Agenda

Florida School for the Deaf and the Blind

Board of Trustees Meeting

Moore Hall, Center for Learning and Development

August 28, 2026, at 8:30 a.m.

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I.	**Call to Order**	
II.	**Pledge of Allegiance**	
III.	**Roll Call**	
IV.	**New Supervisor Introductions**	
V.	**Public Comments** Limited to three minutes per person, with a maximum of 45 minutes per meeting for all public comments.	
VI.	**Consideration and Approval of Meeting Minutes**	
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VII.	**Committee Reports -** No Committee Meetings held this month	
VIII.	**President's Reports**	
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	Legislative Update (verbal) – Patsy Eccles	
IX.	**Department Reports**	
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XI.	**Action Items**	
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6.	Professional Learning Catalog Changes	197
XII.	**New Business** Election of Officers **Committee Appointments -** Audit Committee, Endowment Committee, Enrollment & Outreach Committee	
XIII	**Unfinished Business**	
XIV.	**Board Comments**	
XV.	**Adjournment – Next BOT meeting September 25, 2026**	

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 21, 2026, 8:30 a.m.

Attendance

Present: Ms. Christine Chapman, Mr. Matthew Kramer, Ms. June Ann Lefors, Dr. Thomas Zavelson.
Absent: Mr. Terry Hadley, Mr. Owen McCaul.

Call to Order

Tracie Snow, FSDB President and Board Secretary, called to order the meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 8:40 a.m.

Pledge of Allegiance

Aubrey Bilow, a Blind Elementary School student, and Elaine Martinez, a Deaf Elementary School student, introduced themselves and then led the Board and audience in the Pledge of Allegiance.

Elect Chair Pro Tempore

President Snow explained to the Board that due to the absence of Mr. McCaul and Mr. Hadley, Chair and Vice Chair, the Board would need to elect a Chair Pro Tempore.

- In accordance with Robert's Rules of Order Newly Revised. "'*An elected chair pro tem*.' If neither the president nor any vice president is present, the secretary—or in the secretary's absence some other member—should call the meeting to order, and the assembly should immediately elect chair pro tem to preside during that session."

Ms. Chapman moved to elect Ms. Lefors to chair the meeting. The motion was seconded by Dr. Zavelson and carried unanimously by the Board.

Ms. Lefors accepted the chair's position and ran the remainder of the meeting.

Public Comment

No public comments were made during this meeting.

Committee Reports

No Committee Reports were made during this meeting.

Approval of Meeting Minutes

Mr. Kramer moved to approve the minutes of the Regular Board of Trustees Meeting held on April 10, 2026. The motion was seconded by Dr. Zavelson and approved unanimously by the Board.

President's Report

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

- Thanked the Board members who attended the Blind Senior Dinner the previous night.
- She reminded Board members who were able to attend the Deaf Senior Breakfast that it would take place on Friday morning, at the Mark W. Lance National Guard Armory on San Marco Ave.
- Strategic Planning – Everyone Knows our Name. We plan to open the campus next year and invite parents of non-enrolled Deaf/HH and Blind/VI students to campus during sporting events.
- Patsy Eccles, Legislative Specialist, provided a brief update on legislative matters.

Department Updates

Ms. Julia Mintzer, Administrator of Business Services, recognized Chief Jerry Chandlee on his retirement. Chief Chandlee has been at FSDB for 21 years and has successfully led the Police Services Department.

Chief Chandlee thanked Ms. Mintzer, President Snow, and the Board for the opportunity to work at FSDB.

The Board members all thanked Chief Chandlee for his long service to the school and wished him luck as he entered a new chapter in his life.

President Snow also announced that Angel Arizaga, Administrator of Allied Health, has also decided to retire. She thanked him for his service to FSDB and wished him all the best as he moves into retirement.

Mr. Arizaga thanked everyone for the opportunity and for everything that he has learned while here.

Mr. Dave Hanvey of UBS Financial Services provided an update on the two Endowment accounts. He explained that the endowment is up about $985,000 or 4.37%. He provided additional commentary on market fluctuations and wished everyone a great summer.

Action Items

Action Item #1 - Surplus Property

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

Ms. Chapman 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

Board approval was requested to remove unaccounted-for-property items from the Tangible Personal Property Inventory Listing. This item was not found during two (2) consecutive inventory cycles and has 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 is a total of 1 item with a cost totaling $2,535.00. With cumulative depreciation, the total book value is $0.00.

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

Action Item #3 – Corrective Action Adjustment of Property Record

Board approval was requested to adjust the property record for items previously disposed of improperly without prior Board approval by staff.

Ms. Chapman moved to accept Action Item #3 as presented. The motion was seconded by Mr. Kramer and carried unanimously by the Board.

Action Item #4 – 2027-2028 PECO Legislative Budget Request and 2026-2031 Campus/Facilities Master Plan

Board approval was requested for the 2027-2028 PECO Legislative Budget Request and the 2026-2031 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

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

Action Item #5 – FY 2027-2028 Legislative Budget Request

Board approval was requested for the Legislative Budget Request (LBR) for fiscal year 2027-2028.

Note: The following issue is recommended for inclusion in FY 2027-2028 LBR:

- Cost to Continue for General Revenue and the Trust Funds.

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

Action Item #6 – Board Member Contact – Summer Change Orders

Designation of a Board Member was requested for the communication of change orders associated with construction projects that would exceed the signature authority of the President. Change orders in this category shall be subject to retroactive approval by the Board in August 2026.

Ms. Chapman was asked to be the Designated Board Member. She agreed.

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

Action Item #7 –Approval of the NEFEC Membership Contract for 2026-2027

Board approval was requested for the 2027-2028 PECO Legislative Budget Request and the 2026-2031 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

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

New Business

No new business.

Unfinished Business

President Snow reviewed the School Start Time legislation discussed at the August 2025 Board Workshop. This is the follow-up report required under the legislation. She explained that the Department of Education has given school districts until June 1, 2026, to report how they will implement school start-time changes or why they will not.

After a year-long review, surveys, and meetings with teachers, parents, and other stakeholders, it was determined that FSDB would not be able to implement the change, as it would not be feasible or in the best interest of the students. President Snow explained that, due to the different transportation needs of Elementary, Middle, and High School, the change would result in a significant increase in budgetary costs. Parents were not on board with the changes because of disruptions to the school schedule, after-school activities, athletics, and campus work programs. No action is required from the Board.

Board Comments

All the trustees wished everyone a wonderful summer and a great graduation for the students. They thanked Chief Chandlee and Mr. Arizaga for their services and congratulated them on their retirements.

Adjournment

The meeting adjourned at 9:41 a.m. on a motion by Ms. Chapman and seconded by Dr. Zavelson and carried unanimously by the Board.

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

Tracie C. Snow
President

June Ann Lefors
Board Chair Pro Tempore

Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

President's Report
Tracie C. Snow
Board of Trustees Meeting
August 28, 2026

Welcome back to our Board of Trustees, staff, students, families, alumni, business partners, and community members as we begin the 2026-2027 school year.

There is always a special energy on campus in August, and it has been wonderful to see so many new students joining the FSDB family. Watching students reconnect with friends, meet new classmates, and begin a new year reminds us why FSDB is such a special place.

This summer was both busy and productive. While students enjoyed a well-deserved break, our employees worked hard to close out the previous school year and prepare for the one ahead. From admissions and enrollment to professional development, facilities projects, curriculum planning, hiring, and onboarding, countless efforts took place behind the scenes to ensure we started the year strong.

I am excited about all that awaits our students this year. Through academics, athletics, performing arts, clubs, recreation programs, residential life, and leadership opportunities, students will continue to discover new interests, build confidence, develop friendships, learn new skills, and grow into the individuals they are meant to become. These experiences help our students do more, be more, and achieve more both in and beyond the classroom.

This year also marks the fifth and final year of our current Strategic Plan. For the past five years, we have intentionally focused on three priorities: **Success for Students, Employee Recruitment, Retention and Engagement, and Everyone Knows Our Name.** We have made tremendous progress in each of these areas and look forward to completing the final objectives, measuring our accomplishments, and celebrating all that has been achieved through the collective efforts of our students, employees, families, and community partners.

Additionally, FSDB will participate in the Cognia accreditation process this year. Accreditation provides an opportunity for schools to evaluate their effectiveness, reflect on their practices, celebrate strengths, and identify opportunities for growth. As part of this process, we will examine four key characteristics of high-performing schools: **Culture of Learning, Leadership for Learning, Engagement of Learning, and Growth in Learning.** This work aligns closely with our commitment to continuous improvement and excellence for every student.

I also encourage everyone to stay connected through our social media platforms. This year, we will spotlight one of our schools each day (Mondays-Fridays), celebrate our athletic programs every Saturday, and reserve Sundays for a "Snow Day" post from yours truly.

Thank you for your continued support of FSDB. I look forward to an outstanding year ahead and all the opportunities our students will have to learn, grow, and thrive.

Together, let's continue to **Do More. Be More. Achieve More.**

Health Care Center Report

	Total	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26
ACU Visits (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." "Physicals", "Vision Screenings", and "Miscellaneous.")	**4,921**	334	545	667	467	434	462	563	444	587	418
TCU Visits (*Total includes all students that were admitted to the TCU.)	**260**	17	25	17	22	26	35	44	33	25	16
Admission Interviews	**62**	14	9	4	5	5	5	4	2	7	7
Eye Clinic- Specialty	**77**	0	0	2	11	5	15	12	12	16	4
PDC Clinic- Specialty	**134**	9	14	12	10	17	2	18	19	18	15
Psychiatry Clinic- Specialty	**28**	0	0	6	2	3	4	3	4	3	3
Off Campus (*ER visits, Opthalmology, Home)	**33**	3	2	5	3	2	5	2	3	2	6
Totals	**5,515**	**377**	**595**	**713**	**520**	**492**	**528**	**646**	**517**	**658**	**469**

Sofia 2 Testing	Total	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26
Quidel Strep Test	**495**	18	51	44	60	65	65	74	52	39	27
Quidel Influenza A & B Test	**347**	10	35	29	34	55	45	55	37	29	18
Quidel SARS Antigen	**226**	11	37	30	31	50	32	21	14	0	0
Totals	**1,068**	**39**	**123**	**103**	**125**	**170**	**142**	**150**	**103**	**68**	**45**

Physicians/ Specialists	Total	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26
Physician Assistant/ Nurse Practioner	**220**	9	29	36	33	31	25	6	7	27	17
Medical Director/ Pediatrician	**139**	9	14	12	10	17	2	21	21	18	15
Optometrist	**77**	0	0	2	11	5	15	12	12	16	4
Psychiatry	**27**	0	0	5	2	3	4	3	4	3	3
Totals	**463**	**18**	**43**	**55**	**56**	**56**	**46**	**42**	**44**	**64**	**39**

Dental Report

Dental Clinic Procedures	Total	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26
Hygiene	**74**	7	17	6	2	10	4	10	6	12	0
X-ray	**39**	0	4	6	1	2	7	4	11	4	0
Emergency	**51**	4	7	6	3	3	5	10	3	6	4
Other	**8**	0	1	2	1	0	0	4	0	0	0
Operative	**48**	0	0	10	3	4	7	4	12	5	3
Surgical	**4**	0	0	0	2	0	0	0	0	1	1
Preventative	**8**	0	0	1	0	0	1	0	6	0	0
Screening	**29**	0	0	8	0	3	1	3	5	7	2
Exam	**13**	0	0	4	0	3	1	3	1	0	1
Totals	**274**	**11**	**29**	**43**	**12**	**25**	**26**	**38**	**44**	**35**	**11**

Dental Staff	Total	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26
UF Dentistry	**110**	0	0	25	8	11	10	9	24	14	9
Hygienist	**161**	11	29	18	4	14	16	26	20	21	2

Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

The Allied Health Services team welcomes you to the 2026-2027 school year.

You may remember that Angel Arizaga retired this past June. I began as the Administrator of Allied Health Services on July 1, 2026. Since then, I have been involved in learning ways of working, meeting staff, and participating in many, many training sessions. My goal is to become knowledgeable and effective in my role as quickly as possible, minimizing disruption to the ongoing work and mission of Allied Health Services.

I come to you from the Division of Neurodevelopmental Pediatrics at UF Health, Jacksonville. During my four years at UF, I provided developmental and autism evaluations, as well as behavioral screenings. I was privileged to work as part of a multidisciplinary team led by a board-certified neurodevelopmental pediatrician and comprising a diverse group of clinical professionals, including school psychologists, speech therapists, and numerous clinical staff from a variety of academic and experiential backgrounds. In my role, I provided training for schools, districts, and statewide participants. I also provided consultative services to families, teachers, school leaders, and district leadership. I built collaborative relationships with district evaluation teams and developed processes that enabled the UF Health team to share evaluation results with districts, thereby reducing district backlogs and family wait times. Lastly, I worked with the clinical and administrative teams in our front office to ensure clinic processes ran smoothly and were family-focused. Prior to joining UF Health, I was the Program Administrator at FDLRS NEFEC for 10 years. Before that, I was a Program Manager at Northeastern Early Steps for more than 4 years, overseeing clinical and community-based services.

I look forward to serving the Board, collaborating with the teams at FSDB, and contributing to the health and educational achievements of the children who attend school at FSDB. I'm deeply appreciative of this opportunity. Please reach out with questions or concerns as they arise. I can be reached at lanea@fsdbk12.org or by calling 904-827-2535.

Amy Lane
Administrator
Allied Health Services

Occupational Therapy/Physical Therapy

Wow, summer flew by! We seemed to blink, and it was over! It is nice to be back, and our to-do lists are brimming. The therapy department was pleasantly surprised by the number of summer admissions and the prospect of meeting new faces. In total, we will be welcoming at least 18 new OT students. The therapists are eager to get to know our new arrivals.

Before we could spend time with our students, we were busily scheduling, preparing, evaluating, and strategizing. Each of our students has individual needs, and a lot of thought and planning goes into cultivating the optimal environment to ensure a successful therapy session. Timing is everything, as is peer influence, structure, and positive reinforcement.

Speaking of positive reinforcement, the Queen Bee will be buzzing back into the OT/PT department, bringing trinkets and treats to welcome students back to therapy. The students love it when the Queen comes to town, and most of them remember how to find a piece of her treasure at the end of their sessions. It takes a little precision, but a patient and determined sleuth can break into her honeybee cells. The Queen Bee and her many workers can't wait to welcome students back to the OT/PT department.

Mental Health Department

Welcome to the 2026-2027 school year! I hope everyone had a wonderful summer! We are looking forward to another successful year of collaboration and services to our students.

The Mental Health Department looks forward to working with Amy Lane, our new Administrator of Allied Health, whose experience and leadership will support our continued growth.

We are also excited to welcome Dani Quniones, who has transitioned from Deaf Elementary Teacher to our new Behavior Specialist. Her knowledge of our students and school community will be a valuable addition to our team.

In addition, I am proud to recognize two members of our department who recently achieved professional licensure. Congratulations to Alessandra French and Jessica Friedman for passing their licensure examinations.

We look forward to a successful and productive school year as we continue to support every student's well-being and success.

Food Services Department

The FSDB Food Service Department has started off the new school year well. All staff training was completed on August 8, with in-services that included: food allergy training, temperature control, customer service, and What is Reimbursable. New policies were also discussed in detail, which included: uniform policy, cell phone policy, call-out policy, etc. Over the summer, the MacWilliams kitchen received equipment updates as it was converted from gas to electric. The August menu has been posted, featuring fun options for students and vegetarian entrees as well. For National S'mores Day on August

10, both McWilliams and Memorial kitchens offered a dessert called Chocolate S'more Yogurt Dip made with low-fat Greek yogurt and chocolate, topped with graham crackers and mini marshmallows.

Speech & Audiology Department

The Speech & Audiology Department is excited to begin the 2026-2027 school year!

Several changes have happened during the summer. Both Amy Bassett (audiologist) and Nancy Pye (speech-language pathologist) retired, and we are advertising both of their positions.

Audiology has been busy this summer with inventory and updating databases. Preparations are underway to meet with students to see whether their amplification is working properly after the long, hot summer months!

The speech and language staff work on their caseloads, meet new students, and become reacquainted with students they worked with last year. Everyone is looking forward to a new school year during which students grow in their ability to communicate effectively, build vocabulary, and continue their auditory development!

Amy Lane

Amy Lane

Administrator, Allied Health Services

Apartment Program
Young Ladies
Cynequa Elmore, Supervisor

Kitchen and Food Safety
This year, we aim to enhance food safety practices for both students and staff. We will focus on ensuring that foods are cooked to the appropriate temperature and stored in the refrigerator for the recommended time frame.

Staff Enhancement
Our goal is to empower staff to be self-sufficient thinkers and foster better teamwork. Although the team made significant progress last year, there is always room for improvement.

Student Engagement
We want to ensure that students actively participate in leisure activities at least twice a week. Additionally, we will continue to utilize our home workout equipment in the recreation room.

Cooking and Healthy Eating
This year, we want to make sure that students eat enough to feel satisfied without overeating. We will aim for students to consume 30 grams of protein and vegetables at dinner. We have noticed that most of our students are opting for junk food instead of balanced meals.

Budget Management, Food Utilization, and Waste Reduction
We will focus on maintaining a budget, utilizing the food we purchase, and minimizing food waste.

Young Men
David Mack, Supervisor

Goals for the young men's apartment program include:

- Sustain a balanced team ratio (staff to students) for the entire school term and finish the school year with all eight team members.
- Increase current staff SLPI (sign language proficiency interview) levels and encourage staff to obtain their SLPI standard by April 2027. Ensure team members who have not yet obtained the standard level schedule an SLPI interview and attend ASL classes to make progress toward obtaining the standard level.
- A goal for my student population is to lead my team in efforts to have 15% of our 48 students properly apply and thoroughly complete college applications for at least two different colleges, universities, and/or trade schools.
- Improve overall morale of the team and increase staff attendance by decreasing staff unexcused absenteeism.

My final goal is to improve communication among stakeholders for my overall team.

- For myself: by August 30, I will communicate with the parents/guardians of all 48 students via phone, VP, email, Yakchat, etc.
- For my team: increase consistency of regular stakeholder communication (staff contacting parents/guardians more consistently via email, phone, VP, etc.).

Blind Department
Kramer Hall
Alicia DeJesus, Supervisor

This year, Kramer Dormitory is excited to welcome many new students to FSDB! We are committed to helping each student become their best self while developing confidence, independence, and a sense of belonging. To support this mission, we have established the following student goals:

Student Goal #1: Social and Community Engagement
"Be Part of the Fun!"
Students will participate in at least three recreational or dorm-sponsored activities each month, including at least two boarding activities that do not involve electronic devices. Students will also participate in community service projects throughout the year to recognize and thank various FSDB departments while learning about and contributing to FSDB culture.

Community service projects may include showing appreciation for:

- Health Care Center (HCC) staff
- Police Services
- Custodial Services
- Cafeteria staff
- Other FSDB departments and community members

Purpose: This goal promotes social interaction, community involvement, teamwork, and appreciation for the individuals who help make FSDB a supportive and successful environment.

Student Goal #2: Self-Advocacy and Leadership
"Your Voice Matters!"
By the end of the school year, each student will demonstrate at least three self-advocacy or leadership skills.

Examples include:

- Requesting accommodations related to their vision needs
- Communicating a personal need or concern
- Making decisions on behalf of a group
- Leading an activity or group discussion
- Demonstrating problem-solving and decision-making skills

To encourage achievement, two students each month will be recognized during dorm meetings for their efforts and progress toward their self-advocacy goals.

Purpose: This goal supports self-advocacy, builds self-esteem and confidence, promotes independence, and aligns with PBIS initiatives.

Staff Goals

To support student success, Kramer staff will focus on the following goals:

- Staff Goal #1: Support Student Social and Community Engagement

  Staff will provide structured activities that align with the Social and Community Engagement goal. Staff will establish timelines for community service projects, encourage participation, and ensure students are recognized and rewarded for their involvement and accomplishments.

- Staff Goal #2: Promote Student Independence

  Staff will refrain from solving problems for students whenever appropriate. Instead, staff will model effective problem-solving strategies and guide students through challenges with verbal prompts, enabling them to develop the skills and confidence needed to resolve issues independently.

Purpose: This approach encourages critical thinking, self-advocacy, responsibility, and independence while helping students build confidence in navigating everyday situations.

Cary White

Cynthia Terry, Supervisor

Cary White dorm staff are developing short- and long-term goals for the 2026-27 school year. Introducing new skills and reinforcing learned skills throughout the year is our focus.

With several new students, the learning began at Orientation. Learning where their dorm is, where their POD is, and how they fit into the scheme of things is the first priority. Another focus will be helping students become familiar with dorm life, the rules, and what is expected of them.

Establishing a good daily routine is a life-long skill, and learning this early is beneficial to everyone. Learning how to adjust to changes cleanly and without excessive stress will be a lesson they will use throughout their lives. Reinforcing independence and how to correctly advocate for oneself is a lesson for us all.

Time management skills are also very important as we grow older. Teaching our students punctuality now will set them up for a Life Win. Our time is valuable to us. Being on time shows others how much we respect and value their time as well.

Our campus has students from diverse ethnic backgrounds. Teaching students about other cultures will help them become better American citizens. Discussing a culture's music, sports, art, and family dynamics with our students will help them understand one another better. Adding food to these discussions is an added benefit.

Personal hygiene, dental care, and appropriate seasonal and occasion-specific dress will be taught, along with laundry skills. Another goal is for each student to learn how to lace up and tie their own shoes before entering high school.

Many of the staff are fluent in ASL. Most of us are not. Learning ASL is an ongoing pursuit. Slowly, we are getting better.

As we interact more with individual students, we will learn of their special needs and plan accordingly.

Koger Hall
Dawn Ausili, Supervisor

Koger Hall staff goals for the 2026-27 year include:

1. Following through with One-on-Ones with staff and students.
2. I would like to develop a pamphlet to pass out to parents by next school year's registration day, or for any new parents that we get throughout the school year, explaining 'Koger Hall.'
3. I would like a couple of my staff to submit a private funding request for endowment funds for projects during the next school year. (Ilana has already approached me with a great idea.)
4. For us to do a better job of taking pictures of students doing things around the dorm for social media, etc.

MacWilliams Hall
Bryan Wolfe, Supervisor

<u>Expand the Jr. Apartment Program</u>
Continue revising the program to follow a progressive instructional flow, starting with kitchen basics in the 1st quarter and progressing to more advanced skills, preparing them for their transition into the Apartment Program.

Building on the above, Ms. Lacy and Mr. Gabriel received funding for a quarterly cooking curriculum to teach sophomores how to prepare meals for themselves. I believe this will be a great "introductory course" to ensure all students have exposure to basic skills and principles of meal prep as they shift into the Jr. Apartment Program.

<u>Develop Leaders</u>
During our summer supervisor leadership training, a question was posed regarding whom we would recommend as a possible replacement. I intend to explore how I can better foster leadership skills among my staff and mentor the next supervisor candidate.

Deaf Department – Elementary & Middle School
Vaill Hall
Katherine Youngren, Supervisor

Vaill Hall's overall goal is to collaborate as a team and build an environment of support and positivity—a strong foundation of care to help students develop their skills. Specific goals for each pod include:

- 1st Floor West boys: The staff has set goals to strengthen basic independent living skills like hygiene, following a daily routine, cooperating with others, and building the foundation of good communication skills.

- 2nd Floor East boys: The staff has started a new reward system for the boys. The boys have the option to do additional reading to earn rewards such as field trips, activities, and little privileges. An extra 15 minutes of reading gets them a section marked on their tracker, and the more marks they have, the more rewards they can earn over time. Another staff goal is for students to work better as a team and follow their routine more independently.
- 2nd Floor West girls: Staff have set two main goals for this school year. The first is to continue creating a safe, welcoming, and fun dorm where students feel comfortable, enjoy being here, and look forward to returning to school and staying in the dorm. The second goal is to teach students to do more things on their own, such as taking care of their belongings, following their daily routines, making good choices, and helping with simple responsibilities around the dorm.
- 2nd floor North girls: Staff goals include supporting student growth in money management, simple budgeting skills, teamwork, and cooperation. Continued improvement in these basic skills will give the 5th grade girls the confidence to move into middle school comfortably. Also, staff set the goal of teaching the girls to be self-confident, embrace self-love, and practice doing their best.
- Annex South boys: Staff wants students to make the connection between making positive choices and earning rewards such as more opportunities for play, games, trips, and other fun activities.

Gregg Hall
Joann Janson, Supervisor

Independent Living Skills
At the beginning of the year, we reach out to parents to gather input on additional independent living skills they would like dorm staff to address alongside our established student goals. We value the partnership between home and school and recognize the importance of individualized instruction in preparing students for lifelong success.

Gregg Hall Goals for Students and Staff

- For students, one of our primary goals is to reduce Skyward referrals related to our two most common concerns: disrespect and horseplay. We will address these areas through education, skill-building, and teaching positive strategies for managing frustration and emotions. Another goal is to encourage healthier use of free time by reducing excessive use of Personal Electronic Devices (PEDs). Over the past two years, we have expanded our collection of games, outdoor recreation equipment, and craft supplies to promote social interaction, creativity, and new interests. We will also host monthly house-versus-house activities to foster teamwork, school spirit, and friendly competition.
- For staff, our focus is on continued professional growth through individualized development goals. Areas of emphasis may include behavior management, parent communication, accountability, and curriculum planning and implementation. By seeking and incorporating staff feedback, we can provide meaningful support and help each team member continue to grow as a valued contributor to our department.

McLane Hall
David McFee, Supervisor

Staff Attendance and Positive Working Relationships
One of my goals for McLane Hall is to maintain my staff's excellent attendance from last year. Having staff present and consistent is very important for our students and for the overall operation of the dorm.

I also want my staff to continue developing positive working relationships with each other. I want our staff to continue working together as a team and supporting one another so we can provide the best possible experience for our students.

Student Success and Independent Living Skills
My goal for our students is to continue making FSDB feel like their second home by providing them with the support they need to be successful. This includes helping them with their homework, providing tutoring and support as needed, encouraging them to participate in after-school activities, and ensuring they have opportunities to enjoy their time at FSDB.

Another important goal is to continue teaching our students independent living skills. We want to prepare them for their transition to high school and eventually for life after they graduate from FSDB. We will continue teaching them to be responsible for themselves, make good decisions, solve problems, and manage their daily responsibilities.

Student Relationships, Communication, and Self-Advocacy
Another goal for McLane Hall is to continue helping our students develop positive relationships and learn how to communicate and advocate for themselves.

We want our students to feel comfortable talking with staff and expressing their needs, concerns, and feelings. We will continue to encourage them to speak up for themselves and to learn how to handle situations in a positive and respectful way.

As our students get older, they need to become more independent and take responsibility for their own decisions. Our staff will continue to guide and support them while also giving them opportunities to make their own choices and learn from their experiences.

I want our students to leave McLane Hall feeling more confident in themselves, knowing they have a voice and that it matters.

Positive Morale, Safety, and Overall Dorm Environment
My overall goal for McLane Hall is to continue improving workplace morale for everyone and to create an environment where both staff and students enjoy coming to FSDB.

I want our dorm to be a place where everyone feels welcomed, respected, safe, and supported. I want staff and students to share the same passion for being at FSDB and understand that we are all here for the same reason: student success and safety.

I also want our staff to enjoy coming to work and feel proud of their work. When our staff are happy and work well together, our students benefit from that positive environment as well.

My goal is for McLane Hall to remain a place where students feel at home, where staff enjoy working with them, and where everyone works together to make the dorm a positive, safe, and enjoyable place for all.

Overall Goal for McLane Hall

Overall, my goal is to continue building McLane Hall into a positive and supportive second home for our students. I want our staff to continue working together, supporting our students, and building strong relationships with them. I want our students to feel safe, supported, and cared for while also learning the skills they need to become more independent and successful.

Most importantly, I want everyone in McLane Hall—both staff and students—to enjoy being here, feel that they belong, and understand that we are all working together toward the same goal: helping our students succeed and preparing them for their future.

Deaf Department – High School
James Hall
Mechelle Johnson, Supervisor

Student Goals

- Every student learns to be able to count money and make change
- Students respect themselves and others

Staff Goals

- Teach all staff members to run the building when I am not here. I want them to follow their gut, and if it's wrong, we can work it out together.
- Practice better work ethics! Be early, not on time, because if you are on time, that means you are late.

Rhyne Hall
Christy Garcia, Supervisor

Provide More Community Service Opportunities

We would like to offer students more opportunities to get involved in the community during the evenings. Staff plan to reach out to Flagler College to explore a partnership with their ASL program. This could give students a chance to socialize, practice communication skills, and learn from ASL students. We also hope to connect with local animal shelters and beach clean-up programs so students can volunteer and give back to the community.

Grow the Fishing Club

Many of our students and staff enjoy fishing, so we would like to continue building the fishing club. This provides students with a positive recreational activity, encourages social interaction, and helps them develop teamwork and responsibility skills.

Make Life Skills More Hands-On and Engaging

Our goal is to make the life skills curriculum more interactive by adding hands-on activities and real-life experiences. We want students to enjoy learning practical life skills and see how those skills apply to their daily lives, rather than feeling like they are still sitting in a classroom after school.

Prepare Students for Life After Graduation
One of our staff members has experience working with Vocational Rehabilitation and plans to share his knowledge with students. We want to help students understand the resources available to them after graduation and give them guidance on employment, independence, and future planning.

