Daniel Binder  
Donna O'Neill  
Maria Williams

### **10 Years**

Timothy Slater  
Letha Carden  
Jerry Heider  
Sidney Keith  
Jennifer Cato  
Jacqui Coleman  
Salathiea Evans  
Keyannah Ferrell  
Kevin Voelker

### **5 Years**

Maria Duprat  
Scott Adolf  
Renee Geary  
Hillary Norman  
Louella Mitchell  
Karen Daniels  
Sarah Horne  
Cynthia Scott  
Christopher Somnitz  
Christian Lewis  
Sarah Marriott  
Veronica Millan-Santeliz  
Jaime Maravia  
Michelle Sminkey





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## **Career and Workforce Development Department**

*Submitted by Jessie Girton, Executive Director of Career Development*

### *Priority 1: Employee Retention, Recruitment, and Engagement*

- The Career Development Department is almost fully staffed for the upcoming year, with only three positions to fill due to two retirements (Darlene Powell and Kathy Fisher) and an internal transfer (Christy Garcia). We are proud to have most positions returning. The Career Experience teacher position in Blind High School (BHS) was recently filled by Michelle Fischer. Additionally, we have a new director, Jessie “Jay” Girton who began July 1, 2023. Although the BHS Vocational Instructor, Garden Center Instructional Assistant, and Sous-Chef for Dragons Lair positions are posted and attracting interest, we are carefully reviewing applicants to ensure we find the best candidates. We look forward to welcoming new talent into our team and providing excellent educational experiences for our students.

### *Priority 2: Success for Students*

- Upon the return of teachers, “I can” statements will be prepared for each standard within every course taught in coordination with all schools on campus.
- The Print Shop has had a busy summer, juggling a consistent order workload while undertaking rearranging and cleaning tasks. The result is a clean and organized area, offering more space to learn printing and 3D skills. Additionally, the new layout allows for the incorporation of new and updated 3D printers in the near future.
- D&B Designs opened its doors for a special event this month, welcoming BHS alumni group. More than 30 alumni had the opportunity to explore the shop and discover the current items that students have spent the entire year designing and crafting. During the event, alumni were able to take home various premade items, including lanyards, coffee mugs, t-shirts, hoodies, and blankets. Notably, some t-shirts featured raised braille ink, while other items displayed printed braille, promoting awareness and showing support for the Blind and Visually Impaired community.

### *Priority 3: Everyone Knows our Name*

- During the summer, the Career Development Department diligently reported all mandated information to various state entities as required.

- At the start of the summer, the Perkins V Grant application for the 2023 – 2024 school year was successfully submitted. Additionally, we have recently submitted the improvement plans and data for the past school year.
- The planning process for off-campus work positions and internships is ongoing, with a particular focus on partnering with Northrop Gruman, who have expressed their intention to continue recruiting interested students.

## **Curriculum and Professional Development Department**

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

### *Priority 1: Employee Retention, Recruitment, and Engagement*

**Summer Conference and Learning:** The Curriculum and Professional Development Department spent the summer engaging in professional learning to improve their practice as coaches, increase their content knowledge, and learn current evidence-based practices and research in the field. Academic Leaders had the opportunity to attend a summer leadership conference presented by Northeast Florida Education Consortium, NEFEC. Academic Specialists and Academic Leaders participated in the following conferences:

- Florida Association of Mathematics Supervisors
- Just Read! Florida Conference
- Just Read! Florida Regional Secondary Professional Learning
- National Deaf Education Conference
- International Society for Technology in Education
- Florida Department of Education B.E.S.T. Mathematics Professional Learning
- Northeast Florida Education Consortium Summer Leadership Conference

**Beginning of the Year Planning:** As the school year quickly approached, professional development and meetings were hosted to provide key stakeholders with the skills and knowledge necessary to lead their teams successfully. The School Based Leaders were trained by Joey Nice from the Florida Department of Education and Beth Hardcastle from Problem Solving/Response to Intervention on the process of developing School Improvement Plans. The Academic Leadership Team met with Scott Trejbal, Shelley Ardis, and Randi Mitchell to learn about updates on processes, procedures, curricula, the Multi-Tiered System of Support process, and legislative updates.

- School Based Leaders and Academic Leadership Team Updates and Learning.
- New Teacher Orientation and Technology Training
- Academic Specialists Meeting
- How to be a Mentor for New Teachers Professional Development
- Literacy Coach Endorsement Professional Learning

### *Priority 2: Success for Students*

- “The books transported her into new worlds and introduced her to amazing people who lived exciting lives.” -*Matilda*. The 2023 3rd Grade Summer Reading Camp kicked off with daily read alouds of *Matilda* by Roald Dahl, which is one of the 3rd Grade B.E.S.T. Standards Sample Texts. Third Grade Summer Reading Camp is designed to provide intensive intervention instruction in the area of reading for third grade students who did not show proficiency on 3rd grade reading standards. Camp was created in response to Florida state statute 1008.25, which requires 3rd grade students to show proficiency on the 3rd grade Statewide Reading Assessment. Campers received three weeks of multi-sensory, explicit instruction in the areas of comprehension, vocabulary, fluency, fingerspelling, phonics, and phonemic awareness, individualized for each student’s needs. Teacher weekly observational data indicated that students gained a greater awareness for comprehension strategies such as visualizing, summarizing, making connections, using context clues, and self-monitoring while reading. All students participated in the administration of the Stanford Achievement Test, 10th Edition, at the end of camp to determine their eligibility to be promoted to 4th grade.

*Priority 3: Everyone Knows our Name*

- Tracie Snow, President, and Randi Mitchell, Executive Director of Curriculum and Professional Development, attended the Northeast Florida Education Consortium Summer Leadership to present on “Creating systematic professional learning opportunities in schools to align with school, district, and state initiatives.” Tracie and Randi guided participants through a mindmap so they could identify their why, how they would implement, what are their assess, and what they need to be successful.

## **English Language Learners Department**

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

*Priority 1: Employee Retention, Recruitment, and Engagement*

- The ESOL Department hired Veronica Millan-Santeliz as the new ELL & Staff Translator. She comes to the department with a wealth of community-oriented experience and compassion. Verónica began her career at FSDB in 2018 as Dorm Residential Instructor and worked as ELL Language Facilitator. Verónica is from Venezuela and moved to the U.S. at a young age. Please contact her with any Spanish-speaking families' and students' needs!

*Priority 2: Success for Students*

- The ESOL Department will welcome two new students in the Blind Department and two in the Deaf Department. We enjoy the diversity that continues to grow our department!

*Priority 3: Everyone Knows our Name*

- The ESOL Department has completed 73 written translation requests by staff and 27 phone contact with families since July 1, 2023.

**Respectfully submitted by:**

Scott Trejbal

Administrator of Instructional Services



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

Technology, Outreach, and  
Parent Services Departments  
Board Report August 25, 2023

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*Admissions,  
Executive Director Pauline Wagner*

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The Admissions Department welcomed Dawn Zamot as our newly hired Director of Admissions. Ms. Zamot comes back to FSDB after living and working in a variety of positions in deaf education in Broward County.

**Total On-Campus Enrollment 509 as of 08/09/23**

- 18 ELC
- 324 Deaf Department
- 167 Blind Department

**Withdrawal (3)** Two moved out-of-state

**Admissions in Process (22)**

- In the application process 16
- Scheduled 6

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*Parent Services,  
Executive Director Pauline Wagner & Parent Liaison Misty Porter*

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

**Parent Engagement Workshops (PEW)** are learning opportunities open to ALL FSDB parents, guardians, and caregivers. During PEW, we discuss current and relevant information about our school, parenting strategies, helpful resources and so much more. We are excited to be offering 5 workshops this year.

- September 1, 2023
- November 9, 2023
- January 11, 2024
- March 1, 2024
- April 26, 2024

**Parent University** classes target needs specific to parents of students who are blind/visually impaired or deaf/hard of hearing. We have several class series planned to support our FSDB families in better understanding the Expanded Core Curriculum and how to implement strategies in their homes to further support student success. The majority of these classes will be held in the evenings or on the weekends and will be open to all enrolled students and their families. FSDB recognizes that family involvement has a positive impact on student success and encourages parents/legal guardians to take an active and supportive role to enhance the student learning environment. Parents/legal guardians are encouraged to participate as informed partners with schools to support programs in an effort to encourage lifelong learning and improve student academic achievement.

**This year we are offering two Parent Chats:** October 20, 2023, and March 29, 2024

Parent Chat provides FSDB families with a place to:

- Meet with our Principals
- Learn about current campus events
- Ask questions
- Provide feedback
- Learn about opportunities to be included in decision-making teams as stakeholders

This is a fantastic opportunity for parents & staff members to share ideas and work together. We believe in the power of partnership between departments and are working collaboratively to co-host several events and projects.

We are partnering with the Recreation Department and the Dorm staff to offer parents and opportunity to “see what happens with the school day is over” Families will learn how to sign up for after school recreation activities and will be invited into the dorms to see our staff and students in action.

**Recreation/Dorm Open House:** September 30, 2023, and February 29, 2024

Mental Health Matters at FSDB! We are working on several projects with the Mental Health Department to provide our families with additional information and strategies to support their students in their home communities.

We are looking forward to another fabulous school year!

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

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“Never help a child with a task at which he feels he can succeed.”

*Maria Montessori*

The Early Learning Center is seeking a new Director after Gail Strassel retired on August 3<sup>rd</sup>. Ms. Strassel will be missed and remembered for her dedication and contributions in establishing the ELC and supporting our youngest learners and their families. Her legacy is the success of so many children who began their educational journey in the ELC.

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*Parent Infant Program Deaf/Hard of Hearing,  
Director Jennifer Cato*

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## **Early Intervention Programs**

53 Referrals since the last report

## **Leadership, Program, and Staff Updates**

- **Program Leadership Activities:**

- Deaf Mentor Train the Trainer- End of July/August- Texas- Sonia Garcia Denight and Jennifer attended to have Florida-based trainers for Mentors.

- **Parent Leaders:**

- A final group of new hires for the Parent Leader team are still in the application process. This final cohort is expected to consist of 8 or so Parent Leaders to meet geographic and language needs of families. This training will likely take place in the fall (updated timeline).

- **Parent Empowerment Program (PEP) Vision and Overview:**

- The goal of new hires is to create a consistent workforce to team with the 15 Early Steps regions across the state to bring Florida in line with guidance from the Joint Committee on Infant Hearing. One Parent Leader staff has been identified to provide ongoing initial support for families in each of the five service areas. Similarly, each region has been assigned a Snapshots team of six adults with lived experience of being deaf/hard of hearing and raising a child who is deaf/hard of hearing. One or more ASL Mentors have been identified for each of the 15 Early Steps regions. This information will be shared with Early Steps. UPDATE: Lunch and Learns have been paused for some time. Looking to provide training directly via virtual platforms directly to Service Coordinators at each LES (Local Early Steps).

- **Parent Advisors (PAs) & Regional Coordinators:**

- Regional Coordination Team- is fully staffed. Event planning for 2023-24 fiscal year is underway.
- Several applications for Parent Advisors are still in progress.
- Caseloads are at capacity for the majority of PAs. High need areas are Miami, St. Lucie, Polk Co, Jacksonville, Tallahassee, and the western panhandle.

- **Mentors and Snapshots Providers:**

- Deaf Mentor and Snapshot Provider programs are up and running. These programs are well staffed with the exception of specific service areas (Panhandle, Tallahassee, Southwest Florida, the Keys) and specific areas of need (tactile signers, Deaf + individual, Cued Speech users).

- Sonia Garcia Denight and Jennifer Cato have completed Deaf Mentor Trainer training and are prepared to use in-house staff for future trainings. Snapshot Provider training will still need to be outsourced.
- At this time, hires from other states with Deaf Mentor certification are the only begin considered.

### Family Events

- One parent received sponsorship to the ASDC Conference in Williamsburg, VA on July 12-14 through Grant Funds.
- Bounce, Jump, and Play event was held on August 4<sup>th</sup> in Tallahassee.
- “So Long Summer” event took place in Milton, FL on August 5<sup>th</sup>.
- The upcoming Lakewood Ranch, FL event on August 26, “Dinosaur Dig” is anticipated.

### Outreach/Information Sharing Activities:

- Staff members attended the Family Café Conference to represent the Parent Advisors Program and Parent Empowerment Program (PEP) in partnership with the Florida Department of Health
- PEP brochures were shared at the FLASHA and the ASHA conference by the Florida Department of Health Early Hearing Detection and Intervention (EHDI) staff.

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*Parent Infant Program Blind/Visually Impaired,  
Director Kim Carr*

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### Early Intervention Enrollment – Parent Infant Program Blind

- 267 children as of 8/9/23
- Stay and Play Toddler Program: Fifteen flyers will go to families inviting them to a Stay and Play Open House scheduled for August 22<sup>nd</sup>. Most Stay and Play participants have aged out of the toddler program and have enrolled in the Early Learning Center (ELC).

### Outreach for Families

- Springtime Crafts: Online family event - Families who registered received a package with the supplies needed to make the crafts during the online session.
- Dino Dig: Online family event - Families who registered received a package with the supplies presented in the sensory presentation.
- Epilepsy Alliance of Florida: A speaker from the Epilepsy Alliance of Florida spoke to the parents as a group and to parents individually about their child’s seizure issues.
- Social at the Fountains: The families enjoyed the water play, the art project, and especially speaking with other families. They did a great job networking, and everyone learned something. Many of our new families attended.
- Social at the Library: Enjoy activities, music, books, and tactual experiences at the library.



- Social at the Green Acres Library: The children used scarves and actions to enjoy a song. They enjoyed a story with their own copy of the presented book. They played with whip cream and completed a craft project.
- Tonewood Music Center music and movement class: Encourage music and movement and let parents know of this resource in the community.

### Leadership and Partnerships

- The new contract was approved for the 2023-2024 fiscal year. Because our number of service were met, the project received a \$45,609.50 bonus.
- Prepared monthly reports for DBS.
- Monthly meeting with DBS Children Counselors to discuss changes and updates to the program.
- Monthly meeting with Regional Coordinators.
- Traveled to each region to meet with Regional Coordinators and Parent Advisors
- Attended Family Café Conference and the CHARGE Conference
- Completed the second half of VIISA.
- Six Parent Advisors were hired and one assistant to a Regional Coordinator is being hired.
- Attended FICCIT as a member of this council.

**Outreach/Information Sharing Activities:** PIP-Blind/VI **presented** information to promote awareness and to provide information regarding hearing loss to increase the knowledge and skills of related service professionals, teachers, paraprofessionals, educational leaders, and other staff working with students, as well as family caregivers.

- DD Shop talk - Materials Distributed: Business cards and flyers were given to the attendees and vendors.
- Baker County TATS meeting - Online informational meeting regarding updates from various service providers in the state of Florida.
- Alachua interagency meeting
- Tri-county interagency meeting
- Bradford county interagency meeting
- Family Care Council: Online meeting with local agencies and caregivers of a person with disabilities
- Health matters children's council
- Disabilities Expo: local organizations that serve persons with disabilities. Information was given to The Arc, The Family Care Council, APD, and other local care providers.

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*Outreach Services Department,  
Statewide Outreach Specialist Jennifer Valdarrama*

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**ASL (American Sign Language) Opportunities:** Online American Sign Language (ASL) classes serve parents and school district staff members of deaf/hard of hearing students across the state of Florida. Online ASL Interactive is offered three sessions each year. The Community Education ASL Classes are held on-campus and will be offered each semester.

- Four ASL teachers are being hired to teach our Online ASL Interactive courses this year.
- The Fall session will begin September 11th and will run for eight weeks.
- The Community Education ASL Class on the FSDB Campus will begin in September.
- Our registration pages will be opened in mid-August to fill all our courses.

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

- The Fall session will begin in October and run for six weeks.

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

- A regional in-person event is scheduled to take place in Broward County on September 30. This event is being hosted in partnership with the Lighthouse of Broward, the Florida Low-Vision Initiative, and Florida Vision Technology. The theme is Sensational Pathways for 21<sup>st</sup> Century Learners.
- We plan to offer the ECC Interactive Learning Series quarterly and have two virtual events and two in-person regional events.

**Conference Exhibits:** FSDB Ambassadors provide representation at various external events.

- FSDB had a few booths at the annual Family Café event representing the campus and early intervention programs.
- FSDB had a booth at the annual FLASHA conference. This event focuses on speech pathologists, audiologists, and others in the field of speech, language, and deafness.
- Preparations are underway for this Fall's attendance at a variety of conferences.

**Tours:** FSDB Campus Tours provide visitors with an opportunity to learn about our programs and services. Tours are provided during the school day hours throughout the year.

- 59 Campus Tours have been requested since July 1<sup>st</sup>

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

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

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

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

- New - *RMTC-D/HH Project Overview* - (statewide)

- New - Optimizing Outcomes Essential Principles Professional Learning Community (PLC) - (district)

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

- *PD & Beyond: Taking Off for Collaboration* - 2023 Florida American Speech-Language-Hearing Association (FLASHA) Conference (statewide)
- *The Runway to Success: Assistive Technology (AT) is More Than Hearing Assistive Technology (HAT)* - 2023 FLASHA Conference (statewide)

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

- **Districts/Agencies receiving coaching and mentoring, consultation, and/or support:**
  - **Districts:** Collier, Duval, FLVS, Gulf, Marion, Orange, Pinellas
  - **Other Agencies/States:** Mississippi School for the Deaf
- **District staff utilizing the RMTC-D/HH Media & Materials Free Loan Library created 2 new accounts:**
  - **Districts:** Duval, Palm Beach

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

#### **Conference or Meeting Attendance**

- Florida Educators of Students who are DHH (FEDHH) Board Meeting
- 2023 Florida American Speech-Language-Hearing Association Conference
- Florida A.G. Bell Board Meeting
- EHDI Statewide Early Learning Community Meeting

#### **Collaborative Efforts**

- Innovation and Connection Conference Collaboration - RMTC-D/HH, University of Miami Debbie School, University of Miami Hearing Clinic
  - RMTC-D/HH collaborated with the UM Hearing Clinic and the UM Debbie School to discuss ways to demonstrate collaboration in a joint presentation at the Innovation and Connection Conference at the Mailman Center in the fall of 2023.
- Technical Assistance - Live! High Leverage Practices Collaboration - RMTC-D/HH, PS/RtI
  - RMTC-D/HH collaborated with a specialist from PS/RtI for the development of the upcoming TA-Live! webinars addressing the High Leverage Practices in Special Education. Collaboration with PS/RtI builds capacity related to the problem-solving process in education, specifically for students who are DHH.

#### **Workgroup/Committee Participation**

- Interpreter Input Form for Communication Plan Updating Committee RMTC-D/HH, Educational Interpreter Project (EIP), BEESS
  - RMTC-D/HH staff members (2) participated on a committee with BEESS and the EIP to discuss updates to the Interpreter Input Form for Communication Plans. Team members discussed outdated content and made proposals for updating the form. RMTC-D/HH's participation in this event provided history and perspectives from district personnel to best meet the needs of interpreters and the students served by them in Florida schools.

#### Additional Item of Interest

- RMTC-D/HH leadership met with BEESS senior leadership to discuss Florida and Lead-K to determine Florida's interest in the pursuit of similar legislation and the next steps to organize a committee of stakeholders to begin work on related best practices. RMTC-D/HH then met with the EHDI Statewide Early Learning Committee representative to discuss work already being done in Florida and collaborative opportunities should Florida leadership choose to move forward with this work.

#### Upcoming Events in Month: August

- Deafness 101 - Gilchrist, August 7
- Deafness 101 - Columbia, August 9
- Florida Educators of Students who are DHH Board Meeting, August 1
- Passport to Learning (Journey) 2 Collaboration Meeting, August 2
- FLIPP Training (Nassau), August 4
- Lesson Integration Planning and Preparation Meeting, August 7-11
- TA-Live! High Leverage Practices, August 9
- Passport to Learning Planning Meeting, August 17
- University of Central Florida Collaboration, August 22
- Work Based Learning Collaboration, August 23
- Passport to Learning Sensory Strand PLC, August 29, 2023

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### *Technology Services Department*

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#### Projects and Processes:

- The technology team and the Safety and Facilities Operations (SaFO) team collaborated on the development of a new contract to address electrical upgrades in addition to the low-voltage and equipment installations. This will support the upgrade of the entire television system with upgraded digital services and new televisions.
- Communication systems renewals were processed for Internet, phones, texting, and web-meetings and all changes in staffing were processed to address the assigned numbers.
- Instructional applications were renewed or purchased new to meet the needs of departments across the campus. Instructional applications are reviewed annually by a team that includes instructional specialists, administrators, and technology services team members.

- Each spring all models of equipment issued to staff and students are reviewed to prepare the budget and update the refresh plan. Some equipment will then be moved to surplus and others will be reassigned to end-users.
  - New iPads were ordered to replace equipment at end-of-life that could no longer be upgraded to meet security and use expectations.
  - Printers are being ordered to replace end-of-life units.
  - 120 laptops were ordered to replace staff computers in various departments that cannot be upgraded to meet security and use expectations.
  - Student laptops were ordered to meet the needs within the Deaf Department. The student laptops in the Blind Department were upgraded last year.
  - Access Points have been ordered for both internal and external locations to increase the WiFi coverage across the campus.
- Staff and student equipment in the schools and boarding departments are updated each summer to make sure they meet security and use expectations. Some equipment was upgraded prior to the return of staff and students and other equipment will be replaced this Fall when the newly ordered equipment arrives and can be prepared and issued.
- Meetings are being held to upgrade procedures for staff requests for access to websites or applications. This is required to ensure we are compliant with student digital privacy and other security expectations.
- Infrastructure refresh and maintenance projects for the 2023-2024 year are being designed to include work on our on-campus data center, disaster recovery site, and the Police data center.

**Respectfully Submitted by Shelley Ardis**

Administrator of Technology, Outreach, and Parent Services



# 2022-2027 FSD B Strategic Plan

## Year 1 – Summary

### July 1, 2022 - June 30, 2023

#### Overview

The Strategic Leadership Team began the groundwork for this innovative plan in the Fall of 2021, and the team met monthly as they worked through their processes and engaged stakeholders throughout the development of the plan. As the Priority Goals were created, they were reviewed and evaluated extensively to ensure they would meet the criteria set by the team. The plan was implemented in July 2022.

During the first year of the plan, the Strategic Leadership Team met monthly to further develop the plan, review critical data points and measurements, and collaborate on each priority goal to ensure that the team was on track and meeting designated objectives. The team also reviewed and updated both the Employee Engagement and School Climate Surveys to provide relevant data and to identify areas of opportunities to support the mission, vision, values, and goals of the 2022-2027 Strategic Plan.

In addition to focusing on the plan's objectives, the team participated in a book chat, *"Start with Why,"* which provided the opportunity for team members to explore and find their "why" in moving the Strategic Plan forward.

Through the discussions associated with the book chat, valuable lessons were learned by the Strategic Leadership Team. Firstly, a deeper understanding was gained regarding the importance of purpose and values in driving FSD B organizational success. By engaging in discussions and exploring the concepts presented in "Start with Why," the team realized that a strong sense of purpose serves as a guiding force that aligns efforts, motivates stakeholders, and fosters a sense of belonging. This understanding has highlighted the significance of clearly articulating and communicating the WHY to all stakeholders, as it builds trust, strengthens relationships, and drives engagement.

Secondly, the importance of collaborative and shared vision emerged as a critical lesson. The discussions by the Strategic Leadership Team emphasized the value of diverse perspectives, open dialogue, and the collective wisdom of the team. Through inclusive discussions and active participation from various stakeholders (department meetings, committee work, surveys, etc.), the team recognized the power of collaboration in generating innovative ideas and creating a sense of ownership and buy-in. This lesson reinforced the need for ongoing communication and collaboration with all stakeholders, ensuring that decisions are well-informed and reflective of all voices with shared purpose and perspectives.

As the team progressed throughout the 2022-2023 School Year, each action or proposal was executed with the plan's Core Values and Priority Goals as the center for decision-making and enhancing plan opportunities.

**2022-2027 Strategic Plan**

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

**Strategic Leadership Team Members:**

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

The team met on the following dates:

September 6, 2022	February 7, 2023
October 4, 2022	March 7, 2023
November 1, 2022	April 4, 2023
December 6, 2022	May 2, 2023
January 10, 2023	June 6, 2023

Three priority goals were established during the development of this plan and “Champions” were assigned to lead each group to the completion and implementation of plan goals.

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

The Strategic Plan’s three priority goals listed above will be discussed in further detail in the following sections. Documents mentioned in the Priority Goals summary will be located at the end of each section.

This plan is consistently monitored and updated to reflect the objectives set by the team. In preparation for Year Two of the 2022-2027 Strategic Plan, a workshop is scheduled for July 24-25, 2023. The Strategic Leadership Team will further develop strategies and implementation practices and focus on the measurement and adjustments, if needed, of Action Goals.

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

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

### Priority 1: Employee Recruitment, Retention and Engagement

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

#### 2022-2023 Baseline Data Collection

Collect data on the number of job fairs and attendees.

- September 17, 2022 - 32 attendees
  - December 3, 2022 - 18 attendees
  - March 22, 2023 - 26 attendees
  - June 2, 2023 - 33 attendees
- By July 2023, collect the percentage of job fair attendees that accepted FSDB positions.
    - 17 job fair attendees (approximately 22.4%) from the first three job fairs have accepted positions at FSDB. (Figures for the 4<sup>th</sup> job fair will more than likely be reflected in 23/24 hires due to the school calendar).
    - 22.4% percent of job fair attendees (from the first three job fairs) accepted positions at FSDB.
  - Collect data on the number of employees that participated in the exit interview process.
    - This data point is not available for fiscal year 2022/2023 as the ERRE team was working with the leadership team on updating the current exit interview questionnaire as it relates to the 2022/2027 strategic plan. The revised questionnaire will be used starting July 1, 2023, and we will have a data point for the 2023/2024 year.
  - Collect data on the number of contacts with post-secondary institutions to participate in their job fairs.
    - This data point is not available for the fiscal year 2022-2023 as the Strategic Leadership Team focused efforts on initiating a framework for on-campus job fairs. Beginning in 2023-2024, this effort will be extended to participation with post-secondary institutions as we initiate the actions associated with the second year of the FSDB five-year strategic plan.

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

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

The team reviewed the exit interview survey and provided potential edits and reorganization of the document. The final document with input from the team and compiled by the Executive Director of



Human Resources, was shared with the multi-disciplinary team of hiring managers and the strategic leadership team on April 17, 2023.

Going forward, exit surveys will be shared with department supervisors and administrators for review, follow-up, and trend analysis.

The revised survey will be launched with the start of the new fiscal year on July 1, 2023. Please see the end of this section for the revised **FSDB Exit Interview Questionnaire**.

**P1.1.2. The ERRE Champions will plan and implement quarterly campus-wide job fairs with the support of the President’s Advisory Team to ensure representation from each department. An after-action report will be completed to assess the effectiveness of the initiative.**

FSDB job fairs were held on a quarterly basis throughout the 2022-2023 school year. The campus location, day of the week, time of day, and room layout were varied to assess the structure that would yield the greatest level of participation. Job fairs were advertised via campus signage, internal/external campus communications, and social media.

Saturday, September 17, 2022, from 9:00 to 12:00 in the Wilson Music Building

Saturday, December 3, 2022, from 9:00 to 12:00 in the Wilson Music Building

Wednesday, March 22, 2023, from 4:00 to 7:00 in the Moore Hall CLD

Friday, June 2, 2023, from 9:00 to 12:00 in the Moore Hall CLD

Upon completion of the first event, a survey was distributed to staff representatives to gather feedback related to logistics, strengths, and recommendations associated with the structure of the event. The survey data indicated a potential need to hold the event on a weekday evening. It was also recommended that we include a campus tour. Staff representatives found the event to be advantageous, whether seeking candidates for their own departments or having the opportunity to refer them to another department present at the event.

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

The Employee Recruitment Retention and Engagement committee conducted a debrief after each event to assess effectiveness and identify potential modifications for future events. At the conclusion of each job fair, the Human Resources Department emailed each participant to thank them for their attendance and welcome them to access current job openings via the PeopleFirst website.

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

FSDB explored and identified potential participation in the job fairs with post-secondary institutions and other entities as we broaden our reach in the effort to attract qualified candidates for employment. These include but are not limited to the following events:

- The Great Florida Teach-In is an annual job fair organized by the Florida Department of Education, Bureau of Educator Recruitment, Development and Retention. It provides a convenient forum that enables educator candidates seeking employment in Florida to obtain interviews with Florida school district and Florida charter school personnel responsible for hiring teachers.
- Florida State College of Jacksonville Spring Career Fair
- First Coast Technical College
- University of North Florida

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

**2022-2023 Baseline Data Collection**

- Collect the percentage of internal versus external personnel hiring.
  - 29% percent of personnel hired were identified as internal candidates.
- Collect the percentage of internal versus external supervisory hiring.
  - 57% percent of supervisory personnel hired were identified as internal candidates.
- Determine a percentage for increase in internal hiring over the next four years based on personnel development and succession planning efforts.
  - Based on 2022-2023 data collection, this measurement has been revised to reflect the following:
    - Track the percentage of internal hiring, to meet or exceed 25%, over the next four years based on personnel development and succession planning efforts.
    - Assumptions for determining the percentage are based on:
      - The number of vacancies filled during 2022-2023 (144 positions) compared to positions filled in previous fiscal years. The 144 vacant positions represent 21% of FTE positions for 2022-2023.
      - On average, FSDB carries 50 vacancies per week, which is 7% of the FTE positions assigned to the agency.

**P1.2.1. The Executive Director of Training and Quality Assurance will participate in an Organizational Management certification program through a university in support of the development of an organizational management program to enhance succession planning.**

The Executive Director of Training and Quality Assurance (TQA) completed the University of North Florida's Leadership Academy Certificate Program on April 18, 2023. As part of this cohort, the Executive Director participated in eight leadership development modules and will use the knowledge and skills

gained to develop similar courses for customized leadership and succession planning programs for FSDB supervisors. This coursework will be launched in January 2024.

**P1.2.2. The ERRE Champions will develop an application process for participation in the multidisciplinary team to establish course objectives.**

The development of an application process will be accomplished in Summer 2023 as we initiate the second year of the five-year strategic plan.

**P1.2.3. The ERRE Champions will facilitate a multidisciplinary team from the Instructional, Boarding, Business, Allied Health, and Outreach/Technology departments to conduct an overview of organizational management and refine course objectives.**

The multi-disciplinary team will gather in Fall 2023 to review and refine the proposed course objectives in support of customized leadership and succession planning programs.

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

**2022-2023 Baseline Data Collection**

- Collect the **response** rate for the 2022-2023 employee engagement survey.
  - FSDB Overall Response Rate = 65%
  
- Collect the **rate** of engagement based on the 2022-2023 employee engagement survey.
  - FSDB Overall Engagement Rate = 93%
  
- Determine a percentage of increase for response rate and engagement rate over the next four years.
  - Response Rate: The average response rate for the past five years equals 65%. For the next four years, the response rate will increase 2% per year.
    - 2023-2024: 67%
    - 2024-2025: 69%
    - 2025-2026: 71%
    - 2026-2027: 73%
  
  - Engagement Rate: at least 90% per year, overall and at the department level.

**P1.3.1. The President's Advisory Team will revisit the policies associated with the internal and external use of facilities.**

The operational policies and procedures associated with facility use have been revised to expand the opportunity for staff members and their guests to enjoy the campus facilities. A liability waiver has been developed and parameters for use have been outlined. We look forward to further employee engagement as staff members take time to enjoy the beautiful campus outside of the hours spent working in support of programs and services.

Please see the end of this section for **OPP 4.28 Campus Facilities Usage**.

**P1.3.2. The ERRE Champions will facilitate the development of a multidisciplinary team to identify internal community involvement activities and develop a corresponding private funding request.**

The ERRE Champions posted an application for a multidisciplinary focus group related to internal community involvement (ICI Team). Members were selected with representation from the majority of departments on campus. The initial meetings for this initiative were scheduled for September 19, 2022, October 10, 2022, November 17, 2022, and December 19, 2022. The ICI Team requested additional meetings into the 2023 school year to keep the conversation going!

During our first meeting on September 19, 2022, the ICI Team members were provided with an overview of the strategic planning process and the priority action item. The ICI Team identified strengths and opportunities which were captured on chart paper for further review and consideration. In preparation for the next meeting, the ICI Team were tasked with furthering the conversation campus-wide and gathering feedback from at least five FSDB staff members.

During our second meeting on October 10, 2022, the ICI Team came to this meeting ready to provide ideas and had a lengthy discussion of what internal community involvement could look like on the FSDB campus.

During our third meeting on November 17, 2022, the ERRE Champions categorized the ideas from the ICI Team. The ICI Team members each had five votes to vote for their top categories. The top categories were Department Specific Employee Recognition, Meal Events, Wellness, and On-Campus Engagement.

During our last meeting of 2022, the ICI Team engaged in a work session to develop 2023/2024 private funding requests in support of initiatives. Further, they extended their commitment to this process by expressing a desire to continue meetings in the second semester and accepting leadership roles to plan and execute identified initiatives.

Additionally, as part of FSDB leadership focusing on Department Specific Employee Recognition, all campus supervisors submitted private funding requests associated with employee engagement. All departments were represented, and we look forward to implementation beginning with the new fiscal year. The funding request put forward by the ICI Team for a campus-wide staff field day was approved for the 2023/2024 school year.

Throughout the first half of 2023, the ICI Team continued to bring ideas related to employee engagement. We hosted four Walk-O'-Fun activities on campus, assisted with the Retirement Reception on the President's Lawn in May of 2023 and provided all staff members with "Breakfast On-the-Go" on Monday, May 8, 2023 (with the assistance of PAT and TQA).

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

**P1.3.3. The ERRE Champions will work with department administrators to develop a welcome packet for new employees.**

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

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

**Supporting Documents**

- *FSDB Exit Interview Questionnaire*
- *OPP. 4.28 – Facilities Usage Policy*
  - *ERRE Committee Application:*
- *FSDB Staff Involvement Activities*



## **FSDB Exit Interview Questionnaire**

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

Full Name

How long have you worked for FSDB?

Position

Department

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

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

### **Please share more information for each question**

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

- 12. Would you recommend working at FSDB to a friend or family member?
- 13. If you have been here 10+ years, what kept you here for that length of time?
- 14. Would you ever consider returning to FSDB for full-time or OPS employment?
- 15. Can we contact you? If so, please provide your contact information.
- 16. Would you be interested in receiving our donor communications to stay connected with FSDB? If yes, please ensure you have your most up-to-date mailing address.
- 17. Additional comments (optional)

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

Supervisor Communication 5 4 3 2 1

Department Communication 5 4 3 2 1

Department Morale 5 4 3 2 1

Job Satisfaction 5 4 3 2 1

On the job training 5 4 3 2 1

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

Satisfaction 5 4 3 2 1

Engaged 5 4 3 2 1

Did you feel respected? 5 4 3 2 1



# Campus Facilities Usage

## Operational Policy & Procedure 4.28

### I. Policy Purpose/Scope

It is the policy of the Florida School for the Deaf and the Blind (FSDB) to allow for the use of its facilities for functions that are held both by staff members as well as the community we serve. FSDB does not discriminate on the basis of age, race, color, sex, religion, national origin, political opinion, affiliation, marital status, genetic information, disability, veteran status, or any other basis as mandated by federal and state law in its educational programs, services, or activities. The purpose of this policy is to specify the guidelines for use of campus facilities for events that are functions of FSDB and the community FSDB serves. This policy applies to all staff members of FSDB, organization/group members, invited guests, and the general public using facilities on the FSDB campus. This policy discusses the internal and external requestor usage of FSDB facilities in relation to: A. Schedule Request; B. Facility Rental Application; C. Timelines of Request Levels and Confirmation; D. Denial of Use; E. Cancellations; F. General Use; G. Use of Campus Resources; H. Endorsements and Reasonable Accommodations; I. Scheduling; J. Limitations, Revocation, and Emergency Closing; K. Space Reservation Requirements; and L. Corrections/Deletions.

### II. Definitions

**Facility Rental Agreement:** Signed agreement between FSDB and a non-FSDB requestor confirming the requestor's responsibilities for the use of campus facilities for an event.

**Facility Rental Application:** Formal application completed by a non-FSDB requestor for the use of a facility.

**FSDB Related Groups and Organizations:** Groups and organizations not officially a part of, recognized by, or affiliated with FSDB staff members or students, but are related to FSDB because of the promotion of interests of the FSDB community, the academic professions, and other related interests of the staff members or students, or which perform other services to FSDB and its community, such as academic professional associations and employee organizations, alumni associations, charitable community organizations, credit unions, or other public educational institutions.

**FSDB Representative:** FSDB liaison between non-FSDB requestor's designee and FSDB support personnel.

**FSDB Direct:** FSDB electronic facilities reservation application for a schedule request, via Brightly Software.

**Lifeguard:** An attendant of one or more persons at the campus swimming pool who possesses, as minimum qualifications, current certificates from an American Red Cross or YMCA /United States lifeguard training program, and who is trained to administer first aid, including, but not limited to, cardiopulmonary resuscitation, and who has no duties to perform other than to supervise the safety of participants in water-contact activities. This includes the supervision of the safety of participants in water-contact activities by lifeguards who are providing swimming lessons, coaching, or overseeing water-contact sports, or providing water safety instructions to participants when no other persons are using the facilities unless those persons are supervised by separate lifeguard services.

**Invoice:** Billing statement related to agreed rates by the requestor for the use of an FSDB facility and/or services.

**Non-FSDB Persons, Groups, and Organizations:** Applies to individuals and entities that do not meet the definition of FSDB-related groups and organizations, including those groups and organizations which exist primarily for the purpose of carrying on commercial activity for profit, or for private individual gain or benefit.

**Private Event:** Special occasion held on the FSDB campus open to attendance only by members and invited guests of the host organization or person. Requestors are responsible for educating invited guests and ensuring compliance with facility usage rules.

**Public Event:** Special occasion held on FSDB campus open to attendance by all members of FSDB and/or to the



general public in accordance with the provisions of this policy. A ticket or registration fee may be required for admittance to the event.

**Quote:** Estimated cost for the use of facility and/or support personnel as deemed appropriate by FSDB.

**Requestor:** FSDB staff member who has organized and/or requested the event by completing a *Schedule Request* or the person who signs both the *Facility Rental Application* and the *Facility Rental Agreement* and pays for the use of FSDB campus facilities.

**Schedule Request:** Facilities usage requests that are submitted and reserved through Brightly Software’s FSDirect portal.

**Safety and Facilities Operations Administrative Assistant:** FSDB staff member who maintains the Master Facilities Use Calendar and manages facilities schedule requests.

**Use of FSDB Facilities-Rate Schedule:** List of the fees for use of campus rooms, dorms, labor, and miscellaneous facilities.

### III. Detailed Policy Statement

#### A. Schedule Request

Reservations for facilities via schedule requests shall be honored on a first-come, first-served basis, and may require approval by the President’s Advisory Team (PAT). It is recommended that the requestor read this Operational Policy and Procedure (OPP) in its entirety before completing and submitting a schedule request through FSDirect.

**A person or organization requesting the space shall obtain the proper level of authorization. Without permission, there will be no event or facility use.**

No school person, group, or organization is permitted to sponsor an event (public or private) for any non-school person, group, or organization that has sought and has not received permission on its own merit to use school facilities.

#### B. Facility Rental Application

Reservations for facilities via application shall be honored on a first-come first-served basis and shall be approved by the PAT. All requests by external groups for facility usage at FSDB shall be received in writing on the *Facility Rental Application*. Incomplete requests shall not be accepted. Requestors shall receive and review this Operational Policy and Procedure (OPP) in its entirety alongside the *Facility Rental Application* and the *Use of FSDB Facilities-Rate Schedule*. Requestors whose events require a badge or key issuances will be expected to also review *OPP 1.26 Campus Access* and *OPP 4.06 Keys and Locks*.

##### 1. Written Application

A Facility Rental Application is required for one-time and recurring use of FSDB facilities. Applications shall be mailed, e-mailed, or faxed to:

Florida School for the Deaf and the Blind	Phone—904-827-2940
207 San Marco Avenue	Fax—904-827-2043
St. Augustine, FL 32084	Email—
Attn: SAFO Administrative Assistant	Skaggsc@fsdbk12.org

##### 2. Insurance

When applicable, requestors are required to obtain and maintain public liability insurance issued by a company authorized to provide insurance in the state of Florida, to cover personal bodily injury and wrongful death in the amount of \$1,000,000, as well as property damage liability insurance in the amount of \$1,000,000, or combined coverage of \$2,000,000 aggregate.

The insurance shall cover all of the requestor’s operations and activities listed in the *Facility Rental Agreement* and shall be effective throughout the effective period of the rental agreement, with no exclusions or deductibles.

The *Certificate of Insurance* shall state that 30 calendar days advance written notice shall be given in the event of cancellation or material change in coverage.

The FSDB Board of Trustees, State of Florida, their officers, agents, and staff members shall be named as additional named insured on each policy by a written copy of the agreement.

### **3. Waiver and Indemnification**

All staff and their guests (with a limit of five guests per individual staff member) are required to sign a waiver of indemnification that relinquishes all claims against FSDB in relation to the use of select, approved FSDB facilities (see III.G.1). An attending or non-attending parent/legal guardian of each accompanied minor children under the age of 18 must complete the waiver on the minor's behalf. One signed waiver, per person, will remain in effect for one fiscal year from July 1 to June 30, and will not automatically renew. Formal request submissions via FSDirect are not required and will not be considered for the staff and guest use of approved FSDB facilities listed in section III.G 1.

To use an approved facility described in section III.G.1, staff may download, complete, and submit a *Waiver and Indemnification* form from the Intranet (see V. Forms). Staff is responsible for securing the proper signatures from each of their guests as outlined above and submitting the form(s) at least five business days in advance to the SaFO Administrative Assistant who will maintain a database. Identification must be presented to Campus Police in order to enter campus. Invited guests 18 and older are required to provide a valid government-issued ID (see III.F.12).

Staff and their guests agree to hold harmless FSDB in relation to any damage, loss, or liability to self or his/her/their guests arising from the use of select, approved facilities.

## **C. Timelines of Request Levels and Confirmation**

As a matter of convenience, the following levels of approval apply:

**Level 1** - Minimum of 10 business days' notification prior to the event, single room, less than 40 internal stakeholders, limited to school day hours:

- No food service is available.
- No need for additional support (including Household, Maintenance, Police, Safety, Transportation, and Technology Services).
- Use of existing technology only at the location.

**Examples:** Departmental meetings, training for staff members in the Moore Hall Center for Learning and Development (CLD) training room.

**Level 2** – Minimum of 30 business days' notification, a group function of internal stakeholders, limited to school day and evening hours only, does **not include** Open Campus events. **The request requires approval by a department administrator or administrators after which the administrator(s) shall notify PAT of the title, date, and time of the event.**

- No food service is available.

**Examples:** Boarding programs, Field Day, Safety Summit, Student/Staff Appreciation, Athletic events (**regular season only**), College and Career Day.

**Level 3** – Minimum of 45 calendar days' notification with PAT approval, large group function of internal stakeholders and/or external visitors during the school day, evening, overnight, or weekend hours' use; may **include** Open Campus events:

- Multiple rooms and/or locations.
- Fees may apply.
- Insurance **may be** required.

**Examples:** Conferences, Advancement activities, Food Service activities, Athletic tournaments/play-offs, Alumni activities, Homecoming, Music Concerts, Showcases, Graduation, Senior Breakfast/Dinner; other Graduation-associated events, Summer Quest, and non-FSDB hosted events.

**Level 4** – Minimum of 45 calendar days’ notification with PAT approval, small to large group function, may include use during evenings or weekends. Includes private usage for a non-sponsored FSDB event.

- No food service is available.
- Fees may apply.
- Insurance **shall be** required (refer to section III.B.2 for details concerning requirements).

**Examples:** Wedding, Baby/Bridal Shower, Memorial Service.

PAT shall review Level 3 and 4 events and either approve or deny use. (Refer to *OPP 1.26 Campus Access*, Sections III.C and III.D for additional information concerning visitor access and special events.)

## **D. Denial of Use**

FSDB reserves the right to deny facilities use for any reason. Use may be denied, for example, if in the judgment of FSDB such use: conflicts with FSDB activities, violates any institutional policy or local, state, or federal law, has the potential to damage fields or facilities, presents unacceptable levels of potential legal liability, or is judged to be incompatible to the FSDB mission and environment. Use may also be denied if a requestor has failed to pay all charges stemming from previous rentals, or a requestor’s previous usage resulted in injury to persons or damage to property that has not been rectified.

## **E. Cancellations**

### **1. Notification by Requestor**

The requestor is expected to notify the SAFO Administrative Assistant of any scheduled facility cancellation prior to the event date. In the event of such cancellation, all deposit fees, if applicable, shall be fully refunded. Cancellation as a result of the requestor’s failure to pay the remaining balance of the rental fee within 10 business days of the event shall lead to a loss of the event deposit. Failure to provide timely notice may result in the denial of future facility requests.

### **2. Notification by FSDB**

FSDB reserves the right to cancel facility use if the space is determined to be needed for school or school-related activities for reasons that were unforeseen. In the rare instance that an event is cancelled, such use revocation shall only be due to unavoidable circumstances and FSDB shall make every effort to reschedule the event or offer an alternative space. In the event of such cancellation, monies that have been received shall be refunded.

## **F. General Use**

Requestors shall adhere to the following general use procedures:

### **1. Non-Transferable Requests**

Campus facilities shall only be used for the purpose described and by the named parties on the *Schedule Request* or the *Facility Rental Agreement*.

### **2. Emergency Procedures**

All applicable fire and safety laws and regulations governing the use of FSDB facilities shall be observed at all times, including, when applicable, the instructions of FSDB staff members coordinating the event. Prior to the start of the event, an announcement shall be made to all participants by the FSDB representative, requestor, or requestor’s designee regarding emergency evacuation procedures, pointing out posted procedures, directions for exiting, and how to respond to a fire alarm or lockdown, shelter-in-place, or weather events in the event case of emergencies.

### **3. Damages and Losses**

The requestor shall be held responsible for all damages and losses to the building, equipment, and/or property and shall indemnify and hold harmless FSDB, the BOT, and its staff members from any claim resulting from or

arising out of the use of FSDB facilities for which the *Schedule Request, Facility Rental Agreement, or Waiver and Indemnification form* was approved.

#### **4. Restricted Locations**

Each *Schedule Request, Facility Rental Agreement or Waiver and Indemnification form* is for one or more specific location(s). It is the responsibility of the requestor to ensure that all participants restrict activities to that area except for the use of hallways or walking paths to and from entrances, exits, and restrooms.

#### **5. Entry and Exit Timeframes**

Facility use timeframes shall be specified in the *Schedule Request, Facility Rental Application, and Facility Rental Agreement* and shall include set-up and take-down times. Requestors are expected to enter and vacate the premises by the times specified. Where applicable, additional rental fees shall be charged for early arrival or late exit. All *Facility Rental Agreements* issued shall expire on the agreed-upon contract date.

#### **6. Event Signage**

Specific permission through the *Facility Rental Application* shall be received for the posting of event signs on FSDB property or within the facility. All signs shall be removed immediately following the event.

#### **7. Food Sales and Service**

The serving of food shall be limited to designated locations only or outside campus grounds, as specified by FSDB. Requestors shall notify the Director of Culinary Programs of any meals or beverage needs prior to an FSDB-hosted event.

Requestors using external caterers must have an FSDB Service Contract Request executed prior to the event. External caterers are required to submit to level two background screening (see OPP 1.26 Campus Access, Section III.I), and demonstrate that they are licensed and insured and that all persons handling food meet county and state health requirements. Copies of all licenses shall be provided to the FSDB contract manager prior to the event. External caterers are also responsible for providing all required preparation, holding, serving equipment, and qualified staff. FSDB equipment for food preparation and food storage is not available for use.

#### **8. Posted Rules**

The requestor shall ensure that visitors adhere to all posted rules.

#### **9. Alcoholic Beverages**

No alcoholic beverages are allowed on the FSDB campus.

#### **10. Smoking and Use of Flammable Products**

No smoking is allowed inside any FSDB facility. Designated smoking areas around campus are identifiable by an outdoor ashtray. Candles, cigarettes, open flames, or explosive devices including pyrotechnic effects of any kind are not allowed inside any FSDB facility, nor on campus. "Vaping" or the use of electronic cigarettes and other smoking devices is prohibited.

#### **11. Conduct**

Profanity, objectionable language, disorderly acts, or illegal activities of any kind are prohibited, and those violating this prohibition shall be ejected from the premises and may be referred to FSDB Campus Police.

#### **12. Campus Access**

Except for open campus events, the requestor and all visitors shall be required to present a valid driver's license or official state or federal document photo identification (i.e., passport, state ID card) to access the campus. (Refer to OPP 1.26 Campus Access, Section III. D for additional information concerning visitor access.)

#### **13. Parking, Vehicles, and Traffic**

FSDB has a Campus Police department that maintains all authority to enforce the laws of the State of Florida. No unauthorized vehicles are allowed on FSDB property. FSDB cannot waive Campus Police-issued parking fees or traffic fines.

All vehicles shall be parked in designated parking spaces unless authorized by the Administrator of Business Services. Parking on grassy areas or along yellow curbs is not permitted. Vehicles parked in these areas without authorization are subject to towing at the vehicle owner's expense. At all times, loading dock areas are restricted to vehicles loading/unloading. All other participants, guests and patrons may not park in loading

dock areas. If required due to the attendance estimated for an event, FSDB administrators may request the presence of Campus Police to manage traffic for the event. Support personnel labor rates may be imposed.

#### **14. Facility Alterations**

No field or building alterations (lining of fields or gymnasiums, erecting permanent goalposts or structures, etc.) are permitted without prior supervisory and PAT approval.

Requestors shall observe ordinary rules including cleanliness and shall not leave any facility used littered with paper and trash. All decorations must be flame retardant and shall be removed at the conclusion of the event. Use of glue, nail, tacks, or staples is strictly forbidden on facility walls, doors, and floors. Masking tape or painters' tape may be used to hang decorations. However, no tape of any kind may be used on the floors except for Gaffers' tape. Requestor is responsible for its application and removal. Absolutely no taper candles are permitted. Additionally, the use of any glitter, confetti, rice, or bird seeds is strictly forbidden on campus. If facilities are left littered, requestors shall be invoiced for the extra cleaning cost necessary to restore the premises for school usage. Campus property shall be protected from any damage or mistreatment, and requestors shall be responsible for the condition in which they leave the assigned facility(ies).

#### **15. Accidents or Injuries**

Accidents or injuries shall be immediately reported to Campus Police at 904-827-2911. If an accident or injury requires emergency responder assistance, call, or text 911.

### **G. Use of Campus Resources**

The following procedures shall be followed for use of campus resources, including property, equipment, personnel, keys and electronic access cards, and maximum occupancy.

#### **1. Property**

Requestors shall observe ordinary rules including cleanliness and shall not leave any facility used littered with paper and trash. All decorations shall be removed at the conclusion of the event. If facilities are left littered, requestors shall be invoiced for the extra cleaning cost necessary to restore the premises for school usage. Campus property shall be protected from any damage or mistreatment, and requestors shall be responsible for the condition in which they leave the assigned facility(ies).

An inspection shall be made by an FSDB representative the next working day following the event to ascertain any loss or damage and to evaluate the care of the property. Any breakage, damage, or loss of campus property shall be paid for by the requestor or the organization represented. Costs shall be established by FSDB and an invoice shall be submitted to the requestor/organization. Failure to promptly pay for such damage shall be grounds for refusal of future applications and up to and including the grounds for legal action.

FSDB staff members and their invited guests may use the following spaces without an FSDirect request, and in alignment with the procedures outlined in this policy. A waiver is required to be on file (see III.B.3). **Student use supersedes staff recreational/wellness use.** The President of FSDB may, at their discretion, override all or part of the waiver on select Black-out Days (see III.I.2).

- Bulkhead – Fishing
- Outside Basketball Courts
- Campus Walkways
- KidsTown
- Palm Row – Grassy Area
- Picnic Areas – No Grilling
- Playgrounds – *Observe posted age requirements.*
- Track surface only – No Field

To avoid the risk of injury, adult supervision of minors is strongly recommended in all areas of campus, especially at sites where strict age restrictions are imposed. The following warnings are intended to protect against misuse of state property and to prevent accidents:

- All guests will be accompanied by their host staff member while on the property.
- All guests under the age of 18 will be attended by their adult host staff member while on the playground.
- Playground equipment will be used by the following groups for which they were designed:  
Aged 2-5: ELC      Aged 2-12: Gore swings      Aged 5-12 years old: Gore and Cary White
- Alcohol or narcotic use is prohibited (III.F.9).
- Smoking is prohibited (III.F.10).
- Misconduct is prohibited (III.F.9-11).
- Weapons and narcotics are strictly prohibited (III.J.2).

**The usage of approved spaces is restricted. Private celebrations (birthdays, anniversaries, weddings, etc.) are not allowable under the waiver. To request facility usage for these types of events, please refer to sections III.A; III.B.2; III.C.4 for details.**

## **2. Equipment**

Campus equipment may be used on the premises only at the discretion of FSDB, as follows:

The use of portable equipment such as scoreboards, public address systems, theater and stage areas, and shop equipment is limited to FSDB-approved and qualified operators.

Campus equipment shall not be loaned or rented to any group for use outside campus premises.

Computers and other technologies cannot be connected to the network without prior authorization and set up by the campus technology staff.

Any equipment supplied by the requestor shall be authorized and assigned by FSDB prior to use, shall be listed in the application, and then approved in the agreement prior to the commencement of the event.

## **3. Personnel**

Labor costs shall be calculated per the *Use of FSDB Facilities-Rate Schedule*. Pool users are required to supply a licensed lifeguard when using the pool. (Refer to Section II, Lifeguard, in this policy.)

## **4. Keys and Electronic Access Cards**

Campus keys and electronic access cards required in the execution of all events related to this OPP shall remain in the possession of authorized FSDB staff members. (Refer to *OPP 4.06 Keys and Locks* for more information).

## **5. Maximum Occupancy**

The number of people present, at any activity, shall not exceed the posted occupancy load for the room(s) used, for ingress and egress purposes, per the State Fire Marshal, and Florida Statutes 633.202 and 633.216.

## **H. Endorsements and Reasonable Accommodations**

FSDB does not endorse any particular religious organizations, political parties, or other groups wishing to stage private or public events supporting their personal beliefs.

The requestor is responsible, as required under the guidelines of the Americans with Disabilities Act (ADA) of 1990 and federal legislation as stated in Section 504 of the Rehabilitation Act of 1973, to provide reasonable accommodations to the known physical and mental limitations of otherwise qualified individuals. This includes but is not limited to providing auxiliary aids and services, such as qualified interpreters or captioning, when necessary to ensure effective communication for their requested public or private event.

## **I. Scheduling**

Scheduling of events shall incorporate the following considerations:

### **1. Master Calendar**

The SAFO Administrative Assistant shall be responsible for maintaining the Master Facilities Use Calendar for the institution on an ongoing basis.

### **2. Black-out Days**

Campus facilities are not available for scheduling on official institutional holidays when all buildings are closed or when facilities are closed for maintenance or renovation. The SAFO Administrative Assistant shall be responsible for including such "black-out" days in the Master Facilities Use Calendar.

### 3. Outdoor Fields

Use of outdoor spaces is subject to cancellation or adjustment without notice due to weather or field conditions. The FSDB representative or Campus Police is responsible for notifying the requestor of event cancellation, suspension, and resumption of activity decisions due to weather or field and/or facility safety concerns.

### 4. Scheduling Priorities

All facility reservation requests shall be considered on a first-come, first-served basis and on the availability of resources.

## J. Limitations, Revocation, and Emergency Closing

The following parameters shall apply to *Facility Rental Applications and Agreements*:

### 1. Limitations

Permission granted to any group or organization for the use of campus facilities does not imply approval of the objectives or the assumption of any responsibility for action of the group or organization on behalf of FSDB. All *Facility Rental Agreements* issued shall expire on the agreed upon contract date.

### 2. Revocation

The Administrator of Business Services may revoke a *Schedule Request, Facility Rental Application, or Waiver and Indemnification* either for cause or because of interference with scheduled school activities. Additionally: Unacceptable conduct of any participant shall be subject to immediate cancellation of facility use. Any conduct at an activity that is deemed to be offensive, indecent, inflammatory, or contrary to the best interests of the community is classified as unacceptable. The following are examples of unacceptable conduct: vulgar language, quarreling, fighting, lewd acts or displays and other offensive acts.

There shall be no use of intoxicants or narcotics; neither shall anyone carry intoxicants or narcotics or come onto school property in an inebriated condition.

There shall be no use of weapons on the campus, nor may they be carried onto the campus, even when students are not present.

Infraction of any city or county ordinance or school rule may be cause for termination.

Any revocation may be appealed to the Administrator of Business Services.

### 3. Emergency Closing

In the event of an emergency that requires full or partial campus closure, FSDB shall make every effort to reschedule the cancelled event within a reasonable amount of time.

## K. Space Reservation Requirements

The requestor arranging for space assumes the responsibility for advising the members of the organization concerning FSDB policies pertaining to reservations and facilities use. The person or organization that sponsors the event is also responsible for any damages incurred in connection with the event.