Recreation and Special Programs
Summer Programs
Summer Quest 2026 was comprised of two different sessions based on ages. We had 16 participants for the 8- to 12-year-old group and 14 for the 13- to 17-year-old group. The campers had a great experience and stayed busy with a variety of activities and trips. A highlight of the camp was the trip to Marineland for an in-depth look at the park, including a turtle talk, a dolphin show, a stingray exhibit, a private tour of the Sea to Shore aquarium, and a touch-and-play with the dolphins. We also went to the Splash Park at Nocatee and roller-skated at the new local skating rink. The campers not only got to experience those iconic activities in the St. Augustine area, but they also went kayaking, fishing, did arts/crafts, participated in performing arts/dance, went on a scavenger hunt, watched a movie, played bingo, and much more.

There have been four applications for enrollment to FSDB from this year's Summer Quest.

Staff Training and Independent Living Skills
Summer Leadership Training
The Education and Training Department of Residential Services provided leadership training for the boarding supervisors. The topic of the training was, "What is the Goal?" Supervisors were placed into teams, and these teams worked together to give support, work on scenarios, and share different skills that will aid in the success of the boarding program. The following are topics that were discussed during this training session:

- A reflection on last year's goals. Which goals were accomplished? What tools were used in reaching the goal(s)?
- Building a foundation that allows for growth and success
- Understanding the goal of the school and how to incorporate it into your program
- Accepting change in a world of change
- The 5 Levels of Leadership (John C. Maxwell)
- Leadership behaviors and traits
- Effective communication

Respectfully submitted by:
Kathleen Grunder
Administrator of Residential Services

ACCOUNTING
John Wester, Comptroller

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

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 25, 2026. A copy of the report is on file in the Comptroller's office.

Accounting
Fiscal Year End – FY 2025-2026 ended on June 30, 2026. The General Ledger for FSDB Agency Accounts closed on August 03, 2026. All reports, reconciliations, and the 2025-26 SWFR Compliance Checklist will be submitted to DFS by October 5, 2026.

Endowment and Student Bank
Fiscal Year End – FY 2025-2026 Endowment general ledger is in the process of being closed. A final trial balance will be provided to the outside auditor.

Surplus Property
As the Accounting and Budget Management departments continue to engage in the transition to the new Florida accounting system, PALM, FSDB recently learned that tangible personal property will now require DMS approval, in addition to Board approval, prior to disposition of surplus property.

ADVANCEMENT
Traci Anderson, Executive Director of Advancement

Donations for June 2026	**Donations for June 2025**
Number of Donors = 118	Number of Donors = 141
Number of Gifts = 119	Number of Gifts = 147
Dollars Received = $29,597.38	Dollars Received = $37,607.87

Current FY to June 30, 2026	**Previous Year to June 30, 2025**
Number of Donors = 1,620 Number of Gifts = 3,098 Dollars Received = $1,459,955.39	Number of Donors = 1,535 Number of Gifts = 2,999 Dollars Received = $1,525,681.50
Donations for July 2026	**Donations for July 2025**
Number of Donors = 333 Number of Gifts = 343 Dollars Received = $45,721.35	Number of Donors = 261 Number of Gifts = 264 Dollars Received = $45,354.23

Year-End Summary
The difference between 2025 and 2026 was primarily the result of a significant gift from a Foundation that was interested in supporting underfunded projects. In 2025, the Foundation provided an additional $90,000 contribution to help fund the Kids Town Seating and Kids Town Resurfacing projects. Without this support, those projects would have only been partially completed. This gift had a substantial impact on overall fundraising results and accounts for the majority of the variance between the two years.

Tours, Presentations, and Events
Throughout the fiscal year, Advancement conducted 21 personalized campus tours, welcoming 81 guests. The team also provided 9 formal presentations delivered to a combined audience of 163 individuals and attended 5 fundraising events, engaging a combined total of 2,780+ attendees. July was off to a great start with 2 tours welcoming 42 guests.

Survey Engagement
A donor survey was sent to 132 individuals after they made a second gift to FSDB. Nineteen donors responded to the survey, and 15 respondents also made an additional donation.

The survey results indicated that donors are primarily motivated by their passion for providing educational and enrichment opportunities for children. Respondents also support causes involving Christian organizations, the military, Special Olympics, Shriners Hospitals for Children, and St. Jude Children's Research Hospital. Donors most frequently described themselves as caring, generous, giving, helpful, kind, and loyal.

Comments received regarding FSDB's fundraising efforts included:

- "The way the world is today, kids don't have much of a chance without people like you to help them."
- "You are doing wonderfully."
- "I'm impressed by your fundraising statements of accomplishments by the kids."

The results provide valuable insight into the values and motivations of FSDB donors and will help inform future donor communications and fundraising appeals.

July Takeaways
July 2026 experienced strong growth in donor participation compared with July 2025. The number of donors increased by 28 percent, while the number of gifts increased by 30 percent. Total dollars received increased by $367.12, or approximately 1 percent.

Although significantly more gifts were received in July 2026, the average gift amount was lower than the previous year. July 2025 included several larger contributions that increased the overall revenue total. The increased number of donors and gifts in July 2026 remains encouraging and demonstrates broader donor participation.

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: The Carr, Riggs, & Ingram internal audit team has initiated the risk assessment process via interviews with members of the Board of Trustees. FSDB administrators have completed risk assessment questions, provided request documentation, and will also engage in interviews. The proposed audit plan will be shared at the September meeting of the Audit Committee

BUDGET MANAGEMENT
Alison Crozier, Executive Director of Budget Management

Operating Budget FY 2025-2026
On January 23, 2026, the FSDB Board of Trustees approved Action Item Number 2, which authorized agency personnel to reallocate funds, if necessary, during the fiscal year close-out process. As of August 5, 2026, no final budget adjustments were required, and FY 2025-26 is closed.

Operating Budget FY 2026-2027
Each year, FSDB departments and administration work together to develop the operating budget. Departments review their programs and operational needs and submit budget requests in June. Administration then evaluates these requests alongside current funding levels, school and statewide priorities and requirements, departmental input, and opportunities to maximize available resources. Through this collaborative process and meaningful stakeholder engagement, the original operating budget is developed. The FY 2026-27 Operating Budget reflects the dedication, strategic planning, and mission-driven focus of the entire FSDB community.

The General Revenue summary below reflects the percentage change between the final FY 2025-26 Operating Budget (104166) and the original FY 2026-27 Operating Budget (104166).

Category Total (104166)	Final FY 2025-26 Operating Budget	Original FY 2026-27 Operating Budget	% Change
Salary/Benefits	56,483,304	56,462,182	-0.04%
Other Personal Services	4,758,357	4,576,786	-3.82%
Expense	6,633,229	6,796,866	2.47%
Operating Capital Outlay	1,080,839	1,496,282	38.44%
Food Products	352,000	362,700	3.04%
Professional Supplements	197,657	196,943	-0.36%
Overtime	292,860	254,559	-13.08%
Students Home on Weekends	2,740,654	2,821,650	2.96%
Maintenance, Repairs, & Renovations	3,789,939	3,789,939	---
Appropriation Total (104166)	**76,328,839**	**76,757,907**	**0.56%**

Salary/Benefits
The Salary/Benefit category will be revised to reflect the statewide law enforcement officer increases, retirement adjustments, and life insurance adjustments after the Executive Office of the Governor completes FY 2026-27 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. Types of OPS service include, but are not limited to, interpreters, parent advisors, academic tutors, medical professionals, technology support, and maintenance contractors.

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

Operating Capital Outlay (OCO)
The OCO category includes equipment with a useful life of greater than one year and a purchase price of at least $5,000 per item and textbooks with value equal to or greater than $250. The main budget drivers in this category are Braille books associated with the textbook adoption cycle, technology servers and switches, vehicles, assistive technology, kitchen and maintenance equipment, and updating the Braille library book collection.

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. It should be noted that a portion of

the eligible expenditures will be supported through the National School Lunch and Breakfast program.

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

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

Students Home on Weekends (SHOW)
The SHOW program transports boarding students to and from their homes statewide weekly.

Maintenance, Repairs, and Renovations
Identified recurring maintenance, repairs, and renovation costs are funded through recurring General Revenue instead of nonrecurring Public Education Capital Outlay (PECO) funding. Examples include safety and security contracts, equipment maintenance contracts, and facilities/infrastructure repair contracts.

General Revenue Carry Forward
The carry forward budget includes funds for emergency reserves for operating needs, system failures, and disaster recovery/response. Additionally, project managers submit General Revenue carry forward requests for consideration that are typically nonrecurring in nature. Examples of FY 2026-27 Recommended Projects include, but are not limited to, the following:

<u>Maintenance and Repair</u>
- Prior year obligations completed in the current year

<u>Professional Services – Maintenance/Construction</u>
- Professional services to support the McClure Hall and Wilson Music Center Auditorium construction/upgrade projects

<u>Construction</u>
- McClure Hall escalation costs, demolition, and site enhancement
- Wilson Music Center Auditorium upgrade
- Settles Gymnasium Windows
- Track Renovation

<u>Furniture Fixtures and Equipment (FFE)</u>
- McClure Hall FFE

<u>Property Enhancements</u>
- Fuel Station

- Dock Piles and Cross Bracing
- Perimeter Fencing
- Landscaping

Vehicles and Equipment

- School buses
- Maintenance/facilities equipment

BUSINESS SERVICES ADMINISTRATION
Denise Fernandez, Executive Assistant to the Administrator of Business Services

Reservation requests submitted and approved for 2025-2026 on Brightly's Facility Scheduling Direct (FSDirect) portal realized a slight decrease of 5.84% in overall facility usage from last year, but an increase of 1.55% over the last four-year average. The top four buildings most sought and frequented were Memorial Hall, Moore Hall, Cary White Hall, and Wilson Music Center.

Student enrichment programs continued to account for the highest level of facility usage among staff in the arts and athletics categories. But the most noteworthy increases were achieved by the Outreach Department (40.6%) and Boarding Program (50.72%) highlighting their commitment to *Everyone Knows Our Name* goals. Between Outreach's thoughtfully restructured approach of campus tours and Boarding's dedicated planning of the NSLDHH conference that hosted over 200 participants, both departments made meaningful impacts and left lasting impressions on their visitors.

External program usage significantly declined by 56% from last year, not due to lack of interest, but because of scheduling conflicts, staffing limitations, and overlapping campus maintenance and construction projects. Recognizing this challenge, organizers started submitting requests up to a year in advance to secure spots.

The 2025-2026 facility reservation data is filed in the Business Services Office.

Events by Organization	**FY 2021-2022**	**FY 2022-2023**	**FY 2023-2024**	**FY 2024-2025**	**FY 2025-2026**
Internal					
-Administration	358	306	436	482	445
-Academic *(Blind & Deaf)*	110	103	105	180	369
-Blind	220	788	349	457	316
-Deaf	380	431	432	285	284
-Arts/Athletics	826	494	859	943	866
-Parent Services/Outreach	127	199	120	133	187
-Residential Program	59	41	142	69	104
-Staff Development	195	140	89	194	208
External	402	433	337	391	172
Total	2,677	**2,935**	**2,879**	**3,134**	**2,951**

External Organizations	No. of Events
Alumni (FSDAA, School for the Blind)	24
Auto Club (Ancient City)	2
City of St. Augustine Fire Department	1
City of St. Augustine Police Department	1
North Shores Improvement Association (10K Run)	1
Dance Companies (The Perla Ballet; Gift of Dance)	8
Religious Groups (Young Life, Hope Signs, ARK)	134
Venezuela Marka Foundation	1
External Total	**172**

BUSINESS SERVICES BULLETIN
Julia Mintzer, Administrator of Business Services

The Business Services Bulletin continues to be published on a quarterly basis for this coming school year, to keep campus-wide stakeholders updated on operations.

Business Services Bulletin: July 30, 2026

If you are just returning from summer break, Welcome Back! It has been a busy summer and we look forward to you joining us as we kick off an incredible 2026-2027 school year!

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

ACCOUNTING/PURCHASING/STUDENT BANK

Accounting/Purchasing
Accounting welcomes its newest team member, Shellie Joyner, as Director of Accounting. Shellie will support core accounting needs as she learns our systems and operations in transition to PALM (the new accounting system for the State of Florida).

Close of the 2025-2026 fiscal year ledger occurs on August 3rd so we are quite busy in preparing closing journal entries and adjustments of accounts at this time.

The Endowment audit conducted by Carr, Riggs, & Ingram is set to begin in a few days as we finalize the Endowment ledger from last fiscal year.

Purchasing is busy issuing new contracts and purchase orders at a high rate while maintaining current POs and contracts. It has been quite a busy summer so far.

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

Student Bank

We are up and running with the new fiscal year. Please help us to help you by following the guidance below.

There is an updated AFR on the intranet documents, under Accounting and then Student Bank, that will need to be utilized. Older versions will be returned to the sender for replacement.

Please remember timelines for submissions of Endowment-related paperwork:

- AFRs for credit card requests submitted at least 10 days in advance of date needed
- AFRs for checks submitted at least 2 weeks in advance of date needed
- Completed and signed Expenditure reports within 5 days of making purchases

Back up, i.e. printed shopping cart/quote/etc, must be submitted with the AFR.

Original itemized signed receipts are to be submitted with fully completed and signed expenditure reports.

Please try to purchase from alternative vendors rather than Amazon. Knowing what your project entails and the timeline for implementation, there should not be any pressure with ordering items in time to ship.

If you are a new Project Custodian or would like a refresher, TQA has scheduled two dates for Endowment training. The dates and times are August 21st 2:30-3:30 and September 3rd 8:30-9:30. Please email Jen Hiddleson if you would like to be added to the roster.

Visit the Accounting intranet page to learn more…

ADVANCEMENT

Privately Funded Projects

As you begin planning for FY26-27, start developing and implementing your private funding projects. The Advancement Intranet page contains a variety of helpful resources to assist you throughout the process, including request forms, thresholds, FAQs, and project management tools.

One resource, the Project Leader Tracking Budget Template, will help you monitor expenses throughout the year and automatically track totals as expenditures occur.

If you're missing your approval letter or Private Funding Request, please note that these documents were previously emailed in late April and early May. Check your email first for that correspondence. If you are unable to locate them, please contact Patti Butler and she will be happy to provide you with a copy.

If you experience any challenges implementing your project or anticipate difficulty spending your allocated funds within the required timeline, please notify Traci Anderson as soon as possible. Early communication allows us to work together on potential solutions and helps ensure the funding is utilized effectively.

The FY27-28 Private Funding Cycle will open on November 2, 2026, allowing more time for preparation. Begin planning early so that your project ideas and budgets are ready for the submission deadline of January 22, 2027.

We look forward to supporting another year of innovative projects that enhance opportunities for our students.

Volunteers

Parents, Guardians and Relatives of Students and Community Members who wish to volunteer must fill out a **Volunteer Application**. Volunteers must be 18 years of age, be physically able to function independently and be of assistance to staff members with supervising students or other work assignments. The completed Volunteer Application should be sent to Elizabeth
Etheridge. She will review the application, assess current needs, and let the prospective volunteer know if there is an opportunity available. If an opportunity is not immediately available, the volunteer application will be kept on file for one academic year.

Any FSDB employee can submit a request for a volunteer by submitting a **Volunteer Request Form**. Once completed with all required signatures, forward to the Elizabeth Etheridge. Volunteer Request Forms must be sent a minimum of 30 business days prior to the event to allow adequate time for background/fingerprinting processing and required approvals. Both the Volunteer Application and Volunteer Request Forms are located on the
FSDB Intranet under Advancement/All Documents or at link FSDB Intranet - Volunteer Manual and Forms - All Documents

Visit the Advancement intranet page to learn more…

BUDGET MANAGEMENT

Budget Planning

The Budget Management Department has worked closely with departments across campus to review funding needs and develop the School's proposed operating budget. The budget will be presented to the Board of Trustees for consideration and approval on August 28th.

Departmental budget custodians receive monthly budget reports to help monitor expenditures and ensure responsible use of resources. In addition, the Administrative Budget Team meets regularly to review school-wide priorities and, when needed, strategically reallocate funds to support the School's mission and maximize the impact of available resources.

Preparing for the Florida PALM Transition

Florida PALM, the State of Florida's new financial management and accounting system, is scheduled to be implemented in January 2027. To support a smooth transition, FSDB department budget managers will have access to one-on-one or small-group training opportunities beginning this Fall.

Budget managers are strongly encouraged to maintain internal budget tracking tools in addition to reviewing monthly budget reports. Departments should plan purchases early in the school year and ensure that goods and services are ordered, received, and paid for in a timely manner. These practices will support effective budget management while helping facilitate a successful transition to the new accounting system.

Visit the Budget Management intranet page to learn more…

CAMPUS POLICE

Alyssa's Alert Badge

If you are a seasoned badge holder, remember to always be situationally aware of your badge placement. NEVER keep your badge in your pockets or anywhere that may induce constant pressure to the badge, as that may activate the badge and initiate a lockdown, which creates an accidental disruption to school programs and the operations of our community partners and first responders.

There has been a change of practice from the vendor, Centegix, in which they notify FSDB when a staff member activates their Alyssa's Alert badge off campus. This does not cause the campus to go into lockdown. However, certain administrators are notified of an off-campus activation.
Our administrators are diligent in following up with the affected staff member to ensure their safety. Please take note of this and be situationally aware of your badge placement when not on campus.

If you are a brand new employee and do not have an Alyssa's Alert badge yet, here's how to procure one. You shall communicate with your immediate supervisor and coordinate with them to locate the Alyssa's Alert training and Acknowledgement Form. Both may be located on the Intranet under Training Quality Assurance>New Employee Information>Alyssa's Alert Training.

Alyssa's Alert Training

Staff are encouraged to review all training and procedures relating to this important topic. Please be mindful and attention to details to avoid any accidental activations. If you are aware of an accidental activation, ensure that you notify Campus Police immediately by calling dispatch at 827-2315 / 827-2686 or email fsdbpolice@fsdbk12.org.

The in-person ALERT training and Alyssa's Alert Training are **two different courses**. If you are a new employee, you do not need to attend the in-person ALERT training first before obtaining your badge. Detailed instructions on where to procure your badge are located on the Acknowledgement Form.

Staff Photo ID Badge/Access Card Issues and Replacements

Staff experiencing any issues with their photo ID badge/access card, Centegix mobile panic alert badge, or needing a replacement due to a damaged or lost badge should immediately contact Campus Police Community Resource Assistant Lindsey Charleston at ext. 2200 or by email, and in her absence contact Chief Gentry's Administrative Assistant Victoria Cannon at ext. 2313 or by email. Alternatively, staff may schedule an ID appointment through Viva Engage. Navigate to the **"All Company" tab and select the "Schedule an ID appt."** link on the right-hand side.
This feature provides appointment options and enables booking based on staff convenience.

Staff E-Key Issues and Requests

Staff experiencing any issues with their ekey are directed to submit an electronic **Key Service Request** form to Campus Police which can be located in Viva **Engage > FSDB Electronic Forms > Key Service Request**. Upon completing the form drop down field for the *What is the key request purpose?* the "Other – DO NOT request secure access" option should be selected for any issue not listed as a defined drop-down menu option. A brief description of the problem with the key can also be submitted in the *Please describe your problem or request in more detail* fillable text box. Supervisors do not need to submit key requests on behalf of their staff members to receive their key. A key will be assigned to a newly hired staff member only after the staff member is activated in PeopleFirst and has been issued an FSDB account, username, and email address.

Only the following administrators may submit a request for an employee to receive access for a secure location: President, Administrator of Business Services, Administrator of Allied Health Services, Administrator of Instructional Services, Administrator of Boarding Services, and Administrator of Outreach/Technology Services.

Please allow up to 72 hours for requests to be completed.

Parent/Guardian Arrival Notifications

Staff who are expecting parents/guardians for scheduled appointments, meetings, and early pick-up of students are encouraged to notify Campus Police in advance. This can be accomplished with either a phone call to the guardhouse at ext. 2311, the Communications Center at ext. 2315 or by sending an email to the group FSDB Police on Outlook or at fsdbpolice@fsdbk12.org identifying the parents/guardians by name, the expected date/time of arrival, and the location on campus where they should be directed.

Visitor & Food Delivery Arrival Notifications

Staff expecting any visitors to the main campus, Moore Hall, the Apartments, and the Collins House who have scheduled appointments and meetings, or food deliveries, are encouraged to notify Campus Police in advance. This can be accomplished with either a phone call to the guardhouse at ext. **2311**, the Campus Police Communications Center at ext. **2315,** or by sending an email to the group **FSDB Police** on Outlook or at fsdbpolice@fsdbk12.org identifying the visitors/food deliveries by name, the expected date/time of arrival, and the location on campus where they should be directed.

Without these advance notifications, Campus Police will be expected to cause visitors/food deliveries to be delayed, as phone call attempts are made to try to locate the FSDB staff expecting the visitors. Campus Police is required to verify all visitors/food delivery drivers arriving to campus have been authorized before granting them access. Otherwise, the potential exists for unwanted/unauthorized individuals attempting to enter campus.

Campus Traffic Safety and Enforcement

Staff are encouraged to remain aware of and fully comply with the posted speed limits across our campus, as well as pedestrian traffic at crosswalks where all drivers are required to come to complete stops.

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

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

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

Vehicles are considered illegally parked in designated **"No Parking"** areas clearly posted by

signs, parked improperly, and violating the right of way of the roadway, parked on sidewalks, parked in designated handicap parking spaces without the required handicap placard or parked in designated **"Fire Lanes."** Vehicles may be subject to tow as deemed necessary by officers enforcing illegally parked vehicles. However, officers typically attempt to gain compliance through education and warnings.

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

If you want to report any areas of concern that may need our attention, feel free to stop any one of our police officers on campus and let them know or you can call our on-duty dispatchers in our Communications Center at ext. 2315.

We appreciate everybody's cooperation in making our traffic safety a high priority for all our students, staff, parents, visitors, volunteers, interns, contractors, and delivery drivers.

Aggressive Driving

Please review the tips below to avoid becoming a **Victim of Aggressive Driving.**



Message Boards and Strobe Lights

The Campus Police Department monitors local weather conditions 24/7, affecting the FSDB campus, and has the responsibility for activating the weather warning system, which includes the internal electronic message boards and clear white strobe lights mounted on the outside of designated buildings across campus. The weather warning system is either activated when the National Weather Service issues a severe thunderstorm warning that details unsafe conditions affecting our campus or if lightning is identified in or within the

immediate area of campus.

Several Campus Police staff have also completed the National Weather Service's Storm Spotter Training and are monitoring multiple sources for lightning strikes such as Spark by WeatherBug and LightningMaps.org for real time lightning assessments, before activating the weather warning system across campus.

The weather warning system serves as an advisory alert to everybody on campus that they should seek shelter indoors due to the severe weather conditions. The warning system is only deactivated once the warnings have either expired or there is no more lightning observed within the immediate area of campus. These conditions can be as brief as 5 or 10 minutes or last up to a half hour or more depending on the weather and can occur during lunch hours and prior to the loading/unloading of buses. These times can create difficulties with the timely movement of students across campus while maintaining schedules. Therefore, the departments with student contact should pre-plan for these unexpected circumstances adversely impacting the movement of students between activities.

Campus Police is not the appropriate decision-making authority to authorize ongoing operational activities and the movement of students outdoors during severe weather for other departments.
Staff are strongly encouraged to seek guidance and direction from their immediate supervisors and department heads for the authorization of ongoing operational activities and the movement of students outdoors during the activation of message boards and clear white strobe lights for severe weather.

School Safety Reminders
If you are in an instructional (classroom) setting, please remember to share the location of the marked hard corners with your staff and students before the first week of school is completed. If you are engaged in active instruction, your classroom space **MUST** be closed and locked. These are not just best practices; these are state mandates.

Remain situationally aware of your surroundings and report any suspicious activity to FSDB Campus Police immediately. You may also utilize FortifyFL, an anonymous, suspicious activity reporting app, to submit tips of concerning or suspicious circumstances.

It takes all of us to maintain a safe, secure campus. Thank you for doing your part to keep our beautiful campus a welcoming environment where our students may focus on learning and thriving. Your efforts do not go unnoticed!

Visit the Campus Police intranet page to learn more…

EMERGENCY MANAGEMENT

Members of the FSDB Incident Command Team are wrapping up their annual review of our **emergency management plan**. As you begin the new school year, please take a moment to review our plan so that you are prepared to respond during a drill or actual emergency. Please visit the Intranet – Emergency Management Plan.

During a **shelter-in-place** drill or incident, activities may take place within the buildings while movement around campus is restricted. Please take direction from your supervisor regarding movement within the building, such as class changes, as there may be a need to remain in your current location until we have successfully completed staff and student accountability.

Drills, false alarms, and actual emergencies have multiple phases. When an emergency notification is initiated, staff members are expected to respond in alignment with our emergency management plan. For example, during a lockdown drill, students and staff members are expected to secure their rooms and go to their safe space (hard corner as indicated by red tape). When the message **"incident expired, report accountability"** is announced, staff members may move to a shelter-in-place response. You may leave your hard corners and resume instruction.
At this time, designees are reporting student and staff accountability. Again, **take direction from your supervisor regarding movement within the building**. Efficient accountability is the key to wrapping up the drill or incident. When student and staff accountability is completed, campus-wide, the message to **"resume normal operations"** is deployed. This indicates that the drill or incident has come to an end.

Please help us avoid **false alarms** by using caution when wearing your mobile alert badge. When the badge is deployed, both FSDB Campus Police and St. Johns County Sheriff's Office must respond as though we are having an actual lockdown emergency. This is disruptive to school programming and taxes our local emergency resources. If you accidentally activate your badge, please contact Campus Police quickly so that they know it is not an actual emergency.
False alarms happened multiple times last year and I know we can do better. Badges have been set off from the way staff members are wearing them when moving items and boxes, from placement in backpacks and purses, from being sat upon while in pockets, and from being smashed by books and materials when sitting on desks. Please be aware of how you are managing your mobile alert badge and let's strive for zero false activations this year!

FSDB staff members are responsible for guiding visitors, volunteers, and vendors through our school safety practices and emergency response. Please ensure that these folks have a designated FSDB point of contact. Also, please share our **safety brochure** upon their arrival to campus.
This may be found on our intranet as well. Please visit the Intranet – Emergency Management Plan – Safety Brochure.

Hurricane season is here! Please take time to make sure you have yourself prepared in the event of tropical weather in our area. Visit the St. Johns County Emergency Management page to access resources. www.sjcfl.us/departments/emergency-mgmt/

Visit the Emergency Management intranet page to learn more…

INTERNAL AUDIT

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

- Financial Statement Audit: Annual
- Operational Audit: Triennial
  Endowment Audit: Annual
- Limited Procedure Engagements for Class/Club and Student Accounts:
  Annual Internal Audit: Ongoing throughout the year.

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

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

Visit the Business Services intranet page to learn more…

SAFETY AND FACILITIES OPERATIONS

SaFO continues with Spring's momentum, existing projects and new projects will be underway throughout the 26-27 school year and beyond.
FSDB campus remains impacted by the recent drought. The grounds team has been working to maintain recently installed beatification items and continues to enhance the campus. SaFO continues to work the campus landscape while adhering to drought restrictions.

Projects

- The Hogle parking lot repave is underway. The final paving will take place the week of August 3rd and the parking lot will be reopened with temporary markings immediately following the repave. Permanent markings will be laid down after the asphalt cures, approximately 30 days. The marking phase will not impact stakeholders.
- Alumni roof is well underway and moving along strong. This project is expected to complete July 31st and then demobilize. Stakeholders should expect full access

August 3rd. Standby for any updates.

- Temporary sidewalks to support the upcoming Palm Row paving project are complete. These sidewalks (behind the Palm Row dorms) will enable students and staff to safely and efficiently navigate campus throughout the paving project. The sidewalks are temporary – they were constructed to be temporary so we will monitor the health of the sidewalks throughout the year and will remove them upon the completion of Palm Row.
- McLane Hall window replacement is underway and will be performed in phases through completion.
- Select entry door replacement at Pope, Coleman, and Memorial will need to be reprocured, this process is underway. SaFO will be updating stakeholders periodically on this project.
- Hospital Creek bridge rehabilitation is underway. This project is not expected to impact stakeholders. The contractor is moving at a good pace.
- Landscape beautification project of the Chapel area is in the procurement process. Updates to follow as the contract is awarded and timeline established. This project is expected to have minimal stakeholder impact.
- McClure Hall new build has begun. This project will continue through the academic year.
- Palm Row repave is in the final stages or procurement with shortlisted contractors presenting shortly. This project is expected to be awarded and start in late September/early October. The project will continue through early spring. While parking will be impacted by this project, the campus has ample parking for all staff.
- The running track and field enhancement project is underway, and the asphalt is in the curing phase. During this curing phase vendors are working on landscape grading and incidentals to the track. Once this phase is complete the track surface will be installed. SaFO and Athletics are planning on a mid-August turnover on this project.
- Kids Town “spruce up” is a work in progress. Currently, concrete, pavers and seating are being installed. Sunshade foundations are in the curing phase. Kids Town is expected to turnover week of August 10th.
- Cary White sunshade is in procurement phase – updates to follow as procurement advances.
- Wilson Music Center auditorium upgrades are in the earliest stages of procurement for the “owners project representative.” At this early stage there is no expected project timeline, although we hope for a Spring commencement of the project. Student programs are always considered in timeline development.
- Walker Hall Annex renovation is in final stages of procurement for design/build professionals. Updates to follow.
- Perimeter fencing project is in the earliest stages of procurement. The proposed timeline is vague at this point but is expected to be completed within the fiscal year. This project is not expected to be multi-phased any longer but expected to be a single phase.
- The Safety Department is beginning an upgrade to campus fire alarm systems. This will be a multi-year multi-phase project. Please monitor for updates.
- Exterior door replacement phased project is expected to begin this year. This project is

in procurement and expected to award shortly. Updates to follow.