## L. Corrections/Deletions

Any corrections or deletions to this policy shall be reviewed and approved by the PAT. For the facilities usage request process to be effective, the cooperation and input of all staff members are required, and they are encouraged to submit recommendations to enhance the process.

## IV. Getting Help

If you need assistance with...	Contact...
Interpreting this policy	Administrator of Business Services
Completing a facility request/application	Safety and Facilities Operations (SaFO) Administrative Assistant

Completing a waiver of indemnification	Safety and Facilities Operations (SaFO) Administrative Assistant
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## V. Additional Information

### Forms

- Facility Rental Application*
- Facility Rental Agreement*
- Facility Rental Inspection Checklist*
- Use of Facilities-Rate Schedule*
- Waiver of Indemnification*

### References

- OPP 1.26 Campus Access
- OPP 4.06 Keys and Locks
- Campus Safety Brochure

## VI. Applicability/Approval

This policy applies to all staff members of FSDB, organization/group members, invited guests, and the general public using facilities on the FSDB campus. This policy supersedes OPP 4.24 10/04/2020 and OPP 4.25 01/29/2020. The Administrator of Business Services is the campus authority for this policy.

### Approved by

\_\_\_\_\_  
Tracie C. Snow, President

\_\_\_\_\_  
Date

## VII. Authority/History

### Authority

Florida Statutes: 1002.36, 1001.41, 1001.42, 633.202, 633.216

### Laws Implemented

Florida Statutes: 1002.36(4)(d); Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C., Subsection 794; Title II of the Americans with Disabilities Act (ADA)

### History

New: 12/2/2010

Revised: 06/01/2017, 06/11/2019, 01/29/2020, 06/02/2023



# Employee Recruitment, Retention, and Engagement

## Committee Application: FSDB Staff Involvement Activities

**Action Item:** The Employee Recruitment, Retention, and Engagement Champions will facilitate the development of a multidisciplinary team to identify internal community involvement activities and develop a corresponding private funding request.

Thank you for expressing interest in serving on the *Staff Involvement Activity Committee*. The Strategic Leadership Team appreciates your willingness to serve our campus community in this capacity. The composition of the committee is intended to represent staff members from campus-wide departments and programs.

Please complete this application to the best of your knowledge (either type in the form fields or print and write your answers). If you do not have information to share, please add N/A in the corresponding section. You are still welcome to submit the application.

Name:	Department:
Email:	Job Title:
How long have you worked at FSDB?	
How long have you worked in your current position?	
What committees have you served on in the past?	
What committees are you currently serving on at FSDB?	

Describe your relevant experience that would make you a good candidate as a member of the Staff Involvement Committee.

Tell us why you want to be a member of the committee.

The committee will meet on the following dates and times. Please confirm with your supervisor that you will be able to participate in the meetings, in the event that you need your duties covered.

September 19, 2022 at 8:30 AM

October 10, 2022, at 2:00 PM

November 7, 2022, at 8:30 AM

December 19, 2022, at 2:00 PM

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Please submit the completed form to Lexi Bucca in Human Resources (Moore Hall, Rm 213) by September 9, 2022. You will be contacted via email (by September 15, 2022) if you have been selected to serve on the committee.**

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

### Priority 2: Success for Students

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

#### 2022-2023 Baseline Data Collection

- Collect data on:
  - New FAST assessments (data release 6/30)
  - Percentage and Number of 1st time Seniors graduating: 55 students, 95%
  - Percentage and Number of 1st time Seniors deferring: 19 students, 35%
  - Timeline and percentage complete of the Curriculum Maps
    - 2022-2023 school year-
      - Elementary:
        - Blind Elementary ELA- 50% complete
        - Deaf Elementary ELA- 75% complete
        - Blind Elementary Math- 100% complete
        - Deaf Elementary Math- 100% complete
      - Middle School:
        - Deaf Middle School Math- 64% complete
        - Blind Middle School Math- 33% complete
        - Blind Middle School ELA- 33% complete
        - Deaf Middle School ELA-33% complete
      - Intensive Reading Secondary
        - Stage A- 80%
        - Stage B- 60%
        - Stage C- 50%
      - High School:
        - Deaf High School Math- 64% complete
        - Blind High School Math- 33% complete
        - Blind High School ELA- 33% complete
        - Deaf High School ELA- 0% (priority focused on Intensive reading. This map will be completed during the 2023-2024 school year)
  - Engagement and implementation of learning goals using look-for documentation (starting in the 2023-2024 school year)
  - Survey focused on use, engagement, and implementation of the curriculum maps (starting in the 2023-2024 school year)

**P2.1.1 The Executive Director of Curriculum and Professional Development will engage Literacy and Mathematics specialists to align and integrate foundational skills for academic success across all subject areas (ELA Expectations [EEs], Mathematical Thinking and Reasoning [MTRs], and Job/Career or College Programs).**

Starting in the 2020-2021 school year, Florida Department of Education started to adopt the new Benchmarks for Excellent Student Thinking (B.E.S.T) Standards for English Language Arts and Math. The 2021-2022 school year was 100% implementation of the new English Language Arts (ELA) B.E.S.T Standards and the 2022-2023 school year was 100% implementation of the new Math B.E.S.T Standards. The new standards included the ELA Expectations (EE) and the Mathematics Thinking and Reasoning Standards (MTRs) in all courses. This led to the systematic implementation of the EEs and MTRs in the academic setting during the 2021-2023 school years. Professional development was provided at the beginning of the 2022-2023 year to provide an overview of the Mathematical Thinking and Reasoning Standards. Throughout the year, Professional Learning Communities engrained the foundational skills for academic success across all subject areas. All courses have the ELA Expectations and the Mathematical Thinking and Reasoning Standards built into the courses and each teacher has responsibility to engraining those standards into their instruction. The layer of Job/Career skills has not been embedded yet, due to the work completed throughout the year and the needs for alignment and integration changing to a heavier focus on high leverage practices.

**P2.1.2 The Executive Director of Curriculum and Professional Development will engage a multidisciplinary team to align teacher/specialist expectations for classroom walkthroughs, and look-fors; this will include classroom teachers. (ELA Expectations [EEs], Mathematical Thinking and Reasoning [MTRs])**

As the year progressed, it became evident through Academic Leadership Team and the NEFEC Progress Monitoring that the greater focus statewide is on high leverage practices and evidence-based strategies to support instruction. High leverage practices are research based instructional practices that can be used in all content areas and across all grade levels. Academic Leadership team felt confident that the ELA Expectations (EEs) and the Mathematical Thinking and Reasoning Standards (MTRs) were engrained into the classroom instruction with confidence from the teachers. The focus on ELA Expectations (EEs) and Mathematical Thinking and Reasoning Standards (MTSs) as the main focus of classroom walkthroughs has changed to focusing on High Leverage Practices, posting of learning goals, and literacy instruction. Strategic professional development has been established from campus-wide down to the individual teachers to ensure they have the skills and knowledge to implement the high leverage practices. This goal will continue in the 2023-2024 school year to continue to build upon this foundation of the learning goals, high leverage practices, and literacy instruction as identified by the Academic Leadership Team.

**P2.1.3 The Academic Leadership Team (Instructional Staff) will complete front-end analysis to develop a system to determine the alignment of student data collection to enhance and monitor opportunities for enrichment, acceleration, or intervention.**

Work with the Florida Department of Education (FDOE) was impacted by hurricane delays and internal FDOE discussions about data being used and reviewed. This goal was halted to that FSDB could ensure its alignment with FDOE goals. Currently, we are still awaiting additional information from FDOE. The Curriculum Professional Development Department is analyzing the inventory of core, supplemental, and intervention materials for the relevancy, accuracy, and implementation. The core, supplemental, and intervention materials are outlined and identified on the teachers' curriculum maps. As the school year progresses, teachers will provide feedback for us to ensure the instructional materials are supporting the

instruction appropriately at all levels. As part of the K-12 Comprehensive Reading Plan, a decision tree was created to identify students who need Tier 1, Tier 2, and Tier 3 support because of their progress monitoring data. The decision tree links to the instructional materials to use and the instructional support necessary to support students.

**P2.1.4 The Executive Director of Curriculum and Professional Development will facilitate the development of pacing guides that include tiered instruction components that allow the teacher to directly address student needs based on classroom performance.**

English Language Arts and Math Courses worked on curriculum maps during the 2022-2023 school year. Specialists met with teachers to develop the curriculum maps to include Tier 1, Tier 2, and Tier 3 resources and instructional materials. Materials were identified in the Curriculum map to ensure teachers have the materials needed to plan appropriately. The curriculum maps provide pacing as well by identifying how long is necessary for each standard in the curriculum.

Curriculum Maps that were not completed for the Math and English Language Arts Courses have a timeline for completion before it impact instructional implications. This goal will continue in the 2023-2024 school to start curriculum mapping the other course contents.



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

**2022-2023 Baseline Data Collection**

- Collect data on:
  - Percentage and Number of graduating Seniors who received at least one work-based experience while at FSDB.
  - Percentage and Number of students in all grade levels who take/attempt and pass industry certifications each year.
  - Number of students and the type of Career Supports/Planning (i.e., mock interviews, resume building) provided in the Career Development Center.

**P2.2.1 The Administrator of Instructional Services will engage a multidisciplinary team to evaluate current practices, teacher capacity, parent involvement, curriculum resources related to the facilitation of student-led IEP and transition planning activities and determine a long-term plan to enhance student leadership.**

The Administrator of Instructional Services met a few times with the liaison from the FDOE Discretionary Project, Project 10, which focuses on Transition. The Administrator of Instructional Services and Executive Director of Career Development also attended the Visions Conference sponsored by the Florida Division on Career Development and Transition (DCDT) to learn about current trends in transition planning and preparation. While a multidisciplinary team was not convened, information was gathered to understand current FDOE policies and practice.

**P2.2.2 The Executive Director of Career Development will engage a multidisciplinary team to determine what 'soft skills' are needed and how they can be incorporated across all grade levels including alignment with character education for both and dorm programs.**

A team consisting of the Executive Director of Career Development, School Counselors, and Dorm Supervisors met this past year to discuss soft skills being addressed in each department and agreed collaboration is needed to provide more campus wide consistency. The next meeting to be planned and should be scheduled at the beginning of the school year. Discussions about posters with agreed upon similar soft skill goals that can then be disbursed to classroom, administration, and dorm areas with the goals and expectations of the agreed soft skills given to employees at individual department staff meeting was one idea being considered.

**P2.2.3 The Executive Director of Career Development will evaluate the employment opportunities available for students to enhance the opportunities for students to have unpaid and paid work and the methods for communicating the program to students as part of their transition program.**

The After School Work Program ended the year with 28 student positions that provided students paid work opportunities throughout the year. Approximately five positions will be open and posted at the start of the school year for positions vacated by graduating seniors or exiting post-graduates. By years end, there were 11 community business/organizations who provided at least one student with a community based on the job opportunity with some providing paid positions such as Huey Magoo's and others, such as Walmart, providing work experience to four students at a time in various departments. On-campus, there were 39 FSDB staff members who provided work experiences for at least one student for a minimum of one period or block. Many staff were willing to provide an opportunity for several students throughout the day. The Career Experience Students presented all on and off campus partners and supervisors with a small plaque or FSDB appreciation gift as a token of appreciation.

**P2.2.4 The Executive Director of Career Development will develop a plan to relaunch student work portfolios in order to document student job-readiness skills, work experiences, and other student academic and non-academic accomplishments.**

Students in the Career Experiences class ended the year ensuring all their individual work and resumes were saved to a working thumb drive and stored by the teacher for safe keeping. Students that graduated or planned to exit were provided with the thumb drive to take with them. All teachers, Career Development Administrative Assistant, and Career Development Center Staff worked diligently to ensure that all work experiences, industry certifications, and overall department data was recorded and saved to Share Point spreadsheets and folders, uploaded to Skyward for each individual student, and data shared out to FSDB Administration and appropriate local and state entities as required.

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

**2022-2023 Baseline Data Collection**

- Collect data on students successfully completing their IRP goals.

- Collect data from functional assessments.

**P2.3.1 Review the appropriateness of the LCCE curriculum used in Boarding Program to analyze the value and outcomes and determine if there are gaps and opportunities to improve the program.**

After a thorough review, it was determined that the LCCE curriculum was not meeting the needs of our boarding students. The decision was made to involve the entire Boarding Staff in the writing of a new curriculum. This was accomplished through small group meetings at each level (elementary, middle, high school, and apartments).

Feedback from staff will be collected through group meetings and a survey to determine if further revisions are needed and to gather staff ideas for continued improvements.

**P2.3.2 The Administrator of Residential Services will select a team to develop a structural framework for the Boarding ILS Program that will track student progress in skill development throughout enrollment and identify appropriate entry/exit skills for each grade level/cluster.**

The curriculum was fully implemented, where staff providing individual and small group instruction to students. Skyward is being used to document each student's Individual Residential Plan, and track progress.

Entry/exit skills for each level have been identified. During year 2, we will review student progress to determine if any modifications need to be made.

**P2.3.3 The Boarding Leadership Team will review and modify the implementation of the Boarding ILS at the High School/Apt level in order to:**

- Use campus and community resources for monthly workshops,
- Invite day students to participate in workshops,
- Dynamically provide individual and small group instruction in the dorm, as needed.

All Boarding students are involved in individual and small group instruction. The goal for year 2 is to begin to identify campus and community resources for workshops. Now that we have a solid framework, the Year 2 priority is to involve day students to participate in workshops, presentations, and classes that focus on life skills.

The Boarding Leadership team will be developing new Priority 2 goals to add additional components and to continue to improve the structure that has been created. As Year 2 progresses, feedback will be collected from staff, students, and parents.

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

**Priority 3: Everyone Knows Our Name**

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

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

Targeted communications were disseminated to external stakeholders including the following:

Targeted Communication	Audience/Event
Flyers and publications targeted for specific audiences and events.	<ul style="list-style-type: none"> <li>● ASL and Audiology</li> <li>● Performing Arts</li> <li>● 2023-2024 Open House Flyer</li> </ul>
School Newsletters	<ul style="list-style-type: none"> <li>● Each school distributed a newsletter every two weeks with articles featured from other departments that engage and serve students including the Health Care Center, Boarding Program, and Parent Services.</li> <li>● A template has been created for an Outreach Newsletter that will be distributed during the 2023-2024 school year.</li> </ul>
ESE Director Letters and Packets	Packets were sent out to ESE Directors in every school district and included a letter reintroducing FSDB’s Admissions and Outreach departments, a letter explaining our Outreach Evaluation program, and a set of FSDB Fact Sheets to use as part of IEP meetings or to share within their district in other ways.
Social Media Campaigns	<p><b><u>Facebook</u></b></p> <ul style="list-style-type: none"> <li>● 15,662 page likes, gained more than 1,300 new followers</li> <li>● 518 posts for the year</li> <li>● Reached 1,847,295 accounts</li> <li>● 89,119 page visits</li> </ul> <p><b><u>Instagram</u></b></p> <ul style="list-style-type: none"> <li>● 2,837 followers, gained more than 500 new followers</li> <li>● 432 posts for the year</li> <li>● Reached 40,435 accounts</li> <li>● 571,857 Impressions</li> <li>● 23,051 profile visits</li> </ul>



Targeted Communication	Audience/Event
Highlight Posts	<ul style="list-style-type: none"> <li>● Braille Challenge Winners</li> <li>● Senior Class Spotlights</li> <li>● Weekly student, teacher, and staff spotlights</li> <li>● Retiree spotlights</li> </ul>
Website Banner Campaigns and Event Announcements	<ul style="list-style-type: none"> <li>● Summer Quest</li> <li>● Job Fairs</li> <li>● Registration for Expanded Core Curriculum Virtual Events</li> <li>● Registration for Online Interactive ASL Classes</li> <li>● Registration for the Community Education ASL Class</li> </ul>
Media Outlet Contracts Endowment Request	<p>This project is a strategically planned digital advertising campaign to build brand awareness and trust that will connect with our target audience. We will deliver the FSDB message to where our stakeholders are engaging video throughout their day, using advanced targeting capabilities through streaming platforms such as Netflix, Hulu, Amazon Prime, YouTube, etc. We will create meaningful messages that will drive stakeholders to take action.</p>
Communications and Public Relations Departmental Changes	<p>A web master position and a social media position was added allowing the team to distribute assignments throughout the school day and after school hours, covering a greater number of events and reorganizing position duties to increase efficiency and effectiveness.</p>
Admissions Department Changes	<p>The Admissions Department modified one position to coordinate admissions and a new Director of Admissions was hired.</p>
Campus Tours Program Evaluation	<ul style="list-style-type: none"> <li>● The forms use for requesting a tour, tracking tour outcomes, evaluating tours, and tracking associated activities such as referrals and other follow-up activities were evaluated and are being updated summer 2023.</li> <li>● Improvements will be made allowing for better data analysis and reporting.</li> <li>● A Campus Tour Manual is being developed to provide instruction on the overall program.</li> </ul>

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

An inventory spreadsheet for items utilized by the Outreach Services Department has been created and each product is being reviewed to ensure that it is current. While each product is being reviewed, the

spreadsheet is populated with information related to the scenarios and audiences for which it is appropriate to be disseminated.

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

- Student Enrollment Specific Welcome Packet,
- New school packet for students promoting to a new school at FSDB,
- ESE Student Binder, and
- "Resources and Opportunities Packet" for students not eligible to enroll at FSDB.

The Communications and Public Relations Department has collaborated with the Parent Services Department in the development of a *New Student Enrollment Packet* and ESE Binder. The other materials are scheduled for design and development in Year 2 of this plan.

**P3.1.4 - The Executive Director and Communications and Public Relations will establish consistent sharing of metrics specific to external communications with key stakeholders including but not limited to, the Board of Trustees, President's Advisory Team, and campus community.**

The development of reports to include metrics and other messaging to external and key audiences will be accomplished during Summer 2023 as Year 2 of this plan is initiated.

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

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

New website products were acquired to allow for the development of an athletics website that will not only showcase current events but will also feature historic information. The website will launch in August 2023.

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

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

The FSDB internal communication platform, *Yammer* - now called *Viva Engage*, was updated to host a Campus Events community where events are posted. This has provided one place for stakeholders campuswide to learn about events. Many staff recognitions and student events have been shared to encourage celebration and engagement campuswide.

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

The champions met with key campus stakeholders to collect data on their current communication methods, audiences, and informational materials to develop a comprehensive and cohesive plan for managing informational and promotional materials, mail lists, newsletters, social media channels across the various platforms, and a content calendar across FSDB departments and audiences. An inventory of informational materials is being created as the first step in the development of a procedure to track the materials by titles and versions of materials and to note content owners, target audience(s), and specific use cases.

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

Parent focus groups were hosted as “Parent Chats,” one session offered each semester. The addition of interviews will be accomplished in Year 2 of this plan.

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

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

The FSDB Outreach Department and other staff members partnered with local, state, and national partners throughout the year. This year spreadsheets were used to collect information related to the activities, audiences, level of engagement and other logistical information. This first year we identified additional fields we will add as we construct a database that will allow for more advanced data collection, analysis, and reporting. Meetings were held across each outreach area to review their data collection and use methods.

Additional activities, not in the report, engaged families through our Parent Infant Programs and the Resource Materials & Technology Center for the Deaf/Hard of Hearing.

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

The development of an information dissemination and event engagement database will be designed during Year 2 of this plan.

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

- **The multidisciplinary team(s) shall be and are not limited to:**
  - **Academic and Boarding team**
  - **Outreach team**
  - **Advancement team**
  - **Leadership team**

**Reference: National and State Stakeholders.docx**

This task will be addressed in Year 2 of this plan.

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

<b>Activity Title</b>	<b>Audience</b>	<b>Engagement</b>	<b>Impact</b>
Regional ECC Interactive	Students who are blind/visually impaired and their family	Partnership with Lighthouse of Broward	100 attendees from three South Florida districts
Family Cafe	Families who have students with disabilities	Exhibit Booth for FSDB, Parent Infant Program, and Parent Empowerment Program	Thousands of attendees from across the state
Florida ASL Festival	Families, alumni, and members of the Deaf community	Exhibit Booth	More than 100 attendees
CEASD Conference	Leaders in Deaf Education	Attendance to learn from and share with leaders nationwide and one presentation.	More than 100 attendees
CoSB Conference	Leaders and Outreach staff members in Blind Education	Attendance to learn from and share with leaders nationwide.	20 states were represented
Orlando Magic ASL and Deaf Awareness Night	Members of the Deaf community	On-site event with social media and web posts	Broad reach within the sports and deaf community.
Braille Classes (Fall & Spring)	Parents, school staff, and community members	Support for parents and school district staff	15 participants

<b>Activity Title</b>	<b>Audience</b>	<b>Engagement</b>	<b>Impact</b>
Community Education ASL Classes	Parents, school staff, and community members	Support for parents and members of the community	12 participants
Online Interactive ASL Classes (Fall, Winter & Spring)	Parents, school staff, and community members	Support for parents and school district staff	189 participants
Evenings with the Experts (four webinars)	Parents, school staff, and community members	Partnership with Nemours Orlando, FIMC-VI, APH, Broward, Duval, St. Johns counties.	60 participants (some duplicated)
Monthly Parent Infant Program Regional Events	Parents of blind children birth to age six	Regional support for families to learn new information, meet each other, and	More than 500 families statewide being served by the Parent Infant Program
Expanded Core Curriculum Virtual Events (Fall, Winter, Spring, & Summer)	Students ages 6-14 who are Deaf/HH or Blind/VI	Showcase of FSDB programs in alignment with guided hands-on activities	43 participants from 21 school districts
Deaf/HH District Contacts Meeting	School district leaders in Deaf Education	Attended to learn from and share with state leaders	Approximately 30 attendees
Summit on Childhood Deafness	Parents and school districts staff in Deaf Education Programs	Exhibit Booth for FSDB, Parent Infant Program, and Parent Empowerment Program	Approximately 180 attendees
Braille Challenge Regional Events (Four locations)	School district staff and parents in Blind Education	Attended and supported the event	Tampa, Orlando, Ft. Lauderdale and FSDB
Festival of Families	School district staff and parents in Blind Education	Exhibited and sponsored dinner for the Friday night welcome	60 attendees
Hillsborough Deaf/HH Family Day	Families, alumni, and members of the Deaf community	Exhibited and provided give-away promotional items	More than 300 attendees
FSDB Open House	ASL Classes, community members	Performances from the Dance Troupe, BHS Chorus, and presentations about	217 attendees

Activity Title	Audience	Engagement	Impact
		careers in deaf and blind education	
INSITE Training	Early intervention service providers	FSDB is an authorized host to train early intervention providers	30 attendees
VIISA Training	Early intervention service providers	FSDB is an authorized host to train early intervention providers	30 attendees
SKI-HI Training for Parent Advisors	Early intervention service providers	FSDB is an authorized host to train early intervention providers	30 attendees
SKI-HI Deaf Mentor Training	Mentors hired to serve parents of Deaf children birth to age six	FSDB contracted national trainers to prepare our program staff for their role	25 attendees
National Association for the Deaf Biennial Conference	School district leaders in Deaf Education	Attended to learn from and share with state leaders	
NOAH Biennial Conference	School district leaders in Blind Education	Attended to learn from and share with state leaders	

August 25, 2023  
Action Item Number 1

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

**SUBJECT: Surplus Property**

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**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.

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**Attachments: Surplus Property Lists—Monthly Report and Library Resources**

**Presenter/Department: John Wester, Comptroller**

**SURPLUS REVIEW BOARD LIST FOR DISPOSAL**

Attention: Julia Mintzer, Administrator of Business Services

Subject: Surplus Review Board Report

Line No.	FSDB Property Item No.	Property Description	Acquisition Date	Acquisition Cost
1	41146	sewer machine Ridgid	1989	\$5,421.64
2	56044	Imac	8/27/14	\$1,318.56
3	56946	Macbook pro	1/8/19	\$1,550.00
4	56116	promise pegasus (tech item)	3/18/15	\$2,699.00
5	48598	crikon vitals machine	2/18/02	\$6,209.00
6	56191	embosser	11/4/15	\$44,420.00
7	56576	xmac server	5/24/17	\$1,499.00
8	55945	mac mini	10/30/13	\$1,519.00
9	56134	promise pegasus (tech item)	5/6/15	\$2,069.00
10	56147	external drive	8/11/15	\$1,999.00
11	50245	embosser	5/11/04	\$4,070.00
12	50987	embosser	5/23/05	\$1,491.00
13	53094	smartview xtend	7/16/09	\$2,425.00
14	50186	smartview cctv	12/4/03	\$2,370.00
15	55153	smartboard	7/7/10	\$3,918.00
16	48495	smartview cctv	10/2/01	\$1,375.00
17	50654	smartview cctv	10/11/04	\$1,650.00
18	56129	mac pro	5/5/15	\$3,969.00
19	55945	mac mini	10/30/13	\$1,519.00
20	43114	video enlarger	1/16/92	\$2,668.30
21	45373	video enlarger	4/16/96	\$2,540.00
22	53029	my reader 1	7/16/09	\$2,395.00
23	52776	my reader 1	7/15/08	\$2,995.00
24	54392	rapter dual band antenna	7/7/10	\$1,775.00
25	56576	sonnet xmac proserver	5/24/17	\$1,499.00
26	55945	mac mini	10/30/13	\$1,519.00
27	56315	macbook pro	4/12/16	\$1,310.00
28	56194	imac	11/10/15	\$1,759.00
29	55999	imac	6/19/13	\$2,100.57
30	55810	macbook pro	8/29/13	\$1,012.62
31	56660	imac	5/23/17	\$1,445.00
32	56414	imac	6/16/16	\$2,140.00
33	56242	limelighter music	3/16/16	\$3,030.00
34	56664	imac	5/23/17	\$1,445.00
35	47752	partition screenflex	7/28/00	\$1,000.00
36	55395	binding machine	6/14/11	\$1,469.00
37	46155	video enlarger	12/15/97	\$1,348.00
38	46661	vulcan fryer	9/10/98	\$1,865.00
39	47384	cabinet 48 tray	11/10/99	\$1,412.00
40	47873	frymate	8/23/00	\$2,335.00
41	55258	3 seat lounge	2/28/11	\$2,349.16



**SURPLUS REVIEW BOARD LIST FOR DISPOSAL**

42	55259	3 seat lounge	2/28/11	\$2,349.15
43	55709	creston wall mount touch panel	6/22/12	\$3,018.01
44	55711	lecturn marshall	6/22/12	\$3,746.68
45	55916	imac	7/2/13	\$1,328.78
46	55919	imac	7/2/13	\$1,328.78
47	56042	imac	8/27/14	\$1,318.56
48	56273	macbook pro	4/12/16	\$1,310.00
49	47874	hobart oven	8/23/00	\$3,632.00
50	56273	macbook pro	4/12/16	\$1,310.00
51	56323	macbook pro	4/12/16	\$1,310.00
52	56327	Macbook pro	4/12/16	\$1,310.00
53	56420	imac	6/16/16	\$2,140.00
54	56633	macbook pro	5/23/17	\$1,406.00
55	56638	Macbook pro	5/23/17	\$2,017.00
56	56676	imac	5/23/17	\$1,445.00
57	56932	Macbook pro	1/8/19	\$1,550.00
58	50902	smartview cctv	4/18/05	\$2,295.00
59	50452	oven	7/14/04	\$3,320.00
60	53532	my reader 2	7/22/10	\$1,795.00
61	50186	smartview cctv	12/4/03	\$2,370.00
62	52520	smartview xtend	7/1/08	\$2,560.00
63	46617	audio visual cabinet	9/28/98	\$1,161.00
64	51984	braille display	10/23/06	\$3,495.00
65	52518	smartview xtend	7/1/08	\$2,560.00
66	55017	my reader 2	12/6/10	\$3,655.00
67	56046	imac	8/27/14	\$1,318.56
68	57130	network palo alto (from Tallahassee)	9/24/19	\$6,650.00
69	53724	smartview xtend	7/22/10	\$2,245.00
70	53529	my reader2	7/22/10	\$1,795.00
71	53726	smartview xtend	7/22/10	\$2,245.00
72	47900	cctv	9/19/00	\$1,615.00
73	48112	alladin cctv	3/20/01	\$2,173.00
74	51952	smartview cctv	10/5/06	\$2,080.00
75	57130	palo alto (from Tallahassee)	9/24/19	\$6,650.00
76	56383	hp pro book	6/20/16	\$1,256.31
77	56018	zebra barcode machine	6/20/14	\$1,872.00
78	48840	club car carryall	2/20/02	\$4,607.50
79	54463	carryall 2 scooter	9/21/10	\$7,315.86
80	49180	carryall 2 scooter	10/28/02	\$4,638.46
81	50711	carryall 2 scooter	11/29/04	\$5,350.00
82	52611	carryall 2 scooter	7/1/08	\$8,264.93
83	54450	carryall 2 scooter	9/21/10	\$9,211.70
84	54451	carryall 2 scooter	9/21/10	\$9,211.70
85	52615	carryall 2 scooter	7/1/08	\$8,264.93
86	54467	carryall 2 scooter	9/21/10	\$9,211.70
87	54466	carryall 2 scooter	9/21/10	\$9,211.70
88	54455	carryall 2 scooter	9/21/10	\$9,211.70
89	49403	carryall 2 scooter	5/27/03	\$6,611.52
90	47030	scooter 14 passenger	3/4/99	\$12,500.00
91	52108	police car	1/17/07	\$22,997.00

**SURPLUS REVIEW BOARD LIST FOR DISPOSAL**

92				
93				
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95				
96				
97				
98				
99				
100				
			Grand Total	\$343,142.38

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

**Review Board Members:**

Signed: \_\_\_\_\_  
Kim Whitwam

Signed: \_\_\_\_\_  
Shelley Ardis

Signed: \_\_\_\_\_  
Corbett Owens

Attention: Julia Mintzer, Administrator of Business Services

8/3/23

Subject: Surplus Review Board Report

Line No.	FSDB Property Item No.	Property Description	Age	Acquisition Cost
1	LR201941	GRADE 3 MATH, BRAILLE	4 years	201.00
2	LR201942	GRADE 3 MATH, BRAILLE	4 years	201.00
3	LR201943	GRADE 3 MATH, BRAILLE	4 years	201.00
4	LR201944	GRADE 3 MATH, BRAILLE	4 years	201.00
5	LR201945	GRADE 3 MATH, BRAILLE	4 years	201.00
6	LR201946	GRADE 3 MATH, BRAILLE	4 years	201.00
7	LR201947	GRADE 3 MATH, BRAILLE	4 years	256.00
8	LR201948	GRADE 3 MATH, BRAILLE	4 years	256.00
9	LR201949	GRADE 3 MATH, BRAILLE	4 years	256.00
10	LR201950	GRADE 3 MATH, BRAILLE	4 years	256.00
11	LR201951	GRADE 3 MATH, BRAILLE	4 years	256.00
12	LR201952	GRADE 3 MATH, BRAILLE	4 years	256.00
13	LR201953	PHYSICAL SCIENCE, ELEVATE	4 years	23846.94
14	LR201954	GRADE 3, EUREKA MATH, BRAILLE	4 years	232.00
15	LR201955	GRADE 3, EUREKA MATH, BRAILLE BOOK	4 years	232.00
16	LR201956	GRADE 3, EUREKA MATH, BRAILLE BOOK	4 years	232.00
17	LR201957	GRADE 3, EUREKA MATH, BRAILLE BOOK	4 years	232.00
18	LR201958	GRADE 3, EUREKA MATH, BRAILLE BOOK	4 years	232.00
19	LR201959	GRADE 3, EUREKA MATH, BRAILLE BOOK	4 years	232.00
20	LR201960	GRADE 3 MATH MODULE 4, BRAILLE	4 years	261.00
21	LR201961	GRADE 3 MATH MODULE 4, BRAILLE	4 years	261.00
22	LR201962	GRADE 3 MATH MODULE 4, BRAILLE	4 years	261.00
23	LR201963	GRADE 3 MATH MODULE 4, BRAILLE	4 years	261.00
24	LR201964	GRADE 3 MATH MODULE 4, BRAILLE	4 years	261.00
25	LR201965	GRADE 3 MATH MODULE 4, BRAILLE	4 years	261.00
26	LR201966	GRADE 3 MATH, MODULE 6 BRAILLE	4 years	119.00
27	LR201967	GRADE 3 MATH, MODULE 6 BRAILLE	4 years	119.00
28	LR201968	GRADE 3 MATH, MODULE 6 BRAILLE	4 years	119.00
29	LR201969	GRADE 3 MATH, MODULE 6 BRAILLE	4 years	119.00
30	LR201970	GRADE 3 MATH, MODULE 6 BRAILLE	4 years	119.00
31	LR201971	GRADE 3 MATH, MODULE 6 BRAILLE	4 years	119.00
32	LR201972	GRADE 3 MATH, MODULE 7, BRAILLE	4 years	293.00
33	LR201973	GRADE 3 MATH, MODULE 7, BRAILLE	4 years	293.00
34	LR201974	GRADE 3 MATH, MODULE 7, BRAILLE	4 years	293.00
35	LR201975	GRADE 3 MATH, MODULE 7, BRAILLE	4 years	293.00
36	LR201976	GRADE 3 MATH, MODULE 7, BRAILLE	4 years	293.00
37	LR201977	GRADE 3 MATH, MODULE 7, BRAILLE	4 years	293.00
38	LR202014	GRADE 3 MATH, MODULE 5, BRAILLE	4 years	355.00
39	LR202015	GRADE 3 MATH, MODULE 5, BRAILLE	4 years	355.00
40	LR202016	GRADE 3 MATH, MODULE 5, BRAILLE	4 years	355.00
41	LR202017	GRADE 3 MATH, MODULE 5, BRAILLE	4 years	355.00
42	LR202018	GRADE 3 MATH, MODULE 5, BRAILLE	4 years	355.00

Line No.	FSDB Property Item No.	Property Description	Age	Acquisition Cost
43	LR202019	GRADE 3 MATH, MODULE 5, BRAILLE	4 years	355.00
44	LR201978	GRADE 4 MATH, MODULE 1, BRAILLE	4 years	128.00
45	LR201979	GRADE 4 MATH, MODULE 1, BRAILLE	4 years	128.00
46	LR201980	GRADE 4 MATH, MODULE 1, BRAILLE	4 years	128.00
47	LR201981	GRADE 4 MATH, MODULE 1, BRAILLE	4 years	128.00
48	LR201982	GRADE 4 MATH, MODULE 1, BRAILLE	4 years	128.00
49	LR201983	GRADE 4 MATH, MODULE 1, BRAILLE	4 years	128.00
50	LR201984	GRADE 4 MATH, MODULE 2, BRAILLE	4 years	65.00
51	LR201985	GRADE 4 MATH, MODULE 2, BRAILLE	4 years	65.00
52	LR201986	GRADE 4 MATH, MODULE 2, BRAILLE	4 years	65.00
53	LR201987	GRADE 4 MATH, MODULE 2, BRAILLE	4 years	65.00
54	LR201988	GRADE 4 MATH, MODULE 2, BRAILLE	4 years	65.00
55	LR201989	GRADE 4 MATH, MODULE 2, BRAILLE	4 years	65.00
56	LR201990	GRADE 5 MATH, MODULE 1&2, BRAILLE	4 years	194.00
57	LR201991	GRADE 5 MATH, MODULE 1&2, BRAILLE	4 years	194.00
58	LR201992	GRADE 5 MATH, MODULE 1&2, BRAILLE	4 years	194.00
59	LR201993	GRADE 5 MATH, MODULE 1&2, BRAILLE	4 years	194.00
60	LR201994	GRADE 5 MATH, MODULE 1&2, BRAILLE	4 years	194.00
61	LR201995	GRADE 5 MATH, MODULE 1&2, BRAILLE	4 years	194.00
62	LR201996	GRADE 4 MATH, MODULE 4, BRAILLE	4 years	312.00
63	LR201997	GRADE 4 MATH, MODULE 4, BRAILLE	4 years	312.00
64	LR201998	GRADE 4 MATH, MODULE 4, BRAILLE	4 years	312.00
65	LR201999	GRADE 4 MATH, MODULE 4, BRAILLE	4 years	312.00
66	LR202000	GRADE 4 MATH, MODULE 4, BRAILLE	4 years	312.00
67	LR202001	GRADE 4 MATH, MODULE 4, BRAILLE	4 years	312.00
68	LR202002	GRADE 4 MATH, MODULE 6&7, BRAILLE	4 years	286.00
69	LR202003	GRADE 4 MATH, MODULE 6&7, BRAILLE	4 years	286.00
70	LR202004	GRADE 4 MATH, MODULE 6&7, BRAILLE	4 years	286.00
71	LR202005	GRADE 4 MATH, MODULE 6&7, BRAILLE	4 years	286.00
72	LR202006	GRADE 4 MATH, MODULE 6&7, BRAILLE	4 years	286.00
73	LR202007	GRADE 4 MATH, MODULE 6&7, BRAILLE	4 years	286.00
74	LR202008	GRADE 5 MATH, MODULE 3&4, BRAILLE	4 years	271.00
75	LR202009	GRADE 5 MATH, MODULE 3&4, BRAILLE	4 years	271.00
76	LR202010	GRADE 5 MATH, MODULE 3&4, BRAILLE	4 years	271.00
77	LR202011	GRADE 5 MATH, MODULE 3&4, BRAILLE	4 years	271.00
78	LR202012	GRADE 5 MATH, MODULE 3&4, BRAILLE	4 years	271.00
79	LR202013	GRADE 5 MATH, MODULE 3&4, BRAILLE	4 years	271.00
80	LR202020	GRADE 4 MATH, MODULE 5, BRAILLE	4 years	297.00
81	LR202021	GRADE 4 MATH, MODULE 5, BRAILLE	4 years	297.00
82	LR202022	GRADE 4 MATH, MODULE 5, BRAILLE	4 years	297.00
83	LR202023	GRADE 4 MATH, MODULE 5, BRAILLE	4 years	297.00
84	LR202024	GRADE 4 MATH, MODULE 5, BRAILLE	4 years	297.00
85	LR202025	GRADE 4 MATH, MODULE 5, BRAILLE	4 years	297.00
86	LR202026	GRADE 4 MATH, MODULE 3, BRAILLE	4 years	248.00
87	LR202027	GRADE 4 MATH, MODULE 3, BRAILLE	4 years	248.00
88	LR202028	GRADE 4 MATH, MODULE 3, BRAILLE	4 years	248.00
89	LR202029	GRADE 4 MATH, MODULE 3, BRAILLE	4 years	248.00

Line No.	FSDB Property Item No.	Property Description	Age	Acquisition Cost
90	LR202030	GRADE 4 MATH, MODULE 3,BRAILLE	4 years	248.00
91	LR202031	GRADE 4 MATH, MODULE 3,BRAILLE	4 years	248.00
92	LR202032	GRADE 5 MATH, MODULE 5&6, BRAILLE	4 years	505.00
93	LR202033	GRADE 5 MATH, MODULE 5&6, BRAILLE	4 years	505.00
94	LR202034	GRADE 5 MATH, MODULE 5&6, BRAILLE	4 years	505.00
95	LR202035	GRADE 5 MATH, MODULE 5&6, BRAILLE	4 years	505.00
96	LR202036	GRADE 5 MATH, MODULE 5&6, BRAILLE	4 years	505.00
97	LR202037	GRADE 5 MATH, MODULE 5&6, BRAILLE	4 years	505.00
98	LR201219	4 BIG IDEAS MATH GRADE 6	11 years	2938.66
99	LR201220	2 BIG IDEAS MATH	11 years	1536.66
100	LR201508	9 BIG IDEAS MATH GREEN	9 years	18000.00
101	LR201509	8 BIG IDEAS MATH RED	9 years	18000.00
102	LR201510	8 BIG IDEAS MATH BLUE	9 years	18000.00
103	LR202038	GRADE 8 MATH, MODULE 1&2, BRAILLE	4 years	302.00
104	LR202039	GRADE 8 MATH, MODULE 1&2, BRAILLE	4 years	302.00
105	LR202040	GRADE 8 MATH, MODULE 1&2, BRAILLE	4 years	302.00
106	LR202041	GRADE 8 MATH, MODULE 1&2, BRAILLE	4 years	302.00
107	LR202042	GRADE 8 MATH, MODULE 1&2, BRAILLE	4 years	302.00
108	LR202043	GRADE 8 MATH, MODULE 1&2, BRAILLE	4 years	302.00
109	LR202044	GRADE 8 MATH, MODULE 6&7, BRAILLE	4 years	416.00
110	LR202045	GRADE 8 MATH, MODULE 6&7, BRAILLE	4 years	416.00
111	LR202046	GRADE 8 MATH, MODULE 6&7, BRAILLE	4 years	416.00
112	LR202047	GRADE 8 MATH, MODULE 6&7, BRAILLE	4 years	416.00
113	LR202048	GRADE 8 MATH, MODULE 6&7, BRAILLE	4 years	416.00
114	LR202049	GRADE 8 MATH, MODULE 6&7, BRAILLE	4 years	416.00
115	LR202050	GRADE 8 MATH, MODULE 3,4&4,BRAILLE	4 years	503.00
116	LR202051	GRADE 8 MATH, MODULE 3,4&4,BRAILLE	4 years	503.00
117	LR202052	GRADE 8 MATH, MODULE 3,4&4,BRAILLE	4 years	503.00
118	LR202053	GRADE 8 MATH, MODULE 3,4&4,BRAILLE	4 years	503.00
119	LR202054	GRADE 8 MATH, MODULE 3,4&4,BRAILLE	4 years	503.00
120	LR202055	GRADE 8 MATH, MODULE 3,4&4,BRAILLE	4 years	503.00
121	LR201602	BIG IDEAS MATH-GREEN 2014 (4 BOOKS)	7 years	9000.00
122	LR201603	BIG IDEAS MATH-RED 2014 (4 BOOKS)	7 years	9000.00
123	LR201604	BIG IDEAS MATH-BLUE 2014 (4 BOOKS)	7 years	9000.00
124	LR201605	5-GO MATH GRADE 4 BRAILLE BOOKS	7 years	6695.00
125	LR201606	8 BIG IDEAS MATH BLUE 2014 BRAILLE	7 years	7600.00
126	LR201607	8 BIG IDEAS MATH GREEN A CC BRAILLE	7 years	5798.00
127	LR201608	GO MATH GRADE 5 WORKBOOK	7 years	6324.00
128	LR201801	BIG IDEAS MATH-GREEN 2014	5 years	2250.00
129				
130				
131				
132				
133				
134				
135				
136				
137				

Line No.	FSDB Property Item No.	Property Description	Age	Acquisition Cost
138				
139				
140				
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143				
144				
145				
146				
147				
148				
149				
150				
Grand Total				\$169,453.26

In accordance with FSDB guidelines, the above list of surplus items exceeding \$1,000.00 have been reviewed by the Surplus Review Board and have been deemed to be outdated, obsolete, irreparable, and of no further use to this school. This list is being submitted for approval for proper disposal and removal from FSDB campus grounds.

**Review Board Members:**

Signed: \_\_\_\_\_  
Kim Whitwam

Signed: \_\_\_\_\_  
Shelley Ardis

Signed: \_\_\_\_\_  
Corbett Owens

August 25, 2023  
Action Item Number 2

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

**SUBJECT: 2023-2024 Operating Budget**

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**PROPOSED BOARD ACTION**

Board approval is requested for the fiscal year 2023-2024 Operating Budget.

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**Attachment: 2023-2024 Operating Budget**

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

**The Florida School for the Deaf and the Blind  
2023-24 Operating Budget**

<b>FY 2023-24 SPECIAL CATEGORY - RISK MANAGEMENT INSURANCE (103241)</b>		
From General Revenue	\$	398,592.00
From Administrative Trust Fund		44,556.00
<b>FY 2023-24 GENERAL REVENUE FUND (104166)</b>		
Salaries and Benefits		44,095,754.00
Other Personal Services		3,113,596.00
Expense		5,861,315.00
Operating Capital Outlay		1,325,152.00
Food Products		202,135.00
Special Categories:		
Professional Supplements		167,000.00
Overtime		138,293.00
Students Home on Weekends		2,502,717.00
<b>TOTAL GENERAL REVENUE FUND</b>		<b>57,405,962.00</b>
<b>FY 2023-24 ADMINISTRATIVE TRUST FUND (104166)</b>		
Other Personal Services		2,500.00
Expense		2,500.00
<b>TOTAL ADMINISTRATIVE TRUST FUND*</b>		<b>5,000.00</b>
* Carry forward appropriation is available if additional grants are awarded.		
<b>FY 2023-24 FEDERAL GRANTS TRUST FUND (104166)</b>		
Salaries and Benefits		1,340,711.00
Other Personal Services		424,636.00
Expense		334,091.00
Operating Capital Outlay		10,000.00
Food Products		120,000.00
Overtime		1,500.00
<b>TOTAL FEDERAL GRANTS TRUST FUND*</b>		<b>2,230,938.00</b>
* Carry forward appropriation is available if additional grants are awarded.		
<b>FY 2023-24 GRANTS AND DONATIONS TRUST FUND (104166)</b>		
Salaries and Benefits		1,039,590.00
Other Personal Services		1,171,111.00
Expense		423,567.00
Operating Capital Outlay		20,000.00
Overtime		4,000.00
<b>TOTAL GRANTS AND DONATIONS TRUST FUND*</b>		<b>2,658,268.00</b>
* Carry forward appropriation is available if additional grants are awarded.		
<b>FY 2023-24 SPECIAL CATEGORY - PEOPLE FIRST ASSESSMENT (107040)</b>		
From General Revenue		188,416.00
From Administrative Trust Fund		37,183.00
<b>TOTAL FY 2023-24 SPECIFIC APPROPRIATIONS</b>	<b>\$</b>	<b>62,968,915.00</b>



**The Florida School for the Deaf and the Blind  
2023-24 Operating Budget**

**FY 2023-24 SPECIAL CATEGORY - CARRY FORWARD (130300)  
(Per Section 1011.57(4), F.S.)**

<b>Carry forward from General Revenue</b>	<b>\$</b>	<b>24,595,879.41</b>
FY 2022-23 Payables		2,970,426.32
FY 2022-23 Encumbrances		235,051.99
<b>FY 2023-24 Recommended Projects</b>		
Professional Services - Maintenance/Construction		780,340.00
Construction		7,855,133.00
Furniture and Linens		1,552,782.00
Vehicles and Equipment		648,440.00
Technology		366,155.00
Safety and Security		748,250.00
Structural Enhancements		14,700.00
Property Enhancements		241,660.00
Mechanical Enhancements		37,198.00
<b>Subtotal - Recommended Projects</b>		<b>12,244,658.00</b>
<b>Emergency Reserve - System Failures and Disaster Response/Recovery</b>		<b>1,200,000.00</b>
<b>Emergency Reserve - Operating</b>		
Minimum of 5% and up to two months average General Revenue expenditures based on the prior fiscal year		7,945,743.10
<b>TOTAL CARRY FORWARD FUND</b>	<b>\$</b>	<b><u>24,595,879.41</u></b>
<b>FY 2023-24 SPECIAL CATEGORY - NONOPERATING TRANSFER AUTHORITY</b>		
From Administrative Trust Fund (180007)		200,000.00
From Federal Grants Trust Fund (180200)		16,000.00
From Federal Grants Trust Fund (181259)		171,000.00
From Federal Grants Trust Fund (185080)		200,000.00
From Federal Grants Trust Fund (220030)		20,000.00
From Grants and Donations Trust Fund (181259)		<u>20,000.00</u>
<b>FY 2023-24 TOTAL APPROPRIATED FUNDS</b>	<b>\$</b>	<b><u>88,191,794.41</u></b>

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**History:**

7-1-23 All figures, except carry forward and nonoperating transfers, tie to Laws of Florida, Ch. 2023-239

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

SUBJECT: Gregg Hall Construction – Revised Action Item

Original Action Item – August 12, 2022

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**PROPOSED BOARD ACTION**

*Board approval is requested to enter into a contract exceeding \$2,000,000 for the demolition and new construction of Gregg Hall.*

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*Note: This project was estimated at \$5,661,625 in alignment with the Public Education Capital Outlay Legislative Budget Request and the Campus-Facilities Master Plan. Escalation costs of \$2,338,375 have been estimated based on current market conditions. The budgeted amount for this project will not exceed \$8,000,000.*

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*Presenter/Department: Guy Maltese, Executive Director of Safety and Facilities Operations*

Revised Action Item – August 25, 2023

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**PROPOSED BOARD ACTION**

Board approval is requested to enter into a contract exceeding \$2,000,000 for the demolition and new construction of Gregg Hall.

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Note: Revisions to the August 12, 2022 action item note may be found below via stricken language and underlined new language.

This project was estimated at \$5,661,625 in alignment with the Public Education Capital Outlay Legislative Budget Request, ~~and~~ the Campus-Facilities Master Plan, and the federal State Fiscal Recovery Fund – Deferred Building Maintenance Program. The 2023-2024 escalation costs of ~~\$2,338,375~~ \$3,588,375 have been estimated based on current market conditions for demolition and construction. The budgeted amount for ~~this project~~ demolition and construction will not exceed ~~\$8,000,000~~ \$9,250,000. Additional costs related to this project as represented in the 2023-2024 operating budget include:

Professional Services – Design Criteria Package and Owner’s Representatives	\$175,340
Drapery	\$70,000
Furniture	\$430,000
Appliances	\$10,000
Fencing	\$6,250

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**Presenter/Department: Julia Mintzer, Administrator of Business Services and Guy Maltese, Executive Director of Safety and Facilities Operations**

August 25, 2023  
Action Item Number 4

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

**SUBJECT: Bullying and Harassment Policy**

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**PROPOSED BOARD ACTION**

Board approval is requested for the revised Bullying and Harassment Policy (OPP 10.29).

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**Attachments: Current and Revised Policies**

**Presenter/Department: Kathleen Grunder, Administrator of Boarding Services**

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# Bullying and Harassment

(Operational Policy and Procedure 10.29)

## I. Purpose/Scope of the Policy

In compliance with Florida Statutes and the Office of Civil Rights (OCR), it is the policy of the Florida School for the Deaf and the Blind (FSDB) that all students and school employees have an educational, boarding, or work setting that is safe, secure, and free from bullying and harassment of any kind. Parents, third party visitors, vendors, or other people having business with FSDB are expected to be free of bullying and harassment. FSDB will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited. This policy applies to all individuals on the FSDB campus and includes all FSDB buildings and vehicles.

This policy discusses bullying and harassment in relation to: (A) FSDB programs and activities, (B) FSDB vehicles, (C) FSDB computer software and data, (D) communication devices, (E) off-campus computer software and data, (F) non-monitoring requirements, (G) behavior expectations, (H) training and education, (I) accountability, (J) reporting procedures for students, (K) investigation procedures for students, (L) notification procedures for students, (M) consequences for students, (N) counseling referral for students, (O) Free Appropriate Public Education (FAPE) for students, (P) reporting procedures for staff, (Q) investigation procedures for staff, (R) consequences for staff, (S) counseling referral for staff, (T) SESIR (School Environmental Safety Incident Reporting) requirements, (U) three-year review, and (V) programs that address bullying.

## II. Definitions

**Bullying:** includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; causing discomfort or humiliation; or unreasonably interfering with the individual's school or work performance, participation or disability; and may involve but is not limited to:

- Teasing
- Social Exclusion
- Threat
- Intimidation

- 
- 
- Stalking
  - Physical violence
  - Theft
  - Sexual, religious, or racial harassment
  - Public or private humiliation
  - Destruction of property

**Cyberbullying:** bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photooptical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

**Harassment:** any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

- Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property.
- Has the effect of substantially interfering with a student's educational performance, opportunities, benefits, or an employee's work environment.
- Has the effect of substantially disrupting the orderly operation of a school.

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. When harassment is based on race, color, national origin, sex, or disability, it violates the civil rights laws that OCR enforces.

**Bullying and harassment:** also encompass:

- Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying and/or harassment. Reporting an act of bullying and/or harassment that is not made in good faith is considered retaliation.
- Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
  - Incitement or coercion.
  - Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of FSDB.

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- Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

**Cyberstalking:** as defined in Florida Statute 784.048(1) (d), means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

### **III. Detailed Policy Statement**

#### **A. FSDB Programs and Activities**

Conduct that constitutes bullying and harassment is prohibited during any program or activity sponsored by FSDB.

#### **B. FSDB Vehicles**

Conduct that constitutes bullying and harassment is prohibited on an FSDB school bus or FSDB vehicle.

#### **C. FSDB Computer Software and Data**

Conduct that constitutes bullying and harassment is prohibited through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of FSDB, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity.

#### **D. Communication Devices**

Conduct that constitutes bullying and harassment is prohibited through the use of personal communication devices.

#### **E. Off-Campus Computer Software and Data**

Conduct that constitutes bullying and harassment is prohibited through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program, or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school, or substantially disrupts the education process or orderly operation of a school.

#### **F. Non-Monitoring Requirements**

The above section (E) does not require a school to staff or monitor any non-school-related activity, function, or program.

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## **G. Behavior Expectations**

FSDB is committed to a climate free of bullying and harassment. The development of this climate requires the positive reinforcement of good conduct, self-discipline, good citizenship, and respect for self and others, as well as for school and FSDB community property on the part of students, staff, and FSDB community members.

FSDB expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Since students learn by example, school administrators, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying and harassment.

Student standards for behavior are outlined in *Code of Student Conduct* (6D-7.007) and *Students Rights and Responsibilities* (6D-7.0071). Staff standards for behavior are outlined in the *Employee Handbook*.

## **H. Training and Education**

Continuing to change the social climate of the school and the social norms with regards to bullying and harassment is important. This requires the efforts of everyone in the school environment.

Students, parents/legal guardians, school employees, and school volunteers shall be provided annual access to instruction on FSDB's Policy against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify, report, and respond to bullying and harassment at FSDB. Instruction and publication of the policy may include but is not limited to: electronic, small-group, classroom, and assembly formats. Additional training may be provided as a result of documented OCR violations.

FSDB shall provide notice to students, parents, and staff of this policy through appropriate references in the student code of conduct, parent/student handbook, employee handbook, and other reasonable means. The Administrator of Business Services shall also make all contractors working for FSDB aware of this policy.

## **I. Accountability**

The president, administrators, and department supervisors share accountability for implementation of this policy. They shall take steps to assure that standards are fully integrated into school operations and student programming, and are pursued with equal effort in policy and practice.



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## **J. Reporting Procedures – Students**

Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report.

- Students who witness, are the target of, or have credible information that an act of bullying or harassment has taken place are strongly encouraged to report all incidents to a staff member.
- All school employees are required to report alleged bullying and harassment to the appropriate Assistant Principal and/or Director of Student Life in the academic and/or boarding programs. (*Form: Student Bullying or Harassment Reporting Form*)
- Within each department, the Assistant Principal or the Director of Student Life is responsible for receiving and investigating reports of bullying or harassing behavior.
- All other members of the FSDB community, including, parents/legal guardians, volunteers, and visitors are strongly encouraged to report any act that may be a violation of this policy to any staff member.
- Individuals making reports in good faith and in compliance with the procedures set forth in the FSDB policy, are immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith report of bullying and/or harassment will not affect the reporter's future employment, grades, learning or working environment, or work assignments.

## **K. Investigation Procedures – Students**

The Assistant Principal, Principal, Coordinator of Student Conduct, Assistant Director of Student Life, or the Director of Student Life, trained in investigative procedures, initiates the bullying and/or harassment investigation. The investigator may not be the accused perpetrator (bully or harasser) or victim. (*Form: Investigation Steps for Reported Incidents of Alleged Bullying and/or Harassment*)

As the investigation is initiated, the investigator will determine if the act of bullying or harassment falls within the scope of this school policy.

- If it is within the scope of this school policy, continue below to “The Procedures for Investigating Bullying and/or Harassment.”
- If it is outside the scope of this school policy, and determined a criminal act, refer to appropriate law enforcement.
- If it is outside the scope of this school policy, and determined not a criminal act, inform parents/legal guardians of all students involved.

The Procedures for Investigating Bullying and/or Harassment include:

- 1)The investigator will conduct and document interviews of the victim, alleged perpetrator, and witness(es). Each individual (victim, alleged perpetrator, and witness) will be interviewed separately and at no time will the alleged

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perpetrator and victim be interviewed together. These interviews are conducted privately and are confidential. (Form: *Witness to Bullying and/or Harassment Statement Form*)

- 2) The investigator shall collect and evaluate the facts including, but not limited to:
  - Description of the incident, including nature of the behavior; context in which the alleged incident occurred, etc.;
  - Where the incident occurred;
  - Whether the allegation includes the use of FSDB technology;
  - How often the conduct occurred;
  - Whether there were past incidents or past continuing patterns of behavior;
  - The number of alleged bullies/harassers;
  - The relationship between the parties involved;
  - The characteristics of parties involved (i.e., grade, age, etc.);
  - The identity of the perpetrator, including whether the perpetrator was a person of power over the victim;
  - Whether the conduct adversely affected the student's education or educational environment; and
  - The date, time, and method by which the parents/legal guardians of all parties involved were contacted.
- 3) If the allegation includes the use of FSDB technology, such technology will be confiscated for evaluation.
- 4) Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:
  - Recommended remedial steps necessary to stop the bullying and/or harassing behavior.
  - A written final report to the Principal, Administrator of the Boarding Program, and the FSDB President. (Form: *Alleged Bullying and/or Harassment Behavior Final Report Form Incident Investigation*)
- 5) The maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.