- Phase I of the bulkhead lighting project is in procurement. This project should have minimal programmatic impacts. Updates to follow as project is awarded.
- HVAC control upgrades are underway in Wartman. This control project is expected to have minimal impact on programs.
- Walker/McLane lighting is in procurement. Updates to follow post award.
- Interior fire door replacement is in procurement. This phase is expected to be completed in the fiscal year. Updates to follow award.
- HVAC rooftop unit replacement is planned for Memorial Hall. This project is in procurement with updates to follow award.
- A stand-alone generator is planned to be installed at the MacWilliams cafeteria. This generator will be for refrigeration equipment only. This is planned for this fiscal year and is in the procurement phase.
- The campus is also going to receive irrigation upgrades in phases over the next several years. Phase I will take place this fiscal year and will be in the Copeland area. This project is in procurement.
- Settles Gym will receive a "spruce up" consisting of gymnasium windows, gymnasium and exterior paint, gymnasium floor, and new bleachers. The project is in design phase with plans to procure August 19th. This project is expected to begin in February 2027 and be completed June 2027.
- Fuel Station upgrades are planned as well. This project is in the earliest planning stages. Procurement is expected shortly for design. This project is expected to begin fiscal year 26/27 with completion in 27/28.

Do not forget that along with these projects SaFO will be conducting regular campus-wide repairs and preventive maintenance.

While the team plans on being busy, please feel free to reach out with any needs for your department or any suggestions to make the campus safer or more comfortable for our students.

The SaFO team is thankful for your patience and understanding as these projects may cause inconvenience to some.

Facility Usage

Please remember to submit your facility reservations as soon as possible. Depending on the size and scope of your event, some facility requests may require various approval levels up to and including the P.A.T. Also, as construction projects are implemented, access could be impacted causing some spaces to be limited or temporarily unavailable. For meetings or programs requiring P.A.T. approval, facility requests require your department's administrator approval. Therefore, once a facility request has been submitted through the Brightly FSDirect portal and includes all necessary information, it is forwarded to the Business Office to be shared with the P.A.T. on Wednesdays to give leadership time to follow-up on any questions or concerns related to the request prior to

the approval/denial process each following Tuesday. This process can take from 30 to 45 business days. For assistance completing a facility request, refer to the Brightly Overview MANUAL.pdf Questions concerning the process, email Pam Corey or Carolyn Johnson. Thank you in advance for planning your facility usage.

Customer Service

Maintenance requests should be submitted through Brightly's Maintenance Request portal. In cases requiring immediate attention, please call Customer Service at extension 2372. This line rings to three SaFO staff simultaneously, so there is always someone available to answer. Please refrain from directly calling a SaFO employee or supervisor as it can adversely impact response time.

Visit the Safety and Facilities Operations intranet page to learn more…

TRAINING AND QUALITY ASSURANCE

The Training and Quality Assurance (TQA) Department has had a very busy summer preparing for the 2026-2027 school year.

TQA Updates for the 2026-2027 school year (effective July 1, 2026)

All Employees

- **Class Confirmations**
  - Participants who are registered for TQA Classes will now receive one class confirmation on the Monday of the week of their scheduled class.
- Required Training Matrix 2026-2027
  - Please review this document to determine what courses you are required to enroll for your position.
  - If an employee attends a required training class, as stated in their position description or the Required Training Matrix, and is unable to complete all essential course components, the employee will be instructed to contact their supervisor for further guidance. Successful completion includes, but is not limited to, passing written tests, completing required documentation, and demonstrating required skills.

New Employees

- If you have just joined our school community, check out the New Employee Information section on TQA's Intranet page for information on the Mass Notification Systems, Alyssa's Alert Badge, CLIQ Key Programmer operations, and Skylert Messaging.

Campus Supervisors

- Master Required Training Spreadsheet

  - This document includes completion dates for your team's required training course completion and renewal dates. You can now easily access this document in the Campus Supervisor's Channel by selecting the tab in the task bar.
- If a member of your team attends a required training class, as stated in their position description or the Required Training Matrix, and is unable to complete all essential course components, the supervisor will be notified. The supervisor should then contact Human Resources for guidance on the appropriate next steps.
- Moodle Reports – TQA is now able to provide more timely completion reports for your team's Moodle courses and will send supervisory notifications of staff incomplete courses twice per semester.

Fall Moodle Courses

All "in-person" training courses are open for registration on the Training and Quality Assurance Intranet page and the following Fall Moodle courses are scheduled to be released on August 3, 2026. TQA will post on Viva Engage when courses are available and log-in information.

AlerT	Attendance and Leave	Bullying and Harassment	Code of Ethics
Delegation of Fiscal Authority	EEO/Affirmative Action Training (Supervisors)	FERPA	Florida Model Threat Assessment Overview
Homeless/In-Transition Students Policy Review	Identifying and Reporting Fraud	FSDB Technology Security Training	MyFLorida Marketplace Security Training (Accounting/Purchasing Staff)
Preventing Sexual Harassment	Private Funding Training	Student Abuse Policy Training	Teen Dating Violence or Abuse

Pre-Planning Week Classes

For classes scheduled during Pre-Planning week, please check with your supervisor on the date, time, and location of your workshop. As a friendly reminder, please arrive in a timely manner for your assigned class as late arrivals cannot be accommodated. For CPI Classes, please ensure that you are wearing closed-toe shoes.

Welcome Back Luncheon – Tuesday, August 4, 2026 from 11:00 AM to 1:00 PM

To kick off the 2026–2027 school year, the TQA Department is coordinating the annual *Welcome Back Luncheon*, which will be held in Palm Row. This much-anticipated event will feature a catering experience from seven local food truck vendors, offering a wide variety of delicious options for staff to enjoy. More event information can be found on Viva Engage.

Here's a quick link to the menus: Welcome Back Staff Luncheon Menus 2026

As TQA prepares for a new school year, we want to extend a warm welcome back to all staff. We hope your summer provided opportunities for rest, renewal, and time with family and friends.

TQA's commitment to continuous learning is what helps us create meaningful experiences for all employees. We are excited to support your professional growth and look forward to partnering with you as you build new skills, gain fresh insights, and start the year strong.

Welcome back, and best wishes for a successful and inspiring school year!

Your TQA Team: Paula Libassi, Eyvolle Pamphile, and Trish McFadden

Visit the Training and Quality Assurance intranet page to learn more…

TRANSPORTATION

Department Information

- **Transportation Department Office Hours**
  - Monday – Friday: 7:00 AM – 4:00 PM
    - Non-Student days: 7:00 AM – 3:00 PM
  - Note: Some staff have varied schedules.
- **Points of contact**
  - Kevin Greene, Executive Director of Transportation
    - Contact via Teams, email, or Office Number: 904-827-2433
  - Matthew Moore, Assistant Director of Transportation [Varied Schedule]
    - Contact via Teams, email, or Office Number: 904-827-2445
  - Amy Petitt, AM Dispatcher / Public Transportation Specialist [Varied Schedule]
    - Contact via Teams, email, or Office Number: 904-827-2822
  - Kerri Dunne, Day Bus Coordinator [Varied Schedule]
    - Contact via Teams, email, or Office Number: 904-827-2434
  - Calvin Klinger, SHOW Bus Coordinator [Varied Schedule]
    - Contact via email, Office Number: 904-827-2992, or State Cell Phone: 904-669-8208
  - Jessica Van Horn, Public Transportation Coordinator
    - Contact via email, Teams, Office Number: 904-827-2399; or State Cell Phone: 904-687-3710
  - Paula English, Administrative Assistant II
    - Contact via email, Teams, or Office Number: 904-827-2430

Vehicle Requests

1. **Things to keep in mind**:
   a. Transportation policy standard for request time is **2 Weeks advanced**

notice, especially during the "busy season" of school such as the beginning and end of the semesters.

b. **Do not** list decimals when writing down mileage on the trip request and vehicle logs
c. Vehicle assignments are on a first come, first serve basis with student transportation taking priority.
d. If a state vehicle is not available, you will have to either rent a vehicle or use your own vehicle.
e. If an approved driver listed on the request provides keys to a driver who is not listed on the request, both drivers will have their driving privileges suspended for 60 days.

2. Navigate to **FSDB Electronic Forms** via the **All Company** group in **Engage**.
3. Scroll down in the **Electronic Forms** window and select the **Transportation** section.
4. Select **Van Request** or **Field Trip Request** depending on your trip type.

5. Fill in the **required information** on the request page.
    a. All fields **must** be filled in or the system will not let you submit the request.
    b. Note: **Be sure to use Military Time**.
        i. If your request is scheduled to depart at 5:00 PM then select 17:00 for your start time (midnight is 00:00).
        ii. Simple Military Time Conversion: Add 12 to your desired time.
            1. Example: 3:00 PM + 12.00 hours = 15:00
            2. Example: 9:00 PM + 12.00 hours = 21:00

6. Hit Submit when finished.
    a. Your supervisor will receive notification of the request and will either approve or deny it.
    b. **After** your supervisor **approves** the request, the Transportation Department will then receive notification of the request for processing.
    c. You will receive two emails regarding your request.
        i. One email indicating your supervisor has approved or denied your request.
        ii. If approved, you will receive another email once Transportation has either processed, canceled, or denied your request.

7. Your request paperwork and vehicle keys will be placed in an envelope and stationed on a small table at the back of the Transportation Department (just inside the door near the mechanic's garage).
    a. The bottom section of the **Trip Request <u>must</u>** be filled out and signed before returning the envelope.
    b. The **Vehicle Log** located inside the vehicle **<u>must</u>** be filled out before returning the envelope.
    c. Failure to complete either of the aforementioned paperwork will result in

you having to return to the Transportation Department to correct the record. **All other requests associated with you will not be processed until such time as you correct said records**.

8. Once your paperwork has been completed, return the envelope with the keys and trip request inside, to the silver metal **Mailbox** located to the left of the door near the mechanic's garage.

Field Trips Requests

Requests for field trips must be submitted at a minimum of 30 days prior to the date of the trip. Field trips submitted without 30 days' notice are subject to the availability of drivers and equipment and service may not be provided. All field trips are on a first-come, first-served basis.

Annett Free-mile trips are limited, and once all free miles have been exhausted, it is up to the department to submit the request to pay for the trip. It is not Transportation's responsibility. Departments requesting a trip that exceeds the mileage limits for yellow school buses will have their trip quoted to Annett Charter Bus to provide service. Transportation will notify the requesting individual if the location is too far to be serviced with a yellow school bus. Distant trips are subject to cancellation if all Annett Free miles have been exhausted and departmental funds are not available.

If a department is planning a year-end trip to theme parks or Florida attractions that may be a fair distance away, they will need to put in a field trip request as soon as possible. Requests submitted after January are not guaranteed to be serviced.

A calendar is posted on the FSDB Intranet under Transportation that lists all the current booked field trips. If you have submitted a request and have not received an approval, please check the calendar. If your trip is not listed on the calendar, contact Transportation immediately. All requests made through Electronic Forms must have a supervisor's approval. If a supervisor is out sick or on leave, request may not be forwarded to Transportation.

All request submitted must have each stop listed. If a trip has more than one stop, a second stop must be listed on the electronic request form. Drivers are not permitted to make unscheduled stops for any reason. Failure to list the second stop will result in delays or cancellation of the second stop.

Please contact Transportation at x2822 if you have any questions regarding yellow bus field trips.

Student Bus Passes

To help ensure a safe, timely, and accurate dismissal process, the Transportation Department requests that all bus passes and transportation-related information be

submitted by the following deadlines:

- **Monday–Thursday:** No later than **3:00 PM**
- **Friday:** No later than **1:30 PM**

Transportation staff depart the department at **3:15 PM Monday–Thursday** and **1:45 PM on Fridays** to report to their assigned buses. Receiving transportation information by the deadlines above provides adequate time to process requests, update route information, and communicate necessary changes to staff prior to dismissal.

While every effort is made to adhere to these timelines, it is understood that unforeseen circumstances may occasionally require last-minute transportation changes. In those situations, please submit updated information as soon as it becomes available so that the Transportation Department can make every effort to accommodate the request.

Dorm Student Bus Pass Procedures

Please note the following procedures regarding dorm student transportation:

- Dorm students riding home on **Monday–Thursday afternoons**, regardless of the reason, must have a bus pass.
- **Part-time dorm students** must have a bus pass for each day they ride home.
- Dorm students will **not appear on the regular PM Route Sheets Monday–Thursday**. The Transportation Department will manually add these students to the route sheets to ensure chaperones are aware of which students are authorized to ride home.

Visit the Transportation intranet page to learn more…

That's all for now, folks!

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

Julia

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

During July, **Endowment I** increased by $74,341.30 (+0.20%); 5.15% Year-to-date and 11.77% over the trailing 12 months, with a closing portfolio value of $22,199,726.63. During the month, dividends and interest income totaled $81,383.85 while accrued interest decreased by $27,371.51. Additionally, $531,986.92 was withdrawn. Comparatively, the benchmark decreased by 0.44% month-to-date, 5.00% year-to-date, and 10.50% for the trailing 12 months. Meanwhile, the S&P 500 decreased by 0.06%, increased by 10.14%, and increased by

19.56%, respectively, while the Aggregate Bond index decreased by 1.30% and 0.69%, and increased by 2.71% during the same period.

Endowment II also performed well, increasing by $72,627.96 (+0.36%) for the month. Furthermore, the endowment rose 5.54% Year-to-date and 12.55% over the past 12 months with a closing portfolio value of $15,300,374.08. During this period, $17,402.89 was distributed. Additionally, dividends and interest income totaled $42,832.45, and accrued interest decreased by $6,995.46.

It wasn't a typical summer break with the market. Instead of reading the latest novel on the beach while listening to the surf breaking, we have ongoing geopolitical risks, such as the war in Iran, that is currently affecting markets. We have seen a cycle of escalating and de-escalating rhetoric and military actions and expect volatility to continue while both sides look forward to a palatable agreement. We also have concerns regarding Cuba and the ongoing conflict in Ukraine. The Artificial Intelligence (AI) trade has also been a concern as valuations have continued to skyrocket through the stratosphere until weakness affected the sector during July. Situational Awareness, a hedge fund led by former whiz kid Leopold Aschenbrenner, was down a staggering 67% during the month. The return was exacerbated using margin, and the fund was forced to liquidate a majority of their positions to satisfy the leverage on their portfolio. This highlights the danger of concentrated positions in momentum trades using leverage. The risk used in that fund is an aggressive posture towards investing and is a lesson of what can go wrong when the markets correct. Fortunately, we do not use this approach and manage the funds prudently. Despite the headline news, earnings remain steadfast and are a major driver of near-term market activity. After 12% growth in 2025, UBS CIO forecasts 20% S&P 500 EPS growth in 2026.

Earlier in the year, market prognosticators believed the Fed would cut rates an additional two times. However, much has changed since the war in Iran and persistent inflation. The Fed left rates unchanged for the fifth consecutive meeting and signaled little urgency to tighten further. UBS expects rates to remain on hold through year-end. Fed Chair Warsh declined to provide much forward guidance, but many of his comments suggested little urgency to hike at upcoming meetings unless inflation worsens. However, this outlook is in contrast with the market's expectation that the Fed will hike in September and again in December or January.

According to polling, Democrats have momentum and are favored to win control of the House. All eyes are on the Michigan U.S. Senate primary election results, and Republicans are expected to narrowly retain the Senate. It is still early in the election cycle, and anything can change, but the expected likelihood is divided government as a base case.

We continue to see opportunities across U.S. and international stocks, including emerging markets, along with high-quality bonds, given the recent yield increase in the bond market. Markets will likely remain volatile as investors weigh recent events in the Middle East, the surge in oil prices, the long-term impact of artificial intelligence, and other structural changes. We emphasize broad diversification to mitigate risk. High-quality bonds will continue

to provide attractive income and help stabilize portfolios during market swings. UBS Central Outlook has updated the S&P 500 return to 8,200 by June 2027—roughly an 9.5% increase from levels as of July 31, 2026.

SAFE SCHOOLS
Lieutenant Arline Lagasse, School Safety Specialist

In preparation for completing the 26-27 District Best Practices Assessment, which will be discussed in the September or October BOT meeting, each member of the board will have an opportunity to submit recommendations regarding policy changes or funding needed to facilitate continued school safety planning, improvement, and response at the state, district, or school levels for consideration by the district school board for the Department of Education to forward to the Governor, Florida Legislature and State Board of Education. More details will follow at the August 28th meeting.

SAFETY AND FACILITIES OPERATIONS
Guy Maltese, Executive Director of Safety and Facilities Operations

The BOT approved 2027-2028 LBR and 2026-2031 CFMP have been forwarded to the DOE.

Projects in alignment with the Campus/Facilities Master Plan and Public Education Capital Outlay (PECO) Legislative Budget Request continue to be managed. Project Management meetings are held regularly concerning safety/security, Essential Equipment Maintenance, Technology, and Facility Infrastructure Repairs. Meetings focus on new projects, progress of existing projects, and budget management.

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

As we prepare for the upcoming school year, I would like to share training statistics from the 2025–2026 school year. These figures highlight the number of professional development opportunities provided to support employees in meeting their training compliance requirements. Below is a brief snapshot of our efforts and impact:

Class Delivery	Number of Classes	Number of Participants
Live “In Person” Training	121	1311
Online – via Moodle	23	12591
Total for 2025-2026 School Year	144	13902

From July 1 to August 27, 2026, the Training and Quality Assurance Department held, or will hold, the following training classes: two CPI full courses, two CPI Refresher classes, eight CPR courses, two Lifeguard Skills workshops, one YMHFA class, one AlerT training, one Student Bank Training, one Organizational Management module, and three QPR courses.

On July 31, 2026, TQA released 16 Moodle Courses that address student safety and staff compliance requirements. Seven additional courses will be offered in January 2027.

AlerT	Attendance and Leave	Bullying and Harassment	Code of Ethics
Delegation of Fiscal Authority	EEO/Affirmative Action Training (Supervisors)	FERPA	Florida Model Threat Assessment Overview
Homeless/In-Transition Students Policy Review	Identifying and Reporting Fraud	FSDB Technology Security Training	MyFLorida Marketplace Security Training
Preventing Sexual Harassment	Private Funding Training	Student Abuse Policy Training	Teen Dating Violence or Abuse

To kick off the 2026–2027 school year, TQA hosted the annual *Welcome Back Luncheon* on Tuesday, August 4, 2026. The event provided staff with an opportunity to reconnect and celebrate the start of a new academic year in a fun and welcoming environment. Held under the beautiful canopy of trees at Palm Row, the luncheon featured a variety of delicious offerings from seven local food truck vendors, giving attendees plenty of options to enjoy. As a special token of appreciation, each staff member received an FSDB hand fan, a thoughtful and practical gift to help them stay comfortable throughout the year.

The Welcome Back Luncheon created a relaxed and engaging atmosphere, fostering a sense of community and setting a positive tone for a successful and exciting school year ahead.

TRANSPORTATION
Submitted by Kevin Greene, Executive Director of Transportation

Summer Camp Transportation Operations
Following the conclusion of the 2025–2026 school year and graduation activities, the Transportation Department seamlessly transitioned into supporting FSDB's Summer Camp 2026 programs. During June, the Transportation Department provided safe and reliable transportation services to 43 students attending FSDB Summer Camp, ensuring continued access to educational and enrichment opportunities.

To support the diverse transportation needs of summer camp participants, the department developed and implemented seven bus routes, including four Yellow Bus routes and three SHOW bus routes. The Yellow Bus service was provided to students residing in Clay, Duval, Flagler, and St. Johns Counties. The SHOW bus program expanded service beyond the local area, transporting students from Duval (Jacksonville), Leon (Tallahassee), and Lake (Tavares) Counties.

Through strategic route planning and efficient coordination, the department successfully delivered dependable transportation services that supported student participation while maintaining its commitment to safety, reliability, and operational excellence throughout the summer program.

Staff Training and Operational Readiness
As preparations began for the 2026–2027 school year, the Transportation Department welcomed bus drivers and chaperones back to campus on August 3, 2026, for a comprehensive three-day training and orientation program. This annual initiative is a critical component of the department's commitment to student safety, regulatory compliance, and operational excellence.

During the training period, transportation staff participated in mandatory professional development sessions, reviewed transportation procedures and protocols, received updates on departmental expectations, and conducted detailed reviews of their assigned routes. In addition, drivers were provided the opportunity to operate the buses assigned to them and physically drive their routes prior to the start of student transportation services.

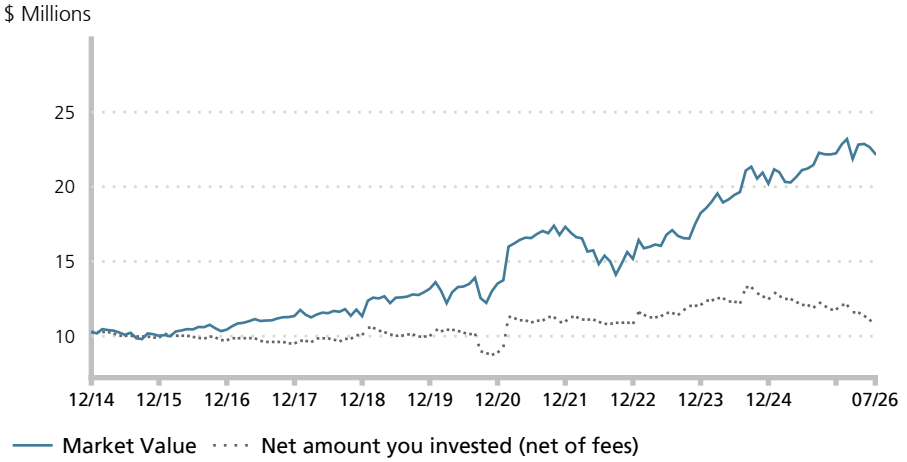
This advanced route familiarization process is a valuable best practice that enhances both safety and efficiency. By driving their routes before the first day of school, drivers can identify potential challenges such as construction zones, traffic pattern changes, road closures, difficult pickup locations, or other conditions that may impact transportation operations. Early identification of these issues allows the department to make any necessary adjustments before students are on board. Through this proactive preparation, the Transportation Department is well prepared for a successful school year and remains committed to providing safe and reliable transportation services for FSDB students.

Respectfully Submitted,
Julia Mintzer
Administrator of Business Services

Performance Review

as of July 31, 2026

Sources of Portfolio Value



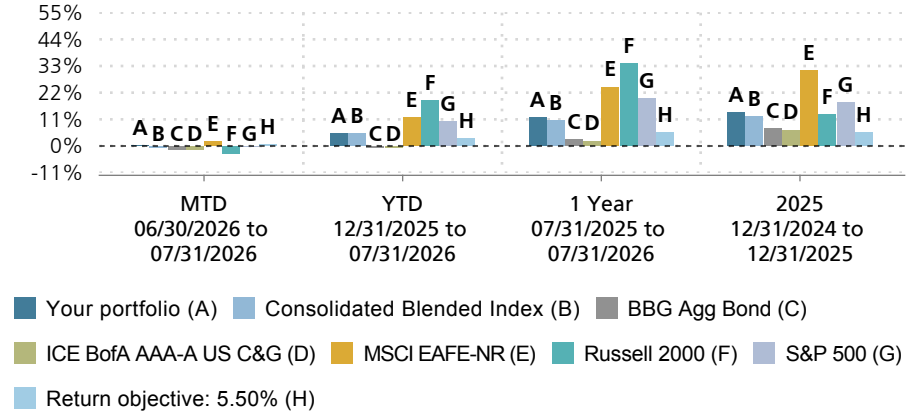
Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 06/30/2026 to 07/31/2026	YTD 12/31/2025 to 07/31/2026	1 Year 07/31/2025 to 07/31/2026	2025 12/31/2024 to 12/31/2025
Opening value	**22,657,372.26**	**22,236,422.93**	**21,216,553.83**	**20,202,930.37**
Net deposits/withdrawals	-531,986.92	-1,248,687.58	-1,589,467.88	-788,610.11
Div./interest income	81,383.85	415,886.54	665,938.32	593,354.83
Change in accr. interest	-27,371.51	-22,840.14	-8,475.97	15,419.99
Change in value	20,328.96	818,944.89	1,915,178.34	2,213,327.85
Closing value	**22,199,726.63**	**22,199,726.63**	**22,199,726.63**	**22,236,422.93**
Net Time-weighted ROR	0.20	5.15	11.77	13.63

Net deposits and withdrawals include program and account fees.

Portfolio and Selected Benchmark Returns

Net Time-weighted returns annualized



Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 06/30/2026 to 07/31/2026	YTD 12/31/2025 to 07/31/2026	1 Year 07/31/2025 to 07/31/2026	2025 12/31/2024 to 12/31/2025
Your portfolio(%)	**0.20**	**5.15**	**11.77**	**13.63**
Consolidated Blended Index	-0.44	5.00	10.50	12.00
BBG Agg Bond	-1.30	-0.69	2.71	7.30
ICE BofA AAA-A US C&G	-1.27	-0.75	2.06	6.54
MSCI EAFE-NR	1.96	11.59	24.33	31.22
Russell 2000	-3.03	18.85	34.18	12.81
S&P 500	-0.06	10.14	19.56	17.88
Return objective: 5.50%	0.46	3.16	5.50	5.50

Consolidated Blended Index:**Start - Current:** 1% BBG US Short TSY; 49% BBG USAgg GvtCr 5-10 Y; 1% BBG US Agg Sect MBS; 10% Russell 1000; 4% Russell 2500 Equal Wtd; 3% Russell 2000 Growth; 12% MSCI EAFE Curr (USD); 1% MSCI Emerging Markets-NR; 5% Lipper Large Cap Growth; 14% Russell 1000 Value

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

Additional Information About Your Portfolio

as of July 31, 2026

Net Time Weighted Returns (annualized > 1 year)

	Performance Start date	ITD Start date to 07/31/2026
Consolidated	12/08/2014	6.58%

Financial Markets Summary

as of July 31, 2026

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2026 to 07/31/2026	07/31/2025 to 07/31/2026	07/31/2023 to 07/31/2026	07/31/2021 to 07/31/2026	07/31/2019 to 07/31/2026	07/31/2016 to 07/31/2026
Cash Alternatives	US Treasury Bill - 3 Mos	0.34	3.93	4.70	3.67	2.81	2.38
US - Fixed Income	BBG Agg Bond	-1.30	2.71	3.72	-0.40	0.99	1.35
	BBG Muni 1-10Y 1-12Y	-1.16	2.75	2.90	0.99	1.58	1.78
	BBG Muni 5 Yr 4-6 TR	-0.89	2.01	3.03	0.92	1.49	1.67
	BBG Muni 7 Yr 6-8 TR	-1.38	2.43	2.86	0.72	1.52	1.84
	BBG Muni Bond	-1.85	5.27	2.98	0.51	1.58	1.95
	BBG US Agg Gvt & CR 1-3 Y	0.14	3.31	4.54	2.12	2.20	2.01
	BBG US Gov/CorpInter TR	-0.43	2.84	4.43	0.98	1.83	1.85
Global/International - Fixed Income	BBG GblAgg	-0.53	1.60	2.99	-1.91	-0.19	0.25
	BBG GblAgg ex-USD	0.08	0.67	2.29	-3.16	-1.23	-0.73
US Equity	Dow Jones Ind Avg	0.38	20.91	15.92	10.56	12.24	13.39
	NAREIT Equity	2.42	19.52	10.20	3.32	5.99	5.73
	NASDAQ Composite	-3.20	20.13	20.91	11.57	17.55	17.25
	Russell 1000	-0.35	18.94	18.96	12.11	15.46	14.82
	Russell 1000 Growth	-4.76	8.03	19.26	11.88	17.59	17.45
	Russell 1000 Value	3.82	31.19	17.87	11.82	12.56	11.61
	Russell 2000	-3.03	34.18	15.08	7.11	10.75	10.63
	Russell 2000 Growth	-5.86	28.42	14.31	5.07	9.71	10.59
	Russell 2000 Value	0.01	40.53	15.87	9.02	11.33	10.31
	Russell 2500	-2.60	30.64	15.47	8.10	11.61	11.38
	Russell 3000	-0.47	19.60	18.75	11.81	15.17	14.55
	Russell Mid Cap	-0.62	18.68	14.76	8.19	11.60	11.43
	Russell Mid Cap Growth	-6.46	-2.66	11.94	4.40	10.17	11.74
	Russell Mid Cap Value	1.47	26.22	15.41	9.66	11.45	10.32
	S&P 400 Mid Cap	-2.38	20.92	12.94	8.46	11.39	10.91
	S&P 500	-0.06	19.56	19.31	12.85	15.82	15.07
Global/International - Equity	MSCI AC World - NR	0.08	22.11	18.29	10.84	13.24	12.31
	MSCI ACWI xUSA-NR	0.34	28.46	17.37	9.22	10.40	9.43
	MSCI EAFE-NR	1.96	24.33	15.94	9.30	10.39	9.33

Financial Markets Summary

as of July 31, 2026 *(continued)*

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2026 to 07/31/2026	07/31/2025 to 07/31/2026	07/31/2023 to 07/31/2026	07/31/2021 to 07/31/2026	07/31/2019 to 07/31/2026	07/31/2016 to 07/31/2026
	MSCI Emerging Markets-NR	-3.07	36.44	19.31	8.02	9.52	9.19
	MSCI Emerging Markets-PR	-3.31	34.00	16.73	5.44	7.00	6.67
	MSCI World	0.53	20.88	18.63	11.69	14.25	13.28
Commodities	DJ UBS Commodity	7.54	35.53	12.12	10.56	10.70	7.16
	Goldman Sachs Commodity	12.55	41.64	15.17	15.68	11.87	9.75
Non-Traditional	HFRI Equity Hedge	0.00	19.19	13.77	7.66	10.08	8.81
	HFRI FOF Diversified	0.00	14.79	10.19	6.25	6.79	5.87
	HFRX Eqty Hdg-EqMktNeu	-0.72	1.88	5.43	3.19	1.90	0.86
	HFRX Event Driven	-0.45	4.55	4.84	0.68	2.96	2.21
Balanced	S&P 500 40% /BBG Agg 60%	-0.81	9.35	9.87	4.92	6.97	6.90
	S&P 500 50% /BBG Agg 50%	-0.68	11.03	11.42	6.25	8.46	8.27
	S&P 500 60% /BBG Agg 40%	-0.56	12.72	12.99	7.58	9.94	9.65
Miscellaneous	Consumer Price Index	0.00	3.38	2.99	4.11	3.83	3.33

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. For accounts in options overlay strategies, the Mandate amount will be applied to previous day's closing market value when calculating performance. The Mandate amount will not be applied to the calculation if the option overlay account performance shown in this report aggregated with reporting for assets held in other UBS accounts.

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

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

benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data maybe subject to review and revision. The benchmark index is selected from among the indices for which UBSFS has licensing agreements with the index provider. UBSFS does not have licensing agreements for all available indices. The benchmarks may vary from those used by the Money Manager or those listed in the prospectus. Further, there is no guarantee that an investor's account will meet or exceed the stated benchmark. Index performance information has been obtained from third parties deemed to be reliable. We have not independently verified this information, nor do we make any representations or warranties to the accuracy or completeness of this information.

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

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

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

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

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

Net Deposits/Withdrawals: When shown on a report, this information represents the net value of all cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your accounts from the first day to the last day of the period including assets transferred to or from other UBS accounts. 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.

Net Deposits/Withdrawals (external): 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, excluding assets transferred to or from other UBS accounts after 12/31/2010. 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.

Deposits: When shown on a report, this information represents the net value of all cash and securities contributions added to your accounts from the first day to the last day of the period, including assets transferred from other UBS accounts. On Client Summary Report and/or Portfolio Review Report, this may exclude the Opening balance. For security contributions, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Deposits (external): When shown on a report, this information represents the net value of all cash and securities contributions added to your accounts from the first day to the last day of the period, excluding assets transferred from other UBS accounts after 12/31/2010. On Client Summary Report and/or Portfolio Review Report, this may exclude the Opening balance. For security contributions, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Withdrawals: When shown on a report, this information represents the net value of all cash and securities withdrawals subtracted from your accounts from the first day to the last day of the period, including asset transferred to other UBS accounts. On Client summary and/or portfolio review report Withdrawals may not include program fees (including wrap fees). For security withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Withdrawals (external): When shown on a report, this information represents the net value of all cash and securities withdrawals subtracted from your accounts from the first day to the last day of the period, excluding assets transferred to other UBS accounts after 12/31/2010. On Client summary and/or portfolio review report Withdrawals may not include program fees (including wrap fees). For security withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Net Transfers (Internal): When shown on a report, this information represents the net value of all cash and securities transferred between your UBS accounts from the first day to the last day of the period.

Transfers In (Internal): When shown on a report, this information represents the net value of all cash and securities transferred to your UBS accounts from the first day to the last day of the period.

Transfers Out (Internal): When shown on a report, this information represents the net value of all cash and securities transferred from your UBS accounts from the first day to the last day of the period.

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

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

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

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

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

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

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

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

Concentrated Equity Solutions (CES): 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 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.

Options Overlay: In order to enroll in an Options Overlay Strategy, you will be required to specify a "Mandate" amount for the Strategy. The Mandate size will determine the market exposure in the strategy. Unlike other advisory strategies where your Program Fee is typically determined on the value of eligible assets in an account, billing for the MAC Options Overlay Strategy is based on the selected Mandate amount, which may be significantly more that the account's asset value.

The Mandate amount is a nominal figure which determines the number of option positions a client will have in his or her account. The mandate amount, and in turn the number of options will determine the nominal, or market, exposure that a client has in the strategy. You may view the actual value of your Account in your UBS Online Services Account and UBS Account Statements. While the actual value of assets in your account will fluctuate over time, your Mandate will be a fixed value established by you in your Manager's Investment Management Agreement. You may increase or decrease the Mandate at any time by providing an updated signed copy of this agreement to your Financial Advisor provided that with the new mandate amount, the account remains in compliance with UBS policies. UBS FS may lower the Mandate at their discretion to ensure compliance with UBS policies. If UBS lowers your Mandate, you will receive notice. This practice of billing on the Mandate amount will result in higher compensation to UBS FS, your Financial Advisor, and the Portfolio Manager than if the Program Fee was based on the value of eligible assets in your MAC Options Overlay Strategy account. Options Overlay accounts may have separate minimums, and are not eligible to be included in the household when calculating assets for fee calculation purposes. As a result, the pricing of your other assets may be higher than if these assets were eligible to be included.

There is no assurance that the performance of your advisory accounts will exceed the Program Fees and any margin interest that might be incurred if the strategy is maintaining a debit. In evaluating the performance statistics of your advisory accounts, you should consider that the interest expense incurred for margin loans will increase the fees to be applied to your account and reduce the overall performance of your advisory accounts. As a result, the interest expense must be deducted from the overall returns in order to determine the actual net performance of your accounts. You should note that the percentage return reported on your Quarterly Performance Report will NOT have been reduced by the amount of the interest expense paid and, accordingly, actual percentage return will be lower than the reported percentage return.

Cash-settled index options do not relate to a particular number of shares. Rather, the underlying instrument of an index option is usually the value of the underlying index of stocks times a multiplier, which is generally $100. Purchasing an index option does not give the investor the right to purchase or sell all of the stocks that are contained in the underlying index. Because an index is simply an intangible, representative number, you might view the purchase of an index option as buying a value that changes over time as market sentiment and prices fluctuate. Selling options involves a high degree of risk and is not suitable for all investors. Suitability requirements include financial sophistication and the ability to withstand losses.

Portfolio: For purposes of this report "portfolio" is defined as all of the accounts presented on the cover page

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

or the header of this report and does not necessarily include all of the client's accounts held at UBS FS or elsewhere.

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

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

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

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

Accounts Included in this Report: The account listing may or may not include all of your accounts with UBS FS. The accounts included in this report are listed under the "Accounts included in this review" shown on the first page or listed at the top of each page. If the account is a donor advised fund account, the assets in those accounts are owned by the Sponsoring Charitable Organization, and not the donor. You and your financial advisor have procured the appropriate authorization to view the assets in the donor advised fund account. If an account number begins with "@" this denotes assets or liabilities held at other financial institutions. Information about these assets, including valuation, account type and cost basis, is based on the information you provided to us, or provided to us by third party data aggregators or custodians at your direction. We have not verified, and are not responsible for, the accuracy or completeness of this information.

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

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

Account changes: At UBS, we are committed to helping you work toward your financial goals. So that we may continue providing you with financial advice that is consistent with your investment objectives, please consider the following two questions:
1) Have there been any changes to your financial situation or investment objectives?
2) Would you like to implement or modify any restrictions regarding the management of your account?
If the answer to either question is "yes," it is important that you contact your Financial Advisor as soon as possible to discuss these changes. For MAC advisory accounts, please contact your investment manager directly if you would like to impose or change any investment restrictions on your account.

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

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

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

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

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

Important information about brokerage and advisory services. As a firm providing wealth management services to clients, UBS Financial Services Inc. offers investment advisory services in its capacity as an SEC-registered investment adviser and brokerage services in its capacity as an SEC-registered broker-dealer.

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

Investment advisory services and brokerage services are separate and distinct, differ in material ways and are governed by different laws and separate arrangements. It is important that clients understand the ways in which we conduct business, that they carefully read the agreements and disclosures that we provide to them about the products or services we offer. For more information, please review client relationship summary provided at **ubs.com/relationshipsummary**.

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

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

Neither the SIPC protection nor the supplemental protection apply to:

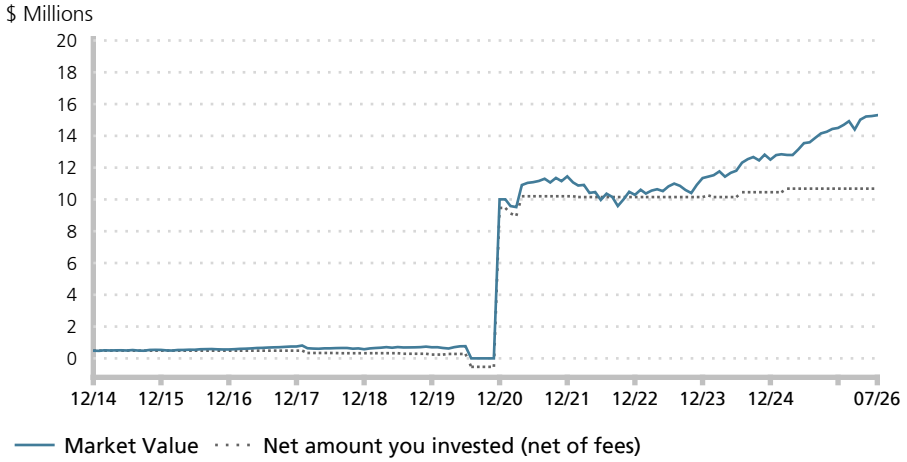
- Certain financial assets controlled by (and included in your account value) but held away from UBS Financial Services. For example certain (i) insurance products, including variable annuities, and (ii) shares of mutual funds registered in the name of the account holder on the books of the issuer or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

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

Performance Review

as of July 31, 2026

Sources of Portfolio Value



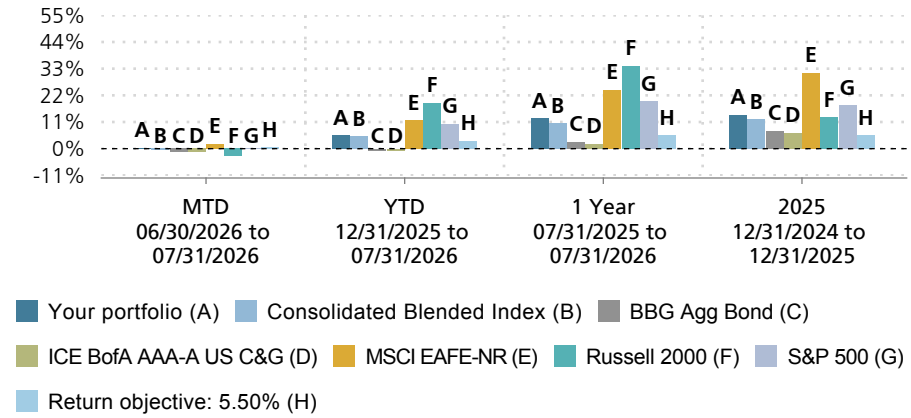
Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 06/30/2026 to 07/31/2026	YTD 12/31/2025 to 07/31/2026	1 Year 07/31/2025 to 07/31/2026	2025 12/31/2024 to 12/31/2025
Opening value	**15,245,149.01**	**14,497,828.18**	**13,594,169.19**	**12,502,516.95**
Net deposits/withdrawals	-17,402.89	-47,854.28	-62,916.47	167,261.32
Div./interest income	42,832.45	262,100.15	422,215.92	382,463.68
Change in accr. interest	-6,995.46	-6,510.54	3,192.40	9,238.56
Change in value	36,790.97	594,810.57	1,343,713.04	1,436,347.67
Closing value	**15,300,374.08**	**15,300,374.08**	**15,300,374.08**	**14,497,828.18**
Net Time-weighted ROR	0.36	5.54	12.55	13.92

Net deposits and withdrawals include program and account fees.

Portfolio and Selected Benchmark Returns

Net Time-weighted returns annualized



Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 06/30/2026 to 07/31/2026	YTD 12/31/2025 to 07/31/2026	1 Year 07/31/2025 to 07/31/2026	2025 12/31/2024 to 12/31/2025
Your portfolio(%)	**0.36**	**5.54**	**12.55**	**13.92**
Consolidated Blended Index	-0.44	5.00	10.50	12.00
BBG Agg Bond	-1.30	-0.69	2.71	7.30
ICE BofA AAA-A US C&G	-1.27	-0.75	2.06	6.54
MSCI EAFE-NR	1.96	11.59	24.33	31.22
Russell 2000	-3.03	18.85	34.18	12.81
S&P 500	-0.06	10.14	19.56	17.88
Return objective: 5.50%	0.46	3.16	5.50	5.50

Consolidated Blended Index:**Start - Current:** 1% BBG US Short TSY; 49% BBG USAgg GvtCr 5-10 Y; 1% BBG US Agg Sect MBS; 10% Russell 1000; 4% Russell 2500 Equal Wtd; 3% Russell 2000 Growth; 12% MSCI EAFE Curr (USD); 1% MSCI Emerging Markets-NR; 5% Lipper Large Cap Growth; 14% Russell 1000 Value

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

Additional Information About Your Portfolio

as of July 31, 2026

Net Time Weighted Returns (annualized > 1 year)

	Performance Start date	ITD Start date to 07/31/2026
Consolidated	12/04/2020	N/A

Financial Markets Summary

as of July 31, 2026

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2026 to 07/31/2026	07/31/2025 to 07/31/2026	07/31/2023 to 07/31/2026	07/31/2021 to 07/31/2026	07/31/2019 to 07/31/2026	07/31/2016 to 07/31/2026
Cash Alternatives	US Treasury Bill - 3 Mos	0.34	3.93	4.70	3.67	2.81	2.38
US - Fixed Income	BBG Agg Bond	-1.30	2.71	3.72	-0.40	0.99	1.35
	BBG Muni 1-10Y 1-12Y	-1.16	2.75	2.90	0.99	1.58	1.78
	BBG Muni 5 Yr 4-6 TR	-0.89	2.01	3.03	0.92	1.49	1.67
	BBG Muni 7 Yr 6-8 TR	-1.38	2.43	2.86	0.72	1.52	1.84
	BBG Muni Bond	-1.85	5.27	2.98	0.51	1.58	1.95
	BBG US Agg Gvt & CR 1-3 Y	0.14	3.31	4.54	2.12	2.20	2.01
	BBG US Gov/CorpInter TR	-0.43	2.84	4.43	0.98	1.83	1.85
Global/International - Fixed Income	BBG GblAgg	-0.53	1.60	2.99	-1.91	-0.19	0.25
	BBG GblAgg ex-USD	0.08	0.67	2.29	-3.16	-1.23	-0.73
US Equity	Dow Jones Ind Avg	0.38	20.91	15.92	10.56	12.24	13.39
	NAREIT Equity	2.42	19.52	10.20	3.32	5.99	5.73
	NASDAQ Composite	-3.20	20.13	20.91	11.57	17.55	17.25
	Russell 1000	-0.35	18.94	18.96	12.11	15.46	14.82
	Russell 1000 Growth	-4.76	8.03	19.26	11.88	17.59	17.45
	Russell 1000 Value	3.82	31.19	17.87	11.82	12.56	11.61
	Russell 2000	-3.03	34.18	15.08	7.11	10.75	10.63
	Russell 2000 Growth	-5.86	28.42	14.31	5.07	9.71	10.59
	Russell 2000 Value	0.01	40.53	15.87	9.02	11.33	10.31
	Russell 2500	-2.60	30.64	15.47	8.10	11.61	11.38
	Russell 3000	-0.47	19.60	18.75	11.81	15.17	14.55
	Russell Mid Cap	-0.62	18.68	14.76	8.19	11.60	11.43
	Russell Mid Cap Growth	-6.46	-2.66	11.94	4.40	10.17	11.74
	Russell Mid Cap Value	1.47	26.22	15.41	9.66	11.45	10.32
	S&P 400 Mid Cap	-2.38	20.92	12.94	8.46	11.39	10.91
	S&P 500	-0.06	19.56	19.31	12.85	15.82	15.07
Global/International - Equity	MSCI AC World - NR	0.08	22.11	18.29	10.84	13.24	12.31
	MSCI ACWI xUSA-NR	0.34	28.46	17.37	9.22	10.40	9.43
	MSCI EAFE-NR	1.96	24.33	15.94	9.30	10.39	9.33

Financial Markets Summary

as of July 31, 2026 *(continued)*

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2026 to 07/31/2026	07/31/2025 to 07/31/2026	07/31/2023 to 07/31/2026	07/31/2021 to 07/31/2026	07/31/2019 to 07/31/2026	07/31/2016 to 07/31/2026
	MSCI Emerging Markets-NR	-3.07	36.44	19.31	8.02	9.52	9.19
	MSCI Emerging Markets-PR	-3.31	34.00	16.73	5.44	7.00	6.67
	MSCI World	0.53	20.88	18.63	11.69	14.25	13.28
Commodities	DJ UBS Commodity	7.54	35.53	12.12	10.56	10.70	7.16
	Goldman Sachs Commodity	12.55	41.64	15.17	15.68	11.87	9.75
Non-Traditional	HFRI Equity Hedge	0.00	19.19	13.77	7.66	10.08	8.81
	HFRI FOF Diversified	0.00	14.79	10.19	6.25	6.79	5.87
	HFRX Eqty Hdg-EqMktNeu	-0.72	1.88	5.43	3.19	1.90	0.86
	HFRX Event Driven	-0.45	4.55	4.84	0.68	2.96	2.21
Balanced	S&P 500 40% /BBG Agg 60%	-0.81	9.35	9.87	4.92	6.97	6.90
	S&P 500 50% /BBG Agg 50%	-0.68	11.03	11.42	6.25	8.46	8.27
	S&P 500 60% /BBG Agg 40%	-0.56	12.72	12.99	7.58	9.94	9.65
Miscellaneous	Consumer Price Index	0.00	3.38	2.99	4.11	3.83	3.33

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. For accounts in options overlay strategies, the Mandate amount will be applied to previous day's closing market value when calculating performance. The Mandate amount will not be applied to the calculation if the option overlay account performance shown in this report aggregated with reporting for assets held in other UBS accounts.

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

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

benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data maybe subject to review and revision. The benchmark index is selected from among the indices for which UBSFS has licensing agreements with the index provider. UBSFS does not have licensing agreements for all available indices. The benchmarks may vary from those used by the Money Manager or those listed in the prospectus. Further, there is no guarantee that an investor's account will meet or exceed the stated benchmark. Index performance information has been obtained from third parties deemed to be reliable. We have not independently verified this information, nor do we make any representations or warranties to the accuracy or completeness of this information.

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

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

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

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

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

Net Deposits/Withdrawals: When shown on a report, this information represents the net value of all cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your accounts from the first day to the last day of the period including assets transferred to or from other UBS accounts. 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.

Net Deposits/Withdrawals (external): 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, excluding assets transferred to or from other UBS accounts after 12/31/2010. 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.

Deposits: When shown on a report, this information represents the net value of all cash and securities contributions added to your accounts from the first day to the last day of the period, including assets transferred from other UBS accounts. On Client Summary Report and/or Portfolio Review Report, this may exclude the Opening balance. For security contributions, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Deposits (external): When shown on a report, this information represents the net value of all cash and securities contributions added to your accounts from the first day to the last day of the period, excluding assets transferred from other UBS accounts after 12/31/2010. On Client Summary Report and/or Portfolio Review Report, this may exclude the Opening balance. For security contributions, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Withdrawals: When shown on a report, this information represents the net value of all cash and securities withdrawals subtracted from your accounts from the first day to the last day of the period, including asset transferred to other UBS accounts. On Client summary and/or portfolio review report Withdrawals may not include program fees (including wrap fees). For security withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Withdrawals (external): When shown on a report, this information represents the net value of all cash and securities withdrawals subtracted from your accounts from the first day to the last day of the period, excluding assets transferred to other UBS accounts after 12/31/2010. On Client summary and/or portfolio review report Withdrawals may not include program fees (including wrap fees). For security withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Net Transfers (Internal): When shown on a report, this information represents the net value of all cash and securities transferred between your UBS accounts from the first day to the last day of the period.

Transfers In (Internal): When shown on a report, this information represents the net value of all cash and securities transferred to your UBS accounts from the first day to the last day of the period.

Transfers Out (Internal): When shown on a report, this information represents the net value of all cash and securities transferred from your UBS accounts from the first day to the last day of the period.

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

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

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

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

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

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

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

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

Concentrated Equity Solutions (CES): 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 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.

Options Overlay: In order to enroll in an Options Overlay Strategy, you will be required to specify a "Mandate" amount for the Strategy. The Mandate size will determine the market exposure in the strategy. Unlike other advisory strategies where your Program Fee is typically determined on the value of eligible assets in an account, billing for the MAC Options Overlay Strategy is based on the selected Mandate amount, which may be significantly more that the account's asset value.

The Mandate amount is a nominal figure which determines the number of option positions a client will have in his or her account. The mandate amount, and in turn the number of options will determine the nominal, or market, exposure that a client has in the strategy. You may view the actual value of your Account in your UBS Online Services Account and UBS Account Statements. While the actual value of assets in your account will fluctuate over time, your Mandate will be a fixed value established by you in your Manager's Investment Management Agreement. You may increase or decrease the Mandate at any time by providing an updated signed copy of this agreement to your Financial Advisor provided that with the new mandate amount, the account remains in compliance with UBS policies. UBS FS may lower the Mandate at their discretion to ensure compliance with UBS policies. If UBS lowers your Mandate, you will receive notice. This practice of billing on the Mandate amount will result in higher compensation to UBS FS, your Financial Advisor, and the Portfolio Manager than if the Program Fee was based on the value of eligible assets in your MAC Options Overlay Strategy account. Options Overlay accounts may have separate minimums, and are not eligible to be included in the household when calculating assets for fee calculation purposes. As a result, the pricing of your other assets may be higher than if these assets were eligible to be included.

There is no assurance that the performance of your advisory accounts will exceed the Program Fees and any margin interest that might be incurred if the strategy is maintaining a debit. In evaluating the performance statistics of your advisory accounts, you should consider that the interest expense incurred for margin loans will increase the fees to be applied to your account and reduce the overall performance of your advisory accounts. As a result, the interest expense must be deducted from the overall returns in order to determine the actual net performance of your accounts. You should note that the percentage return reported on your Quarterly Performance Report will NOT have been reduced by the amount of the interest expense paid and, accordingly, actual percentage return will be lower than the reported percentage return.

Cash-settled index options do not relate to a particular number of shares. Rather, the underlying instrument of an index option is usually the value of the underlying index of stocks times a multiplier, which is generally $100. Purchasing an index option does not give the investor the right to purchase or sell all of the stocks that are contained in the underlying index. Because an index is simply an intangible, representative number, you might view the purchase of an index option as buying a value that changes over time as market sentiment and prices fluctuate. Selling options involves a high degree of risk and is not suitable for all investors. Suitability requirements include financial sophistication and the ability to withstand losses.

Portfolio: For purposes of this report "portfolio" is defined as all of the accounts presented on the cover page

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

or the header of this report and does not necessarily include all of the client's accounts held at UBS FS or elsewhere.

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

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

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

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

Accounts Included in this Report: The account listing may or may not include all of your accounts with UBS FS. The accounts included in this report are listed under the "Accounts included in this review" shown on the first page or listed at the top of each page. If the account is a donor advised fund account, the assets in those accounts are owned by the Sponsoring Charitable Organization, and not the donor. You and your financial advisor have procured the appropriate authorization to view the assets in the donor advised fund account. If an account number begins with "@" this denotes assets or liabilities held at other financial institutions. Information about these assets, including valuation, account type and cost basis, is based on the information you provided to us, or provided to us by third party data aggregators or custodians at your direction. We have not verified, and are not responsible for, the accuracy or completeness of this information.

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

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

Account changes: At UBS, we are committed to helping you work toward your financial goals. So that we may continue providing you with financial advice that is consistent with your investment objectives, please consider the following two questions:
1) Have there been any changes to your financial situation or investment objectives?
2) Would you like to implement or modify any restrictions regarding the management of your account?
If the answer to either question is "yes," it is important that you contact your Financial Advisor as soon as possible to discuss these changes. For MAC advisory accounts, please contact your investment manager directly if you would like to impose or change any investment restrictions on your account.

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

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

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

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

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

Important information about brokerage and advisory services. As a firm providing wealth management services to clients, UBS Financial Services Inc. offers investment advisory services in its capacity as an SEC-registered investment adviser and brokerage services in its capacity as an SEC-registered broker-dealer.

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

Investment advisory services and brokerage services are separate and distinct, differ in material ways and are governed by different laws and separate arrangements. It is important that clients understand the ways in which we conduct business, that they carefully read the agreements and disclosures that we provide to them about the products or services we offer. For more information, please review client relationship summary provided at **ubs.com/relationshipsummary**.

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

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

Neither the SIPC protection nor the supplemental protection apply to:

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

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

Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Principal's Report
Department for the Blind
To the Board of Trustees
August 28, 2026

First and Second Grade Summer Camp

Throughout the camp, students were engaged in a variety of exciting activities. They worked their way through *Stuart Little*, exploring the story in depth and bringing the characters to life through thoughtful discussions. Students also had the chance to compare the book to the movie, noticing similarities and differences and developing their comprehension skills.

In addition to reading, students had hands-on fun building and testing race cars. This activity was a highlight for many. The students had a sailboat race that encouraged creativity, teamwork, and a bit of friendly competition. Throughout the camp, students learned important concepts about laws and rules, helping them to understand how they shape our communities.

It was a joy seeing them learn, grow, and support one another.

April Wallace – Camp Director and Reading Specialist

STEAM Camp

STEAM stands for Science, Technology, Engineering, Art, and Math. The year nine students in grades three through seven attend the blind department STEAM Camp. The students worked collaboratively and thought creatively to solve engineering problems and to learn about the scientific process. They created structures designed to hold a heavy can at the top, but they were only made of paper and tape. Students worked with LEGO blocks to help them understand animal adaptations in marine environments, and in a different activity, used the same blocks to learn about the duties of a Mars rover. They built large ramps to learn about potential, kinetic, and mechanical energy, and then made ball launchers to continue learning about these forms of energy! In their week at camp, students learned a variety of science concepts through hands-on experiments, problem-solving challenges, and collaborative activities.

Samantha Tate - STEAM Camp Leader and Elementary Math Teacher

Expanded Core Curriculum Summer Camp

The ECC Summer Camp is designed to address each of the nine areas of the expanded core curriculum (ECC) (access technology, career education, compensatory skills, independent living skills, orientation and mobility, recreation and leisure, self-determination, sensory efficiency, and social interaction skills). This summer program allowed students to develop ECC skills that promote independence and concept development through real-life experiences. A goal is to focus on the expanded core curriculum areas that will help students become well-rounded, independent individuals. The experiences included sailing, kayaking, cooking, grocery shopping, arts and crafts, goalball, and more. We had a total of 14 students attend camp this Summer. After it ended, 5 campers went through the admission process and enrolled at FSDB. In addition, one of our campers from the summer of 2025 also enrolled at FSDB this fall.

Marco De Santiago-Alvarez – O&M and ECC Specialists

Blind Alumni Convention
On July 16th, the blind alumni held our annual convention on the FSDB campus. There were around 60 attendees, as well as 8 or 10 who came for a day to visit the campus and old friends.
This year, we played bingo using a set built by a former student and teacher, Herbert Sowell. It was made especially for visually impaired players. The participants really enjoyed the winner-takes-all games, and afterward, the set was donated to the school.

We had an opportunity to tour the library in the deaf department. This brought back fond memories for some of the older alumni who actually used that library in the sixties, before it moved to Bryant Hall. We toured the newly renovated Kramer Hall and the Copeland Gym, where some of the younger alumni played Goalball. Of course, the tours would not be complete without a visit to D&B Designs, where we purchased items with the Cobra logo.

This year, we elected a new slate of officers to run the association for the next two years. We are pleased that two officers, Patrick Turnage, president, and Hillary Norman, recording secretary, are current FSDB staff members. The remaining officers are Peggy Fleischer, vice president, Mitzi Bowen, treasurer, and Amanda Lee, correspondence secretary. We are looking forward to great things out of this board.

Some people said this was the best convention they had attended in a long time. As always, we appreciate the school allowing us to hold our convention on campus. It is what makes it special for us.

Cliff Frye – Alumni Resident

FSDB Eye Medical/Low Vision Program
FSDB is proud to offer our students and their families access to amazing low-vision services and school-based eye exams, as needed, at the Eye Clinic in the Health Care Center (HCC) on FSDB's campus. Dr. Diane Cates, O.D., serves as our eye care and low-vision professional. Exam appointments for students occur once a week, typically on Thursdays, and are scheduled at a time that works best for their school schedule. These services for students, including all glasses and other prescribed/recommended devices, are offered by FSDB free of charge. Examples of services include:

- Comprehensive low vision exams
- School-Based eye medical exams
- Prescription glasses/Protective eyewear
- Sunglasses/Glare reduction solutions
- Low vision aids (e.g., monocular telescope, hand-held magnifier, specialized glasses, etc.)
- Recommendations for electronic aids (like portable or desktop CCTV's) which are typically provided on campus through our technology department and may be used at school or home during the school year.
- Consultation regarding tools and strategies to maximize visual performance.
- Overall eye health as needed.