## **L. Notification Procedures - Students**

The investigator shall, by accessible communication, report the occurrence of any incident of bullying and/or harassment as defined by this policy to the parents or legal guardians of all students involved, within 24 hours of the initiation of an investigation of the incident. Parents/legal guardians will be informed of the actions being taken to protect the child. The frequency of follow-up notification will depend on the seriousness of the bullying and/or harassment incident.

Once the investigation has been completed, and where required, criminal charges may be pursued against the perpetrator and all appropriate local law

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enforcement agencies will be notified. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

### **M. Consequences – Students**

A student who is found to have wrongfully and intentionally accused another of an act of bullying and/or harassment, faces consequences and appropriate remedial action that range from positive behavioral interventions up to and including suspension, as outlined in the *Code of Student Conduct*.

A student who commits an act of bullying and/or harassment:

- Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
- Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension, as outlined in the Code of Student Conduct.  
(Form: *Bullying Behavior and/or Harassment Intervention and Follow-Up Form*)

### **N. Counseling Referral - Students**

The FSDB referral procedure establishes a protocol for intervening when bullying and/or harassment is suspected or reported. (Form: *Recipient of Bullying and/or Harassment Behavior Intervention and Follow-Up Form*)

The student, teacher, or parent/legal guardian may request informal consultation with school specialty staff (e.g., school counselor, school psychologist, etc.). Counseling evaluations may be used to determine the severity of concern and appropriate steps to address those concerns. The involved students' parents or legal guardians may be included.

A referral process to provide professional assistance or services that include:

- A process by which school personnel or parents/legal guardians may refer a student to the school interdisciplinary team, or equivalent school-based team with a problem-solving focus, for consideration of appropriate services. Parent or legal guardian involvement is required at this point.
- If a formal discipline report or formal complaint is made, the Assistant Principal or Director of Student Life must refer the student(s) to the school interdisciplinary team for determination of counseling support and interventions. Parent or legal guardian involvement is required at this point.
- A school-based component to address intervention and assistance as determined appropriate by the interdisciplinary team includes:
  - Counseling and support to address the needs of the victims of bullying and/or harassment.
  - Interventions to address the behavior of the students who bully and harass others (e.g., empathy training, anger management).

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- Intervention which includes assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

### **O. FAPE - Students**

FSDB recognizes that acts of bullying and harassment, which are in violation of this policy, may result in the student victim not receiving a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA). Even in situations that do not rise to a level of a denial of FAPE, bullying and/or harassment can undermine a student victim's ability to achieve his or her academic potential. This may be true whether or not the bullying or harassment is related to the student victim's disability.

When the investigation determines that a student has been the victim of bullying and/or harassment, FSDB, as a part of its appropriate response, should convene an Individualized Education Program (IEP) meeting to determine whether, as a result of the effects of the bullying/harassment, the student's needs have changed such that the IEP is no longer designed to provide FAPE. At any time, parents have the right to request an IEP meeting to address this issue.

For the student who has engaged in the bullying and/or harassing behavior, the IEP team should review that student's IEP to determine if additional supports are needed to address the inappropriate behavior.

In addition, the IEP Team and other school personnel should consider examining the environment in which the bullying/harassment occurred to determine if changes to the environment are warranted. The IDEA Placement Team should exercise caution when considering a change in the placement or location of services provided to the student victim.

### **P. Reporting Procedures – Staff**

Written and oral reports involving staff shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report.

- Department supervisors are responsible for receiving complaints alleging violations of this policy. Staff who witness, are the target of, or have credible information that an act of bullying and/or harassment has taken place are required to report all incidents to their supervisor. If their supervisor is the offending person, the report should be made to the next higher level of supervision or to the Director of Human Resources.
- All other members of the school community, including, parents/legal guardians, volunteers, and visitors are strongly encouraged to report any act that may be a violation of this policy to any staff member.
- Bullying complaints shall be submitted within 10 days from the date of the alleged violation of this policy.
- Harassment complaints shall be submitted in accordance with the Discrimination and Harassment Policy per the *Employee Handbook*.

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- Upon receipt of a complaint, the supervisor will notify the Director of Human Resources.

Individuals making reports in good faith to the appropriate school official, in compliance with the procedures set forth in the FSDB policy, are immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, working environment, or work assignments.

### **Q. Investigation Procedures - Staff**

1. An investigation of bullying and/or harassment will be conducted within 30 days after receipt of the initial complaint. All complaints should be date stamped upon receipt.

2. The Director of Human Resources will guide, and may identify, the person responsible for the investigation of the complaint.

3. The investigator shall collect and evaluate the facts including, but not limited to:

- Description of the incident, including nature of the behavior; context in which the alleged incident occurred, etc.;
- Where the incident occurred;
- Whether the allegation includes the use of FSDB technology;
- How often the conduct occurred and the date of the last incident;
- Whether there were past incidents or past continuing patterns of behavior;
- The number of alleged bullies/harassers;
- The relationship between the parties involved;
- The identity of the perpetrator, including whether the perpetrator was a person of power over the victim; and
- Whether the conduct adversely affected the employee's work environment.

4. Upon completion of the investigation, the investigator shall provide a written disposition of the complaint containing a summary of findings, and an analysis and conclusion to the complainant and respondent.

5. Once a conclusion is reached, any Human Resource documentation is considered a public record in accordance with Chapter 119, Florida Statutes.

### **R. Consequences - Staff, Visitors, Volunteers**

An FSDB employee who is found to have wrongfully and intentionally accused another of an act of bullying and/or harassment, faces consequences and appropriate remedial action that shall be determined in accordance with State Disciplinary Standards.

Consequences and appropriate remedial action for a visitor or volunteer who is found to have wrongfully and intentionally accused another as a means of

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bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

An employee, volunteer, or visitor of FSDB who commits an act of bullying or harassment:

- Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
- Consequences and appropriate remedial action for a school employee found to have committed an act of bullying and/or harassment may be determined in accordance with State Disciplinary Standards. Additionally, egregious acts of harassment by certified educators must be reported by a Principal and may result in a sanction against an educator's state issued certificate. (See State Board of Education Rule 6B-1.006, FAC, The Principles of Professional Conduct of the Education Profession in Florida.)
- Consequences and appropriate remedial action for parents, third party visitors, volunteers, vendors, or other people having business with FSDB, found to have committed an act of bullying and/or harassment, shall be determined by the department administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

### **S. Counseling Referral - Staff**

FSDB employees have access to the Employee Assistance Program (EAP) Counseling Services.

### **T. SESIR - School Reporting**

A school report of data concerning school safety and student discipline data is required under Florida Statute 1006.09(6).

FSDB utilizes Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying and/or harassment as incident codes as well as bullying-related as a related element code.

If a bullying incident is reported, it will be documented in the Student Information System and reported in SESIR with the appropriate bullying code, after appropriate administrative review. If the bullying results in any other SESIR incident, the incident will be coded appropriately using the relevant incident code and the related element code entitled bullying-related.

If a harassment incident is reported, it will be documented in the Student Information System and reported in SESIR with the appropriate harassment code, after appropriate administrative review. Harassment is considered to be a

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violent incident if it results in bodily injury as reported and will include an injury-related element code.

Bullying and/or harassment are incidents that must be reported to SESIR, but may not need to include consultation with law enforcement.

Discipline and referral data will be recorded in the Student Information System.

FSDB will provide bullying and/or harassment incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys from Education Information and Accountability Services, and at designated dates provided by the Department of Education.

Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents as well as any bullying-related incidents that have as a basis sex, race, or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race, or disability) noted in their student record.

#### **U. Three-Year Review**

A committee consisting of FSDB staff members, parents, students, community representatives, and local law enforcement, shall review this OPP every three (3) years.

#### **V. Programs That Address Bullying**

FSDB provides the following list of authorized programs that address bullying, including, but not limited to:

- Positive Behavior Support (PBS)
- Second Step Violence Prevention
- Love and Logic
- Leader in Me
- Strong Start Curriculum
- Strong Kids Curriculum
- iSAFE Cybersafety

### **IV. Getting Help**

<b>If you need help with ...</b>	<b>Contact ...</b>
Interpreting the policy	Administrator of Boarding Services
Training	Administrator of Boarding Services

Completing a student report	Assistant Principals, Principals, Coordinator of Student Conduct, Assistant Directors of Student Life, Directors of Student Life
Completing a staff report	Departmental Supervisors, Director of Human Resources
Questions about investigations	Principals, Administrator of Boarding Program, District PBS Coordinator

## V. References, Resources and More Information

References:

DOE Model Policy

Resources:

*Employee Handbook*

*Student/Parent Handbook*

Forms:

*Student Bullying or Harassment Reporting Form*

*Witness to Bullying and/or Harassment Statement Form*

*Investigation Steps for Reported Incidents of Alleged Bullying and/or Harassment*

*Alleged Bullying and/or Harassment Behavior Final Report Form Incident Investigation*

*Bullying Behavior and/or Harassment Intervention and Follow-Up Form*

*Recipient of Bullying and/or Harassment Behavior Intervention and Follow-Up Form*

## VI. Applicability and Authority

This policy on Bullying and Harassment applies to all of FSDB students, staff, visitors, vendors, contractors, parents and legal guardians of students.

This policy supersedes 10.29 Bullying and Harassment, dated 10/02/2014.

The Administrator of Boarding Services is the campus authority for this policy.

**APPROVED:**

05/12/2016

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Jeanne Glidden Prickett, EdD, President

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Date

**AUTHORITY: Florida Statutes – 1001.41, 1001.42, 1002.36**



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**LAW(s) IMPLEMENTED: Florida Statutes – 1003.32, 1006.07, 1006.08,  
1006.09, 1006.147**

**HISTORY:**

**NEW: 08/01/06**

**REVISED: 12/05/08, 03/05/10, 04/07/11, 06/22/11, 07/17/12, 11/01/13,  
10/02/14, 05/12/16**



# **Bullying and Harassment**

## **Operational Policy & Procedure 10.29**

### **I. Policy Purpose/Scope**

In compliance with Florida Statutes and the Office of Civil Rights (OCR), it is the policy of the Florida School for the Deaf and the Blind (FSDB) that all students and school employees have an educational, boarding, or work setting that is safe, secure, and free from bullying and harassment of any kind. Parents, third party visitors, vendors, or other people having business with FSDB are expected to be free of bullying and harassment. FSDB will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited. This policy applies to all individuals on the FSDB campus and includes all FSDB buildings and vehicles.

This policy discusses bullying and harassment in relation to: (A) FSDB programs and activities, (B) FSDB vehicles, (C) FSDB computer software and data, (D) communication devices, (E) off-campus computer software and data, (F) non-monitoring requirements, (G) behavior expectations, (H) training and education, (I) accountability, (J) reporting procedures for students, (K) investigation procedures for students, (L) notification procedures for students, (M) consequences for students, (N) counseling referral for students, (O) Free Appropriate Public Education (FAPE) for students, (P) reporting procedures for staff, (Q) investigation procedures for staff, (R) consequences for staff, (S) counseling referral for staff, (T) School Environmental Safety Incident Reporting (SESIR) requirements, (U) three-year review, and (V) programs that address bullying.

### **II. Definitions**

**Bullying:** (Intimidating behaviors that are repeated, intentional, and involve a power imbalance) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S. Bullying may include, but is not limited to: repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment.

**Cyberbullying:** bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

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**Harassment:** (One-time, insulting behaviors) Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.

**Bullying and Harassment:** also encompass:

- Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying and/or harassment. Reporting an act of bullying and/or harassment that is not made in good faith is considered retaliation.
- Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
  - Incitement or coercion.
  - Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of FSDB.
  - Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

**Cyberstalking:** as defined in Florida Statute 784.048(1) (d), means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person, and serving no legitimate purpose.

### **III. Detailed Policy Statement**

#### **A. FSDB Programs and Activities**

Conduct that constitutes bullying and harassment is prohibited on school grounds, on school transportation, and at off-campus, school-sponsored events during any 24-hour period, 365 days per year.

#### **B. FSDB Vehicles**

Conduct that constitutes bullying and harassment is prohibited on an FSDB school bus or FSDB vehicle.

#### **C. FSDB Computer Software and Data**

Conduct that constitutes bullying and harassment is prohibited through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of FSDB, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school grounds, on school transportation, and at off-campus, school-sponsored events during any 24-hour period, 365 days per year.

#### **D. Communication Devices**

Conduct that constitutes bullying and harassment is prohibited through the use of personal communication devices.

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## **E. Off-Campus Computer Software and Data**

Conduct that constitutes bullying and harassment is prohibited through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program, or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school, or substantially disrupts the education process or orderly operation of a school.

## **F. Non-Monitoring Requirements**

The above section (E) does not require a school to staff or monitor any non-school-related activity, function, or program.

## **G. Behavior Expectations**

FSDB is committed to a climate free of bullying and harassment. The development of this climate requires the positive reinforcement of good conduct, self-discipline, good citizenship, and respect for self and others, as well as for school and FSDB community property on the part of students, staff, and FSDB community members.

FSDB expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Since students learn by example, school administrators, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying and harassment.

Student standards for behavior are outlined in the *Code of Student Conduct* (6D-7.007) and *Students Rights and Responsibilities* (6D-7.0071). Staff standards for behavior are outlined in the *Employee Handbook*.

## **H. Training and Education**

Continuing to change the social climate of the school and the social norms with regards to bullying and harassment is important. This requires the efforts of everyone in the school environment.

Students, parents/legal guardians, school employees, and school volunteers shall be provided annual access to instruction on FSDB's Policy against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify, report, and respond to bullying and harassment at FSDB. Instruction and publication of the policy may include but is not limited to electronic, small-group, classroom, and assembly formats. Additional training may be provided as a result of documented OCR violations.

FSDB shall provide notice to students, parents, and staff of this policy through appropriate references in the student code of conduct, parent/student handbook, employee handbook, and other reasonable means. The Administrator of Business Services shall also make all contractors working for FSDB aware of this policy.

## **I. Accountability**

The president, administrators, and department supervisors share accountability for implementation of this policy. They shall take steps to assure that standards are fully integrated

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into school operations and student programming and are pursued with equal effort in policy and practice.

## **J. Reporting Procedures – Students**

Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report.

- Students who witness, are the target of, or have credible information that an act of bullying or harassment has taken place are strongly encouraged to report all incidents to a staff member.
- All school employees are required to report alleged bullying and harassment to the appropriate Assistant Principal, Director of Student Life, or designee in the academic and/or boarding programs. (Form: *Student Bullying or Harassment Reporting Form*)
- Within each department, the Assistant Principal, Director of Student Life, or designee is responsible for receiving and investigating reports of bullying or harassing behavior.
- All other members of the FSDB community, including, parents/legal guardians, volunteers, and visitors are strongly encouraged to report any act that may be a violation of this policy to any staff member.
- Individuals making reports in good faith and in compliance with the procedures set forth in the FSDB policy are immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith report of bullying and/or harassment will not affect the reporter's future employment, grades, learning or working environment, or work assignments.

## **K. Investigation Procedures – Students**

The Assistant Principal, Principal, Coordinator of Student Conduct, Assistant Director of Student Life, Director of Student Life, or designee trained in investigative procedures, initiates the bullying and/or harassment investigation. The investigator may not be the accused perpetrator (bully or harasser) or victim. (Form: *Investigation Steps for Reported Incidents of Alleged Bullying and/or Harassment*)

As the investigation is initiated, the investigator will determine if the act of bullying or harassment falls within the scope of this school policy.

- If it is within the scope of this school policy, continue below to “The Procedures for Investigating Bullying and/or Harassment.”
- If it is outside the scope of this school policy, and determined a criminal act, refer to appropriate law enforcement.
- If it is outside the scope of this school policy and determined not to be a criminal act, inform parents/legal guardians of all students involved.

The Procedures for Investigating Bullying and/or Harassment include:

- 1) The investigator will conduct and document interviews of the victim, alleged perpetrator, and witness(es). Each individual (victim, alleged perpetrator, and witness) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together. These interviews are conducted privately and are confidential. (Form: *Witness to Bullying and/or Harassment Statement Form*)
- 2) The investigator shall collect and evaluate the facts including, but not limited to:
  - Description of the incident, including nature of the behavior; context in which the alleged incident occurred, etc.;
  - Where the incident occurred;
  - Whether the allegation includes the use of FSDB technology;
  - How often the conduct occurred;
  - Whether there were past incidents or past continuing patterns of behavior;
  - The number of alleged bullies/harassers;
  - The relationship between the parties involved;

- The characteristics of parties involved (i.e., grade, age, etc.);
  - The identity of the perpetrator, including whether the perpetrator was a person of power over the victim;
  - Whether the conduct adversely affected the student's education or educational environment; and
  - The date, time, and method by which the parents/legal guardians of all parties involved were contacted.
- 3) If the allegation includes the use of FSDB technology, such technology will be confiscated for evaluation.
- 4) Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:
- Recommended remedial steps necessary to stop the bullying and/or harassing behavior.
  - A written final report to the Principal, Administrator of the Boarding Program, and the FSDB President. (Form: *Alleged Bullying and/or Harassment Behavior Final Report Form Incident Investigation*)
- 5) The maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.

#### **L. Notification Procedures - Students**

The investigator shall, by accessible communication, report the occurrence of any incident of bullying and/or harassment as defined by this policy to the parents or legal guardians of all students involved, within 24 hours of the initiation of an investigation of the incident. Parents/legal guardians will be informed of the actions being taken to protect the child. The frequency of follow-up notification will depend on the seriousness of the bullying and/or harassment incident.

Once the investigation has been completed, and where required, criminal charges may be pursued against the perpetrator and all appropriate local law enforcement agencies will be notified. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

#### **M. Consequences – Students**

A student who is found to have wrongfully and intentionally accused another of an act of bullying and/or harassment, faces consequences and appropriate remedial action that range from positive behavioral interventions up to and including suspension, as outlined in the *Code of Student Conduct*.

A student who commits an act of bullying and/or harassment:

- Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
- Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension, as outlined in the *Code of Student Conduct*. (Form: *Bullying Behavior and/or Harassment Intervention and Follow-Up Form*)

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## **N. Counseling Referral - Students**

The FSDB referral procedure establishes a protocol for intervening when bullying and/or harassment is suspected or reported. (Form: *Recipient of Bullying and/or Harassment Behavior Intervention and Follow-Up Form*)

The student, teacher, or parent/legal guardian may request informal consultation with school specialty staff (e.g., school counselor, school psychologist, etc.). Counseling evaluations may be used to determine the severity of concern and appropriate steps to address those concerns. The involved students' parents or legal guardians may be included.

A referral process to provide professional assistance or services that include:

- A process by which school personnel or parents/legal guardians may refer a student to the school interdisciplinary team, or equivalent school-based team with a problem-solving focus, for consideration of appropriate services. Parent or legal guardian involvement is required at this point.
- If a formal discipline report or formal complaint is made, the Assistant Principal or Director of Student Life must refer the student(s) to the school interdisciplinary team for determination of counseling support and interventions. Parent or legal guardian involvement is required at this point.
- A school-based component to address intervention and assistance as determined appropriate by the interdisciplinary team includes:
  - Counseling and support to address the needs of the victims of bullying and/or harassment.
  - Interventions to address the behavior of the students who bully and harass others (e.g., empathy training, anger management).
  - Intervention which includes assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

## **O. Free Appropriate Public Education (FAPE) - Students**

FSDB recognizes that acts of bullying and harassment, which are in violation of this policy, may result in the student victim not receiving a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA). Even in situations that do not rise to a level of a denial of FAPE, bullying and/or harassment can undermine a student victim's ability to achieve his or her academic potential. This may be true whether or not the bullying or harassment is related to the student victim's disability.

When the investigation determines that a student has been the victim of bullying and/or harassment, FSDB, as a part of its appropriate response, should convene an Individualized Education Program (IEP) meeting to determine whether, as a result of the effects of the bullying/harassment, the student's needs have changed such that the IEP is no longer designed to provide FAPE. At any time, parents have the right to request an IEP meeting to address this issue.

For the student who has engaged in bullying and/or harassing behavior, the IEP team should review that student's IEP to determine if additional supports are needed to address the inappropriate behavior.

In addition, the IEP Team and other school personnel should consider examining the environment in which the bullying/harassment occurred to determine if changes to the environment are warranted. The IDEA Placement Team should exercise caution when considering a change in the placement or location of services provided to the student victim.

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## **P. Reporting Procedures – Staff**

Written and oral reports involving staff shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report.

- Department supervisors are responsible for receiving complaints alleging violations of this policy. Staff who witness, are the target of, or have credible information that an act of bullying and/or harassment has taken place are required to report all incidents to their supervisor. If their supervisor is the offending person, the report should be made to the next higher level of supervision or to the Director of Human Resources.
- All other members of the school community, including parents/legal guardians, volunteers, and visitors are strongly encouraged to report any act that may be a violation of this policy to any staff member.
- Bullying complaints shall be submitted within 10 days from the date of the alleged violation of this policy.
- Harassment complaints shall be submitted in accordance with the Discrimination and Harassment Policy per the *Employee Handbook*.
- Upon receipt of a complaint, the supervisor will notify the Director of Human Resources.

Individuals making reports in good faith to the appropriate school official, in compliance with the procedures set forth in the FSDB policy, are immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, working environment, or work assignments.

## **Q. Investigation Procedures - Staff**

1. An investigation of bullying and/or harassment will be conducted within 30 days after receipt of the initial complaint. All complaints should be date stamped upon receipt.
2. The Director of Human Resources will guide, and may identify, the person responsible for the investigation of the complaint.
3. The investigator shall collect and evaluate the facts including, but not limited to:
  - Description of the incident, including nature of the behavior; context in which the alleged incident occurred, etc.;
  - Where the incident occurred;
  - Whether the allegation includes the use of FSDB technology;
  - How often the conduct occurred and the date of the last incident;
  - Whether there were past incidents or past continuing patterns of behavior;
  - The number of alleged bullies/harassers;
  - The relationship between the parties involved;
  - The identity of the perpetrator, including whether the perpetrator was a person of power over the victim; and
  - Whether the conduct adversely affected the employee's work environment.
4. Upon completion of the investigation, the investigator shall provide a written disposition of the complaint containing a summary of findings, and an analysis and conclusion to the complainant and respondent.
5. Once a conclusion is reached, any Human Resource documentation is considered a public record in accordance with Chapter 119, Florida Statutes.



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## **R. Consequences - Staff, Visitors, Volunteers**

An FSDB employee who is found to have wrongfully and intentionally accused another of an act of bullying and/or harassment, faces consequences and appropriate remedial action that shall be determined in accordance with State Disciplinary Standards.

Consequences and appropriate remedial action for a visitor or volunteer who is found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined by the school administrator **or designee** after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

An employee, volunteer, or visitor of FSDB who commits an act of bullying or harassment:

- Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
- Consequences and appropriate remedial action for a school employee found to have committed an act of bullying and/or harassment may be determined in accordance with State Disciplinary Standards. Additionally, egregious acts of harassment by certified educators must be reported by a Principal and may result in a sanction against an educator's state issued certificate. (See State Board of Education Rule 6B-1.006, FAC, The Principles of Professional Conduct of the Education Profession in Florida.)
- Consequences and appropriate remedial action for parents, third party visitors, volunteers, vendors, or other people having business with FSDB, found to have committed an act of bullying and/or harassment, shall be determined by the department administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

## **S. Counseling Referral - Staff**

FSDB employees have access to the Employee Assistance Program (EAP) Counseling Services.

## **T. School Environmental Safety Incident Reporting (SESIR)**

A school report of data concerning school safety and student discipline data is required under Florida Statute 1006.09(6). FSDB utilizes Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying and/or harassment as incident codes as well as bullying-related as a related element code.

All staff members must report incidents of Bullying or Harassment in the student information system (Skyward). After investigations, discipline officers will add any incident related coding related to the offense, the victim, and law enforcement involvement. See OPP 8.12 SESIR Incident Management for additional details.

## **U. Three-Year Review**

A committee consisting of FSDB staff members, parents, students, community representatives, and local law enforcement, shall review this OPP every three (3) years.

## **V. Programs That Address Bullying**

FSDB provides the following list of authorized programs that address bullying, including, but not limited to:

- Positive Behavior Interventions and Support (PBiS)
- Second Step Violence Prevention

- Love and Logic
- Leader in Me
- Strong Start Curriculum
- Strong Kids Curriculum

## IV. Getting Help

If you need assistance with...	Contact...
Interpreting this policy	Administrator of Boarding Services
Training	Administrator of Boarding Services
Completing a student report	Assistant Principals, Principals, Coordinator of Student Conduct, Assistant Directors of Student Life, Directors of Student Life, or designee
Completing a staff report	Departmental Supervisors, Executive Director of Human Resources
Questions about investigations	Principals, Administrator of Boarding Services, District PBIS Coordinator, or designee

## V. References, Forms and Resources

### References:

DOE Model Policy

### Resources:

*Employee Handbook*

*\Parent-Student Handbook including the Code of Student Conduct*

### Forms:

*Student Bullying or Harassment Reporting Form*

*Witness to Bullying and/or Harassment Statement Form*

*Investigation Steps for Reported Incidents of Alleged Bullying and/or Harassment*

*Alleged Bullying and/or Harassment Behavior Final Report Form Incident Investigation*

*Bullying Behavior and/or Harassment Intervention and Follow-Up Form*

*Recipient of Bullying and/or Harassment Behavior Intervention and*

*Follow-Up Form*

## VI. Applicability/Approval

This policy on Bullying and Harassment applies to all of FSDB students, staff, visitors, vendors, contractors, parents, and legal guardians of students.

This policy supersedes 10.29 Bullying and Harassment, dated 5/12/2016.

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The Administrator of Boarding Services is the campus authority for this policy.

**Approved by**

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Tracie C. Snow, President

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Date

**VII. Authority/History**

**Authority**

Florida Statutes: 1001.41, 1004.42, 1002.36

**Laws Implemented**

Florida Statutes: 1003.32, 1005.07, 1006.08, 1006.09, 1006.147

**History**

New: 08/01/06

Revised: 12/05/08, 03/05/10, 04/07/11, 06/22/11, 07/17/12, 11/01/13, 10/02/14, 05/12/16, XX/XX/2023

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

**Subject:** Student Progression Plan: Changes and Additions for 2023-2024

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**PROPOSED BOARD ACTION**

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*Board approval is requested for the following changes and additions made to FSDB’s Student Progression Plan which are a result of Legislative decisions and State Board Rule. The changes listed below are effective for the 2023-2024 school year.*

<u>Topic</u>	<u>Pages</u>
Updated Table of Contents .....	2-5
Grammatical and punctuation errors .....	throughout
Updated Language to Reflect Current Standards and Assessment language .....	throughout
• Based on legislative language changes, items referring to NGSSS standards were changed to state academic standards in order to be consistent with the way standards are addressed in the statutes.	
Updated Language to Reflect Certified School Counselor .....	throughout
• This update is based on language changes from referring to a guidance counselor to a Certified School Counselor.	
Added Updated Standards/Assessment Language.....	7
• Based on legislative language changes, items referring to NGSSS standards were changed to state academic standards in order to be consistent with the way standards are addressed in the statutes.	
Added Updated Non-Discrimination Language.....	8
• Based on staffing changes made during the school year, the Executive Directors of Career Development and Parent Services were updated to reflect current personnel.	
Added Updated Required Instruction Language .....	8-12
• HB 1537 added the requirement for instruction on the history of Asian Americans and Pacific Islanders.	
• HB 379 added the requirement for instruction in grades 6 through 12 on the social, emotional, and physical effects of social media.	
• Both changes took language directly from the statute.	
Added Updated Concordant Score Requirements .....	15
• Board Rule 6A-1.09422, F.A.C., updated the requirements for concordant and comparative scores based on students’ ninth-grade cohort. Updates were made to reflect the changes.	
Added Updated Middle-Grade Promotion Requirements .....	23

- SB 196 added language to include the career and technical education pathway for earning a standard diploma and also added language for work-based learning opportunities, including internships and pre-apprenticeship and apprenticeship programs.

Added Updated Language for Mathematics Deficiency ..... 27

- HB 7039 created the requirement for schools to notify parents of substantial deficiencies in mathematics in specified grades. Updates include that required notification.

Removed Language Regarding Content Area Reading Intervention ..... 28

- This section was removed due to the rule it referred to (6A-6.054, F.A.C.) had been repealed.

Updated Language to Reflect Good Cause Exemption Portfolio Requirements ..... 30, 32

- Board Rule 6A-1.094221, F.A.C., was updated to include specific requirements for evidence that can be collected for a student to demonstrate ELA mastery through a portfolio.

Updated Language for Honor Cords Requirements ..... 38

- This section was added based on a need identified by the school to ensure consistency and clarity on how honor cords are awarded.

Updated Language to Reflect Health Education Legislation..... 41

- 1003.42 includes the phrase “age-appropriate and developmentally appropriate”. The paragraph was updated to include that phrase.

Removed Language for Online Course Requirements ..... 42

- HB 1 removed the requirement for all high school students to meet the requirement for having completed an online course prior to graduation. Graduation requirements were adjusted accordingly.

Removed Language for Remedial and Compensatory Courses..... 44

- This statute was removed due to remedial and compensatory courses no longer being offered. Therefore, this paragraph was removed.

Added Updated Graduation Requirements ..... 44-49

- Per HB 1, references were removed requiring an online course for graduation.
- SB 240 updated the term Merit designation and changed it to an Industry Scholar designation. Language in the progression plan now reflects this change.
- HB 1537 allows for a CTE course to meet the requirements for the fine and performing arts, speech and debate, and practical arts section as established by the course code directory.

Added Language for CTE Graduation Pathway ..... 59-60

- Language was revised to show the different pathways available for standard high school diplomas. This update is an explanation of the career and technical education graduation pathway.

Added Updated School Counselor Information ..... 61

- There were changes to staffing in the Deaf High School that necessitated a change in school counselor information.

Removed Language for Special Diploma ..... 61-62

- Special diploma language was removed because the section was no longer applicable.

Removed Language for Online Course Exemption ..... 64

**August 25, 2023**

- HB 1 removed the requirement for all high school students to meet the requirement for having completed an online course prior to graduation. Graduation requirements were adjusted accordingly.

Removed Language for Certificates of Completion for Special Diploma Option 1 ..... 64

- Special diploma language was removed because the section was no longer applicable.

*Note: Due to State Board of Education rules, during the 2023-2024 school year, sections of this document may need to be updated again.*

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**Attachment(s):** 2023-2024 Student Progression Plan

**Department/Presenter:** Scott Trejbal, Administrator of Instructional Services

# Student Progression Plan

## Academic Year 2023-24



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

*Do More. Be More. Achieve More.*

207 San Marco Avenue  
St. Augustine, FL 32084

**Board of Trustees Approval Date: TBD**

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### **Student Progression K-Adult**

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

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

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

All procedures listed in the Student Progression Plan are subject to change because of the 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 State academic standards/Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

FSDB is committed to the implementation of a Problem Solving/Response to Instruction (RtI)/ Multi-Tiered System of Supports (MTSS) process to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. FSDB will provide high-quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions including decisions regarding promotion, acceleration, retention, and

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

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

### **Required Instruction and Assessment**

#### **INSTRUCTION**

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

#### **Based on State Standards**

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

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

State Academic Standards, B.E.S.T. ELA, and B.E.S.T. Mathematics Standards prepare students to effectively engage, communicate and compete globally with students around the world. These standards incorporate important skills such as critical thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media literacy skills; and civic-engagement skills. These standards are broad statements that describe what a child should know and be able to do at every grade level. These standards cover seven content areas: social studies, science, language arts, health/physical education, the arts, foreign language, and mathematics. The standards are divided into smaller units called “benchmarks,” which include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level. Each student’s performance on the statewide, standardized assessments (English Language Arts, mathematics, and science in grades 5 and 8) and End-of-Course Exams (EOCs) in Algebra, Geometry, Biology, U.S. History, and Civics) indicates his or her progress in reaching these benchmarks.

## **Equity in Classroom Instruction and Extra-Curricular Activities**

Provisions shall be made for all students to participate fully in classroom instruction and extra-curricular activities. FSDB does not discriminate on the basis of age, race, color, sex, religion, national origin, political opinion, affiliation, marital status, genetic information, disability, veteran status, or any other basis as mandated by federal and state law in its educational programs, services or activities, or in its hiring or employment practices. FSDB also provides equal access to the Boy Scouts and other designated youth groups as required by law. The Florida School for the Deaf and the Blind offers classes in many career and technical education (CTE) program areas, including but not limited to Agriculture, Culinary Arts, Building Construction Technologies, Arts, and 3D Animation. For more information about CTE course offerings, contact Jessie Girton, Executive Director of Career Development, at (904) 827-2803 or FSDB, 207 San Marco Ave., Saint Augustine FL 32084. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Paula Wagner, Executive Director of Parent Services  
Section 504/Title IX Coordinator  
904-827-2221  
904-201-4540 VP

### **F.S. 1003.42 Required Instruction K-12**

(1) (a) FSDB shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(b) All instructional Materials, as defined in s. 1006.29(2), used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in subsection (5), must be annually approved by a district school board in an open, noticed public meeting.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the ten amendments that make up the Bill of Rights and how the Constitution provides the structure of our government.

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

(g)1. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(8), and the prevention of anti-Semitism.

2. The second week in November shall be designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on the individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons who have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom

instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles in numerated in subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the commissioner of education's American history task force.

(i) The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contribution of Asian Americans and Pacific Islanders to American society. Instructional materials should include the contributions of Asian Americans and Pacific Islanders to American society.

(j) The elementary principles of agriculture.

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

(l) Kindness to animals.

(m) The history of the state.

(n) The conservation of natural resources.

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

(a) Injury prevention and safety.

(b) Internet safety.

(c) Nutrition.

(d) Personal health.

(e) Prevention and control of disease.

(f) Substance use and abuse.

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

2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

4. Life skills that build confidence, support mental and emotional health and enable students to overcome challenges, including:

a. Self-awareness and self-management.

b. Responsible decision making.

c. Resiliency.

d. Relationship skills and conflict resolution.



- e. Understanding and respecting other viewpoints and backgrounds.
- f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

5.a. For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the internet.

b. The Department of Education shall make available on line the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability.

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

(p) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

(q) The study of Hispanic contributions to the United States.

(r) The study of women's contributions to the United States.

(s) The nature and importance of free enterprise to the United States economy.

(t) Civics and character education on the qualities and responsibilities of patriotism and citizenship, including, kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and for grades 11 and 12, voting using the uniform primary and general election ballot describe in s. 101.151(9).

(u) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character-building and veteran awareness initiative meets the requirements of paragraph (u).

(3) The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

- (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
- (b) No race is inherently superior to another race.
- (c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
- (d) Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
- (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
- (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by others of the same race or sex.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

(4) The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as “Stories of Inspiration” and made available to schools to implement the requirements of subsection (3).

(5) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district’s website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student’s parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

**1003.4205 Disability history and awareness instruction. —**

(1) Each district school board may provide disability history and awareness instruction in all K-12 public schools in the district during the first two weeks in October each year. The district school board shall designate these two weeks as “Disability History and Awareness Weeks.”

(2)(a) During this 2-week period, students may be provided intensive instruction to expand their knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement. Disability history may include the events and timelines of the

development and evolution of services to, and the civil rights of, individuals with disabilities. Disability history may also include the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders.

(b) The instruction may be integrated into the existing school curriculum in ways including, but not limited to, supplementing lesson plans, holding school assemblies, or providing other school-related activities. The instruction may be delivered by qualified school personnel or by knowledgeable guest speakers, with a particular focus on including individuals with disabilities.

(3) The goals of disability history and awareness instruction include:

(a) Better treatment for individuals with disabilities, especially for youth in school, and increased attention to preventing the bullying or harassment of students with disabilities.

(b) Encouragement to individuals with disabilities to develop increased self-esteem, resulting in more individuals with disabilities gaining pride in being an individual with a disability, obtaining postsecondary education, entering the workforce, and contributing to their communities.

(c) Reaffirmation of the local, state, and federal commitment to the full inclusion in society of, and the equal opportunity for, all individuals with disabilities.

## **ASSESSMENT**

### **State Assessments**

Each student shall participate in the required statewide assessment tests unless exempted by statute. Any student who does not meet minimum state expectations on state assessments shall receive and continue remedial instruction until the expectations are met as documented by demonstrating mastery, passing the state assessment tests and graduating from high school.

Any student who does not meet the standard level of performance in reading, writing, mathematics or science, or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, shall be provided remediation through his/her IEP.

Beginning, in the 2022-2023 school year, the Florida Assessment of Student Thinking (F.A.S.T.) replaced the Florida Standards Assessment (FSA) in reading (grades 3-10) and mathematics assessment (grades 3-8), as well as the current state EOCs in Algebra 1 and Geometry. The assessment of English Language Arts (ELA) shall be administered annually in grades PK-10. The writing component, which is included within the English Language Arts assessment, but given at a separate time, will be given in grades 4-10. The assessment of mathematics shall be administered annually in grades PK-8. The State Assessment Standards in Science in grades 5 and 8, and the EOCs in Biology I, U.S. History, and Civics will continue to be administered.

Middle grade students enrolled in Algebra I, Geometry, or Biology I must take the statewide, standardized EOC assessment for those courses and shall not take the corresponding subject and grade-level state-wide, standardized assessment.

**Retaking the State Assessments**

If students (starting with students who entered grade 9 in 2013-2014) do not pass the required Florida Algebra I EOC assessment, they must retake the assessment until they pass it, earn a concordant score on an approved assessment or receive an EOC Waiver, in order to earn a standard diploma. The Algebra I EOC assessment is currently administered at the conclusion of both the winter and spring semesters and in addition, there are summer and fall administrations.

**Concordant Scores Option**

To graduate from high school with a standard diploma, students must earn passing scores on statewide standardized assessment or passing scores on standardized tests that are concordant with passing scores on statewide standardized assessment, as defined by statute. Yearly, the Florida Legislature considers the authorization of the use of alternative assessment(s) for meeting high school graduation requirements.

The table below shows the concordant scores students must achieve based on the year they entered grade 9. In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment and all students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing concordant or comparative score on file.

**Concordant Scores by Year Student Entered Grade 9**

<b>Grade 10 FSA ELA Concordant Scores</b>	
<b>Available for <i>all</i> students who entered grade 9 in 2010-11 and beyond:</b>	
SAT Evidenced-Based Reading and Writing (EBRW) <sup>1</sup>	480
ACT English and Reading subtests <sup>2</sup>	18
<b>Available <i>only</i> for students who entered grade 9 prior to 2019-2020:<sup>4</sup></b>	
SAT EBRW <sup>1</sup>	430
SAT Reading Subtest <sup>3</sup>	24
ACT Reading	19
ACT English and Reading subtests (averaged)	18
<b>Available <i>only</i> for students who entered grade 9 prior to 2019-2020:<sup>4</sup></b>	
SAT EBRW <sup>1</sup>	430
SAT Reading Subtest <sup>3</sup>	24
ACT Reading	19
<b>Algebra 1 EOC Comparative Scores</b>	
<b>Available for students who entered grade 9 in 2020–21 and beyond:</b>	
PSAT/NMSQT Math <sup>6</sup>	430
SAT Math <sup>7</sup>	420
ACT Math	16
FSA Geometry EOC <sup>7</sup>	Level 3
<b>Available for students who entered grade 9 during the 2019–20 school year<sup>9</sup>:</b>	
PERT	114
PSAT/NMSQT Math <sup>5</sup>	430
SAT Math <sup>6</sup>	420
ACT Math	16
FSA Geometry EOC <sup>8</sup>	Level 3
<b>Available for students who entered grade 9 between the 2011–12 and 2018–19 school years:</b>	
PERT Mathematics	97

<sup>1</sup> Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment (those listed for all students who entered grade 9 in 2010–11 and beyond) until the State Board of Education adopts concordant scores aligned to the Grade 10 FAST ELA Reading Assessment.

<sup>2</sup> Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

<sup>3</sup> The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

<sup>4</sup> Any students, including those using accelerated or career pathway graduation options, and adult students, that are eligible to graduate during the 2022–23 school year, may also use these scores.

<sup>5</sup> Administered in March 2016 or beyond. Students who entered grade 9 prior to 2019–20 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016. <sup>6</sup> 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.

<sup>7</sup> 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.

<sup>8</sup> Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(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. See the Scholar Diploma Designation section below for eligibility criteria.

<sup>9</sup> Any students, including those using accelerated or career pathway graduation options, and adult students, that are eligible to graduate during the 2022–23 school year, may also use these scores. (See Table 1.)

### **Assessment of Exceptional Student Education (ESE) Students**

FSDB students pursuing a standard diploma must participate in state and district assessments. If students are to receive accommodations, then the accommodations must be listed in the student's Individual Education Plan (IEP). Lists of accommodations allowed are listed in the procedures manual for the specific assessment. Students who will not participate in the state and district assessments must have a statement in the IEP as to why they are unable to participate. The alternative assessment(s) that will be utilized in place of the state and district assessments must be listed in the IEP.

### **Assessment of English Language Learners (ELLs)**

In general, all English Language Learners (ELLs) participate in the statewide assessment. However, English Language Learners (ELLs) served less than one year may no longer be exempted from the FSA English Language Arts (ELA) statewide assessment. As part of the No Child Left Behind legislation, all English Language Learners (ELLs) shall be assessed annually in reading, writing, listening and speaking.

### **Workforce Preparation Assessment**

Before a student graduates from high school, schools shall assess the student's preparation to enter the workforce and provide the student and the student's parent or guardian with the results of the assessment.

## **Promotion and Retention**

### **GENERAL COMMENTS**

It is the intent of the Legislature that student progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics. Students in grades K, 1 and 2 must make satisfactory Florida Standards benchmark progress in reading to be promoted. The Principal and staff of each school, working through the IEP Team, determine promotion and retention of a student unless it conflicts with the Student Progression Plan.

Promotion in grades 3-8 is based on satisfactory student performance in reading, writing, mathematics and science and other requirements as set forth by FSDB or the state.

Students who do not make satisfactory benchmark progress may be retained until mastery of the Florida Standards are demonstrated. Students in grade 3 face a mandatory retention if their statewide, standardized assessment in English Language Arts (ELA) test is Level 1 and they do not qualify for one of the six good cause exemptions. Please see specific section on 3rd grade retention.

Students who score at Level I on the statewide, standardized assessment in English Language Arts (ELA) in grades 4-10 and mathematics in grades 3-8 shall receive remediation through their Individual Educational Plan or be retained. Grade 3 students retained based on the statewide, standardized assessment in English Language Arts (ELA) Level 1 score, or grade 3 students promoted for good cause, must have an Individual Educational Plan that includes goals and objectives for reading. Promotion in grades 9-12 is based on satisfactory completion of credit requirements as outlined in the FSDB handbook.

In limited circumstances, a student may be promoted without meeting the specific assessment performance levels prescribed by FSDB and the state. Promotion may be recommended by a Principal working with the IEP Team if the student is able to demonstrate success with the State Academic Standards/ B.E.S.T. Standards or the Access Points through alternative assessments with the evidence

indicating that the student's achievement is equivalent to the designated levels of performance for student progression. This provision, however, does not apply to grade 3 students who score Level 1 on the Florida Assessment of Student Thinking (F.A.S.T.) in English Language Arts (ELA).

There are three options if a student does not meet FSDB or state promotion standards.

Those options are as follows:

- Remediate before the beginning of the next school year and promote based on the student's demonstrated mastery of appropriate grade level expectations/standards
- Promote and remediate in a program that takes into account a student's unique academic needs and learning style
- Retain in a different program that takes into account a student's unique academic needs and learning style

The FSDB shall review the progress monitoring plans, within the IEP, for all retained third graders. Additional intensive supports and services to remediate areas of reading deficiency shall be addressed and provided, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include reduced ratios, small group instruction, frequent progress monitoring, tutoring, extended school hours, summer reading camp, and other recommended strategies. A portfolio of work for each student shall be maintained. Those students who qualify for good cause exemption through the portfolio must be given the opportunity to have a portfolio.

Beginning in 2004-05, the parent/guardian notice of retention for a third grade student due to reading deficiency, must state the reason for retention and the reasons why the child is not eligible for good cause exemption. A description of the proposed interventions and supports for the child to remediate the reading deficiency must be included. Students who are retained will be assigned to reading endorsed/certified, high-performing teachers as determined by student performance data and above satisfactory performance appraisals.

FSDB focuses on preventing retention of grade 3 students and offers intensive accelerated reading instruction to retained grade 3 students and to each K-3 student identified with a reading deficiency as assessed in the five reading components of phonological awareness, phonics, vocabulary, comprehension and fluency. These services are to be provided within the school day in addition to the regular reading instruction. A state approved reading curriculum, as appropriate for use with hearing impaired or visually impaired students, must be provided that meet the specifications as stated in statute.

For those children who will be retained in grade 3 for more than one time, the school, where applicable, will provide an intensive acceleration class/services to increase a child's reading level by two grade levels in one school year. This effort will meet the specified requirements of statute for curriculum, goals, instruction, monitoring, setting and time use.

Reporting to the Department of Education on student progress will occur at the end of the first semester. A report to the State Board of Education will also be completed on the interventions and support used by the district for students who have been given intensive reading instructional services and who have been retained in grade 3 and still are not passing the statewide, standardized assessment (FSA) in English Language Arts (ELA). A transitional instructional setting may be designed for the student

to experience and master grade 4 standards while receiving remediation in the areas of reading deficiency.

Mid-year promotion is an option to any grade 3 student who has been retained due to scoring a Level 1 on statewide, standardized assessment in English Language Arts (ELA) who can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to grade 4. (1008.25(7)(b)2 F.S.).

## **PROMOTION AND RETENTION OF EXCEPTIONAL STUDENT EDUCATION STUDENTS IN K-8**

FSDB students in grades K-8 who follow the regular education curriculum shall parallel the requirements for promotion and retention based on the recommendations of the IEP team.

Students in grades K-8 who require a modified or different curriculum and/or learning environment will strive toward acquisition of student performance standards as specified in the student's IEP. Promotion/retention shall be based on the recommendation of the IEP team.

### **PROMOTION**

#### **Social Promotion/Administrative Placement**

Florida law prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative assignment - placement at the next grade level without the regard for student mastery of the appropriate state academic standards/Florida B.E.S.T. Standards. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required level on the statewide, standardized assessment.

#### **Promotion of Students with Disabilities**

Students with disabilities shall be promoted based on Section 1008, F.S., unless the student is following the Access Points and does not take the statewide, standardized assessment. The student's progress, as assessed through the Florida Alternate Assessment (FAA) and progression toward the access points, should be the guide to assist in determining promotion.

#### **Academically Challenging Curriculum to Enhance Learning (ACCEL)**

S. 1002.3105, F.S. Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

Acceleration of students is a practice that covers a wide range of educational strategies. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum. In accordance with 1002.3105, Academically Challenging Curriculum to Enhance Learning (ACCEL), FSDB offers the following:

- Flexible class groups
- Subject matter acceleration
- Enrichment programs
- Combined classes
- Self-paced instruction
- Virtual instruction in higher grade level subjects
- Whole grade promotion and mid-year promotion



- Credit Acceleration Program (CAP)
- Enriched science, technology, engineering, and mathematics (STEM) coursework
- Rigorous industry certifications that are articulated to college credit
- Approved, work-related internships or apprenticeships

The IEP team shall determine if placement in an above-grade level course offered by FSDB or 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 certified school counselor:

Placement decisions shall be made on a case-by-case basis, subject to state statute, the rules of the State Board of Education, and the decision of the IEP team is final.

Each Principal will inform parents/guardians and students of the ACCEL options available at the school and the student eligibility requirement for the ACCEL options stated above as well as the process by which a parent/guardian may request participation in one of these ACCEL options pursuant to the student being eligible.

If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the Principal pursuant to s. 1002.3105(2)(a), F.S., the student will be provided the opportunity to participate in the ACCEL option.

Provide that if a student participates in an ACCEL option pursuant to the parental request under s. 1002.3105(4)(b)1., F.S., a performance contract 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 statewide, standardized assessment in English Language Arts (ELA). The Principal and staff of each department, working through the IEP Team, shall determine promotion or retention of a student.

In grade 5, students must demonstrate mastery of grade level expectations in language arts and mathematics and at least one other core subject (science or social studies) to be promoted.

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the Principal makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks.

The IEP Team, with the Principal's approval, may use good cause promotion exemptions in grades 4 and 5.

### **Promotion of Middle School Students**

Promotion may occur when a student demonstrates that acceptable skills have been acquired in the subjects enrolled.

Grade-Level Classification Requirements:

#### Classification for 6th Grade

- Promotion from 5th grade

#### Classification for 7th Grade

- Successful completion of four (4) core 6th grade academics (language arts, mathematics, science, social studies).

#### Classification for 8th Grade

- Successful completion of four (4) core 6th grade academics (language arts, mathematics, science, social studies).
- Successful completion of four (4) core 7th grade academics (language arts, mathematics, science, social studies).

Student grade level classification at the end of the first semester will determine which grade level Benchmarks for Excellent Student Thinking (B.E.S.T.) Mathematics and English Language Arts assessments are administered.

The Principal or designee may recommend promotion for a student in grades 6-8 not passing the grade level course in language arts and/or mathematics if the student demonstrates mastery of language arts/reading and mathematics by achieving a score of level 3 or above on the statewide, standardized assessment in Mathematics and English Language Arts

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the Principal or designee makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks.

#### General requirements for middle grades promotion (1003.4156)

Beginning with students entering grade 6, promotion requires that the student must successfully complete academic courses as follows:

- Three middle grades or higher courses in English Language Arts (ELA).
- Three middle grades or higher courses in mathematics.
  - Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful

completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment.

- To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, beginning with the 2013-2014 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade.
- To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- Three middle grades or higher courses in social studies.
  - One of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments;
    - the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
    - All instructional materials for the civics education course must be reviewed and approved by the Commissioner of Education, in consultation with organizations that may include, but are not limited to, the Florida Joint Center for Citizenship, the Bill of Rights Institute, Hillsdale College, the Gilder Lehrman Institute of American History, iCivics, and the Constitutional Sources Project, and with educators, school administrators, postsecondary education representatives, elected officials, business and industry leaders, parents, and the public.
  - Each student's performance on the statewide, standardized EOC assessment in civics education required under s. [1008.22](#) constitutes 30 percent of the student's final course grade.
  - A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, 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 and the career and technical education pathway to earn a standard high school diploma under s. 1003.4282\(10\)](#); the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; work-based learning opportunities, including internships and preapprenticeship and apprenticeship programs; and career education courses, including career-themed courses and course sequences that lead to industry certification pursuant to s. [1003.492](#) or s. [1008.44](#). The course may be implemented as a stand-alone course or integrated into another course or courses.

Accelerated middle school students may earn credit toward high school graduation under the following conditions:

High school courses offered at the middle school level must meet the standards approved for the high school courses. High school credit will be awarded to students who earn a C or above.

Courses are offered for the same number of hours of instruction as currently offered at the high school, follow the state academic standards.

Students at the middle school level authorized to take courses from the Florida Virtual High School will earn credit, which will be transferred to their high school record.

### **Progress Monitoring Plans**

Schools must develop and implement a progress monitoring plan for each student who fails to meet certain performance levels, including scoring below Level 3 on state academic stands. A student who is not meeting the FSDB or state requirements for achievement in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally required student plan such as an Individual Education Plan (IEP)
- A school-wide system of progress monitoring for all students; or an individual progress-monitoring plan.

### **Parental Notice and Annual Reporting of Progress**

Progress of the student toward achieving state and FSDB expectations for achievement in reading, writing, science and mathematics and the student's results on each statewide assessment test must be reported annually in writing to the parents/guardians of each student. The report will be developed by the school and is adopted by the FSDB Board of Trustees in the approval of this Student Progression Plan. The evaluation of this progress must be based on:

- Classroom work

- Observations
- Tests
- District and state assessments
- Other relevant information

The parents/guardians of a student not making adequate progress toward promotion must be notified in writing at the beginning of the third grading period and given an opportunity to review the student's IEP.

### **Public Notice**

FSDB will annually publish on the school website the following information on the prior school year (Florida Statute 1008.25(8)(b)):

- Provisions of the law relating to public school student progression and the FSDB's policies and procedures on student retention and promotion,
- By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the Florida Assessment of Student Thinking English Language Arts (ELA),
- By grade, the number and percentage of all students retained in grades 3-10
- The total number of grade 3 students who were promoted for good cause, by each category of good cause,
- Any revisions to FSDB board policy on retention and promotion from the prior year will be reported.

### **Promotion of High School Students**

Promotion of high school students is dependent on the awarding of credit. To be classified a sophomore; students must have a minimum of six credits. To be classified a junior; students must have a minimum of twelve credits. To be classified a senior; students must have a minimum of eighteen credits. Specific courses are required in the credit requirements. Please refer to Grade Placement Within High School.

### **Midyear Promotion of Retained High School Students**

High schools may promote retained students from grade 9 to grade 10, grade 10 to grade 11, grade 11 to grade 12 at the end of the first semester upon documentation of the awarding of required make-up credits.

### **Midyear Promotion of Junior to Senior Status**

A junior who is enrolled in a 24-credit diploma program shall be moved to senior status at the end of first semester if enrolled in the necessary coursework to graduate in the spring.

### **Mathematics and English Language Arts College Success and Readiness Courses**

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support. The following college ready and college success courses may be offered to a student based on the areas of academic need and strategies for providing academic supports to improve each student's performance. [English 4: Florida College Prep (1001405) and/or Math for College Algebra (1200710) qualify for High School English and Math credit] prior to high school graduation. Please speak with your certified school counselor for more information.)

## **REMEDIATION**

### **Specific Remediation Requirements**

Each student who does not meet specific levels of performance in reading, writing, science and mathematics for each grade, as determined by the FSDB or the state, shall be provided with additional diagnostic instruments to determine the nature of the student's difficulty and areas of academic need.

Immediate intensive remediation focused on student deficiencies shall be provided. The student's achievement shall be reassessed by FSDB adopted assessment, or based on teacher recommendation, at the beginning of the grade following the intensive instruction, and the student shall continue to be given intensive instruction until the deficiency is remedied.

If a student in any grade K-12 has been identified as having a deficiency in reading, his/her Individual Educational Plan (IEP) must identify the specific areas of deficiency (as appropriate) in phonemic awareness, phonics, fluency, comprehension and/or vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall provide frequent monitoring of the student's progress in meeting the desired levels of performance.

Parent/guardian notification shall be documented when a student is being remediated and is being considered for retention. The school has the authority and responsibility to advise a student's course of study. The school is held accountable for the student's success and may implement a plan for remediation through the student's IEP. School personnel shall use available resources to achieve parent/guardian understanding and cooperation regarding a student's remediation, Individual Educational Plan and possible retention.

### **Reading Remediation Requirements**

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized English Language Arts (ELA) or mathematics assessment. Although, students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session, Intensive Reading, and Foundational Skills in Mathematics will continued to be offered to our students.

This intervention course should include on a daily basis:

- Whole group explicit instruction;
- Small group differentiated instruction;
- Independent reading practice, utilizing classroom library materials, monitored by the teacher;
- Integration of State academic standards 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 Assessment of Student Thinking; and
- Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level text.

### ***Elementary***

Section 1008.25(4)(a), F.S., specifies that each student must participate in the statewide, standardized assessment program required by § 1008.22, F.S. Each student who does not meet specific levels of performance on the required assessments as determined by the district school board, or who scores below Level 3 on the statewide, standardized Mathematics assessment and the statewide, standardized English Language Arts assessment applicable under § 1008.22, F.S., must be evaluated to determine the nature of the student's difficulty, the areas of academic need and strategies for appropriate intervention and instruction.

Each school district shall provide third-grade students who are retained based on their scoring Level 1 on the required statewide, standardized assessment identified in § 1008.22, F.S., with intensive instructional services and supports to remediate the identified areas of reading deficiency. This includes participation in the school district's summer reading camp and a minimum of 90 minutes of daily uninterrupted, scientifically research-based instruction that includes phonemic awareness, phonics, fluency, vocabulary and comprehension, and other strategies.

Districts provide strategies that may include the following:

- Integration of science and social studies content within the 90-minute block of small group instruction
- Reduced teacher-student ratios
- More frequent progress monitoring
- Tutoring or mentoring
- Transition classes containing third- and fourth-grade students
- Extended school day, week or year

Students who are retained in third grade must be provided with a teacher certified or endorsed in reading.

### **Reading or Mathematics Deficiencies**

It is FSDB's goal that every student read and compute mathematics at or above grade level. Any student who demonstrates a substantial deficiency in reading (K-3) or substantial deficiency in mathematics (K-4) based upon locally determined or statewide assessments or through teacher observations, must be given intensive reading or mathematics instruction immediately following the identification of the deficiency. The student's achievement must be reassessed by using FSDB designated assessments or through teacher observation at the beginning of the grade following the intensive instruction. The student must continue to be provided with intensive instruction until the deficiency is remedied.

If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 for grade 3, the student must be retained.