Any FSDB student who is identified as having visual impairment or is dual-sensory impaired may be considered for evaluation. While FSDB provides school-based eye exams, for more complex visual conditions, it is recommended that students continue care with their primary ophthalmologist, retina specialist, or glaucoma specialist. FSDB does not provide eye medical examinations for any student with glaucoma, as they are required to be seen by a glaucoma specialist. If a student with glaucoma has had an eye examination with their specialist and FSDB has received an eye report within the last year, FSDB can provide a low-vision examination and any glasses or devices needed. After the school-based eye exam, Dr. Cates may recommend that students follow up with a specialist as needed.

Mr. James Crozier - O&M and ECC Specialist
Low Vision Specialist, Low Vision Program Coordinator

Staff and Student Updates
This school year, we have three positions posted in the blind department to begin the year. These positions include a teacher, an associate teacher, and an instructional assistant. We are in the process of hiring quality staff members for each of these positions.

Over the summer, we welcomed new students into the blind department. These included nine elementary students, two middle school students, and nine high school students. Additional students are in the enrollment process. In Blind Elementary Middle School, there are seven new dorm students, including students from Jacksonville, Graceville, Freeport, Tallahassee, Summerfield, Lake Vista, and Deltona. At Blind High School, we have 9 new dorm students from Jacksonville, Sebring, Hudson, Rockledge, Orlando, Auburndale, Cross City, Miami, and Cape Coral. We are excited to welcome our new students, families, and staff members to our FSDB community!

Respectfully Submitted by:
Carol Bogue
Blind Department Principal

Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Communications & Public Relations – Board of Trustees Report August 28, 2026 (2025-26 Year-End Report)

This year-end report summarizes departmental activities and accomplishments, highlighting collaboration with campus personnel during the period from July 1, 2025, through June 30, 2026.

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.

Campus Branding

- **Football Field –** Installed windscreen graphics on the bleachers, vinyl door wraps on the two announcer booth doors, and replaced graphics and panels on the scoreboard.
- **Pole Banners –** Removed old brackets and banners on existing light pole banners and installed 106 new heavy-duty spring brackets and banners around campus.
- **Basketball Scoreboards –** Installed new FSDB Athletic graphics on both scoreboards in Settles Gym and Copeland Gym.

Clerc Classic XXIV

- A suite of visual and promotional materials was created for the Clerc Classic XXIV Basketball Tournament and Cheer Competition. These included banners for participating schools, cheer teams, and champions, as well as custom brackets to track progress. Lanyards and ID badges supported event organization and security. Branded shirts-built team spirit and unity among participants and staff. Campus signage and a professional backdrop reinforced a welcoming, cohesive atmosphere and made the event visually memorable for all attendees.

School-Level Newsletters

- School-level newsletters 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 **81** newsletters were created, resulting in **6,720 total views**.

Jacksonville Airport Advertising

- Multiple digital advertisements were developed and prominently displayed across 16 screens throughout Jacksonville Airport. The screens were strategically located at the Connector Bridge (8 screens), Concourse Ends (6 screens), and the Welcome Center (2 screens). Running once every minute, the advertisements achieved an estimated 86,400 displays during May and June, with the campaign concluding on July 3. With the airport seeing around 675,000 visitors and passengers each month, approximately 1,350,000 people had the opportunity to view the advertisements over these two months.

Marketing Collateral

- Updated a variety of branded flyers for print and digital dissemination featuring Culinary Arts, Athletics, Physical Education, ASL Classes, Braille Classes, Career Development Workshop, Parent Engagement Workshops, and Parent Infant Program Resources, Virtual Expanded Core Curriculum Interactive Learning Series.
- Designed 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 explanation and/or background 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.
- Created yard signs for ELC graduates, Senior Class of 2026, and Teacher of the Year 2026-27. ELC and Seniors displayed them in the grass during graduation week. Students took home their signs after graduation to display in their hometowns. Teacher yard signs will be displayed at the front entrance of their school.

Photography

- Carried out photography for various school- and department-based student activities, including individual athletic teams.
- Created 55 public galleries of student activities, including homecomings, proms, athletic events, school performances, and graduations. View galleries at: https://fsdb.zenfolio.com/galleries

Videography

Visit www.vimeo.com/fsdbk12 to view a full list of videos produced and livestreamed throughout the year. Below is a list of videos we featured.

- FCTC Recruitment Video
- FSDB Fall Open House 2025
- CLERC Tournament videos (Admissions, Streaming Game Personnel for Staff, Tournament Ambassadors, Ticket/Admissions, Visit FSDB Museum, Dorm Life, Athletics Promo)
- Conklin Davis Center Tour video
- FSDB Museum Video - “Three Generations”
- Blind Department Theatre Showcase
- Blind Awareness Month Parade
- Dragon Football Playoff Promo
- FSDB Museum Interview with Richard White for Black History Month
- Ski Club Trip to Montana 2026
- DHS Assistant Principal Recruitment video
- ELC Storybooks
- Commencement Ceremonies

Website

First full year of using Apptegy, a company that focuses on educational websites. The website allows us to design and manage a beautifully branded district website using an intuitive drag-and-drop editor, page permissions for content

contributors, and advanced analytics—all from a centralized content management system. Each school has its own website with content and branding specific to its needs and stakeholders. In addition to the website, a district-branded mobile app was developed for iOS and Android, where parents, guardians, and family members can find district news, school updates, and more.

Analytics

- Garnered 97,281 visitors (85,826 new) and 321,534 page views. Most viewed pages other than the home page were Careers and the Academic Calendar.

Social Media

- Social media campaign for the academic year covered each day of the week:
- #FSDBMemoryMondays
- #FSDBCTETuesdays
- #FSDBAfterHoursWednesdays
- #FSDBThePrezSnowPost
- #FSDBQuestionOfTheWeekFridays
- #FSDBSOARSaturdays
- #FSDBSportsSundays
- **Facebook –** 22,344 likes (2,780 new) with 604 posts (579 previous year), 4,702,071 views, 112,714 interactions, and 160,554 page visits.
- **Instagram –** 4,464 followers (1,087 new) with 594 posts (558 previous year), 52,917 profile visits, 5,734,118 and 1,472,913 reach.
- **YouTube –** 26 videos uploaded with 96,677 views, estimated watch time of 6,803 hours, 1,009,488 impressions, and 266 new subscribers.
- **Vimeo/Livestreaming –** 204 videos uploaded, with 29,169 views, 435,678 impressions and 3,895 hours watched. 101 events were livestreamed.

Museum

- **Tours – 1,202 guests** from all across the country visited the school museum. 134 Tours were led by Museum staff and Outreach staff. Highlight tours included the Blind Alumni Weekend, FSDAA Hall of Fame Ceremony, Deaf Homecoming weekend, Deaf Baptists Ladies Retreat, Flagler College visitors, and educational tours for students, stakeholders, and visitors.
- **Community Service –** High school students received **80 hours** of community service. Work included sorting out artifacts, cleaning up the archival room, rearranging files, compiling artifacts for records, and more.

Deaf Principal Department
Deaf High School

Back-to-School Update
Deaf High School began the 2026-2027 school year with excitement and renewed focus, welcoming two new assistant principals to its leadership team. Candi Milcznski, Assistant Principal of Student Services, and Terri Samson, Assistant Principal of Instruction, bring extensive experience in education, student support, and services within the Deaf community. Their leadership will strengthen the school's ongoing commitment to student success and continuous improvement.

This summer, the Florida Department of Education released school progress ratings, and Deaf High School earned a rating of Maintaining, reflecting the school's continued dedication to student growth and achievement. Building upon this foundation, the school is focused on strengthening instructional practices, providing benchmark-aligned instruction, and delivering targeted interventions based on students' individual IEP goals to ensure every learner has the support needed to succeed.

This year's school theme, "Level Up!", challenges students, staff, and families to elevate achievement across all areas of school life. Throughout the year, Deaf High School will focus on advancing academic performance, strengthening positive behavior, improving attendance, and enhancing communication. New family engagement initiatives will be launched this fall, support staff roles will be further refined to maximize student services, and new opportunities to recognize and celebrate student accomplishments will be introduced.
As the school year begins, Deaf High School is also proud to celebrate several important milestones and indicators of growth:

- **Enrollment Growth:** Five new students have enrolled at Deaf High School since May.
- **Staff Advancement:** Jessica Bassett, formerly an Associate Teacher, has been promoted to a full-time teaching position, reflecting the school's commitment to developing internal talent.
- **Staff Expansion:** Recruitment is underway for an additional Associate Teacher position to further support student learning and instructional programs.

With strong leadership, dedicated staff, growing enrollment, and a clear vision for improvement, Deaf High School is poised for a successful year as it continues to help students achieve new levels of excellence.

Theme for 2026-2027: "Level Up!": Achievement Unlocked.

Terri Samson, *Assistant Principal- Teachers & Staff &*
Candi Milcznski*, Assistant Principal- Student Service*

Deaf Middle School

Back to School Planning

In July, the Deaf Middle School leadership team conducted an extensive data review and strategic planning to prepare for the 2026-2027 school year. We are proud to report that Deaf Middle School earned a Commendable School Rating. This achievement reflects our continued focus on benchmark-aligned instruction, targeted coaching cycles, and the implementation of new accommodations that allow passages to be signed for students, thereby increasing accessibility and supporting student performance.

Additionally, we analyzed FAST and MAP assessment data, along with engagement and climate survey results, to identify strengths, prioritize areas for growth, and establish goals for the upcoming school year. These findings informed the development of our School Improvement Plan and will guide our efforts to further improve student outcomes.

This year, DMS will focus on Intervention. Many of our Deaf and Hard of Hearing students enter school with language delays, limited background experiences, and reduced access to incidental learning opportunities in their environments, such as hearing conversations at home about real-world issues, including paying bills and the names of common household items. These factors can significantly affect language development, literacy acquisition, and overall academic achievement throughout their educational careers, including the middle school years.

Student achievement trends have shown improvement as a result of our continued focus on explicit, systematic instruction and the use of instructional scaffolds to support learning. Core (Tier I) instruction remains strong and is aligned to benchmark standards and grade-level expectations. However, analysis of prior-year assessment and progress-monitoring data indicates that additional growth can be achieved through a more systematic and data-driven approach to Tier II and Tier III interventions.

By strengthening intervention/acceleration practices, teachers will be better equipped to analyze student performance data, identify priority learning needs, make timely instructional adjustments, and provide targeted support. This approach will help close learning gaps, accelerate student growth, and improve overall academic outcomes for our Deaf and Hard of Hearing students.

This will be accomplished by:

Administrator and Specialists Moves

- host monthly collaborative meetings with Unique Skills teachers
- conduct weekly look fors
- documentation of coaching cycles
- collection of teacher feedback
- list of resources for teachers
- constant monitoring of the Unique Skills intervention plan
- will disaggregate data for subgroups of concern

Teacher Moves

- 100% of Unique Skills Teachers will attend planning meetings and data discussions throughout the year.
- 100% of Unique Skills Teachers will monitor interventions and track data throughout the school year, identifying areas of concern and providing Tier 2 and 3 instructions.

Student Moves

- Ongoing analysis of personal data using growth notebooks

Deaf Middle School's theme for the year is Under Construction: Building the Future. We can't wait to help students make progress one step at a time!

Karen Newton, *Assistant Principal*

Deaf Elementary School

We are excited to welcome our staff and students back to DES for the new school year. We are pleased to welcome a new Behavior Specialist to our team, Ms. Dani Quinones, who previously taught Kindergarten, and we are actively strengthening support for our students and staff.
We also kicked off the year with our DES PBIS Assembly, where students learned about our ROARS (Respect, Ownership, Active Learner, Resilience, Safety) expectations and how positive behaviors will be recognized and celebrated throughout the year. The excitement and engagement shown by our students have set a positive tone for what promises to be a successful school year.

Jessica Waldbillig, *Assistant Principal*

PE Department

We are excited to welcome all students back to the Physical Education and Health Department for another great school year!

We proudly offer Physical Education and Health classes to students in kindergarten through 8th grade in both the Deaf and Blind Departments, as well as students in the Early Learning Center.

At the high school level, all students are required to complete the Health Opportunities through Physical Education (HOPE) course. After successfully completing HOPE, students have the opportunity to enroll in a variety of physical education elective courses.

In the Deaf Department, students may participate in Weight Training courses. In the Blind Department, students may choose from Weight Training, Recreation and Outdoor Education, and Fitness Lifestyle Design courses.

Our goal is to provide engaging, developmentally appropriate, and inclusive opportunities that promote physical fitness, healthy lifestyles, skills development, and lifelong wellness for all students. We look forward to an active, healthy, and successful year ahead!

Athletics Program Off to a Fantastic Start!

This year, we kicked off our Athletics Program by reviewing athletics expectations, introducing our annual theme, and completing required NFHS courses with our student-athletes. We are thrilled to report that more than 150 student-athletes participated, representing over half of our students in grades 6-12. Our student-athletes are already demonstrating enthusiasm, commitment, sportsmanship, and school pride as they prepare for an exciting athletic season.

Our Theme: Built FSDB. Built Different.

This year's athletics theme celebrates what makes our student-athletes unique and exceptional.
Built Dragons. Built Different.
Built Cobras. Built Different.
Built FSDB. Built Different.

We are proud of the hard work, resilience, determination, and school spirit our athletes bring to the field, court, track, pool, and beyond.

Fall Sports Offerings

This fall, we are proud to offer a wide variety of athletic opportunities for our students, including:

Football
- Varsity
- Junior Varsity

Volleyball
- Varsity
- Junior Varsity
- Middle School

Swimming,
Cross Country
Goalball
- Boys
- Girls

Cheerleading

We are excited to support our athletes as they compete, grow, and represent FSDB throughout the season. We encourage all students, families, staff, and alumni to come out and cheer on our teams. Together, let's make this an outstanding year for athletics as we continue to show everyone what it means to be:

BUILT FSDB. BUILT DIFFERENT.

Joy Fraychineaud, *Executive Director of PE & Health*

Respectfully Submitted by:
Ryan Johnson
Principal, Deaf Department

Class Code Count

Board of Trustees Administrator Positions	78
Teacher Positions	106
Specialist Positions	61
Select Exempt Service Positions	26
Career Service Positions	409
General Revenue Positions	**649**
Grant Funded Positions	**31**

Add/Delete

08744, Summer Driver/Chaperone, 10 months to Behavioral Program Associate-Summer

08232, Senior Safety Specialist-SES, 12 months, Org 48901014000 to Staff Assistant, Career Service

08737, Instructional Assistant II, 10 months, Grant funded, 48902107504 to General Revenue, 48902107000

08431, Staff Assistant, 10 months, General Revenue, 48902101000 to Information Specialist, Grant funded, 0.50 FTE, 48902107504

08525, Residential Instructor, 10 months, Career Service to Coordinator of SHOW program, 12 months, BOT Admin, Org Code 48901019000

08707, Instructional Assistant, 10 months, Career Service, 48904102000 to Athletic Trainer-Coordinator, 11 months, BOT Admin, Org Code 48905101000

08510, Information Specialist II-SES, 11months, 48901019000 to Residential Instructor, 10 months, Career Service Org Code 48907201000

08741, Senior Network System Analyst, 11 months to 12 months

08100, Staff Assistant, 11 months to 12 months

Service Awards

30 Years
Tracie Snow
Berlinda Crooms-Speed
Susan Lucas

25 Years
Michael Zuaro
Eric LeFors
Justin Cosgrove
Randall Hancock
Amy Reed
Michelle Cosgrove
Susan Hancock
Tammy Holcomb
Brent Bechtold

20 Years
Michael Johnson
David Kelly Thomas
Andrea Binder
Aimee Graham
Teryl Samson
Mandy Nolte
Carmen Flores

15 Years
Kathleen McManus

10 Years
Joy Fraychineaud
Thomas Hoffman
Alexander Garvey
Anna Tutak
Billie Jo Mayo
Teresa Lukic
Ellen Fertsch
John Wester
Jennifer Enache

5 Years
Judy Frasure
Sherry Gaynor
Luke Fasone
Laura Linzer
Joelle Herman
Jacqueline Provoost
Rebecca Bowman
Joseph Lagoa
Jeremy Saling
Michael Nease

Career and Workforce Development Department

Submitted by Jessie Girton, Executive Director of Career Development

Priority 1: Employee Retention, Recruitment, and Engagement

- Last year, the CTE team focused on building a strong foundation of community, career readiness, and student success. This year, we will continue to strengthen that foundation by equipping students with the knowledge, skills, and mindset needed to thrive in their chosen career paths. Through meaningful experiences, industry connections, and career-focused learning opportunities, we remain committed to preparing students for success both in the classroom and beyond.

Priority 2: Success for Students

- Building on last year's focus on data discussions, students in our off-campus Work Experience programs will engage in a new layer of career reflection. Students will assess their own workplace performance and compare their self-evaluations with feedback from staff. This process encourages students to take an active role in their learning, develop critical self-reflection skills, and participate in purposeful conversations that support both personal and professional growth.

Priority 3: Everyone Knows our Name

- This school year, the Executive Director of Career Development is actively working to establish two new community partnerships. Expanding these connections will create additional opportunities for students while increasing awareness of FSDB and the outstanding programs we offer. By strengthening relationships within the community, we can broaden our impact, enhance career development opportunities, and showcase the valuable skills and achievements of our students.

Curriculum and Professional Development Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- On June 2- June 3, Randi Mitchell, Executive Director of Curriculum and Professional Development, attended the final session for the Chancellor Leadership Academy (CLA). Randi was nominated to represent FSDB, and the Florida Department of Education (FLDOE) narrowed down the 300+ nominations to about 100 participants in the 2025-2026 cohort. Randi was able to learn about cognitive science, best practices for look-fors, and analyzing student work, and go to other public schools to do learning walks.
- On June 2- June 5, 2026, FSDB partnered with RMTC-DHH to host Strategic and Interactive Writing Instruction, SIWI. This is an evidence-based framework for writing instruction specifically designed for deaf/hard-of-hearing students. FSDB teachers and teachers across the state of Florida came together for this professional learning opportunity.
- On June 3- June 5, 2026, FSDB hosted Pineapple University for FSDB teachers to attend topics on Executive Functioning with Florida Diagnostic Learning and Resources System (FDLRS); Legos in Education with Lego Education; Microsoft vs. Google with Randi Mitchell, FSDB, and Sherry Conrad, Resource Material and Technology Center for Deaf/Hard of Hearing (RMTC-D/HH); and Assistive Technology with Dajuana Prater and Patrick Turnage, FSDB.
- In Orlando, Florida, on June 9-June 10, 2026, Jessica Waldbillig, Assistant Principal for Deaf Elementary School, and Randi Mitchell attended FLDOE Just Read! Elementary Summer Institute. On June 10-June 11, 2026, Yvonne Samuels, Literacy Specialist for Deaf Middle School, attended FLDOE Just Read! Secondary Summer Institute. The conference provided sessions on evidence-based practices for literacy instruction, including small group instruction, teaching themes, unit plan alignment, and other related topics.
- June 8-June 11, 2026, Scott Trejbal, Administrator of Instructional Services, attended the Council of Administrators of Special Education (CASE). The conference provided an opportunity to learn about legislative updates, evidence-based practices in special education, and to learn from other experts in the field.
- On June 22-June 24, 2026, the FLDOE Bureau of School Improvement (BSI) hosted its Summer Leadership Academy in Orlando, Florida. Jessica Waldbillig, DES Assistant Principal; Karen Newton, DMS Assistant Principal; Ryan Johnson, Deaf Department Principal; Randi Mitchell, Executive Director of Curriculum and Professional Development; and Scott Trejbal, Administrator of Instructional Services, attended the Summer Leadership Academy. The conference hosted sessions that represented the science behind learning and a focus on cognitive science.
- June 28- July 1, 2026, Shelley Ardis, Administrator of Technology and Outreach Services, Randi Mitchell, and Scott Trejbal attended the International Society for Technology in

Education (ISTE) and the Association for Supervision and Curriculum Development (ASCD) conference in Orlando, Florida. On June 28, Randi attended a professional learning with Microsoft Education through the Microsoft Elevate Program. The information gained from the conference will support instructional practices, technology implementation in alignment with the curriculum, and best practices in coaching and professional learning.

- July 20-July 21, 2026, Scott Trejbal and Randi Mitchell attended the Northeast Florida Education Consortium (NEFEC) Summer Leadership Conference. The conference was an opportunity to learn from other NEFEC districts that were spotlight presenters or from some of the IDEA funding projects.
- July 22- July 24, 2026, Shelley Ardis, Scott Trejbal, and Randi Mitchell hosted the Academic Leadership Team back-to-school meeting. This team consists of assistant principals, directors, and executive directors who are part of the academic program. The first day was spent with the new leaders to front-load them on important content and provide background knowledge for the remainder of the week. The final two days focused on providing context for updated legislation, new information for the school year, updating the look-fors, and providing additional information that the leaders may need to share with their schools or departments.
- July 27- July 31, 2026, was New Teacher and Specialist week at FSDB. Teachers and specialists received an academic overview from Scott Trejbal and Randi Mitchell, attended required trainings (CPR, CPI, and QPR), met with their supervisor, and attended technology training with Shelley Ardis.

Priority 2: Success for Students

- July 13-July 16, 2026, the Math and Literacy Specialists met with Randi Mitchell to plan for the Instructional Focus, provide feedback on the look-for document, and look ahead to the 2026-2027 school year. The time spent that week was to dive into Corrective Feedback and develop the professional learning presentation and materials to kick off during planning week.
- July 28-July 29, 2026, Joey Nice from the Bureau of School Improvement met with the Assistant Principals to review and support them in the development of their School Improvement Plan (SIP). The Assistant Principals are thoughtful in developing their plan, considering student data, staff skills and abilities, and the school's overall needs to achieve the goals they have established. Ms. Nice met with Scott Trejbal and Randi Mitchell to finalize the Look-Fors and the plan of support from BSI for the 2026-2027 school year.
- The 2026-2027 school year kicked off with the Instructional Focus Professional Learning. The instructional focus for the 2026-2027 school year is Corrective Feedback. This is in alignment with the Florida Department of Education, Florida Formula for Success and Practice Profiles. Corrective Feedback focuses on providing timely, specific, and concise feedback to fix misconceptions or errors and reinforce the correct process or information.

Teachers attended a 2-hour professional learning facilitated by the Math and Literacy Specialists.

Priority 3: Everyone Knows our Name

- During the BSI Summer Leadership Academy, Jessica Waldbillig, DES Assistant Principal, was a spotlight presenter during the district breakouts, representing FSDB and the work she has done in DES. Her presentation was entitled "The Power of Coherence." She led the participants through finding the root cause of their problem and creating a solid plan for the next three years.

English Language Learners Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- The ESOL Department is fully staffed and does not currently have any open positions.

Priority 2: Success for Students

- WIDA ACCESS score reports were mailed to the families of ELL students over the summer. There were many positive highlights and always areas of opportunity. We look forward to an academically rewarding 26-27 school year.

Priority 3: Everyone Knows our Name

- Since school ended in May, the ESOL department has completed **55** written translation requests from FSDB staff, and **77** phone calls to ELL and non-ELL Spanish-speaking families from 6/1 through 8/12. Facilitating communication with Spanish and foreign-language-speaking families is what we do best! It is our pleasure to provide this level of service to the staff and families of FSDB!

Respectfully submitted by:
Scott Trejbal
Administrator of Instructional Services

Admissions – Parent Services
Director Dawn Zamot & Executive Director Paula Wagner

Total On-Campus Enrollment 485 as of 8/10/2026
- 9 ELC
- 338 Deaf Department
- 147 Blind Department

Withdrawals since school started – 1
- 0 in-state
- 0 out-of-state
- 1 graduated/accepted diploma
- 0 ineligible

Admissions in Process – 19
Admissions scheduled since June – 41
- 30 Eligible
- 2 Ineligible
- 6 Temporary Assignment
- 3 Canceled

States applicants are from: Georgia, Illinois, Indiana, Ohio, Minnesota, South Carolina, Virginia, Wisconsin

Parent Services
Executive Director Pauline Wagner & Parent Liaison Misty Porter

Parent Information Office

We are looking forward to another wonderful school year!

The Parent Services Department proudly offers Parent University a series of educational opportunities designed to support parents, caregivers, and families throughout the year. These classes and workshops provide families with valuable knowledge, practical tools, and effective strategies to support student success and strengthen home-school partnerships.

We welcome you to attend any of these events and to see firsthand the positive impact these programs have on our families and students

Parent Engagement Workshop (PEW):

Parent Engagement Workshops are learning opportunities open to all FSDB parents, guardians, and caregivers. During these events we discuss current and relevant information about our school, parenting strategies, helpful resources and much more. We are excited to be offering three workshops this year.

- September 4, 2026
- January 15, 2027
- May 7, 2027

We look forward to welcoming the Florida Diagnostic Learning Resources System (FDLRS) to present at our first PEW on executive function strategies for home. During this space-themed workshop, families will explore strategies and resources to ensure a stellar school year.

Parent University: These classes target needs specific to parents of students who are blind/visually impaired or deaf/hard of hearing. We are excited to offer several class series throughout the year. The majority of these classes are held in the evenings or on the weekends and will be open to all enrolled students and their families.

- ASL Levels I and II: September 23rd- November 11th, (weekly)
- Student Life Open House: September 3rd

Parent Chats: Family involvement plays a vital role in student success. We encourage parents/legal guardians to take an active and supportive role in partnership with their school to enhance the student learning environment. Parent Chats provide families with an opportunity to stay informed, share feedback, and engage in meaningful discussions about school initiatives. During our fall Parent Chat, we will review Parent Climate Survey data, discuss current programs and services, and gather input on topics families would like to learn more about during future events. We will host two events this year and invite families to join us virtually on October 2nd for our first meeting.

Strategic Plan Update: Last year, New Student **Welcome Notebooks** were introduced as a resource for newly enrolled families and received overwhelmingly positive feedback. As a result, the initiative was expanded, and all families received a notebook during the Family Open House event. This year, the committee will develop and implement a system for maintaining this project to ensure information and resources remain current, relevant, and accessible to families.

Other Updates: FSDB Parent Liaison, Misty Porter, will continue to collaborate with state agencies, community partners, and stakeholder groups to support children and families and share information about resources and services available.

- Chair, Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT), an advisory council for the Florida Early Steps Program (IDEA Part C)
- First Vice Chair, Florida Rehabilitation Council for the Blind (FRCB), an advisory council to the Fl. Division of Blind Services (DBS)

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

Early Learning Center

"*Let the children be free; encourage them; let them run outside when it is raining; let them remove their shoes when they find a puddle of water; and when the grass of the meadows is wet with dew, let them run on it and trample it with their bare feet.*" – Maria Montessori

Monthly Review – Summer 2026

This past summer, the Early Learning Center hosted our annual two-week summer camp. The theme was, "Tiny Explorers of the Big Blue Sea!" The students participated in work activities and crafts related to ocean animals such as the life cycle of a sea turtle, identifying various sea creatures, how pollution impacts sea life, and the concept of sinking and floating. The students enjoyed learning about the ocean and sea animals through these hands-on experiences. Both the Deaf and Blind classes would join together for a group activity such as tie-dying shirts in the morning before branching out to their individual classrooms. The time together fostered teamwork and unity between the staff and among the students. Every afternoon the students participated in active water play by either swimming in the pool or playing on water slides. This allowed for summer camp to be both an academically rich and physically active experience.

When summer camp was complete, the ELC sent Summer Learning Kits home to each family. The kits included items such as workbooks, games, puffy paint, and 3D printed braille alphabet cards for the Blind Class, and ASL vocabulary cards, games, and workbooks for the Deaf Class. The Summer Learning Kits provide parents with the opportunity to continue educational activities at home with their children throughout the break.

Monthly Highlight – August 2026

The Blind ELC is starting the year with two students currently enrolled in Ms. Kallie's class. The ELC welcomed Ms. Rachel Diamond as the full-time instructional assistant in the Blind Class. The two of them are looking forward to this school year and hopeful of welcoming new students as the year progresses. The Deaf ELC started with seven students. The ELC embraced Ms. Alexa Rodriguez as our new Teacher of the Deaf and Hard of Hearing to co-teach with Ms. Becca in the classroom. We also hired Ms. Karina Torres as our new OPS instructional assistant. The ELC is proudly fully staffed, and we are starting out the year strong.

For the month of August, the Deaf ELC is focusing on the following themes: *Back to School* and *All About Me*. The students are learning vocabulary for common school items, rituals and routines, turn taking, and respect for the academic environment. They will be reading *The School Book* by

Todd Parr, *David Goes to School* by David Shannon, and *Eyes, Nose, Fingers, and Toes* by Judy Hindley.

The Blind ELC is also focusing on *Back to School* and *All About Me*. They are placing a strong emphasis on independence and respect for each other's physical space in the classroom. They are starting an "All About Me" project and learning about their physical and emotional characteristics that make them unique individuals. They will be reading *Have You Filled a Bucket Today* by Carol McCloud and *Manners in the Classroom* by Lori Mortensen.

Early Intervention Programs, Deaf/Hard of Hearing
Director Melissa Brasic & Executive Director Jennifer Canfield

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Early Intervention Programs

613 children are enrolled as of August 3, 2026
31 Referrals in July
8 Parent Infant Program
23 Parent Empowerment Program

Referrals are from:
Alachua, Brevard, Broward, Collier, DeSoto, Duval, Escambia, Hillsborough, Jackson, Lee, Levy, Marion, Miami-Dade, Orange, Osceola, Palm Beach, Pinellas, Seminole, and St. Johns

Stay and Play and Baby Bunch
One family attended Stay and Play, and two families attended Baby Bunch on a regular basis. Staff are advertising across the state; flyers shared on social media.

Parent Leader Program, Snapshots Program, and Deaf Mentor Program:

- Two English Parent Support Network sessions were held in June.
- A total of nine families served through PSN
- Spanish office hours were available upon request. No service hours were delivered.
- One Snapshots Spotlight was offered this month at the Parent Support Network session on Sunday, July 26th.

Family Focused Events/Series:

- July ASL Literacy occurred online on 07/11/2026.
- July Listening and Language Series occurred online on 07/18/2026.
- July North Central Regional Event at Urban Air in Tallahassee was held on 07/24/2026.
- July South Regional Event at the Museum of Ice Cream in Miami held on 07/26/26.

Outreach/Information Sharing Activities:

- DHH Early Intervention staff training for the month of July varied from the usual monthly format by combining teams and delivering the same training across all teams. This allowed staff from different teams to meet, interact, and learn about their differing roles as well as the same information to be shared consistently. We also provided training on the structure of the DHH Early Intervention program and how each role fits within it. This training helped each staff learn more about the support we offer to families so they can be a better resource when working in the field with families.

Early Intervention Program Blind/Visually Impaired
Director Kim Carr & Executive Director Jennifer Canfield

Early Intervention Enrollment – Parent Infant Program Blind

Early Intervention Program Enrollment

- 234 children as of 8/11/26

Leadership Activities

- Completed and submitted monthly reports to the Division of Blind Services (DBS), ensuring all required documentation was reviewed for accuracy and compliance. Followed up on outstanding items with staff and families as needed to maintain adherence to DBS reporting requirements and timelines.
- Met with a new hire to provide onboarding support, review program expectations, answer questions, and facilitate a successful transition into their role.
- Met with Regional Coordinators to discuss upcoming events, Parent Advisor (PA) meetings, regional needs, and strategies to support family engagement and program consistency across service areas.
- Conducted virtual observations with multiple Parent Advisors (PAs) to provide real-time feedback, coaching, and professional support. These observations strengthened fidelity of service delivery, enhanced assessment and intervention practices, promoted reflective supervision, and fostered collaborative problem-solving in a virtual environment.

Outreach for Families

- **My Little Town Play Space** - Ocala - We were able to engage in pretend play and build social interactions with other children. We worked on Orientation and Mobility skills and Gross motor skills climbing on the structures and navigating around things and people. The kids played together and practiced sharing skills. The parents had the chance to talk. One parent mentioned how great it was to come to this event. She had not been to an event before but felt confident with her Parent Advisor attending with her and the event being in a secure (enclosed) location.
- **Science and Discovery Center of NW FL** - Panama City - Families met at Science and Discovery Center. Sensory exhibits were enjoyed – light table with shapes and large light peg wall, scarves tunnels, and interactive light beam games. Pretend play at grocery market

play area, veterinary play area, house, mechanic play. Reptiles, fish, and small animals were observed in lobby area and in the museum. Children were able to engage in pretend play and build social interactions with other children. Photo opportunities in butterfly garden outside and some areas inside-. Children had a lot of fun and were sad to leave the museum when it was time to go. Parents appreciated the indoor play options and the interactive exhibits.

- **The Bees Knees Learn and Play** - West Palm - The children enjoyed this wonderful facility. The used cars, pretend kitchen, trampoline and much more. Two of the families combined to form a band on the musical instruments. A new family attended and the mom was very happy with the event and said it was wonderful for her daughter to get out among others. The families landed informally in a seating area near the trampoline and chatted openly. The children enjoyed petting and feeding the guinea pigs.

Outreach Services Department
Statewide Outreach Specialist Jennifer Valdarrama &
Executive Director Jennifer Canfield

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

- The Fall sessions are being scheduled, and all materials and course sites are being set up for this year's series of sessions.

Campus Tours:

- *Blind Alumni Association*- More than 80 FSDB alumni gathered on campus for an amazing weekend. While they were here, they visited a variety of campus buildings including the renovations in Kramer and they previewed new technology for the museum.

Community Student Showcase: Campus events featuring FSDB student performers.

- Meetings are underway with the schools

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

- *Hands Up*- The Hands Up Conference allowed staff to distribute information related to services provided by FSDB on and off campus. This event also provides an opportunity to share information for potential future highly qualified staff. The information provided encourages attendees to utilize training and supports FSDB offers as a statewide resource in the field of deaf education and interpreting.
- *FLASHA*- The annual FLASHA Convention is the premier professional development and networking event in the state of Florida for speech-language pathologists; audiologists; speech, language, and hearing scientists; assistants; and students. It offers a robust in-

person education program with supplemental pre-recorded virtual content. FSDB distributed information at an exhibit booth and staff members attended sessions.

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).

- In the Summer ECC online interaction event, students created clay flowerpots. They learned about gardening, growing plants, harvesting what they grow, and safety in the garden. 18 students and their families spent a few creative hours together learning, collaborating, and having fun.
- The 2026-2027 series of events are being planned, and we will offer both online and in-person regional events.

Mentors & Models: This program is designed to provide families and their students with information from the lived experience of our Mentors and Models.

- A series of activities for families who have children who are blind/low-vision and those who have children who are deaf/hard of hearing are being planned. We are planning family weekends to bring students from around the state to campus to learn, collaborate, and gain an understanding of what happens here on campus. Schedule to be released soon!

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

- Community Braille by Sight Course will be offered later this Fall.

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

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Technical Assistance

RMTC-DHH responded to technical assistance requests, offering tailored coaching, mentoring, and consultation, as well as resource sharing, to school districts, local education agencies, and agency personnel. The Media & Materials Loan Library continued to see active use, expanding the availability of instructional support across Florida.

Coaching and Mentoring
- Palm Beach

Consultation and Support
- Collier, Highlands, Palm Beach, St. Johns
- FLDOE/BEESS
- Arkansas School for the Deaf/Blind, Information & Referral

Media & Materials Loan Library Summary

- New Media and Materials Loan Library is in redevelopment, so it is currently not available for borrowing

Vacancies Posted Summary

- Pinellas, St. Lucie

Strategic Leadership and Collaboration

Team members participated in statewide leadership activities, advisory committees, and operational meetings to represent the needs of students who are deaf/hard of hearing. RMTC-DHH also contributed to conference booths and exhibits, enhancing visibility and stakeholder engagement.

Leadership and Strategic Collaborative Planning Meetings

- Florida Educators of Students who are Deaf/Hard of Hearing (FEDHH) Board Meeting - July 7
- West Chester University Interview on Music Accessibility for Individuals who are Deaf/Hard of Hearing - July 8
- Flagler College Planning Collaboration - July 14

Specialized Workgroups and Roundtables

- Cirrus Sign Language Studio Demonstration - July 8

Conference and Stakeholder Engagement

- BSIS Central - 07/13/2026 - 07/16/2026
- BSIS South - 07/20/2026 - 07/23/2026

Technology and Resource Evaluation and Professional Learning for Project Staff

Staff engaged in ongoing professional learning and conducted evaluations of new technology and instructional tools. This work ensures that recommendations made to districts and educators reflect current evidence-based practices and technological advancements tailored to the needs of students who are deaf/hard of hearing.

Conferences & Webinars

- USDOE OSERS Partnership Briefing - July 9
- CASE Collective Webinar - The Move of OSERS to the Department of Health and Human Services - July 30.

Technology Services Department

Executive Director Jason Marlow & Administrator Shelley Ardis

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Technology Services Projects:

- A total of 2307 IT Requests have been entered since July 1, 2025, through August 9, 2026. 2058 or 89% have been closed.
- Former student started as intern from Rochester Institute of Technology/National Institute for the Deaf (RIT/NTID) and he has been helpful with iPad setup and deployments.
- Canceled legacy phone service, resulting in savings of $2500.00 + per month.
- Deployed iBoss to all student devices along with iBoss Classroom Management, reducing web filtering and classroom management to one solution.
- Annual device clean-up, updates, and configurations for staff and students were completed for the 2026-2027 year.
- A team is actively participating in construction meetings for the McClure and Walker Annex projects.
- The executive director participated in a leadership call with the Department of Management Services (DMS) Chief Information Officer (CIO).
- The Florida Department of Education Surveys have been submitted on time.

Respectfully Submitted by Shelley Ardis
Administrator of Technology, Outreach, and Parent Services

2022-2027 FSDB Strategic Plan
Year 4 – Summary
July 1, 2025 - June 30, 2026

Overview

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

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

As the team progressed throughout the 2025-2026 School Year, each action or proposal was executed with the plan's Core Values and Priority Goals as the center of decision-making and to enhance plan opportunities.

2022-2027 Strategic Plan	
CORE VALUES • Integrity and Respect • Safety and Security • Innovation • Trust	***PRIORITY GOALS*** • Employee Recruitment, Retention, and Engagement (ERRE) • Success for Students • Everyone Knows Our Name
Strategic Leadership Team Members	
Tracie Snow, President Interim Principal, Deaf Department	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
Angel Arizaga, Administrator of Allied Health Services	Julia Mintzer, Administrator of Business Services
Carol Bogue, Principal – Blind Department	Randi Mitchell, Executive Director of Curriculum and Professional Development
Lexi Bucca, Executive Director of Human Resources	Scott Trejbal, Administrator of Instructional Services
Patsy Eccles, Legislation Specialist	Vacant, Principal – Deaf Department
Kathleen Grunder, Administrator of Residential Services	Paula Wagner, Executive Director of Parent Services

2025-2026 Scheduled Meeting Dates

Monthly Prior to PAT Meetings	
Tuesdays at 2:00 PM / *Location: Moore Hall*	
July 17, 2025	January 6, 2026
August 19, 2025	February 3, 2026
September 9, 2025	March 3, 2026
October 7, 2025	April 7, 2026
November 4, 2025	May 5, 2026
December 2, 2025	June 16, 2026

Champions for the three priority goals worked throughout the year to further define and assign deliverables to the completion and implementation of plan goals. These goals will be discussed in further detail in the following sections.

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

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

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

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

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

Goal Measurement

By July 2026, collect data on the number of employees who participated in the exit interview process.

- As of June 30, 2026, 27 exit interviews had been distributed, and 18 were completed and returned, resulting in a 67% response rate. All completed exit interviews were shared with the employee's direct supervisor, next-level supervisor, and administrator.
- As of June 30, 2025, 51 exit interviews were distributed, and 26 were completed and returned, resulting in a 51% response rate. All completed exit interviews were shared with the employee's direct supervisor, next-level supervisor, and administrator.
- As of June 30, 2024, 53 exit interviews were distributed, and 31 were completed and returned, resulting in a 60% response rate. All completed exit interviews were shared with the employee's direct supervisor, next-level supervisor, and administrator.

- **Collect data on the number of job fairs and attendees.**

2022-2023	2023-2024	2024-2025	2025-2026
September 17, 2022 32 attendees	September 23, 2023 23 attendees	September 14, 2024 32 attendees	September 13, 2025 15 attendees
December 3, 2022 18 attendees	January 17, 2024 24 attendees	January 15, 2025 22 attendees	April 1, 2026 20 attendees
March 22, 2023 26 attendees	June 7, 2024 13 attendees	April 25, 2025 10 attendees (Online Employment Information Session)	
June 2, 2023 33 attendees		June 6, 2025 19 attendees	

- **By July 2026, collect the percentage of job fair attendees that accepted FSDB positions.**

2022-2023	2023-2024	2024-2025	2025-2026
20%	8%	8% (including online employment information session)	3%

Goal Actions

P1.1.1. The Executive Director of Human Resources will continue to implement the exit interview process to support recruitment and retention of employees as vacancies are filled.

This process will continue in the final year of this plan, and an analysis will be completed by the SLT to determine continuation of this process.

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

During the 2025-2026 school year, FSDB continued targeted recruitment efforts despite maintaining a low vacancy rate and approximately 95% staffing levels. The ERRE Committee hosted two on-campus job fairs, attracting a combined 35 prospective applicants and providing opportunities for candidates to connect directly with supervisors and learn about current and future employment opportunities.

Overall, FSDB successfully maintained and enhanced targeted recruitment efforts during the 2025-2026 school year through strategic job fair participation, proactive workforce planning, enhanced recruitment marketing, and strengthened community engagement. These efforts supported the goal of attracting qualified candidates and maintaining a strong talent pipeline for future staffing needs.

P1.1.3. The ERRE Champions will explore the possibility of implementing a virtual employment information session to attract talent outside of the St. Johns County area.

While a virtual employment information session for educators was considered, it was deferred due to the minimal number of instructional vacancies during the reporting period and may be revisited as part of future recruitment efforts.

P.1.1.4. The ERRE Champions will collaborate with the Communications and Public Relations Department to create an informational school video for potential applicants.

The ERRE Champions collaborated with the Communications and Public Relations Department to enhance recruitment materials and develop an informational video highlighting the school's mission, benefits, career opportunities, and employee impact. These efforts strengthened FSDB's recruitment outreach, increased community awareness, and helped maintain a strong pipeline of qualified candidates for future staffing needs.

Priority 1 - Goal 2: FSDB will enhance campus-wide personnel development and succession planning.

Goal Measurement

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

- **By July 2026, collect the percentage of internal versus external personnel hiring.**

2022-2023	2023-2024	2024-2025	2025-2026
29%	25%	21%	25%

- **By July 2026, collect the percentage of internal versus external supervisory hiring**.

2022-2023	2023-2024	2024-2025	2025-2026
57%	54%	85%	25%

- Determine a percentage for an increase in internal hiring over the next four years based on personnel development and succession planning efforts.
- Track the percentage of internal hiring to meet or exceed 25% over the next four years based on personnel development and succession planning efforts.

Goal Actions

P1.2.1. FSDB will enhance campus-wide personnel development and succession planning.

The second 30-hour Organizational Management Course was launched on November 5, 2025, with a cohort of two employees. Due to the small group size of required participants, all sessions were made available to campus supervisors to attend any sessions of their choice.

This program development was led by Trish McFadden, Executive Director of Training and Quality Assurance, and core competencies were created by a multi-disciplinary team of both new and experienced supervisors representing various departments and service areas.

Program elements were developed through meetings, conducting field research, and using a SWOT analysis, resulting in the creation of proposed core competencies, which were reviewed and adopted by

the President's Advisory Team. The competencies were further refined, and course objectives were created, enabling the launch of the initial program in November 2024 and the second cohort in November 2025.

3 Competency Categories:
Through the work completed by the team, the following competencies were created and grouped by category.

Competencies for Leading the Organization	• Conflict Management • Decision-Making • Change Management • Leading Diverse Teams
Competencies for Leading Others	• Effective Communication Skills • Coaching, Mentoring, Empowerment, Support, Inspire, and Motivate Staff • Building Relationships(Identifying leaders within your team). • Identifying leaders on your team for Succession Planning • Managing Performance • Applying different leadership styles • Inclusiveness
Competencies for Leading Yourself	• Self-Management • Courage • Confidence in Role • Learning Agility • Organization Acumen (navigating and driving) • Time Management, Prioritizing Tasks, and Making Informed Decisions • Delegation • No micromanaging

The first cohort of the Organizational Management Program was completed in October 2025. Program review was conducted through the use of surveys and other program feedback, which enhanced the course objectives for the second course, which began in November 2025. The second cohort is scheduled to complete this program in September 2026.

Due to decreased demand for this program, the Strategic Leadership Team determined that this program will shift to a biennial scheduled based on eligible participants and need.

Priority 1 - Goal 3: FSDB will enhance a sense of community through increased employee engagement.

<u>Goal Measurement</u>
By July 2026, 100% of campus supervisors will have executed employee engagement and/or climate survey action plans.

- 2025-2026: Based on significant survey response rates, an employee engagement rate that exceeds the strategic goal, and the low vacancy rate, campus supervisors will continue to maintain employee engagement at the department level via action planning and collaboration within the Campus Supervisors Team.
- 2024-2025: 100% of campus supervisors developed and executed their employee engagement and/or climate survey action plans.
- 2023-2024: 100% of campus supervisors developed and executed their employee engagement and/or climate survey action plans.

- **By July 2026, collect the FSDB Overall Response Rate for the 2025-2026 Employee Engagement Survey.**

2022-2023	2023-2024	2024-2025	2025-2026
65%	88%	80%	87%

- **By July 2026, collect the rate of FSDB Overall Engagement based on the 2025-2026 employee engagement survey.**

2022-2023	2023-2024	2024-2025	2025-2026
93%	94%	94%	95%

- **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.
  - Based on 2023-2024 and 2024-2025 response rates, the ERRE Committee proposes a revised response rate goal of at least 75% per year.
    - 2023-2024: 67%
    - 2024-2025: 69%
    - 2025-2026: 75%
    - 2026-2027: 75%
    - Engagement Rate: At least 90% per year, overall and at the department level.

<u>Goal Actions</u>

Priority 1 - Goal 3: FSDB will enhance a sense of community through increased employee engagement.

FSDB continues to maintain a strong and stable workforce, supported by significant survey participation, an employee engagement rate that exceeds the strategic goal, and a low vacancy rate.

During the 2025-2026 school year, the Strategic Leadership Team (SLT) completed a comprehensive revision of both the School Climate and Employee Engagement Surveys to better align with organizational priorities. School Climate Surveys were administered to staff, parents, and students in April 2026, followed by the Employee Engagement Survey for all staff in May 2026. Survey results have

been reviewed by SLT and shared with department administrators and campus supervisors to support analysis and departmental action planning.

To further support employee engagement and wellness, FSDB continues to provide staff access to designated campus recreational facilities in accordance with established policies and procedures. Staff recreational opportunities were expanded in the Fall of 2025 with the addition of a pickleball net at the Gregg Hall basketball court, providing another avenue for wellness, teamwork, and social connection among employees.

FSDB also celebrated National Employee Appreciation Day on March 6, 2026. As part of this recognition effort, members of the SLT welcomed staff as they arrived on campus and provided grab-and-go breakfast bags as a gesture of appreciation for their dedication, hard work, and commitment to the organization. This initiative reflects FSDB's ongoing commitment to recognizing and valuing its employees.

Recognizing that employee engagement is essential to retaining talent, reducing recruitment, and ensuring operational continuity, FSDB remains focused on strengthening communication, recognition, professional development, and supportive leadership practices that reinforce the organization's mission, vision, and values.

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

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

Goal Measurement

Blind Elementary/Middle School (BEMS)
Blind High School (BHS)
Deaf Elementary School (DES)
Deaf Middle School (DMS)
Deaf High School (DHS)

- **Percent of students making learning gains in Reading (FAST PM 3)**

2023 – 2024	2024-2025	2025-2026
BEMS: 33%	BEMS: 45%	BEMS: 47%
BHS: 45%	BHS: 53%	BHS: 50%
DES: 19%	DES: 33%	DES: 48%
DMS: 33%	DMS: 37%	DMS: 43%
DHS: 27%	DHS: 40%	DHS: 46%

- **Percent of students making learning gains in Math (FAST PM 3)**

2023 – 2024	2024-2025	2025-2026
BEMS: 38%	BEMS: 63%	BEMS: 61%
BHS: 46%	BHS: 38%	BHS: 45%
DES: 31%	DES: 11%	DES: 38%
DMS: 64%	DMS: 56%	DMS: 58%
DHS: 37%	DHS: 48%	DHS: 38%

- **Increase Federal Points on Percent Index Score**

2023 – 2024	2024-2025	2025-2026
BEMS: 36%	BEMS: 42%	BEMS: 46%
BHS: 37%	BHS: 44%	BHS: 42%
DES: 13%	DES: 12%	DES: 20%
DMS: 34%	DMS: 33%	DMS: 43%
DHS: 32%	DHS: 38%	DHS: 42%

Goal Actions

During Year Four, the Academic Program focused on the Instructional Focus and engraining elements of Systematic and Scaffolded Instruction in coaching, professional learning communities, and professional learning. The year wrapped up with a professional learning review all together and an asynchronous discussion board. Teachers created teams and participated in Instructional Focus Trivia and the discussion board reflected on the year of learning and the implementation. The Academic Specialists and Executive Director of Curriculum and Professional Development used fourth Quarter and summer to plan for the 2026-2027 instructional focus.

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.

Goal Measurement

- **Percentage and Number of graduating Seniors who received at least one work-based experience while at FSDB.**

2023-2024	2024-2025	2025-2026
Blind Dept. 6/33 = 48%	Blind Dept. 2/19 =11 %	Blind Dept. 2/20 = 10%
Deaf Dept. 17/57 = 57%	Deaf Dept. 16/25 = 64%	Deaf Dept. 28/51 = 55%

- **Number of students and the type of Career Supports/Planning (e.g., Mock Interviews, Resume building) provided in the Career Development Center.**

2023-2024	2024-2025	2025-2026
204	279	379

- **Number of off-campus experience placements for Blind Students**

2024-2025	2025-2026
6	6

Goal Actions

As year Four comes to a close, the Career Development Department has focused on helping students make meaningful connections between the classroom and the world of work. We have worked to shift the mindset that CTE courses are simply elective classes by helping students recognize the valuable career skills they are developing every day. Through career readiness conversations, industry connections, and real-world learning experiences, students have gained a better understanding of how their interests and coursework can lead to future opportunities.

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

During Year Four, the Boarding Program staff members focused on fine tuning documentation for the Life Skills Curriculum Program. We now have user-friendly forms for Individual Boarding Plans (IBP), activity documentation, Student Progress and Report cards. IBP's will be shared with parents, and a progress report will be sent at the end of each semester. While we continue to emphasize the importance of the Life Skills Curriculum, during Year Five we will begin to shift our strategic focus to student behavior.

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

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

Jacksonville Airport Advertising

Multiple digital advertisements were developed and prominently displayed across 16 screens throughout Jacksonville Airport. The screens were strategically located at the Connector Bridge (8 screens), Concourse Ends (6 screens), and the Welcome Center (2 screens). Running once every minute, the advertisements achieved an estimated 86,400 displays during May and June, with the campaign concluding on July 3. With the airport seeing an average of 675,000 visitors and passengers each month, approximately 1,350,000 people had the opportunity to view the advertisements over these two months.

Clerc Classic XXIV

A suite of visual and promotional materials was created for the Clerc Classic XXIV Basketball Tournament and Cheer Competition. These included banners for participating schools, cheer teams, and champions, as well as custom brackets to track progress. Lanyards and ID badges supported event organization and security. Branded shirts built team spirit and unity among participants and staff. Campus signage and a professional backdrop reinforced a welcoming, cohesive atmosphere and made the event visually memorable for all attendees.

Football Field Enhancements
Installed windscreen graphics on the bleachers, vinyl door wraps on the two announcer booth doors, and replaced graphics and panels on the scoreboard.

Pole Banners
Removed old brackets and banners on existing light pole banners and installed 106 new heavy-duty spring brackets and banners around campus.

Basketball Scoreboards
Installed new FSDB Athletic graphics on both scoreboards in Settles Gym and Copeland Gym.

Website
A full year of analytics since moving to the new website provider (Apptegy).

- 97,281 Total Visitors (13.6 % increase)
- 85,826 New Users (0.7 % increase)
- 321,534 Page Views (47.1% increase)

Social Media
FSDB social media continues to grow, with each school and extracurricular programs such as Athletics, Recreation, and FSDB Arts sharing content for students, families, and stakeholders. 230 videos were uploaded to our YouTube and Vimeo channels, and 101 events were livestreamed.

Facebook	22,344 likes, with 604 posts (579 previous year), 129 stories, 112,714 interactions, 160,554 page visits and 4,702,071 views.
Instagram	4,464 followers (1,087 new), with 584 posts (558 previous year), 167 stories, 52,917 profile visits (32,876 previous year), 1,472,913 reach (88,381 previous year) and 5,734,118 views.
YouTube	26 videos uploaded with 98,677 views, estimated watch time of 6,803 hours, 1,009,488 impressions, and 266 new subscribers.
Vimeo/ Livestreaming	204 videos uploaded, with 29,169 views, 435,687 impressions (156,825 previous year) and 3,895 hours watched. 101 events were livestreamed.

Priority Goal 2: FSDB will utilize comprehensive and cohesive communication platforms to strategically share events, programs, and news to engage and inform to increase stakeholder satisfaction.
Intranet: The FSDB Intranet was expanded to include many more pages to cover most departments at FSDB. These pages provide much greater details about topics the internal community needs to know and provide quick access to resources available from departments.

A reference guide was developed to support department supervisors and their “content creators” in maintaining their intranet site and affiliated resources.

Engage: Engage is a platform for internal announcements and resource sharing. Engage has become a critical avenue for internal communication. Below are statistics for the “All Company” community, which serves all employees. There are 13 other communities that serve specific topics or internal audiences.

- 813 community members were enrolled
- 95% were reached
- 67% engaged in messaging
- 714,163 views on posts
- 2,263 messages posted
- 14,624 reactions on messages

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.

Family Onboarding: The Admissions and Parent Services Departments led a collaborative project to create a FSDB Family Onboarding Binder that was provided to all families following their admissions meeting when found eligible to enroll. It included information about the programs in their children's school and dorm as well as many other reference materials. This notebook was highly valued, and one has been produced for every enrolled child's family. They were handed out at the annual Family Open House the Sunday before school started.

Early Intervention Blind – Division of Blind Services (DBS) Partnership

- Parent Infant Program: Funded by DBS
  - The Early Intervention Blind program served 344 children
  - In addition to direct services to families, events happen monthly in regions across the state to bring families together with providers and partners.
- INSITE and VIISA Training offered to early intervention providers statewide. These events provide required training not only to our own early intervention practitioners but also to other early intervention practitioners who work for Early Steps, Lighthouse, or other early intervention programs.

Early Intervention Deaf – Florida Department of Health Partnership

- Early Intervention for Deaf/Hard of Hearing Children
  - The Early Intervention Deaf program served 765 children
  - SKI-HI Training was offered to early intervention providers nationwide. The training was filled to capacity this year with interested professionals additionally put on a waiting list for the next training.
- Referrals came from the following districts 39 of 67: (Cumulative 2025-2026) Alachua, Bay, Brevard, Broward, Charlotte, Citrus, Collier, Columbia, Duval, Escambia, Flagler, Hernando, Highlands, Hillsborough, Indian River, Jackson, Lake, Lee, Leon, Manatee, Marion, Martin, Miami-Dade, Okaloosa, Okeechobee, Orange, Osceola, Palm Beach, Pasco, Pinellas, Polk, Santa Rosa, St. Johns, St. Lucie, Union, Volusia, Wakulla, Walton, Washington

Statewide Education and Collaboration Outreach

Mentors and Models Program: Funded by FSDB Endowment

- The Mentors and Models program for families with children who are Deaf or Hard of Hearing kicked off in April 2026 in the St. Augustine area with an immersive dining experience for

registered families at Brisky's BBQ. The second event was a recreational activity hosted at Fiesta Falls Miniature Golf. The third event was held at Anastasia Bowling Lanes.

- The Mentors and Models program for families with children who are Blind or Visually Impaired was offered in a hybrid format with online and face-to-face components this year. Four sessions were held with five Mentors. Nine families participated. In addition to online workshops, the group attended a field visit at the ATIA Conference in Orlando to learn about technologies available for B/VI individuals.

Expanded Core Curriculum (ECC) Events

- Expanded Core Curriculum Virtual Interactive Learning Series impacted 26 families regularly attending. Regional ECC events were scheduled in Broward County (50+ students), Polk County (90+ students), and Lake County (20 students) with a total impact of about 225 students through the 2026-2027 year.

American Sign Language Programs

- Participants in the ASL programs include parents, family members, school district staff members, and members of the general community.
- Twelve classes were offered over the 2025-2026 year with a total of 127 participants enrolled. Parents and community members attended eight online classes and four in-person classes held on the FSDB campus in the evenings**.**

Community Braille by Sight Classes

- Community Braille Class began in March 2026 with nine registered participants and ended May 4, 2026. Five participants completed the course.

FSDB Tours

- FSDB Tour participants provided by the FSDB Outreach Department. Those requestors that specifically indicate they are interested in volunteering or donating are referred to the Advancement Department.
- Counts of requests for tours or visits during the FSDB Showcase (previously called Open House events) -Total 255 requests.
  - 10 Alumni
  - 92 Community
  - 138 Family (prospective student)
  - 38 Blind/Low vision
  - 95 Deaf/Hard of Hearing
  - 3 Deafblind
  - 2 Not Yet Identified
  - 15 Volunteer/Donor

Open House Events

- Number of Community Open House participants:
  - Fall November 2025: approximately 400 visitors from six different schools/counties visited

- ASL Open Houses: Two community ASL Performances were held in December for 600+ participants per event. These events were coordinated by the Deaf High School's Dance Troupe and supported by both D&B Designs and the Outreach Department.
- Spring April 2026: 500 attendees from across the state and two families of prospective students attended and returned later that afternoon for a tour.

Leadership Activities

- Leadership activities include events that FSDB hosted or was a primary partner for an event.
- Braille Challenge:
    - FSDB hosted the Braille Challenge on campus on February 26 and included participants from Duval County.
    - FSDB Outreach team members attended the other state regional locations for Braille Challenge to assist in the competitions and share information about FSDB. (February 13, 2026, Tampa).
- FSDB hosted the National Student Life for Deaf/Hard of Hearing (NSLDHH) Programs Conference in July 2026.
- FSDB collaborated to plan the National EDHI Conference 2026 in Jacksonville, Florida. Representatives participated in the nationwide planning committee and executed a tour at FSDB on March 18, 2026.
- FSDB hosted a statewide Vocational Rehabilitation Meeting on campus.

Technical Assistance Provided

- Requests come from families, school district staff, community members, and alumni. The next steps include providing the requested information or materials, referral to another FSDB contact, or referral to an agency outside of FSDB. This year, the team reviewed the various categories of technical assistance and audiences to improve the processes for the fifth year of the Strategic Plan. We are looking at breaking this category into sub-categories to better count and evaluate our efforts.