### **Parent Notification of Reading Deficiency and Remediation Plan**



The parent/guardian of any student in grades K-3 who exhibits a substantial reading deficiency or any student in grade K-4 who exhibits a substantial deficiency in mathematics shall be notified in writing of the following:

- That the student has been identified as having a substantial reading or mathematics deficiency
- A description of the current services being provided to the child
- A description of the proposed supplemental instructional services and supports for the student that are designed to remediate the identified area of reading or mathematics deficiency
- Reading specific remediation
  - That if the student's reading deficiency is not remediated by the end of third grade, the student shall be retained unless exempted from mandatory retention for good cause
  - Strategies, including multisensory strategies, through a read-at-plan for parents/guardians to use in helping their child succeed in reading achievement.
  - That the Florida Assessment of Student Thinking (F.A.S.T.) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents/guardians and the school in knowing when a child is reading at or above grade level and reading for grade promotion.
  - The district's specific criteria and policies for a policy and the evidence required for a student to demonstrate mastery of Florida's academic standards
    - A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
  - The districts specific criteria and policies for midyear promotion

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

### ***Middle Grades and High School Students***

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized English Language Arts (ELA). Although students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session; Intensive Reading will continued to be offered to our students.

Rule 6A-6.054, Florida Administrative Code (F.A.C.), states that all students must be progress monitored three times per year. This includes a baseline, midyear and an end-of-the- year assessment.

### **Mathematics Remediation Requirements**

#### ***Middle Grades and High School Students***

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized mathematics assessment. Although students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are

incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session, Foundational Skills in Mathematics will continue to be offered to our students.

### **Mathematics and English Language Arts College Success and Readiness Courses**

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support. The following college ready and college success courses may be offered to a student based on the areas of academic need and strategies for providing academic supports to improve each student's performance. (English 4: Florida College Prep (1001405) and/or Math for College Algebra (1200710) prior to high school graduation. Please speak with your certified school counselor for more information.)

### **RETENTION**

Retention decisions must be based on more than a single test score. Retention, except for grade 3 where there is a mandatory retention for reading, is based on unsatisfactory student performance in reading, writing, mathematics and/or science and/or failure to meet other requirements as set forth by the FSDB or State of Florida. Retention may occur when the school's instructional staff determines that the student demonstrates the need for additional time to attain appropriate academic knowledge and skills in order to meet required district and/or state performance standards.

Students who score at Level 1 on the statewide, standardized assessment in English Language Arts (ELA) in grades 3-10 and Mathematics in grades 3-8 shall receive appropriate remediation through their Individual Education Plan (IEP) or be retained. Grade 3 students retained based on Level 1 score on the statewide, standardized assessment in English Language Arts (ELA), or grade 3 students promoted for good cause, must have a progress-monitoring plan for reading.

A student who is retained must be provided with instructional experiences different from those in the previous year's program, taking into consideration the student's individual learning needs and learning styles.

Only in exceptional cases will a student be assigned to any one grade more than two consecutive years.

### **Guidelines for Retention in Grades K-8**

The following guidelines are established to assist the Individual Education Plan (IEP) team in making retention decisions at the elementary level:

- The student's insufficient progress in meeting the state performance standards and benchmarks supports a retention decision.
- The student's needs in the areas of physical, social and emotional development support a retention decision.
- Alternative remediation strategies and/or programs that have been utilized and support a retention decision.

### **Retention Notification**

Parents/guardians shall be notified in writing when it is apparent that the student may need to be retained. Documentation shall be kept and an acknowledgment of such notification shall be obtained. Ongoing communication with the parents/guardians shall be maintained.

### **Mandatory Retention for Reading in Grade 3**

A third (3rd) grade student scoring at Level 1 on the statewide, standardized assessment in English Language Arts (ELA) must be retained unless exempted from retention for good cause.

Students in grade 3 who score Level 1 on statewide, standardized assessment in English Language Arts (ELA) may be exempted from the retention requirement and be promoted to fourth grade [section 1008.25(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 three statewide standardized English Language Arts assessment under Section 1008.22, F.S., have been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and 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 or teacher-prepared assessments that are aligned with the B.E.S.T. ELA Standards. Be an organized collection of evidence of the student’s mastery of the B.E.S.T. ELA Standards that are assessed by the grade three statewide standardized English Language Arts assessment under Section 1008.22, F.S. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark 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 is no other good cause exemptions beyond the six listed above. For instance, there is no good cause exemption for extenuating circumstances (family tragedy or similar event) for third graders faced with the mandatory retention.

### **Requests for Good Cause Exemptions**

Florida statute requires that requests for good cause exemptions for students from the mandatory retention requirement must include the following:

- Documentation submitted from the student's teacher to the Principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Documentation consists of the following: the existing academic improvement plan; IEP if applicable; report card; and student portfolio.
- Discussion with the teacher by the Principal to review the recommendation and make the determination if the student should be promoted or retained. If the school Principal determines the student should be promoted, the Principal must submit the recommendation in writing to the FSDB's president.
- The President shall accept or reject the Principal's recommendation in writing.

### **Progression for Retained Grade 3 Readers**

Retained students whose reading deficiency has not been remediated by the end of third grade must be provided intensive interventions in reading, to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.

This intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

FSDB shall:

- Provide summer reading camp (participation required)
- Provide third grade students who are retained with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district's summer reading camp and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:
  - Integration of science and social studies content within the 90-minute block (*must be included*).
  - Small group instruction.
  - Reduced teacher-student ratios.
  - More frequent progress monitoring.
  - Tutoring or mentoring.
  - Transition classes containing 3rd and 4th grade students.
  - Extended school day, week, or year.

- Provide written notification to the parent/guardian of any student who is retained that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must comply with the provisions of s. 1002.20(15) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
- Implement a policy for the midyear promotion of any student retained who can demonstrate that he or she is a successful and independent reader and performing, at or above grade level in reading and English Language Arts. Tools that the school district may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education.
- Provide students who are retained with a highly effective high-performing teacher as determined by the teacher’s performance evaluation.
- Establish at each school, when applicable, an Intensive 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 statewide, standardized assessment 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 state academic 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 portfolio requirements listed above.

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**Retention of Grade 3 Students Transferring Late in the Year**

Schools shall assess the reading achievement of any 3rd grade student transferring to FSDB to determine if remediation is appropriate. If the student enters after the administration of the statewide, standardized assessment in English Language Arts (ELA), it is up to the school to assess the student's reading achievement at the end of the year to determine if the student needs to repeat 3rd grade. If a student transfers in time to take the statewide, standardized assessment in English Language Arts (ELA), that score will be used in determining the student's retention or promotion.

### **Retention of Exceptional Student Education (ESE) Students**

FSDB students who are pursuing a standard diploma are affected by the same guidelines for retention, as are students in regular education. ESE students may be exempted from the mandatory 3rd grade retention for good cause as outlined in statute, and good cause exemptions may be made on behalf of ESE students in other grades. Retention decisions should be documented in the IEP and the IEP must be reviewed and revised, as appropriate.

## **Placements**

### **Placements Within a School**

Whenever grade level placement of a student involves movement within FSDB, the processing of that movement shall be the responsibility of the IEP Team.

### **Placement of English Language Learners (ELLs)**

English Language Learners (ELLs) shall be placed in an appropriate program designed to provide ESOL instruction in English and ESOL instruction in the basic subject areas of mathematics, science, social studies and computer literacy.

Criteria to be utilized in making appropriate placement decisions include:

- Academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language
- Progress, attendance and retention reports
- Number of years the student has been enrolled in the ESOL Program
- Student's English proficiency level

### **Enrollment Criteria**

Students may be eligible for enrollment under the following conditions:

- Meet eligibility requirements for FSDB exceptional students as defined in Rule 6D-3.002, FAC
- Provide proof of immunization
- Provide certification of a school entry health examination
- Evidence of date of birth

## **ELEMENTARY SCHOOL PLACEMENT**

### **Mandatory School Attendance**

Students who will reach their 6th birthday on or before February 1st are required to attend school for the entire school year.

### **Responsibility for Placement in Grades K-5**

State law places the responsibility for the placement of students with the school.

Parents/guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.

Parents/guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

Students shall be placed in a specific class or grade on a temporary basis pending receipt of all required elements. If records that arrive after initial placement indicate a student should have been placed in a different class, grade or program, the Principal shall make the determination of appropriate placement based on all factors.

### **Kindergarten Initial Placement**

Prior to placement in Kindergarten, children are required to be five years of age on or before September 1 of the school year and provide all of the following:

- Evidence of residence
- Evidence of immunization
- Evidence of date of birth
- Evidence of medical examination completed within the last twelve months
- Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

A kindergarten student who transfers from an out-of-state school, who does not meet age requirements for admission to Florida public schools, must satisfy the following:

- Meet age requirements for public schools within the state from which the student is transferring
- Have academic credit that is acceptable under the rules of FSDB and
- Provide all of the following:
  - Official documentation that the parent(s)/guardian(s) had resident status in the state in which the student was previously enrolled in school
  - Official school records, which show attendance, academic information and grade placement
  - Evidence of residence
  - Evidence of immunization
  - Evidence of date of birth
  - Evidence of medical examination completed within the last twelve months
  - Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

### **Grade 1 Initial Placement**

Prior to placement in first grade, students are required to meet the following criteria:

- Be six years of age on or before September 1 of the school year
- Have satisfactorily completed a public school kindergarten

or

- Have satisfactorily completed a non-public kindergarten program and provide evidence such as the following:
  - Report card or transcript reflective of the child's satisfactory completion of kindergarten
  - Letter from the Principal or director of the school certifying the child's satisfactory completion of a kindergarten program

A first grade student who transfers from an out-of-state school, who does not meet age requirements for Florida public schools, must satisfy the following:

- Meet age requirements for public schools within the state from which the student is transferring
- Have academic credit that is acceptable under the rules of the FSDB's Board
- Provide all of the following:
  - Official documentation that the parent(s) or guardian(s) had resident status in the state in which the child was previously enrolled in school
  - Official school records, which show attendance, academic information and grade placement
  - Evidence of residence
  - Evidence of immunization
  - Evidence of date of birth

- Evidence of medical examination completed within the last twelve months
- Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

### **Grades 2-5 Initial Placement**

The grade placement of any grade student transferring from out-of-state into grades 2-5, shall be determined by the Principal (or designee) of the receiving school. The student must satisfy the following:

- Meet age requirement for public schools within the state from which the student is transferring
- Have academic credit that is acceptable under the rules of the FSDB

AND

- Provide all of the following:
  - Official documentation that the parents/guardians had resident status in the state in which the child was previously enrolled in school
  - Official school records, which show attendance, academic information and grade placement
  - Evidence of residence
  - Evidence of immunization
  - Evidence of date of birth
  - Evidence of medical examination completed within the last twelve months
  - Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

### **MIDDLE SCHOOL PLACEMENT**

Placement that facilitates optimum learning for each student shall be determined by the following:

- Established principles of growth and development;
- The academic and career interests of the student; and
- The acquisition of subject area skills and competencies.

### **Responsibility for Placement in Grades 6-8**

State law places the responsibility for the placement of students with the school.

Parents/guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.

Parents/guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

### **Placement from Accredited Schools in Grades 6-8**

Students enrolling in grades 6-8 from accredited public, private or charter schools shall be placed in a grade consistent with the recommendation of the sending school and the support information provided that documents student progress and mastery of standards.

### **HIGH SCHOOL PLACEMENT**

#### **Responsibility for Placement**

State law places the responsibility for the placement of students with the school.

Parents/guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.



Parents/guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

### **Grade Placement Within High School**

Students shall be considered as freshmen, sophomores, juniors, seniors and fifth year seniors based on the credits listed below. This placement is determined with 24 credits being required for graduation.

- (1) To be on schedule to graduate in four years, a second year student (sophomore) must have a minimum of 6 credits.
  - (2) A student shall be classified as a junior with a minimum of 12 credits.
  - (3) A student shall be classified as a senior with a minimum of 18 credits.
  - (4) Students not reaching graduation status in four years shall be provided the opportunity of a fifth year to meet the FSDB's graduation requirements.
- Remediation shall be provided to assist the student to pass the state required tests.

## **Reporting and Grades**

### **Report Cards**

Report cards provide the student and the student's parents/guardians with an objective evaluation of scholastic achievement with indicators of progress. The basis for determining grades should reflect teacher judgment based on the following: tests, classroom assignments, daily observation and other quantitative and qualitative data.

All schools shall use an approved report card as the primary means of reporting student progress. Report cards shall be issued at the end of each grading period. Grades shall be issued to all students in attendance. Students transferring into the FSDB after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Report cards shall be issued on uniform dates as adopted annually on the official school calendar. Report cards shall clearly depict the student's conduct, behavior and attendance, including absences and tardiness. The final report card for the year shall contain a statement indicating end-of-the-year status or performance, or non-performance, at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

### **Parent Notification of High School GPA Less Than 2.5**

A student's report card is the parent/guardian's official notification of the student's grades and cumulative GPA. Parents/Guardians of students in grades 9-12 shall be notified each semester if the GPA is less than .5 above the cumulative GPA required for graduation. The policies the FSDB has in place to assist the students in meeting the GPA requirement are stated in FSDB's Student Handbook.

### **Students Working on Grade Level in Grades K-8**

Report card grades must clearly reflect the student's level of achievement. Parents/guardians must be able to assume that students earning satisfactory grades in the general program are achieving within the range appropriate or acceptable for the grade or course in which they are enrolled.

### **Students Working Below Grade Level in Grades K-8**

Students with modified educational programs are eligible for modified progress reporting. Satisfactory grades in individualized/continuous progress or modified programs must indicate that the student is working satisfactorily in a program below the range acceptable for the grade or course.

### **Interim Progress Reports**

Interim progress reports shall be issued to all students in grades K-12 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar. Interim reports may be done via parent/guardian conferences as well as through traditional forms.

## **GRADING**

The grading scale, delineated below, is used by all departments (elementary, middle and high school) at FSDB. Weighting occurs in high school level courses only.

Elementary schools use letter grades for reporting purposes; middle and high schools use letter grades, or both letter and number grades, in some instances.

### **Grading Scale Unweighted/Weighted Grading System**

#### ***Grades Descriptor Unweighted-Weighted Value (HS only)***

A = 90 -100 Outstanding Progress 4 points - 5 points  
B = 80 - 89 Above Average Progress 3 points - 4 points  
C = 70 - 79 Average Progress 2 points - 3 points  
D = 60 - 69 Lowest Acceptable Progress 1 point - 2 points  
F = 0 - 59 Failure 0 points 0 points

Scores generated from tests and data from other forms of assessment, including rubrics and portfolios, should be combined to evaluate student progress.

### **Right to Make Up Work for Excused Absences**

Students who have excused absences from instructional time are guaranteed the right to make up work at full credit and to demonstrate mastery of such student performance standards as may have been introduced and/or measured during their excused absence.

Such demonstration of mastery of student performance standards shall take place within a reasonable period of time as specified by the teacher. Absence from instructional time shall also be considered excused if that absence is part of an approved school program.

### **Right to Make Up Work for Unexcused Absences**

If a student has an unexcused absence, it is the responsibility of the student to complete all work and turn it in to the appropriate teacher(s). Procedures to make up work for unexcused absences are detailed in the Student Handbook.

## **HIGH SCHOOL AWARDS AND HONORS**

### **Honor Graduates Criteria**

If FSDB chooses to delineate honor graduates, the following criteria shall be used:

- Students with a weighted grade point average of 3.5000 or above graduates "With Honors."

- GPA is calculated at the end of the 1st semester of the senior year (7<sup>th</sup> semester for 24-credit standard diploma, 5<sup>th</sup> semester for 18-credit ACCEL)

### **Valedictorian and Salutatorian Awards**

If FSDB decides to award Valedictorian and Salutatorian status, the follow criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a 5.0 weighted grade point average (GPA) scale on all courses taken for high school credit.
  - Only 1<sup>st</sup> year seniors (based on 9<sup>th</sup> cohort) will be considered
  - Students pursuing a standard diploma through modified standards will be removed from the ranking.
- Calculations of GPAs for Valedictorian and Salutatorian shall be made at the conclusion of the seventh semester for students pursuing the 24-credit standard diploma. For students pursuing the 18-credit ACCEL diploma option the fifth semester shall be used if the student has at least 17 credit hours and has been promoted to a senior.
- A high school transfer student shall be given one quality point for any course acceptable for transfer credit if that credit is deemed comparable to courses in FSDB that receive quality points. The courses that carry weight on the grade point average (GPA) should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The Principal or designee shall make the determination as to which transfer courses qualify for quality points.
- A student who transfers to FSDB during the last two years prior to graduation is not eligible to be named sole Valedictorian or Salutatorian.

However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:

#### **Co-Valedictorian**

If ranked first in the senior class based on the cumulative weighted GPA figures at the end of the 1st semester of the senior year (7<sup>th</sup> semester for 24-credit standard diploma, 5<sup>th</sup> semester for 18-credit ACCEL), the student would be named Co-Valedictorian along with the second ranked student. The third ranked student would be named Salutatorian.

#### **Co-Salutatorian**

If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third ranked student.

A student must complete four full semesters in FSDB to be eligible to be named sole Valedictorian or Salutatorian. A new student who registers before school starts for his/her junior year would be eligible for sole Valedictorian/Salutatorian. However, if a student transfers to FSDB during his/her Junior or Senior year, he/she would fall under the above criteria for Co-Valedictorian or Co-Salutatorian.

### **Elementary School Program**

Each elementary school student shall be placed in classes appropriate to his or her developmental level and mastery of the state academic standard. The course of study in elementary school includes instruction in the four core academic areas of language arts, mathematics, science and social studies. Elementary students also receive instruction in music or art, physical education and health, media/library skills and technology. All instruction is centered on the benchmarks of the state academic

standards. Individual learning styles, interests and talents help determine students' learning paths while in elementary school. Career awareness is provided at all elementary schools.

### **Daily Uninterrupted Elementary Reading Block Instruction**

Each elementary school shall provide all students a minimum of 90 minute of daily, uninterrupted, scientifically research-based reading instruction using the district adopted Comprehensive Core Reading Program (CCRP). The daily, uninterrupted reading block shall follow the DOE template that includes a combination of large and small group instruction, guided and independent reading, and specific skill instruction based on student needs.

### **Instruction in the Comprehensive Core Reading Program**

All K-5 students shall participate in initial instruction (ii) using the Comprehensive Core Reading Program (CCRP). The CCRP curriculum shall be scaffolded to meet the needs of every student. During differentiated instruction, initial instruction shall be reinforced through remediation, acceleration, or enhancement. Students whose Individual Education Plan (IEP) indicate that the CCRP is not appropriate shall receive instruction using other scientifically research-based reading materials. This shall be specified in the student's IEP based on the rigorous reading requirements.

### **Physical Education Requirements**

"Physical education" means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

Elementary students will receive 150 minutes of physical education each week. Continuous and rigorous activity will be provided in periods of not less than 30 minutes. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. 1010.305. Any instructional personnel as defined in s. 1012.01(2), regardless of certification, who are designated by the school Principal, may provide such instruction. Each district school board is encouraged to provide 150 minutes of physical education each week for students in kindergarten through grade 5.

Per Section 1003.455, Florida Statutes, FSDB will provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of recess per day.

### ***Physical Education Waiver K-8***

The physical education waivers listed in Section 1003.455, Florida Statutes, will apply to both elementary and middle school students beginning with the 2009-2010 school year. Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent/guardian indicates in writing to the school that:
  - a. The parent/guardian requests that the student enroll in another course from among those courses offered as options by the school district; or
  - b. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

### **Replacement of Elementary School Courses**

Course replacements for elementary school students will be made on a case-by-case basis upon petition to the school Principal. Upon completion of a possible replacement course for a previously failed elementary school course, students/parents/guardians shall supply documentation. The school Principal, upon receipt and verification of the required documentation of mastery, shall approve the replacement course, and the student's record shall be amended to reflect the replacement grade. In the event of insufficient verification evidence, the grade for the course failed shall remain.

### **Middle School Program**

Each middle school student shall be scheduled into specific courses appropriate to his/her developmental level and mastery of the state academic standards.

Typically a student's schedule includes the following courses:

#### Sixth Grade

English  
Science  
Mathematics  
Social Studies  
PE/Health

#### Seventh Grade

English  
Science  
Mathematics  
Social Studies  
PE/Health

#### Eighth Grade

English  
Science  
Mathematics  
Social Studies  
PE/Health

And electives as appropriate.

### **Physical Education**

Beginning with the 2009-2010 school year, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. The equivalent of one year of physical education in grades 6, 7, and 8 (see *Physical Education Waiver K-8*).

### **Health Education**

Middle school curriculum includes comprehensive age-appropriate and developmentally appropriate health education that addresses concepts of community health, consumer health, environmental health, and family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; personal health; prevention and control of disease; and substance use and abuse (Florida Statute 1003.42(2)(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(5)).

### **Civics**

Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student's final course grade.

In accordance with State Board of Education rule, 6A-1.09942, if a student transfers into a Florida public school from out-of-country, out-of-state, a private school or a home education program after the beginning of the second term of eighth grade, the student is not required to meet the Civics education requirement for promotion if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of Civics education.

### **High School Credit in Middle School**

Middle school students may be appropriately enrolled in high school credit earning courses. Such courses may be offered during the school day. A typical course would be Algebra I. Middle school students earning high school credit simultaneously shall be credited with meeting the requirements for the appropriate corresponding pre-9th grade courses.

#### ***Successful completion of a high school level Algebra I or Geometry course***

- Beginning with the 2014-2015 school year, to earn high school credit for Algebra I, a middle school student must take the statewide, standardized Algebra I assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. The student must pass the Algebra 1 EOC Assessment to earn a high school standard diploma.
- Beginning with the 2012-2013 school year, to earn high school credit for geometry, a middle school student must take the statewide, standardized geometry assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

#### ***Successful completion of a high school level Biology I course***

- Beginning with the 2014-2015 school year, to earn high school credit for Biology I, a middle school student must take the statewide, standardized Biology I assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

If the student successfully completes the high school course, the EOC assessment will not result in the student being retained in middle school.

Statewide, standardized EOC assessments in mathematics and science will be administered to students based on when the student completes the applicable curriculum (such as Algebra 1, Geometry, or Biology 1). If a student is enrolled in Algebra 1, Geometry, or Biology I, they must take the EOC and are not required to take the corresponding grade-level State Assessment.

### **High School Courses Taken Prior to Grade 9**

High school level courses taken below the 9th grade may be used to satisfy high school graduation requirements and Academic Scholars Award requirements. Restrictions on FSDB grade forgiveness policies do not apply to students below the 9th grade taking high school courses for credit. Any high school course taken prior to 9th grade may be retaken regardless of the grade earned. Students shall use the higher of the two grades to determine GPA.

### **The Credit Acceleration Program (CAP)**

The Credit Acceleration Program (CAP) awards high school credit in courses required for high school graduation through the passage of an end-of-course assessment, an Advanced Placement (AP)

Examination, or a College Level Examination Program (CLEP) to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. Students who are not enrolled in the course or who have not completed the course are allowed to take the End-of-Course assessment during the regular administration of the assessment. (1003.4295)

If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute.

### **Assignment to Remedial Classes in Middle School**

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized English Language Arts (ELA) or mathematics assessment. Students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session.

### **Replacement of Middle School Courses**

Course replacements for middle school students shall be made on a case-by-case basis upon petition to the school Principal. Upon completion of a possible replacement course for a previously failed middle school course, students/parents/guardians must supply documentation consisting of the following items:

- Documentation of mastery of the appropriate Grade Level Expectations and benchmarks of the state academic standards for the replacement course
- A portfolio of work representative of the content of the course

The Principal, upon receipt and verification of the required documentation of mastery, shall approve the replacement course, and the student's record shall be amended to reflect the replacement grade. In the event of insufficient verification evidence, the grade for the course failed shall remain.

## **High School Program - Grades 9-12**

### **Determination of Mastery of Student Performance on the State Academic standards**

When determining the mastery of state academic standards for high school credit, it is the intent of the FSDB to do the following:

- Utilize student performance standards that:
  - Embed clear and precise statements of what the learner is expected to accomplish by the end of the prescribed learning period
  - Reflect the essential knowledge, skills, concepts or behaviors contained in the district approved course descriptions

- Measure student performance standards on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments and examinations.
- Employ varied instructional strategies, course modifications and 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 state academic standards and meet all requirements established by the Florida Department of Education and FSDB.

- Beginning with the students entering grade 9 in the 2013-2014 school year and in accordance with § 1003.4282, F.S., **industry certification courses that lead to college credit may substitute for up to two mathematics credits and one science credit.** The FDOE will not release a course listing that satisfies this requirement. The intent of the legislation is that students earn an actual industry certification with an existing statewide articulation agreement to the associate in science or associate in applied science degree level (also known as Gold Standard Career Pathways Industry Certification Articulation Agreements) offered in the Florida College System.
  - Upon successful attainment of a qualifying industry certification, students would be eligible for substitution credit in mathematics and/or science. The industry certification substitution cannot substitute for Algebra 1, Geometry or Biology, but rather toward the balance of the two other unspecified mathematics credits and one of the unspecified equally rigorous science credits required for high school graduation. It is important to note that one qualifying industry certification attainment equates to one substitution credit. A student would need to earn three distinct industry certifications to earn the maximum three substitution credits (two in mathematics and one in science).
- Beginning with students entering grade 9 in the 2013-2014 school year, **electives** must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement and which lead to college.

State graduation requirements are summarized on the following pages by the school year a student enters the ninth grade.

**HIGH SCHOOL TESTING/GRADUATION REQUIREMENTS BY 9<sup>TH</sup> 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)



<b>English/Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• 4 credits in ELA 1, 2, 3, 4<sup>[1-3]</sup><sup>[SEP]</sup></li> <li>• ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Physical education is not required</li> <li>• 3 elective credits</li> </ul> <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry)</li> </ul>	<p><b>Scholar Designation</b></p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>• 1 credit in Algebra 2</li> <li>• 1 credit in statistics or an equally rigorous mathematics course</li> <li>• Pass the Biology 1 EOC</li> <li>• 1 credit in a course equally rigorous to chemistry or physics</li> <li>• Pass the U.S. History EOC Assessment<sup>[1-3]</sup><sup>[SEP]</sup></li> <li>• 2 credits in the same world language<sup>[1-3]</sup><sup>[SEP]</sup></li> <li>• Earn at least one credit in AP, IB, AICE or a dual enrollment course.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• 1 credit in Biology 1 (Biology EOC results constitute 30% of the final course grade)</li> <li>• 2 credits in equally rigorous science courses</li> <li>• 2 of the 3 required science credits must have a laboratory component</li> <li>• Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1)</li> <li>• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>	
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 1 credit in world history</li> <li>• 1 credit in U.S. history (U.S. history EOC results constitute 30% of the final course grade)</li> <li>• .5 credit in U.S. government<sup>[1-3]</sup><sup>[SEP]</sup></li> <li>• .5 credit in economics (must include financial literacy)</li> </ul>	
<b>World Languages</b>	<p>Not required for high school graduation, but required for admission into state universities</p>	<p><b>Industry Scholar Designation</b></p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>• Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).</li> </ul>
<b>Fine and performing Arts, Speech and Debate, or Practical Arts</b>	<p>1 credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination satisfies this requirement. (eligible courses specified in the Florida Course Code Directory)</p>	
<b>Physical Education</b>	<p>1 credit in physical education to include the integration of health</p>	
<b>Industry Certification</b>	<p>Not required</p>	

<b>Electives</b>	8 credits	
<b>Grade Point Average (GPA)</b>	Cumulative GPA of 2.0 on a 4.0 scale	
<b>Online Course</b>	Not required	

**Special Notes:**

- EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.
- A student preparing for college is advised to reach a level of Algebra II or higher.

**Students Entering Grade Nine In 2019-2020 School Year through 2022-2023 School Year**  
Section 1003.4282, Florida Statutes (F.S.)