Conference Exhibits, Meetings, and Presentations

Representatives for each event are selected based on their expertise and the audience of the event. Sometimes representatives include people from the FSDB campus and/or people from our statewide outreach programs. FSDB attended 26 events.

Conference Name	Date	FSDB Representation
NEFEC Leadership Conference Regional Event	July 2025	The Administrator of Instructional Services, Executive Director of Curriculum and Professional Development, Principals and Assistant Principals attended.
Hillsborough County Deaf Family Day Regional Event	July 2025	1 staff represented FSDB

Conference Name	Date	FSDB Representation
Broward Lighthouse Back to School Kickoff	August 2025	Materials sent for blind student participants
Pinellas County Deaf Day Regional Event	August 2025	2 staff represented FSDB
APH Florida Abacus Math Bee State Conference	October 2025	Staff, students, and parents attended
National Federation of the Blind	October 2025	2 staff represented FSDB
Connecting the Dots	October 2025	2 staff represented FSDB
FAER 2025	October 2025	2 staff represented FSDB
Hands & Voices	October 2025	2 staff represented FSDB
Broward Fall Festival	October 2025	Materials sent for blind student participants
Lake County Parent Night	October 2025	2 staff represented FSDB
Florida Educators of Deaf/HH Students (FEDHH)	November 2025	2 staff represented FSDB
Broward Winter Festival – Signing Stories	December 2025	3 staff represented FSDB
Association of College Educators: Deaf/Hard of Hearing (ACE: D/HH)	January 2026	1 staff represented FSDB
Adaptive Blind Sportsday	January 2026	1 staff represented FSDB
Florida ASL Teachers Association (FASLTA)	February 2026	2 staff represented FSDB
Hillsborough Family Day	February 2026	2 staff represented FSDB
STEAM-Literacy Day	February 2026	2 staff represented FSDB
EDHI Conference	March 2026	3 staff represented FSDB at the exhibit table. See Leadership Activities for additional involvement.
Visions Contact Meeting and Working with the Experts	April 2026	1 staff represented FSDB
Broward Literacy Forum	May 2026	3 staff represented FSDB
CSUN International Conference	March 2025	2 staff attended representing FSDB
Florida Council for the Blind State Conference	May 2026	2 staff represented FSDB
Summer STEAM	June 2026	2 staff represented FSDB
Family Café State Conference	June 2026	3 staff represented FSDB's core campus Outreach and

Conference Name	Date	FSDB Representation
		additional staff represented the blind and deaf early intervention programs. Staff from the Resource Materials & Technology Center for the Deaf/HH also exhibited and presented.
Hands Up Conference National Conference	June 2026	2 staff represented FSDB

August 28, 2026
Action Item Number 1

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

SUBJECT: Surplus Property

PROPOSED BOARD ACTION

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

Attachments: Surplus Property List

Presenter/Department: John Wester, Comptroller

SURPLUS REVIEW BOARD LIST FOR DISPOSAL 8/12/2026

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	55046	digital camera system	7/20/2010	$1,342.00
2	55048	digital camera system	7/20/2010	$1,342.00
3	55049	digital camera system	7/20/2010	$1,342.00
4	55050	digital camera system	7/20/2010	$1,342.00
5	55052	digital camera system	7/20/2010	$1,342.00
6	55053	digital camera system	7/20/2010	$1,342.00
7	55054	digital camera system	7/20/2010	$1,342.00
8	55055	digital camera system	7/20/2010	$1,342.00
9	55056	digital camera system	7/20/2010	$1,342.00
10	55057	digital camera system	7/20/2010	$1,342.00
11	55058	digital camera system	7/20/2010	$1,342.00
12	55059	digital camera system	7/20/2010	$1,342.00
13	55061	digital camera system	7/20/2010	$1,342.00
14	55067	55" bravo lcd tv	7/12/2010	$1,443.98
15	55161	smart board	7/14/2010	$3,918.00
16	55271	tilting skillet	2/23/2011	$11,191.00
17	55275	serving counter	2/23/2011	$8,223.00
18	55281	griddle	2/23/2011	$7,170.00
19	55282	oven steamer	2/23/2011	$19,554.00
20	55718	refreshabraille 18	10/1/2012	$1,697.10
21	55719	refreshabraille 18	10/1/2012	$1,697.10
22	55720	refreshabraille 18	10/1/2012	$1,697.10
23	55760	braille display	5/28/2013	$2,355.00
24	55761	braille display	5/28/2013	$2,355.00
25	55763	braille display	5/28/2013	$2,355.00
26	55764	braille display	5/28/2013	$2,355.00
27	55765	braille display	5/28/2013	$2,355.00
28	55766	braille display	5/28/2013	$2,355.00
29	55770	braille display	5/28/2013	$2,355.00
30	55963	refreshabraille 18	2/21/2014	$1,695.00
31	55964	refreshabraille 18	2/21/2014	$1,695.00
32	55966	refreshabraille 18	2/21/2014	$1,695.00
33	55968	duel temp cabinet	2/28/2014	$2,850.00
34	56152	electronic mobile cart	9/2/2015	$1,499.00
35	56186	vinyl cutter	9/24/2015	$1,095.00
36	56365	65" journey panel qomo	4/13/2016	$2,800.00
37	56385	hp probook	6/20/2016	$1,256.31
38	56523	key management system	12/1/2016	$1,374.00
39	56776	smart board	5/16/2018	$5,471.90
40	56778	smart board	5/16/2018	$5,471.90

41	56779	smart board	5/16/2018	$5,471.90
42	56780	smart board	5/16/2018	$5,471.90
43	56781	smart board	5/16/2018	$5,471.90
44	56782	smart board	5/16/2018	$5,471.90
45	56784	smart board	5/16/2018	$5,471.90
46	56787	smart board	5/16/2018	$5,471.90
47	56788	smart board	5/16/2018	$5,471.90
48	56789	smart board	5/16/2018	$5,471.90
49	56792	smart board	5/16/2018	$5,471.90
50	56793	smart board	5/16/2018	$5,471.90
51	56794	smart board	5/16/2018	$5,471.90
52	56797	smart board	5/16/2018	$5,471.90
53	56798	smart board	5/16/2018	$5,471.83
54	56897	smart board	10/26/2018	$5,319.90
55	56898	smart board	10/26/2018	$5,319.90
56	56900	smart board	10/26/2018	$5,319.90
57	56903	smart board	10/26/2018	$5,319.90
58	56904	smart board	10/26/2018	$5,319.90
59	56905	smart board	10/26/2018	$5,319.90
60	56906	smart board	10/26/2018	$5,319.90
61	56913	thinkpad	12/7/2018	$1,123.00
62	57003	canon copier	5/2/2019	$2,296.67
63	57004	canon copier	5/2/2019	$2,296.67
64	57005	canon copier	5/2/2019	$5,743.75
65	57032	palto alto networks	3/28/2019	$6,650.00
66	57148	ipad	10/31/2019	$1,099.00
67	57155	ipad	10/31/2019	$1,099.00
68	57156	ipad	10/31/2019	$1,099.00
69	57210	catalist 9300 48 port (warranty replacing item) 5/	5/6/2020	$5,679.00
70	57268	key management system	4/20/2020	$1,800.00
71	57413	double stack oven	5/25/2022	$8,671.32
72	57414	double stack oven	5/25/2022	$8,345.32
73	57528	interactive map (warranty replace item)	7/29/2026	$9,300.00
74	lr201505	anatomy physiology master copy	10/7/2014	$4,658.10
75	lr201506	anatomy physiology	10/7/2014	$9,094.90
76	lr201901	science grade 5	9/4/2018	$1,669.58
77	lr201902	science grade 5	9/4/2018	$1,669.58
78	LR201903	science grade 5	9/4/2018	$1,669.58
79	LR201904	science grade 5	9/4/2018	$1,669.58
80	lr201905	science grade 5	9/4/2018	$1,669.60
81	lr201935	science grade 3	8/3/2018	$4,543.30
82	lr201936	science grade 4	8/3/2018	$8,195.68
83				
84				
85				
			Grand Total	$315,841.95

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

Review Board Members:

Signed: _____

Kim Whitwam

Signed: _____

Shelley Ardis

Signed: _____

Corbett Owens

August 28, 2026
Action Item Number 2

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

SUBJECT: FY 2026-2027 Operating Budget

PROPOSED BOARD ACTION

Board approval is requested for the fiscal year 2026-2027 Operating Budget.

Attachment: 2026-2027 Operating Budget

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

The Florida School for the Deaf and the Blind
2026-27 Operating Budget

FY 2026-27 SPECIAL CATEGORY - RISK MANAGEMENT INSURANCE (103241)		
From General Revenue	$	557,876.00
From Administrative Trust Fund		56,012.00
FY 2026-27 GENERAL REVENUE FUND (104166)		
Salaries and Benefits		56,462,182.00
Other Personal Services		4,576,786.00
Expense		6,796,866.00
Operating Capital Outlay		1,496,282.00
Food Products		362,700.00
Special Categories:		
Professional Supplements		196,943.00
Overtime		254,559.00
Students Home on Weekends		2,821,650.00
Maintenance, Repairs, and Renovations		3,789,939.00
TOTAL GENERAL REVENUE FUND		**76,757,907.00**
FY 2026-27 ADMINISTRATIVE TRUST FUND (104166)		
Other Personal Services		2,500.00
Expense		2,500.00
TOTAL ADMINISTRATIVE TRUST FUND*		**5,000.00**
* Carry forward appropriation is available if additional grants are awarded.		
FY 2026-27 FEDERAL GRANTS TRUST FUND (104166)		
Salaries and Benefits		1,643,305.00
Other Personal Services		530,378.00
Expense		603,627.00
Operating Capital Outlay		20,000.00
Food Products		100,000.00
Overtime		3,500.00
TOTAL FEDERAL GRANTS TRUST FUND*		**2,900,810.00**
* Carry forward appropriation is available if additional grants are awarded.		
FY 2026-27 GRANTS AND DONATIONS TRUST FUND (104166)		
Salaries and Benefits		1,503,355.00
Other Personal Services		1,111,448.00
Expense		191,870.00
Overtime		3,500.00
TOTAL GRANTS AND DONATIONS TRUST FUND*		**2,810,173.00**
* Carry forward appropriation is available if additional grants are awarded.		
FY 2026-27 SPECIAL CATEGORY - PEOPLE FIRST ASSESSMENT (107040)		
From General Revenue		209,785.00
From Administrative Trust Fund		53,369.00
TOTAL FY 2026-27 SPECIFIC APPROPRIATIONS	**$**	**83,350,932.00**

FY 2026-27 SPECIAL CATEGORY - CARRY FORWARD (130300)
(Per Section 1011.57(4), F.S.)
Carry forward from General Revenue

FY 2025-26 Payables		3,934,391.73
FY 2026-27 Recommended Projects		
Maintenance and Repair		233,403.95
Professional Services - Maintenance/Construction		254,364.00
Construction		9,526,210.44
Furniture, Fixtures, and Equipment		727,818.00
Property Enhancements		4,466,658.00
Vehicles and Equipment		1,357,082.00
Subtotal - Recommended Projects		16,565,536.39
Emergency Reserve - System Failures and Disaster Response/Recovery		1,200,000.00
Emergency Reserve - Operating		
Minimum of 5% and up to two months average General Revenue expenditures based on the prior fiscal year		10,626,090.78
TOTAL CARRY FORWARD FUND	**$**	**32,326,018.90**
FY 2026-27 SPECIAL CATEGORY - NONOPERATING TRANSFER AUTHORITY		
From Administrative Trust Fund (180007)		230,000.00
From Federal Grants Trust Fund (180200)		16,000.00
From Federal Grants Trust Fund (181259)		171,000.00
From Federal Grants Trust Fund (185080)		230,000.00
From Federal Grants Trust Fund (220030)		40,000.00
From Grants and Donations Trust Fund (181259)		20,000.00
FY 2026-27 TOTAL APPROPRIATED FUNDS	**$**	**116,383,950.90**

History:

7-1-26 All figures, except carry forward and nonoperating transfers, tie to Laws of Florida, Ch. 2026-232

August 28, 2026
Action Item Number 3

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

SUBJECT: Florida Harm Prevention & Threat Management Policy

PROPOSED BOARD ACTION

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

Attachments: Operational Policy and Procedure 10.51 Florida Harm Prevention & Threat Management (Markup and Final Versions)

Presenter/Department: Arline Lagasse, School Safety Specialist

Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Florida Harm Prevention & Threat Management

Operational Policy & Procedure 10.51

I. Policy Purpose/Scope

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

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

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

II. Definitions

Baseline Behavior: A typical or stable pattern of emotional, social, and behavioral functioning observed over time and across settings. It provides a reference point for assessing whether current behaviors represent stability, improvement, or escalation. Determining baseline behavior requires recent, corroborated information, such as interviews, collateral reports, or observations. Without recent data, classifying behaviors as baseline is considered an assumption rather than a verified finding.

Concerning Behavior: ~~An observable behavior that elicits concern in others regarding the safety of an individual or those around them. Important to determining whether behavior is concerning is whether it deviates from the person's baseline behavior. Concerning behavior is a spectrum that can include lower-level concerns, such as unusual interests in violent topics, conflicts or grievances between classmates, increased anger, increased substance use or other noteworthy changes in behavior, and~~

~~prohibited behaviors that are objectively concerning and should trigger an immediate response, such as threats, weapons violations, and other aggressive or violent behaviors.~~ An observable behavior that elicits concern in others regarding the safety of an individual or those around them. Concerning behavior typically deviates from the person's baseline behavior, but it is important to note some baseline behaviors rise to the level of concerning behavior. Some individuals may pose a threat or escalate risk even while appearing consistent with their baseline. Concerning behavior for one person may be "normal" behavior for another person. Concerning behavior is a spectrum that can include lower-level ~~concerns~~concerns, such as unusual interests in violent topics, conflicts or grievances between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g. depression or withdrawal from social activities). ~~and p~~. Prohibited behaviors that are objectively concerning and should trigger an immediate response, such as ~~therats~~threats, weapons violations, and other aggressive or violent behaviors.

Florida Safety and Threat Management Portal (FSTMP): A statewide, integrated system designed to help Florida schools proactively identify, assess, and manage potential threats and concerning behaviors to students and staff.

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

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

- **Low Level of Concern**: A Low Level of Concern designation is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal, and it appears that any underlying issues can be resolved easily. This level means the concern for future violence toward another person is low. While significant concerns about the well-being of the person may continue to exist, ~~There may nonetheless be significant concerns about the person but at that time,~~ the concern for violence toward another is at the low end of the spectrum.

- **Medium Level of Concern**: A Medium Level of Concern designation is appropriate whe~~n~~re the person does not appear to pose an immediate threat of violence, but the~~ir person exhibits~~ behaviors ~~that~~ indicate a potential intent to harm or are sufficiently concerning to require additional precautions or intervention~~exhibits other concerning behavior that requires intervention~~. This level suggests that violence toward another may occur, and although the situation is not urgent, violence cannot be ruled out. ~~The threat management team may not have complete or completely accurate information to guide the outcome of the assessment.~~

- **High Level of Concern**: A High Level of Concern designation is appropriate where the person poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behavior that requires immediate intervention and protective measures for the target. This level suggests the student of concern is reaching a critical point on the pathway to violence from which they perceive it may be difficult to turn back. A High Level of Concern requires immediate and continuing attention from threat management resources to ensure violence does not occur.
- **Unfounded Determination**: An unfounded determination means that there is not a sufficient factual basis to support the allegation, or it can be determined that the threats were never made; what was said was clearly not a threat; or the incident/behavior of concern did not happen or

rise to the level of posing a threat or concern of harm to the school community. The reporting person may simply have been mistaken about the behavior or based upon known facts about the situation, behavior, and context; no risk of violence exists. This unfounded summary disposition should only be used when it is clear and articulable that there is no basis for concern. The case should be advanced to the next step for further evaluation if there is any doubt.

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

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

Student of Concern: ~~Any student reported to the Chair, Vice-Chair, School Based Threat Management Team (SBTMT), or District Threat Management Team (DTMT) who exhibits any behavior or communication that may constitute a threat or concern regarding school safety.~~ Any student reported to the Chair, or Vice Chair who exhibits any behavior or ~~communicaiton~~communication that may constitute a threat or concern regarding school safety.

Student Support Management Plan (SSMP): The SSMP uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP is implemented by the School Based ~~t~~Threat ~~m~~Management ~~t~~Team (SBTMT) imposing requirements on the student. Under the SSMP, a student of concern may be required to refrain from certain conduct or may be required to engage in certain actions that are designed to prevent harm to others. The SSMP is established for a specific period based on the level of concern and is reviewed each month by the ~~School-Based Threat Management Team (~~SBTMT~~)~~.

Threat: A threat is communication or behavior indicating that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. A threat includes communication or ~~behavior~~actions characteristic of a person who is on the pathway to violence. It may be expressed or communicated behaviorally, orally, visually, in writing, electronically, or through any other means. Communication or behavior is considered a threat regardless of whether it is observed by or communicated to the target of the threat, or to a third party, and regardless of whether the target of the threat is aware of the threat. ~~**A threat is not a communication or behavior that is an obvious joke or unequivocally known by the observer to be innocuous.**~~ The school personnel's personal knowledge of the person making the statement or exhibiting the behavior, as well as the person's age and history of exhibiting such behaviors or making such statements, are factors that should be considered in determining whether the communication or behavior constitutes an actual threat.

Threat Management: The threat management process uses threat assessment protocols to conduct ~~is~~ a systematic, fact-based investigation regarding ~~method designed to identify, using threat assessment protocols,~~ whether behaviors or communications constitute a concern for violence or harm to another person. Upon a determination that a risk of violence exists, the threat management team ~~process then results in determining~~identifies the level of concern and appropriate steps for management of the person posing the concern to mitigate the risk of harm and remove them from the pathway to violence. The SSMP is part of the threat management process. ~~It is ongoing and ends only when the threat management team deems it appropriate under the circumstances, or responsibility is transferred to another threat management team.~~ The threat management process is ongoing and ends only when the SBTMT deems it appropriate under the circumstances, or responsibility is transferred to another SBTMT.

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

III. Detailed Policy Statement

A. Teams and Roles

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

The **Secondary District Threat Management Coordinator (Secondary DTMC)** shall be designated by the FSDB President to provide support to the district's threat management process at the discretion of the Primary DTMC. The Secondary DTMC shall also serve~~s~~ on the District Threat Management Team.

The **District Threat Management Team (DTMT)** shall be established by the FSDB President. The DTMT is a multidisciplinary team that will receive referrals from the School-Based Threat Management Teams (SBTMT) and assess serious situations. The DTMT must include the District Threat Management Coordinators, persons from school district administration (Administrator of Business Services, Administrator of Boarding Services) and persons with expertise in counseling (Executive Director of Mental Health), instruction (FSDB President), and law enforcement (Chief of FSDB Campus Police). The Primary DTMC ~~must~~ shall Chair the DTMT. The DTMT may provide ongoing support and recommendations to the SBTMT as needed.

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

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

The **Counseling** team member must be a school-based mental health services provider that is able to access student mental health records. This person must be a school psychologist certified under Rule 6A-4.0311, F.A.C., a school social worker certified under 6A-4.035, F.A.C., a school counselor certified under Rule 6A-4.0181, F.A.C., or a mental health professional licensed under Chapter 490 or 491, F.S., who is employed or contracted by a District to provide mental health services for FSDB.

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

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

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

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

B. Threat Management Operational Process

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

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

Reporting Responsibility for Members of the School Community

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

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

Step 1: Report-Concerns are Reported to Chair

School personnel must immediately report any behavior or communications that may constitute a threat or concern regarding school safety to the SBTMT Chair. Before or after school hours, school personnel

should immediately report the situation to law enforcement for evaluation if appropriate and report it to the Chair as soon as possible but no later than immediately upon returning to school on the next school day. If a school administrator receives the information before the SBTMT Chair, the time for the Chair of the SBTMT to review the report and complete the *Intake and Case Disposition Form (Form A)* begins at that time. The Chair must use the ~~*Intake and Case Disposition Form (Form A)*~~ FSTMP to document the receipt of the threat or other concerning behavior.

Step 2: Initial Chair Determination

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

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

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

Step 4: SBTMT Referral Decision

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

Step 5: Preliminary SBTMT Meeting- ~~Assigning a Preliminary Level of Concern~~ SBTMT Implements an Interim SSMP

~~If the Chair refers the matter to the SBTMT, the team must convene no later than the next school day after the concerning behavior was reported to the Chair or an administrator, whichever is earlier. At this initial meeting, the SBTMT will conduct an initial assessment, assign a preliminary level of concern (Low, Medium, or High), and determine the necessity to implement an interim SSMP~~

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

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

If the Chair refers the matter to the SBTMT, the team must convene no later than the next school day after the time for the Chair to review the report has begun. The SBTMT must implement an interim SSMP and document using the SSMP Implementation and Monthly SSMP Monitoring form (Form H) in FSTMP. The primary goal of the interim SSMP is safety for the school, students, faculty, and student of concern.

Step 6: Collect Information and Conduct Interviews

The SBTMT will obtain background information from school records, law enforcement records, and mental health providers, as available, to evaluate more thoroughly the threatening or concerning behavior and determine whether a threat toward others or actionable concerning behavior actually exists. This detailed information collection should include ~~questionnaires and~~ interviews with the student of concern, witnesses, teachers, people familiar with the student, including parents and guardians, and the target of the threat. Information regarding the totality of the circumstances, including concerning behaviors and protective factors, should be analyzed in the context of the student of concern's age and development to determine the credibility and seriousness of the threat.

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

Steps 7-~~9~~10: SBTMT Final Disposition and Level of Concern

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

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

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

If the SBTMT determines that the level of concern is Medium, the Primary DTMC upon review may refer the case to the DTMT for its consideration. If the SBTMT determines that the level of concern is High, then the Primary DTMC must refer to the DTMT for review. The purpose of the DTMT review is for the DTMT to determine if the requirements of the SSMP meet the needs of the student. The DTMT may modify interventions or supports on the SSMP as needed.The DTMT must convene to consider the case within two school days of receiving the referral from the Primary DTMC. The DTMT may provide ongoing support and recommendations to the SBTMT as needed.

~~**Step 11:**~~ **Monitoring of the SSMP**

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

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

C. Student Support Management Plan (SSMP)

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

- Low Level of Concern: 90 calendar days minimum
- Medium Level of Concern: 180 calendar days minimum
- High Level of Concern: ~~One calendar year~~365 calendar days minimum.

The requirements of an SSMP are established by the SBTMT and must be adaptable to meet the needs of the situation. The specific frequency of contact with the student during the SSMP period will vary based on the need to adequately monitor the student and ensure others' safety. SSMPs should be coordinated with law enforcement regarding off-campus threat management when appropriate. Any modifications to the SSMP must be documented on the *SSMP Implementation and Monthly SSMP Monitoring Form (Form H).*

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

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

D. Threat Management Timelines

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

- If the SBTMT determines the threat level of concern to be High, the case must automatically be referred to the DTMT for review, via coordination with the DTMC. DTMT must convene to consider the case within two school days of receiving referral from the DTMC~~SBTMT~~.
- If the Assistant Principal or Primary DTMC returns the report of concerning behavior/threat back to the Chair of the SBTMT for further consideration, the Chair must make any corrections and resubmit as soon as possible, but no later than two school days from the date returned by Assistant Principal or Primary DTMC.

E. Parental Notifications

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

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

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

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

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

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

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

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

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

F. Training & Education

- All FSDB staff members shall complete Youth Mental Health First Aid training.
- All FSDB staff members shall complete annual threat management training that includes a review of this policy. All FSDB students shall receive guidance regarding the recognition of concerning behavior or threats and must identify members of the school community to whom concerning behaviors and threats should be reported.
- All FSDB Threat Management Team Members at the District and School level shall be trained under the Florida Model in accordance with rule 6A-1.0019, F.A.C. District and school level

threat management team members who have been fully trained in a previous school year shall complete an annual refresher training provided by the Office of Safe Schools within the first sixty (60) calendar days of school.

- All FSDB Assistant Principals, Chair, and the Vice Chair of the SBTMT's must complete additional training specific to their respective roles.
- The District Threat Management Coordinators must complete additional training specific to the Coordinator role.

G. Reporting & Accountability

A School Environmental Safety Incident Report (SESIR) of data concerning school safety and student discipline data is required under Florida Statute 1006.09(6). The perpetrator and victim shall be documented within the student information system with required data elements reported to the Florida Department of Education. See OPP 8.12 SESIR Incident Management for more instruction.

~~Pursuant to F.S. 1006.07(7), school threat management records, including threat assessment reports, all corresponding documentation, and the completed threat management instrument forms are considered education records.~~ Completed threat management instrument forms (Forms A-H) and related documentation are considered "Category A" records under Rule 6A-1.0955, F.A.C. Records that fall under Category A must be kept current while the student is enrolled and retained permanently. The required retention of these records is satisfied by uploading all threat management records to the FSTMP. Threat management records include all corresponding documentation and information required by the Florida Model relating to the reporting, evaluation, intervention, and management of threat assessment evaluations and intervention services.

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

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

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

IV. Getting Help

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

V. References & Forms

References

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

1001.212(12), F.S.

1012.584(4), F.S.

1006.09(6), F.S.

1006.07(7), F.S.

OPP 8.12 SESIR Incident Management

OPP 10.08 Self Harm

Parent-Student Handbook (Code of Student Conduct)

Forms

Form A - Intake and Disposition
Form B - Initial Interview of Student of Concern
Form C - Initial Interview of Student of Concern's Parent/Guardian
Form D - Witness/Target Interview
Form E — Faculty ~~Teacher~~ or Staff Questionnaire
Form F - Mental Health Parent/Guardian Interview
Form G - Mental Health Student of Concern Interview
Form H - SSMP Implementation and Monthly SSMP Monitoring

VI. Applicability/Approval

This policy on OPP 10.51 Florida Harm Prevention and Threat Management applies to all FSDB students and staff members. This policy supersedes OPP 10.51 Florida Harm Prevention and Threat Management dated ~~8/23/2024~~ 12/12/2025. The FSDB President is the campus authority for this policy.

Approved by

Tracie C. Snow, President — Date

Owen B. McCaul
Board of Trustees, Chair — Date

VII. Authority/History

Authority

Florida Statutes: 1001.212(12)

Laws Implemented

Florida Statutes: 1001.212(12)

History

New: 12/08/2023

Revised: 08/23/2024, 12/12/2025, XX/XX/XXXX

Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Florida Harm Prevention & Threat Management

Operational Policy & Procedure 10.51

I. Policy Purpose/Scope

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

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

II. Definitions

Baseline Behavior: A typical or stable pattern of emotional, social, and behavioral functioning observed over time and across settings. It provides a reference point for assessing whether current behaviors represent stability, improvement, or escalation. Determining baseline behavior requires recent, corroborated information, such as interviews, collateral reports, or observations. Without recent data, classifying behaviors as baseline is considered an assumption rather than a verified finding.

Concerning Behavior: An observable behavior that elicits concern in others regarding the safety of an individual or those around them. Concerning behavior typically deviates from the person's baseline behavior, but it is important to note some baseline behaviors rise to the level of concerning behavior. Some individuals may pose a threat or escalate risk even while appearing consistent with their baseline. Concerning behavior for one person may be "normal" behavior for another person. Concerning behavior is a spectrum that can include lower-level concerns, such as unusual interests in violent topics, conflicts or grievances between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g. depression or withdrawal from social activities)**.** Prohibited behaviors that are objectively concerning and should trigger an immediate response, such as threats, weapons violations, and other aggressive or violent behaviors.

Florida Safety and Threat Management Portal (FSTMP): A statewide, integrated system designed to help Florida schools proactively identify, assess, and manage potential threats and concerning behaviors to students and staff.

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

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

- **Low Level of Concern**: A Low Level of Concern designation is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal, and it appears that any underlying issues can be resolved easily. This level means the concern for future violence toward another person is low. While significant concerns about the well-being of the person may continue to exist, the concern for violence toward another is at the low end of the spectrum.

- **Medium Level of Concern**: A Medium Level of Concern designation is appropriate when the person does not appear to pose an immediate threat of violence, but their behaviors indicate a potential intent to harm or are sufficiently concerning to require additional precautions or intervention. This level suggests that violence toward another may occur, and although the situation is not urgent, violence cannot be ruled out.

- **High Level of Concern**: A High Level of Concern designation is appropriate where the person poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behavior that requires immediate intervention and protective measures for the target. This level suggests the student of concern is reaching a critical point on the pathway to violence from which they perceive it may be difficult to turn back. A High Level of Concern requires immediate and continuing attention from threat management resources to ensure violence does not occur.

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

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

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

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

Student Support Management Plan (SSMP): The SSMP uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP is implemented by the School Based Threat Management Team (SBTMT) imposing requirements on the student. Under the SSMP, a

student of concern may be required to refrain from certain conduct or may be required to engage in certain actions that are designed to prevent harm to others. The SSMP is established for a specific period based on the level of concern and is reviewed each month by the SBTMT.

Threat: A threat is communication or behavior indicating that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. A threat includes communication or actions characteristic of a person who is on the pathway to violence. It may be expressed or communicated behaviorally, orally, visually, in writing, electronically, or through any other means. Communication or behavior is considered a threat regardless of whether it is observed by or communicated to the target of the threat, or to a third party, and regardless of whether the target of the threat is aware of the threat. The school personnel's personal knowledge of the person making the statement or exhibiting the behavior, as well as the person's age and history of exhibiting such behaviors or making such statements, are factors that should be considered in determining whether the communication or behavior constitutes an actual threat.