Subject Area	Graduation Requirements	
	24-Credit Program	ACCEL Program/CTE/Diploma Designations
<b>English/Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• 4 credits in ELA 1, 2, 3, 4<sup>[SEP]</sup></li> <li>• ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment)</li> </ul>	<p align="center"><b>ACCEL Program (18 credits minimum)</b></p> <ul style="list-style-type: none"> <li>• Physical education is not required</li> <li>• 3 elective credits</li> </ul> <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• 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)<sup>[SEP]</sup></li> <li>• May earn two mathematics credits by taking Algebra I in two full-year courses.</li> <li>• Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry)</li> <li>• A computer science credit may substitute for 1 mathematics credit (except for Algebra 1 and Geometry).</li> <li>• industry certification in 3D rapid prototype printing to substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor.</li> </ul>	<p><b>Career and Technical Education Pathway (18 Credit minimum)</b></p> <ul style="list-style-type: none"> <li>• Complete two credits in career and technical education (must results in a program completion and an industry certification)</li> <li>• Complete two credits in work-based learning programs (may substitute up to two credits of electives, including 0.5 credit of financial literacy)</li> <li>• Physical education is not required</li> </ul> <p><i>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</i></p>
<b>Science</b>	<ul style="list-style-type: none"> <li>• 1 credit in Biology 1 (Biology EOC results constitute 30% of the final course grade)</li> <li>• 2 credits in equally rigorous science courses</li> </ul>	

	<ul style="list-style-type: none"> <li>• 2 of the 3 required science credits must have a laboratory component</li> <li>• Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1)</li> <li>• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>	
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 1 credit in world history</li> <li>• 1 credit in U.S. history (U.S. history EOC results constitute 30% of the final course grade)</li> <li>• .5 credit in U.S. government*</li> <li>• .5 credit in economics (must include financial literacy)</li> </ul>	
<b>World Languages</b>	Not required for high school graduation, but required for admission into state universities	<p><b>Scholar Designation</b></p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>• 1 credit in Algebra 2 or an equally rigorous mathematics course</li> <li>• 1 credit in statistics or an equally rigorous mathematics course</li> <li>• Pass the Geometry EOC</li> <li>• Pass the Biology 1 EOC</li> <li>• 1 credit in a course equally rigorous to chemistry or physics</li> <li>• Pass the U.S. History EOC Assessment<sup>[SEP]</sup></li> <li>• 2 credits in the same world language<sup>[SEP]</sup></li> <li>• Earn at least one credit in AP, IB, AICE or a dual enrollment course.</li> </ul>
<b>Fine and performing Arts, Speech and Debate, or Practical Arts</b>	1 credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination satisfies this requirement. (eligible courses specified in the Florida Course Code Directory)	
<b>Physical Education</b>	1 credit in physical education to include the integration of health	
<b>Industry Certification</b>	Not required	
<b>Electives</b>	8 credits	
<b>Grade Point Average (GPA)</b>	Cumulative GPA of 2.0 on a 4.0 scale	<p><b>Industry Scholar Designation</b></p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>• Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).</li> </ul>
<b>Online Course</b>	Not required	

**Special Notes:**

- \*Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(4). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(4).

- EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.
- A student preparing for college is advised to reach a level of Algebra II or higher.
- A computer science credit may only be used to substitute one course (either mathematics or science).

**Students Entering Grade Nine In 2023-2024 School Year and beyond**  
Section 1003.4282, Florida Statutes (F.S.)

Subject Area	Graduation Requirements	
	24-Credit Program	ACCEL Program/CTE/Diploma Designations
English/Language Arts (ELA)	<ul style="list-style-type: none"> <li>• 4 credits in ELA 1, 2, 3, 4<sup>[1]</sup><sub>SEP</sub></li> <li>• ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment)</li> </ul>	<p align="center"><b>ACCEL Program (18 credits minimum)</b></p> <ul style="list-style-type: none"> <li>• Physical education is not required</li> <li>• 2.5 elective credits</li> <li>• 0.5 credit in financial literacy</li> </ul> <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
		<p><b>Career and Technical Education Pathway (18 Credit minimum)</b></p> <ul style="list-style-type: none"> <li>• Complete two credits in career and technical education (must results in a program completion and an industry certification)</li> <li>• Complete 1.5 credits in electives or work-based learning programs</li> <li>• Complete 0.5 credits in personal financial literacy.</li> <li>• Physical education is not required</li> </ul> <p><i>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(d),(h) F.S.).</i></p>
Mathematics	<ul style="list-style-type: none"> <li>• 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)<sup>[1]</sup><sub>SEP</sub></li> <li>• May earn two mathematics credits by taking Algebra I in two full-year courses.</li> <li>• Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry)</li> <li>• A computer science credit may substitute for 1 mathematics credit (except for Algebra 1 and Geometry).</li> <li>• industry certification in 3D rapid prototype printing to substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor.</li> </ul>	
Science	<ul style="list-style-type: none"> <li>• 1 credit in Biology 1 (Biology EOC results constitute 30% of the final course grade)</li> <li>• 2 credits in equally rigorous science courses</li> </ul>	

	<ul style="list-style-type: none"> <li>• 2 of the 3 required science credits must have a laboratory component</li> <li>• Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1)</li> <li>• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>	
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 1 credit in world history</li> <li>• 1 credit in U.S. history (U.S. history EOC results constitute 30% of the final course grade)</li> <li>• .5 credit in U.S. government*</li> <li>• .5 credit in economics</li> </ul>	
<b>World Languages</b>	Not required for high school graduation, but required for admission into state universities	<p><b>Scholar Designation</b></p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>• 1 credit in Algebra 2 or an equally rigorous mathematics course</li> <li>• 1 credit in statistics or an equally rigorous mathematics course</li> <li>• Pass the Geometry EOC</li> <li>• Pass the Biology 1 EOC</li> <li>• 1 credit in a course equally rigorous to chemistry or physics</li> <li>• Pass the U.S. History EOC Assessment<sup>[SEP]</sup></li> <li>• 2 credits in the same world language<sup>[SEP]</sup></li> <li>• Earn at least one credit in AP, IB, AICE or a dual enrollment course.</li> </ul>
<b>Fine and performing Arts, Speech and Debate, or Practical Arts</b>	1 credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination satisfies this requirement. (eligible courses specified in the Florida Course Code Directory)	
<b>Physical Education</b>	1 credit in physical education to include the integration of health	
<b>Personal Financial Literacy</b>	0.5 credit in personal financial literacy to include money management	
<b>Industry Certification</b>	Not required	
<b>Electives</b>	7.5 credits	
<b>Grade Point Average (GPA)</b>	Cumulative GPA of 2.0 on a 4.0 scale	
<b>Online Course</b>	Not required	<p><b>Industry Scholar Designation</b></p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>• Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).</li> </ul>

**Special Notes:**

- \*Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(4). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(4).
- EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International

Certificate of Education; IB, International Baccalaureate.

- A student preparing for college is advised to reach a level of Algebra II or higher.
- A computer science credit may only be used to substitute one course (either mathematics or science).

### **End-of-Course Assessment Requirements (EOC)**

Students enrolled in specific subjects will be required to take a state end-of-course exam. The exams are aligned to the state academic standards. Results of the exams, which count 30% of the final grade or for course credit, are mandated by FLDOE, and dependent on a student's ninth (9) grade cohort.

### **Standard Diploma**

- **Students Entering Ninth (9) Grade 2013-2014 and forward**
  - *Students must pass the Grade 10 ELA statewide, standardized assessment*
  - Students must take the Algebra I EOC Assessment.
    - Students must pass the assessment to earn a standard diploma.
    - A student's performance on the Algebra I EOC assessment constitutes 30 percent of the final course grade.
  - Students must take the Geometry EOC Assessment.
    - A student's performance on the Geometry EOC assessment constitutes 30 percent of the student's final course grade.
  - Students must take the Biology I EOC Assessment.
    - The Biology I EOC assessment constitutes 30 percent of the student's final course grade.
  - Students must take the U.S. History EOC Assessment.
    - The United States History EOC assessment constitutes 30 percent of the student's final course grade.

### **Academic Exemptions Based on Attendance**

Students shall not be exempted from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or part to provide an exemption from any academic performance required.

### **Students Enrolled in College Courses for College Credit Only**

Students enrolled in post-secondary instruction not creditable toward a high school diploma shall be required to assume the cost of instructional materials and fees. FSDB will pay for the cost of instructional materials for students who are earning credit toward high school graduation under the dual enrollment program.

### **Enrollment in Sequential Courses**

Subject area courses that depend on sequential information are to be taken in sequential order. In such courses, a student who fails to pass may not be allowed to enroll in the next higher course level until the failed course has been successfully remediated in an approved program, by retaking the course during the regular school year or in another traditional or virtual/online school. If a situation of hardship or illness exists which prevents a student from taking a course in sequence, the Principal, or designee, may grant an exception.

## **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 certified school counselor to determine if placement in a FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course for the student's course of study. All courses must be approved by the certified school counselor and in line with the course of study as determined by and documented in the IEP.
- Students are expected to follow the pacing guides aligned with the course and demonstrate the ability to complete the course.
- Students who do not complete a course within a reasonable period of time and after the add/drop period will be placed on an academic hold for virtual courses for the period of one year.
- Students desiring to take more than two FLVS courses, during a semester, in addition to their regular course load, must first receive approval from the certified school counselor, who will work with the student to devise a plan in order to successfully complete the courses. These courses must align with the students' IEP defined course of study.
- Students may take FLVS coursework over the summer for the purpose of completing a course assigned during the current school year, working toward credit recovery necessary to graduate with their same year cohort, or if taking the course is needed to stay on their graduation path as articulated in the students transition plan of their IEP.

## **HIGH SCHOOL CREDIT ISSUES**

### **Definition of High School Credit**

A credit for high school graduation is defined in statute as a minimum of 135 hours of bona fide instruction during the 180-day school year in a designated course of study, which contains student performance standards, or the equivalent of six semester hours of college credit, except as otherwise provided through the Credit Acceleration Program (CAP) under s. 1003.4295(3). One-half credit is

defined as one-half of these requirements. Courses taught in a block must contain a minimum 120 hours of bona fide instruction in a designated course of study.

A student may be awarded credit for less than 135 hours (single periods) or 120 hours (block periods) of instruction if he or she has demonstrated mastery of the course requirements and State academic standards/B.E.S.T. Standards as provided by the Student Progression Plan. This includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling or course modifications that combine courses. Certain dual enrollment courses offered in a one-semester time frame carry one full high school credit. For a complete list, please refer to <http://sjrstate.edu/>

### **Awarding of Credit for English Language Learners (ELLs)**

English Language Learners (ELLs) shall be given credit towards fulfilling graduation requirements in English for each English for Speakers of Other Languages (ESOL) English course completed satisfactorily. Credit shall also be given towards fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL instruction.

### **Qualifications and Restrictions for Earning Credit**

Florida Statute requires FSDB to maintain a one-half (.5) credit earned system; full year courses will reflect two one-half (.5) credit awards. A full course of study may be completed in one semester. A student enrolled in a full-year course will receive one-half (.5) credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full year course will receive full credit if the student successfully completes either the first or the second half of the course but fails to successfully complete the other half and the averaging of the numerical grades in each half results in a passing grade. Students must successfully meet additional school requirements, such as class attendance, homework, participation and other indicators of performance.

Please refer to the Parent-Student Handbook for additional information on attendance impacts on earning credit.

### **Exclusions for Earning Credit**

No student may be granted credit toward high school graduation for enrollment in the following programs or courses:

- More than a total of nine (9) elective credits in remedial programs
- More than one credit in exploratory career education
- More than three (3) credits in practical arts, family and consumer science courses
- Any Level I course unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the IEP or Student Performance Plan and be signed by the Principal, guidance counselor, and the parent/legal guardian if the student is not 18 years or older

### **Credit for Remedial and Compensatory Courses**

Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.

### **Honors Credit Used in Calculating Weighted Grade Point Average**

Honors/ weighted credit (quality point of 1.0) shall be awarded for the following courses offered in FSDB:

- Honors courses identified in the Master Schedule



- Dual Enrollment (DE) courses
- Advanced Placement (AP) courses

### **The Credit Acceleration Program (CAP)**

The Credit Acceleration Program (CAP) awards high school credit in courses required for high school graduation through the passage of an end-of-course assessment, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. Students who are not enrolled in the course or who have not completed the course are allowed to take the End-of-Course assessment during the regular administration of the assessment. (1003.4295)

If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a “C” or above.

### **College/Career and Technical Dual Enrollment Credit**

Annually, FSDB updates its inter-institutional articulation agreements between the local school district and St. Johns River State College. FSDB students participate in dual enrollment through the St. Johns County School District or the St. Johns River State College. There are no dual enrollment classes on the campus of FSDB.

The articulation agreements include, but are not limited to, the following items:

- The courses and programs eligible for dual enrollment credit
- Eligibility criteria for student participation
- Institutional responsibilities regarding student screening prior to enrolling
- Institutional responsibilities for monitoring student performance
- Process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes

### **Declaration of Type of Credit for Joint Dual Enrollment and AP Courses**

Post-secondary credit for a joint dual enrollment and advanced placement (AP) courses shall be awarded as either dual enrollment or advanced credit based on student preference. No student or school shall claim double credit for both dual enrollment and advanced placement.

### **Credit for High School Courses Taken Prior to Grade 9**

High school level courses taken below the 9th grade may be used to satisfy high school graduation requirements and Florida Academic Scholars Award requirements. Restrictions on FSDB grade forgiveness policies do not apply to students below the 9th grade taking high school courses for credit. Any high school course taken prior to 9<sup>th</sup> 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.

Pursuant to Section 1008.30, F.S., *Alternative Methods to Common Placement Tests*, Florida College System institutions may use alternative methods in lieu of the common placement tests under subsection 2 to assess student readiness for college-level work in communication and computation. Institutions shall recognize scores and grades on alternative methods specified in paragraphs (3)(a) through (3)(c) as valid for placement purposes for a minimum of two years. (a) Tests and assessments: A score that meets or exceeds the standard score on any one of the assessments shall be accepted as demonstration of readiness for college-level work. Institutions shall accept scores on the public high school transcript in addition to official score reports from the issuing entity listed in this subsection as an official record. (b) Performance in high school coursework: Any student who has an unweighted high school GPA of 3.0 and achieves a grade of “B” or better in any of the courses listed below shall have demonstrated readiness for college-level work. Institutions shall accept courses and grades on the public high school transcript as an official record. (c) Credit-by-examination: Students achieving passing scores and receiving credit for college-level communication or computation pursuant to the credit-by-examination equivalency list in Rule 6A-10.024, F.A.C., shall have previously demonstrated readiness for college-level coursework. *Please consult Testing Information located on the Dual Enrollment web page under the Quick Links for a full description and chart of the alternative methods*

#### **Student Materials for Dual Enrollment Courses**

Students enrolled through a district high school are exempt from the payment of registration, matriculation and lab fees. Materials assigned for use within dual enrollment courses shall be made available to dual enrollment students free of charge.

All secondary school students are informed of dual enrollment as an education option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. This will be done at the student’s IEP meeting.

#### **Advanced Placement**

Advanced placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course offered by the College Board. Post-secondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.

AP students are exempt from the payment of any fees associated with taking an AP course. No student shall be required to complete an Advanced Placement Examination.

#### **School-to-Work Transition**

All schools (elementary, middle, and high) shall document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students.

This information shall include a delineation of available career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and

student financial aid available to enable students to pursue any postsecondary instruction required to enter that career. Schools shall also delineate school procedures for identifying individual student interests and aptitudes, which enable students to make informed decisions about the curriculum that best addresses their individual interests and aptitudes while preparing them to enroll in postsecondary education and enter the workforce.

Beginning in grade 6, this information shall include recommended high school coursework that prepares students for success in college-level work. The information shall be made known to parents/guardians and students annually through inclusion in the school's handbook, manual, or similar documents or other communications regularly provided to parents/guardians and students.

### **OFF-CAMPUS PLACEMENT REQUIREMENTS**

FSDB maintains criteria for students to participate in Off-Campus placements. These placements must be for classes that are not offered at FSDB, including standard and honors coursework.

The following criteria are required prior to students, at any level (Elementary, Middle, High, College), being considered for participation in Off-Campus placements:

- Coursework requirements
  - Mathematics course
    - On grade level performance
  - English Language Arts (ELA) or any content area course
    - Reading level on or within one year of grade level
- Minimum unweighted cumulative GPA of 3.0
- Regular attendance (≥90%)
- Assistant Principal and Guidance Counselor recommendations

### **PreAICE and AICE Classes**

The following criteria are required prior to students being considered for participation in Off-Campus placements for classes not offered at FSDB:

- Minimum unweighted cumulative GPA of 3.5
- St. Johns County may also require appropriate test scores for entrance into some courses
- See other general requirements listed above

### **College Level Classes – St. Johns River State College (SJRSC)**

The following criteria are required prior to students being considered for participation in Off-Campus placements for classes not offered at FSDB:

- Demonstrate readiness for college or career level course work
- be seeking an associate in science college degree, or an associate in arts college degree,
- Students must meet qualifications for honors course placement to be considered for dual enrollment
- Minimum unweighted cumulative GPA of 3.0
- Principal and Guidance Counselor recommendations
- have demonstrated academic, social and emotional maturity to ensure success in college level study
- be limited to 10 hours of college credit enrollment per college semester (fall/spring) and 6 to 8 credit hours (summer)

- maintain a grade of C or better in each class to remain in the dual enrollment program,
- be aware that receiving a grade of D or F, or withdrawing (W) for any course results in ineligibility to remain in the dual enrollment program, and
- Pass one of the following college placement tests (all sub-sections):
  - Postsecondary Education Readiness Test (PERT)
    - Reading Score – 106 (ENC 1101) **and**
    - Writing Score – 103 (ENC 1101)
    - Mathematics Score – 114 (MAT 1033 – Intermediate Algebra)
    - Mathematics Score – 123 (MAC 1105 – College Algebra)
  - ACT Placement Test
    - Reading Score – 19 (Composition 1 and 2) **and**
    - English Score – 17 (Composition 1 and 2)
    - Mathematics Score – 19 (College Algebra)
  - Alternate Placement Requirements
    - See Rule 6A-10.024
- Students not passing all sub-tests of the college placement test will be limited to a maximum 12 credit hours at the college
- St. Johns County may also require appropriate test scores for entrance into some courses
- See other general requirements listed above

### **First Coast Technical College (FCTC)**

The following criteria are required prior to students being considered for participation in Off-Campus placements for classes not offered at FSDB:

- Minimum unweighted cumulative GPA of 2.0
- Maintain a minimum GPA of 2.0
- Must be entering Junior or Senior year
- FCTC may also require appropriate test scores for entrance into specific programs
- Students who do not complete a course after the add/drop period will be placed on an academic hold for the period of one year
- See other general requirements listed above

### **Additional Off-Campus Requirements and Information**

We are guests on the host campuses. As such, students and parents must abide by the rules and policies set forth at these off-campus placements. In order to not disrupt the host program, off-campus placement registrations must take place prior to the start of the semester (1<sup>st</sup> and/or 2<sup>nd</sup>).

Completion of the *St. Johns County Course Request Form* does not guarantee admission to take off-campus classes. St. Johns County is allowing our students into their programs and their enrolled students are their first priority. Therefore, scheduling conflicts and student enrollment sizes at St. Johns County Schools may limit the ability for FSDB to participate in their programs.

Students are required to be enrolled in an FSDB on-campus course, with an FSDB instructor, for at least 50% of their academic day. Off-campus courses, such as those offered by FCTC, SJRSC, or St. Johns County Public School through an agreement with FSDB, that necessitate intensive staff-to-student assistance from FSDB to enable the student's participation in coursework will not be eligible for consideration.

With the approval of the principal, students may take up to two course (college/FLVS) during the summer as aligned to the student's transition plan course of study as indicated in the IEP.

## **DIPLOMA OPTIONS AND GRADUATION REQUIREMENTS**

It is the goal of the State of Florida and FSDB to provide students, with help and guidance from their parents or guardians, the opportunity to select the graduation option that will most appropriately prepare them for their chosen postsecondary path. To assist students and parents/guardians with this task, FSDB provides each student in grades six through twelve, and their parents/guardians, with information concerning the 24-credit high school graduation options and two designations and the Career and Technical Education graduation option. Students and parents/guardians shall be provided information about diploma designations through an online education and career-planning tool, which allows student to monitor their progress toward the attainment of each designation. In addition, S. 1003.4282, F.S. requires written notification to parents/guardians of a standard diploma, designation requirements, eligibility requirements for state scholarship programs, and eligibility requirements for postsecondary admission.

### **Standard High School Diplomas**

- 24 credit Standard diploma, Scholar Designation/Industry Scholar Designation
- CTE Graduation Pathway

The State Board of Education may make recommendations to the Legislature regarding the establishment of additional designations.

### ***24 Credit Standard Diploma***

This program requires students to take 24 credits in the subject areas of English, mathematics, science, social studies, fine or performing arts, and a physical education course. Foreign language credit is not required for this program although it is recommended for community college preparation and is required for admission to Florida's state universities. This program requires students to take 7.5 elective credits (Fla. Stat. §1003.428, (2012)). (See graduation requirements by cohort pages 40 – 45.)

#### ***Scholar Designation***

In addition to the requirements of Florida Statute 1003.428 and 1003.4282, as applicable, in order to earn the Scholar designation, a student must satisfy the following requirements:

- Mathematics: Earn one credit in Algebra II or an equally rigorous course and one credit in statistics or an equally rigorous course, and pass the statewide, standardized assessment in Geometry.
- Science: Pass the statewide, standardized Biology I end-of-course assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.
- Social studies: Pass the statewide, standardized United States History end-of-course assessment.
- Foreign language: Earn two credits in the same foreign language.
- Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

A student is exempt from the Biology I or US History assessment if the student is enrolled in an AP, IB, or AICE Biology I or US History course and the student takes the respective AP, IB, or AICE assessment and earns the minimum score to earn college credit.

***Industry Scholar Designation***

In addition to the requirements of ss. 1003.428 and 1003.4282, as applicable, in order to earn the Merit designation, a student must attain one or more industry certifications from the list established under s. 1003.492.

***Career and Technical Education Graduation Pathway***

This program began in 2019-2020 and is an alternative pathway to earning a standard high school diploma. Students must successfully complete at least 18 credits. In addition to the required math, ELA, science and social studies credits, a student must successfully complete a one-half credit in financial literacy and 1.5 credits in electives AND complete two CTE credits that result in a program completion and industry certification.

***Certificate of Completion***

Students who are unable to meet graduation requirements for a diploma may receive a Certificate of Completion. A Certificate of Completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma.

A Certificate of Completion shall be awarded to any student who satisfies the credit requirements for graduation but lacks one or more of the following requirements for graduation with a regular diploma:

- Passing score on the state assessment test required for high school graduation
- Cumulative grade point average (GPA) of 2.0 or higher

A student who receives a Certificate of Completion may elect to remain in high school as a full-time or part-time student until the age of 22 and receive instruction to remedy the deficiency (ies).

A student who has received a Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma.

**FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM REQUIREMENTS**

\*The Florida Legislature is authorized to change eligibility criteria and funding requirements\*

**The Bright Futures Program currently consists of the three awards:** Florida Academic Scholars Award (FAS), Florida Medallion Scholars Award (FMS), Florida Gold Seal Vocational Scholars Award (GSV), and Florida Gold Seal CAPE Scholars (GSC).

Each award has its own academic eligibility requirements, award amounts and duration. The requirements for Florida Bright Futures Scholarships change on a yearly basis.

Public high school students should visit [www.floridabrightfutures.gov](http://www.floridabrightfutures.gov) to review their academic progress toward meeting Florida Bright Futures Scholarship Program eligibility requirements and State University System course requirements for college admission.

For more information about the Florida Bright Futures Scholarship Program, please contact your student's certified school counselor:



Missy Kaler, Deaf Department  
[kalerm@fsdbk12.org](mailto:kalerm@fsdbk12.org)  
904-201-4580 (VP)

Connie Oberman, Blind Department  
[obermanc@fsdbk12.org](mailto:obermanc@fsdbk12.org)  
904-827-2231

Or use the following links:  
<http://www.floridastudentfinancialaid.org/ssfad/bf/>  
[www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm](http://www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm)

## EXCEPTIONAL STUDENT EDUCATION (ESE)

### Diploma Options and Graduation Requirements

#### General Information

Exceptional education students shall be afforded the opportunity to fully meet all standard graduation requirements and qualify for a standard diploma. Parents/guardians of exceptional students shall be informed of the requirements for obtaining a standard diploma and other diploma options available.

#### ***Beginning with students entering grade 9 in the 2014-2015 school year***

- (a) A parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to s. 1003.5716, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion.
- (b) The following options, in addition to the other options specified in this section, may be used to satisfy the standard high school diploma requirements, as specified in the student's individual education plan:
1. For a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills:
    - a. A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by State Board of Education rule.
    - b. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.

2. For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills:

- a. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education.
- b. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.
- c. Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.
- d. Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:
  - (I) The expected academic and employment competencies, industry certifications, and occupational completion points;
  - (II) The criteria for determining and certifying mastery of the competencies;
  - (III) The work schedule and the minimum number of hours to be worked per week; and
  - (IV) A description of the supervision to be provided by the school district.

3. Any change to the high school graduation option specified in the student's IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.

(c) A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

- 1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and
- 2. Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

(d) A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.

(e) Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to s. 1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572.

Note:

<sup>2</sup>The State Board of Education shall adopt rules under ss. 120.536(1) and 120.54 to implement this paragraph, including rules that establish the minimum requirements for students described in this paragraph to earn a standard high school diploma. The State Board of Education shall adopt emergency rules pursuant to ss. 120.536(1) and 120.54.

***Standard Diploma for Exceptional Student Education (ESE) Students***

Exceptional education students must meet the same requirements for a standard diploma as required by the school district for non-disabled students. Accommodations may be provided for basic courses and tests to meet the needs of students with disabilities. Accommodations change the way a student learns, but not what the student is expected to learn. The transition IEP team determines appropriate accommodations.

**WAIVER OF STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES:**

Students with disabilities who are working toward a standard high school diploma are expected to participate in the Florida Assessment of Student Thinking; however, legislation provides for a waiver of the F.A.S.T. Assessment, and End-of-Course assessments for the purpose of receiving a course grade or as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments:

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.:
2. The student must have an individual educational plan (IEP).
3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
4. In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities.

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***Certificates of Completion for Exceptional Student Education (ESE) Students***

Students who are unable to meet graduation requirements for a diploma may receive a certificate of completion. A certificate of completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma.

Two types of Certificates of Completion are available for ESE students:

- Regular Certificate of Completion
  - Given to any student pursuing a standard diploma that passes the required courses in high school [24 credits (s. 1003.4282, F.S.) or the required 18 credits under the ACCEL option (s. 1002.3105 (5), F.S.)] but fails to pass the required state test, and/or achieve the required grade point average.
- Special Certificate of Completion
  - Available to any student with disabilities who is unable to meet all of the graduation requirements for a special diploma.

The Special Certificate of Completion certifies that the student passed the required ESE courses in high school but failed to master the Student Performance Standards for Exceptional Student Education or the Access Points for Special Diploma.

**August 25, 2023  
Action Item Number 6**

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

**SUBJECT: 2023-2024 Professional Learning Plan (NEFEC)**

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**PROPOSED BOARD ACTION**

Board approval is requested for the 2023-2024 Professional Learning Plan (PLC) developed by North East Florida Educational Consortium (NEFEC).

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**Attachments:**

- **PLC Updates for 2023-2024**

**Presenter/Department: Randi Mitchell, Executive Director of Curriculum and Professional Development**

The following additions and changes were made to the NEFEC Professional Learning Catalog during the 2022-2023 school year.

<a href="#">Emergent Literacy Micro-Credential</a>	1-013-039	60	1-013-040	Reading Bankable
<a href="#">Elementary Literacy Micro-Credential</a>	1-013-041	60	1-013-042	Reading Bankable
<a href="#">Secondary Literacy Micro-Credential</a>	1-013-043	60	1-013-044	Reading Bankable
<a href="#">Applying Principles and Practices that Foster a Positive Culture (FCRR)</a>	1-013-029	30		
<a href="#">Applying Effective Pedagogy and Andragogy (FCRR)</a>	1-013-030	30		
<a href="#">Collecting Data to Inform Professional Learning (FCRR)</a>	1-013-031	30		
<a href="#">Planning, Implementing, and Analyzing Literacy Instruction (FCRR)</a>	1-013-032	30		
<a href="#">Growing Professionally (FCRR)</a>	1-013-033	30		
<a href="#">Knowledge Building of Coaches (UF)</a>	1-013-034	30		
<a href="#">Use of Data to Inform Coaching (UF)</a>	1-013-035	30		
<a href="#">Application of Pedagogy and Andragogy (UF)</a>	1-013-036	30		
<a href="#">Building Relationships to Establish a Culture of Coaching (UF)</a>	1-013-037	30		
<a href="#">Continuous Improvement and Professional Growth (UF)</a>	1-013-038	30		
<a href="#">Collaborative Teaching Partnerships*</a>	2-100-032	15		
<a href="#">Rural Connect Practice Connected Support R</a>	1-013-045	40	1-013-046	Reading Bankable
<a href="#">Literacy Institute R</a>	1-013-047	20	1-013-048	Reading Bankable
<a href="#">District-Led Reading Training R</a>	1-013-049	Varies	1-013-050	Reading Bankable
<a href="#">Emotional/Behavioral Disability: An Introduction*</a>	8-100-001	8		
<a href="#">Youth Mental Health First Aid</a>	6-414-001	30		
<a href="#">Civics Seal of Excellence</a>	1-016-002	55-110		
<a href="#">Literacy Leadership Professional Learning Series</a>	7-517-003	24		

**Additions:**

**Changes:**

- UDL PDA-ESE changed to Universal Design for Learning K12 Lesson Plans to match the PDA-ESE title.
- Added an SWD Tab, Reading Tab, and New Components Tab to Section 2
- Minor cleaning up and editing as needed