Threat Management: The threat management process uses threat assessment protocols to conduct a systematic, fact-based investigation regarding whether behaviors or communications constitute a concern for violence or harm to another person. Upon a determination that a risk of violence exists, the threat management team identifies the level of concern and appropriate steps for management of the person posing the concern to mitigate the risk of harm and remove them from the pathway to violence. The SSMP is part of the threat management process. The threat management process is ongoing and ends only when the SBTMT deems it appropriate under the circumstances, or responsibility is transferred to another SBTMT.

III. Detailed Policy Statement

A. Teams and Roles

The **District Threat Management Team (DTMT)** shall be established by the FSDB President. The DTMT is a multidisciplinary team that will receive referrals from the School-Based Threat Management Teams (SBTMT) and assess serious situations. The DTMT must include the District Threat Management Coordinators, persons from school district administration (Administrator of Business Services, Administrator of Boarding Services) and persons with expertise in counseling (Executive Director of Mental Health), instruction (FSDB President), and law enforcement (Chief of FSDB Campus Police). The Primary DTMC shall Chair the DTMT. The DTMT may provide ongoing support and recommendations to the SBTMT as needed.

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

The **Secondary District Threat Management Coordinator (Secondary DTMC)** shall be designated by the FSDB President to provide support to the district's threat management process at the discretion of the Primary DTMC. The Secondary DTMC shall also serve on the District Threat Management Team.

The **MTSS Multi-Tiered System of Support (MTSS) Team** consists of academic, boarding, and mental health professionals and other staff members with knowledge of the student. The team uses a data-driven problem-solving approach to understand student concerns and develop/monitor interventions. The MTSS team is especially important for students demonstrating a Low Level of Concern who could benefit from additional academic and behavioral support services.

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

The **Counseling** team member must be a school-based mental health services provider that is able to access student mental health records. This person must be a school psychologist certified under Rule 6A-4.0311, F.A.C., a school social worker certified under 6A-4.035, F.A.C., a school counselor certified under Rule 6A-4.0181, F.A.C., or a mental health professional licensed under Chapter 490 or 491, F.S., who is employed or contracted by a District to provide mental health services for FSDB.

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

The **Administrative** team member must be a person who meets the definition of administrative personnel under Section 1012.01(3), F.S.
The **Law Enforcement** team member must be a sworn law enforcement officer, as defined by Section 943.10(1), F.S., including a School Resource Officer, School Safety Officer, or other active law enforcement officer. At a minimum, a law enforcement officer serving on a threat management team must have access to the local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on SBTMTs must also have clearance to review Criminal Justice Information and Criminal History Record Information.

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

B. Threat Management Operational Process

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

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

Reporting Responsibility for Members of the School Community

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

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

Step 1: Report-Concerns are Reported to Chair

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

Step 2: Initial Chair Determination

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

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

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

Step 4: SBTMT Referral Decision

If the Chair determines the matter does not warrant a review by the full SBTMT, the Chair can summarily close the case as a low level of concern. The Chair may refer the student for services that are not part of an SSMP. All decisions made by the Chair shall be documented accordingly in the FSTMP. Accountability review will follow thereafter by the Assistant Principal and Primary DTMC as soon as possible but within two school days.

Step 5: Preliminary SBTMT Meeting- SBTMT Implements an Interim SSMP

If the Chair refers the matter to the SBTMT, the team must convene no later than the next school day after the time for the Chair to review the report has begun. The SBTMT must implement an interim SSMP and document using the SSMP Implementation and Monthly SSMP Monitoring form (Form H) in FSTMP. The primary goal of the interim SSMP is safety for the school, students, faculty, and student of concern.

Step 6: Collect Information and Conduct Interviews

The SBTMT will obtain background information from school records, law enforcement records, and mental health providers, as available, to evaluate more thoroughly the threatening or concerning

behavior and determine whether a threat toward others or actionable concerning behavior actually exists. This detailed information collection should include interviews with the student of concern, witnesses, teachers, people familiar with the student, including parents and guardians, and the target of the threat. Information regarding the totality of the circumstances, including concerning behaviors and protective factors, should be analyzed in the context of the student of concern's age and development to determine the credibility and seriousness of the threat.

Steps 7-10: SBTMT Final Disposition and Level of Concern

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

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

Review and Referral by the Primary DTMC for Medium and High Levels of Concern

If the SBTMT determines that the level of concern is Medium, the Primary DTMC upon review may refer the case to the DTMT for its consideration. If the SBTMT determines that the level of concern is High, then the Primary DTMC must refer to the DTMT for review. The purpose of the DTMT review is for the DTMT to determine if the requirements of the SSMP meet the needs of the student. The DTMT may modify interventions or supports on the SSMP as needed. The DTMT must convene to consider the case within two school days of receiving the referral from the Primary DTMC. The DTMT may provide ongoing support and recommendations to the SBTMT as needed.

Monitoring of the SSMP

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

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

C. Student Support Management Plan (SSMP)

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

- Low Level of Concern: 90 calendar days minimum
- Medium Level of Concern: 180 calendar days minimum
- High Level of Concern: 365 calendar days minimum.

The requirements of an SSMP are established by the SBTMT and must be adaptable to meet the needs of the situation. The specific frequency of contact with the student during the SSMP period will vary based on the need to adequately monitor the student and ensure others' safety. SSMPs should be coordinated with law enforcement regarding off-campus threat management when appropriate. Any modifications to the SSMP must be documented on the *SSMP Implementation and Monthly SSMP Monitoring Form (Form H).*

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

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

D. Threat Management Timelines

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

E. Parental/Guardian Notifications

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

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

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

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

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

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

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

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

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

F. Training & Education

- All FSDB staff members shall complete Youth Mental Health First Aid training.
- All FSDB staff members shall complete annual threat management training that includes a review of this policy. All FSDB students shall receive guidance regarding the recognition of concerning behavior or threats and must identify members of the school community to whom concerning behaviors and threats should be reported.
- All FSDB Threat Management Team Members at the District and School level shall be trained under the Florida Model in accordance with rule 6A-1.0019, F.A.C. District and school level threat management team members who have been fully trained in a previous school year shall complete an annual refresher training provided by the Office of Safe Schools within the first sixty (60) calendar days of school.
- All FSDB Assistant Principals, Chair, and the Vice Chair of the SBTMT’s must complete additional training specific to their respective roles.
- The District Threat Management Coordinators must complete additional training specific to the Coordinator role.

G. Reporting & Accountability

A School Environmental Safety Incident Report (SESIR) of data concerning school safety and student discipline data is required under Florida Statute 1006.09(6). The perpetrator and victim shall be documented within the student information system with required data elements reported to the Florida Department of Education. See OPP 8.12 SESIR Incident Management for more instruction.

Completed threat management instrument forms (Forms A-H) and related documentation are considered “Category A” records under Rule 6A-1.0955, F.A.C. Records that fall under Category A must be kept current while the student is enrolled and retained permanently. The required retention of these records is satisfied by uploading all threat management records to the FSTMP. Threat management records include all corresponding documentation and information required by the Florida Model relating to the reporting, evaluation, intervention, and management of threat assessment evaluations and intervention services.

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

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

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

IV. Getting Help

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

V. References & Forms

References

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

1001.212(12), F.S.

1012.584(4), F.S.

1006.09(6), F.S.

1006.07(7), F.S.

OPP 8.12 SESIR Incident Management

OPP 10.08 Self Harm

Parent-Student Handbook (Code of Student Conduct)

Forms

Form A - Intake and Disposition
Form B - Initial Interview of Student of Concern
Form C - Initial Interview of Student of Concern's Parent/Guardian
Form D - Witness/Target Interview
Form E – Faculty or Staff Questionnaire
Form F - Mental Health Parent/Guardian Interview
Form G - Mental Health Student of Concern Interview
Form H - SSMP Implementation and Monthly SSMP Monitoring

VI. Applicability/Approval

This policy on OPP 10.51 Florida Harm Prevention and Threat Management applies to all FSDB students and staff members. This policy supersedes OPP 10.51 Florida Harm Prevention and Threat Management dated 12/12/2025. The FSDB President is the campus authority for this policy.

Approved by

_____ _____

Tracie C. Snow, President Date

_____ _____

Owen B. McCaul Date
Board of Trustees, Chair

VII. Authority/History

Authority

Florida Statutes: 1001.212(12)

Laws Implemented

Florida Statutes: 1001.212(12)

History

New: 12/08/2023

Revised: 08/23/2024, 12/12/2025, 08/28/2026

August 28, 2026
Action Item Number 4

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

SUBJECT: McClure Hall Demolition and Construction - REVISED

PROPOSED BOARD ACTION

Board approval is requested to enter into a contract exceeding $2,000,000 for the demolition and new construction of McClure Hall.

Note: Currently, CPH is engaged in the 15% design and the preparation of the design criteria package in preparation to select a design/build team through the competitive procurement process. The cost for ~~demolition and~~ new construction will not exceed $11,285,073 ~~$11,310,145~~. The design/build advertisement will be shared with the Board when it is posted. Once a team has been selected and a guaranteed maximum price has been negotiated, an updated action item will be prepared for Board approval.

Presenter/Department: Guy Maltese, Executive Director of Safety and Facilities Operations

August 28, 2026
Action Item Number 5

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

Subject: Student Progression Plan: Changes and Additions for 2026-2027

PROPOSED BOARD ACTION

Board approval is requested for the following changes and additions made to FSDB's Student Progression Plan which are a result of Legislative decisions and State Board Rule. The changes listed below are effective for the 2026-2027 school year.

Topic *Pages*

Updated Table of Contents 2-5

Grammatical and punctuation errors ..... throughout

Updated statute for Educational Options. 49
- *This statute referenced was corrected.*

Updated Requirements for St. Johns River State College Attendance 56
- *This section was updated to clarify requirements to participate in coursework.*
- *Clarified language on the GPA required for career/vocational coursework*
- *Additional language was added to require the Administrator of Instructional Services to determine continued eligibility for Dual Enrollment if a student earns a failing grade.*

Updated School Counselor Contact Info 59
- *The new School Counselor information was added for Blind High School.*

Note: Due to State Board of Education rule, during the 2026-2027 school year, sections of this document may need to be updated again.

Attachment(s):
- 2026-2027 Student Progression Plan

Department/Presenter: Scott Trejbal, Administrator of Instructional Services

Student Progression Plan
Academic Year 2026-27



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: X/XX/2026

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

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

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

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

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

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

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

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

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

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

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

instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions including decisions regarding promotion, acceleration, retention, and remediation. Response to Instruction/Multi-Tiered System of Supports is 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 needs.

- Tier 1: Core Curriculum; All students, including students who require curricular enhancements for acceleration.

- Tier 2: Strategic Interventions; Students who need more support in addition to the core curriculum

- Tier 3: Comprehensive and Intensive; Students who need individualized interventions.

Required Instruction and Assessment

INSTRUCTION

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

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

State academic standards, Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts Standards (ELA) and B.E.S.T. Mathematics
State Academic Standards, B.E.S.T. ELA and B.E.S.T. Mathematics Standards prepare students to effectively engage, communicate, and compete globally with students around the world. These standards incorporate important skills such as critical thinking, problem-solving, and workforce-literacy skills; communication, reading and writing; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. These standards are broad statements that describe what a child should know and be able to do at every grade level. These standards cover seven content areas: social studies, science, language arts, health/physical education, the arts, foreign language, and mathematics. The standards are divided into smaller units called "benchmarks," which include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level. Each student's performance on the statewide, standardized assessments (English Language Arts, mathematics, science (in grades 5 and 8) and End-of-Course Exams (EOCs) in Algebra, Geometry, Biology, U.S. History, and Civics indicates his or her progress in reaching these benchmarks.

Equity in Classroom Instruction and Extra-Curricular Activities

Provisions shall be made for all students to participate fully in classroom instruction and extra-curricular activities. FSDB does not discriminate on the basis of age, race, color, sex, religion, national origin, political opinion, affiliation, marital status, genetic information, disability, veteran status or any other basis as mandated by federal and state law in its educational programs, services or activities, or in its hiring or employment practices. FSDB also provides equal access to the Boy Scouts and other designated youth groups as required by law. The Florida School for the Deaf and the Blind offers classes in many career and technical education (CTE) program areas, including but not limited to Agriculture, Culinary Arts, Building Construction Technologies, Arts, 3D Animation. For more information about CTE course offerings, contact Jessie Girton, Executive Director of Career Development at (904) 827-2803 or FSDB, 207 San Marco Ave., Saint Augustine FL 32084. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Paula Wagner, Executive Director of Parent Services
Section 504/Title IX Coordinator
904-827-2221
904-201-4540 VP

F.S. 1003.42 Required Instruction K-12

(1) (a)FSDB shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(b) All instructional Materials, as defined in s. 1006.29(2), used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in subsection (5), must be annually approved by a district school board in an open, noticed public meeting.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the Constitution provides the structure of our government.

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

(g)1. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(8), and the prevention of anti-Semitism.

2. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on the individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons who have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom

instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles in numerated in subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the commissioner of education's American history task force.

(i) The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contribution of Asian Americans and Pacific Islanders to American society. Instructional materials should include the contributions of Asian Americans and Pacific Islanders to American society.

(j) The elementary principles of agriculture.

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

(l) Kindness to animals.

(m) The history of the state.

(n) The conservation of natural resources.

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

(a) Injury prevention and safety.
(b) Internet safety.
(c) Nutrition.
(d) Personal health.
(e) Prevention and control of disease.
(f) Substance use and abuse.
(g) Prevention of child sexual abuse, exploitation, and human trafficking.

2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.
4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

a. Self-awareness and self-management.
b. Responsible decision making.
c. Resiliency.
d. Relationship skills and conflict resolution.

e. Understanding and respecting other viewpoints and backgrounds.
f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

5.a. For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the internet.
b. The Department of Education shall make available online the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability.

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

(p) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

(q) The study of Hispanic contributions to the United States.

(r) The study of women's contributions to the United States.

(s) The nature and importance of free enterprise to the United States economy.

(t) Civics and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9).

(u) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character-building and veteran awareness initiative meets the requirements of paragraph (u).

(v)1. Beginning in the 2026-2027 school year, the history of communism. Such instruction must be age-appropriate and developmentally appropriate and include:

a. The history of communism in the United States and domestic communist movements, including their histories and tactics.
b. Atrocities committed in foreign countries under the guidance of communism.
c. Comparative discussion of political ideologies, such as communism and totalitarianism, which conflict with the principles of freedom and democracy essential to the founding principles of the United States.
d. The increasing threat of communism in the United States and to our allies through the 20th century, including the events of the Cultural Revolution in the People's Republic of China and other mass killings from communist regimes.
e. The economic, industrial, and political events that have preceded and anticipated communist revolutions.
f. The communist policies of Cuba and the spread of communist ideologies throughout Latin America, including the roots of the Communist Party of Cuba and guerilla forces throughout Latin America.

2. The department shall prepare and offer standards for the instruction required by this paragraph and may seek input from any individual who was a victim of communism or any state or nationally recognized organization dedicated to the victims of communism.

(3) The Legislature acknowledges the fundamental truth that all persons are equal before the law and have an inalienable 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 a written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum, which reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student's parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

1003.4205 Disability history and awareness instruction.—

(1) Each district school board may provide disability history and awareness instruction in all K-12 public schools in the district during the first 2 weeks in October each year. The district school board shall designate these 2 weeks as "Disability History and Awareness Weeks."

(2)(a) During this 2-week period, students may be provided intensive instruction to expand their knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement. Disability history may include the events and timelines of the development and evolution of services to, and the civil rights of, individuals with disabilities. Disability history may also include the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders. The instruction must include the following material:

1. For kindergarten through grade 3:
    a. Conversations on bullying. Such conversations may address what students should do if they are being bullied; what they should do if they see someone being bullied; why bullying is not the victim's fault; what different types of bullying look like; the possibility that a friend could be a bully; or the school's antibullying policy.
    b. Activities to teach about physical disabilities.
2. For grades 4 through 6, information about autism spectrum disorder.
3. For grades 7 through 9, information about hearing impairments.
4. For grades 10 through 12, information on different types of learning and intellectual disabilities.

The Department of Education may consult with the Evin B. Hartsell Foundation to further develop the material required under subparagraphs 1.-4.

(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 assessments or passing scores on standardized tests that are concordant with passing scores on statewide standardized assessments, as defined by statute. Yearly, the Florida Legislature considers the authorization of the use of alternative assessment(s) for meeting high school graduation requirements.

The table below shows the concordant scores students must achieve based on the year they entered grade 9. In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment and all students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing concordant or comparative score on file.

Concordant Scores by Year Student Entered Grade 9

Grade 10 FSA ELA Concordant Scores[1]	
Available for students who entered grade 9 in 2020-21 and beyond:	
SAT EBRW/RW[2]	480
ACT English and Reading subtests (averaged)[3]	18
CLT Verbal Reasoning and Grammar/Writing sections sum[4]	36
Available for students who entered grade 9 between the 2010-11 and 2019-2020 school years:[5]	
SAT EBRW[2]	430
SAT Reading Subtest[6]	24
ACT Reading	19
ACT English and Reading subtests (averaged)[3]	18
Algebra 1 EOC Comparative Scores[7]	
Available for students who entered grade 9 in 2020−21 and beyond:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2011-12 and 2019-20 school years[8]:	
PERT	114
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
Geometry EOC[9]	Level 3
Available for students who entered grade 9 between the 2011–12 and 2018–19 school years:	
PERT Mathematics	97

[1] Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment (those listed for all students who entered grade 9 in 2020-21 and beyond) until the State Board of Education adopts concordant scores aligned to the Grade 10 FAST ELA Reading Assessment.

[2] The combined score for the EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT. [3] If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.[4] The scores from the Verbal Reasoning and Grammar/Writing subject tests that are used to calculate the sum are not required to come from the same test administration.[5] Any student who graduated in the 2022–23 school year, regardless of when they entered grade 9, was eligible to use these scores for graduation. Please see Rule 6A-1.09422(8)(a)2., F.A.C.Administered

[6]March 2016 through December 2023.[7] Students whose graduation requirement is the B.E.S.T. Algebra 1 EOC Assessment may use comparative scores aligned to the FSA Algebra 1 Assessment (those listed for all students who entered grade 9 between 2011–12 and 2018–19 and between 2011–12 and 2019–20) until the State Board of Education adopts concordant scores aligned to the B.E.S.T. Algebra 1 EOC Assessment.

[8] Any student who graduated in the 2022−23 school year, regardless of when they entered grade 9, was eligible to use these scores for graduation. Please see Rule 6A-1.09422(8)(b)2., F.A.C

[9] Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation. Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(7), F.A.C., were eligible to use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the "Scholar Diploma Designation" section below for eligibility criteria.

Assessment of Exceptional Student Education (ESE) Students
FSDB students pursuing a standard diploma must participate in state and district assessments. If students are to receive accommodations, then the accommodations must be listed in the student's Individual Education Plan (IEP). Lists of accommodations allowed are listed in the procedures manual for the specific assessment. Students who will not participate in the state and district assessments must have a statement in the IEP as to why they are unable to participate. The alternative assessment(s) that will be utilized in place of the state and district assessments must be listed in the IEP.

Assessment of English Language Learners (ELLs)
In general, all English Language Learners (ELLs) participate in the statewide assessment. However, English Language Learners (ELLs) served less than one year may no longer be exempted from the FSA English Language Arts (ELA) statewide assessment. As part of the No Child Left Behind legislation, all English Language Learners (ELLs) shall be assessed annually in reading, writing, listening and speaking.

Workforce Preparation Assessment
Before a student graduates from high school, schools shall assess the student's preparation to enter the workforce and provide the student and the student's parent or guardian with the results of the assessment.

Promotion and Retention

GENERAL COMMENTS

It is the intent of the Legislature that student progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics. Students in grades K, 1 and 2 must make satisfactory Florida Standards benchmark progress in reading to be promoted. The Principal and staff of each school, working through the IEP Team, determine promotion and retention of a student unless it conflicts with the Student Progression Plan.

Promotion in grades 3-8 is based on satisfactory student performance in reading, writing, mathematics and science and other requirements as set forth by FSDB or the state.
Students who do not make satisfactory benchmark progress may be retained until mastery of the Florida Standards are demonstrated. Students in grade 3 face a mandatory retention if their statewide, standardized assessment in English Language Arts (ELA) test is Level 1 and they do not qualify for one of the six good cause exemptions. Please see specific section on 3rd grade retention.

Students who score at Level I on the statewide, standardized assessment in English Language Arts (ELA) in grades 4-10 and mathematics in grades 3-8 shall receive remediation through their Individual Educational Plan or be retained. Grade 3 students retained based on the statewide, standardized assessment in English Language Arts (ELA) Level 1 score, or grade 3 students promoted for good cause, must have an Individual Educational Plan that includes goals and objectives for reading. Promotion in grades 9-12 is based on satisfactory completion of credit requirements as outlined in the FSDB handbook.

In limited circumstances, a student may be promoted without meeting the specific assessment performance levels prescribed by FSDB and the state. Promotion may be recommended by a Principal working with the IEP Team if the student is able to demonstrate success with the State Academic Standards/ B.E.S.T. Standards or the Access Points through alternative assessments with the evidence

indicating that the student's achievement is equivalent to the designated levels of performance for student progression. This provision, however, does not apply to grade 3 students who score Level 1 on the Florida Assessment of Student Thinking (F.A.S.T.) in English Language Arts (ELA).

There are three options if a student does not meet FSDB or state promotion standards.
Those options are as follows:

- Remediate before the beginning of the next school year and promote based on the student's demonstrated mastery of appropriate grade level expectations/standards
- Promote and remediate in a program that takes into account a student's unique academic needs and learning style
- Retain in a different program that takes into account a student's unique academic needs and learning style

The FSDB shall review the progress monitoring plans, within the IEP, for all retained third graders. Additional intensive supports and services to remediate areas of reading deficiency shall be addressed and provided, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include reduced ratios, small group instruction, frequent progress monitoring, tutoring, extended school hours, summer reading camp, and other recommended strategies. A portfolio of work for each student shall be maintained. Those students who qualify for good cause exemption through the portfolio must be given the opportunity to have a portfolio.

Beginning in 2004-05, the parent/guardian notice of retention for a third-grade student due to reading deficiency, must state the reason for retention and the reasons why the child is not eligible for good cause exemption. A description of the proposed interventions and supports for the child to remediate the reading deficiency must be included. Students who are retained will be assigned to reading endorsed/certified, high-performing teachers as determined by student performance data and above satisfactory performance appraisals.

FSDB focuses on preventing retention of grade 3 students and offers intensive accelerated reading instruction to retained grade 3 students and to each K-3 student identified with a reading deficiency as assessed in the five reading components of phonological awareness, phonics, vocabulary, comprehension and fluency. These services are to be provided within the school day in addition to the regular reading instruction. A state approved reading curriculum, as appropriate for use with hearing impaired or visually impaired students, must be provided that meet the specifications as stated in statute.

For those children who will be retained in grade 3 for more than one time, the school, where applicable, will provide an intensive acceleration class/services to increase a child’s reading level by two grade levels in one school year. This effort will meet the specified requirements of statute for curriculum, goals, instruction, monitoring, setting and time use.

Reporting to the Department of Education on student progress will occur at the end of the first semester. A report to the State Board of Education will also be completed on the interventions and support used by the district for students who have been given intensive reading instructional services and who have been retained in grade 3 and still are not passing the statewide, standardized assessment (FSA) in English Language Arts (ELA). A transitional instructional setting may be designed for the student

to experience and master grade 4 standards while receiving remediation in the areas of reading deficiency.

Mid-year promotion is an option to any grade 3 student who has been retained due to scoring a Level 1 on statewide, standardized assessment in English Language Arts (ELA) who can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to grade 4. (1008.25(7)(b)2 F.S.).

PROMOTION AND RETENTION OF EXCEPTIONAL STUDENT EDUCATION STUDENTS IN K-8

FSDB students in grades K-8 who follow the regular education curriculum shall parallel the requirements for promotion and retention based on the recommendations of the IEP team.

Students in grades K-8 who require a modified or different curriculum and/or learning environment will strive toward acquisition of student performance standards as specified in the student's IEP. Promotion/retention shall be based on the recommendation of the IEP team.

PROMOTION

Social Promotion/Administrative Placement

Florida law prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative assignment - placement at the next grade level without the regard for student mastery of the appropriate state academic standards/Florida B.E.S.T. Standards. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required level on the statewide, standardized assessment.

Promotion of Students with Disabilities

Students with disabilities shall be promoted based on Section 1008, F.S., unless the student is following the Access Points and does not take the statewide, standardized assessment. The student's progress, as assessed through the Florida Alternate Assessment (FAA) and progression toward the access points, should be the guide to assist in determining promotion.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

S. 1002.3105, F.S. Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

Acceleration of students is a practice that covers a wide range of educational strategies. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum. In accordance with 1002.3105, Academically Challenging Curriculum to Enhance Learning (ACCEL), FSDB offers the following:

- Flexible class groups
- Subject matter acceleration
- Enrichment programs
- Combined classes
- Self-paced instruction
- Virtual instruction in higher grade level subjects
- Whole grade promotion and mid-year promotion

- Credit Acceleration Program (CAP)
- Enriched science, technology, engineering, and mathematics (STEM) coursework
- Rigorous industry certifications that are articulated to college credit
- Approved, work-related internships or apprenticeships

The IEP team shall determine if placement in an above-grade level course offered by FSDB or 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 requirements for the ACCEL options stated above, as well as the process by which a parent/guardian may request participation in one of these ACCEL options pursuant to the student being eligible.

If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the Principal pursuant to s. 1002.3105(2)(a), F.S., the student will be provided the opportunity to participate in the ACCEL option.

Provide that if a student participates in an ACCEL option pursuant to the parental request under s. 1002.3105(4)(b)1., F.S., a performance contract may be used to require compliance with at the Principal's discretion:

- Minimum student attendance requirements.
- Minimum student conduct requirements.
- ACCEL option requirements established by the Principal, who may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

If the Principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

A new 18-credit accelerated high school graduation option was added to the ACCEL option, which allows a student who meets certain requirements to be awarded a standard high school diploma. (See pages 40-45.)

Promotion by Acceleration in Grades K-8
When outstanding abilities and skills are demonstrated, a student may be considered for accelerated grade placement. The student must also demonstrate physical, social and emotional maturity. In each acceleration case considered, the recommendation shall be communicated to the student's parents/guardians in an IEP conference with the Principal (or designee), and a written confirmation of the decision shall be furnished to the parents/guardians.

Articulated Acceleration in Grades 9-12
Articulated acceleration will serve to either shorten the length of time necessary for a student to complete the requirements associated with a post-secondary degree or to increase the depth of study available for a particular subject. This shall include, but shall not be limited to, the following:

- Dual enrollment (DE) courses (if available at the local high school)
- Online/virtual courses

Promotion of English Language Learners (ELLs) in K-8
Promotion of an LEP student is based on satisfactory student performance in reading, writing, mathematics and other requirements as set by FSDB and the state. English Language Learners (ELLs) not meeting FSDB promotion criteria due to their limited English proficiency may be recommended for promotion by the IEP Team which will meet jointly with the LEP Committee. The student's parents/guardians shall be invited to attend.

The academic progress and benchmark mastery of an LEP student in reading, writing and mathematics, and on requirements set forth by the FSDB and the State of Florida, are determined through appropriate accommodations to formal and informal assessments and on modifications to instruction provided to the LEP student.

Promotion of Late-in-the-Year Transfer Students
The promotion of students transferring into FSDB during the last grading period shall be determined primarily by the grades and records received from the sending school.

Promotion of Students in Grades K-2
Promotion in grades K-2 is based primarily on progress in reading. Students' reading progress toward grade level reading achievement is determined by appropriate assessments, both teacher-made and commercial, and teacher judgment.

Promotion of Students in Grades 3-5
Students in grades 3-5 may be promoted upon demonstrated mastery of grade level expectations in at least three of the four core academic subjects - language arts, mathematics, science and social studies. An exception is the mandatory retention in grade 3 for reading (a third grader scoring at Level 1 on the statewide, standardized assessment in English Language Arts (ELA). The Principal and staff of each department, working through the IEP Team, shall determine promotion or retention of a student.

In grade 5, students must demonstrate mastery of grade level expectations in language arts and mathematics and at least one other core subject (science or social studies) to be promoted.

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the Principal makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks.

The IEP Team, with the Principal's approval, may use good cause promotion exemptions in grades 4 and 5.

Promotion of Middle School Students
Promotion may occur when a student demonstrates that acceptable skills have been acquired in the subjects enrolled.

Grade-Level Classification Requirements:

Classification for 6th Grade

- Promotion from 5th grade

Classification for 7th Grade

- Successful completion of four (4) core 6th grade academics (language arts, mathematics, science, social studies).

Classification for 8th Grade

- Successful completion of four (4) core 6th grade academics (language arts, mathematics, science, social studies).

- Successful completion of four (4) core 7th grade academics (language arts, mathematics, science, social studies).

Student grade level classification at the end of the first semester will determine which grade level Benchmarks for Excellent Student Thinking (B.E.S.T.) Mathematics and English Language Arts assessments are administered.

The Principal or designee may recommend promotion for a student in grades 6-8 not passing the grade level course in language arts and/or mathematics if the student demonstrates mastery of language arts/reading and mathematics by achieving a score of level 3 or above on the statewide, standardized assessment in Mathematics and English Language Arts

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the Principal or designee makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks.

General requirements for middle grades promotion (1003.4156)

Beginning with students entering grade 6, promotion requires that the student must successfully complete academic courses as follows:

- Three middle grades or higher courses in English Language Arts (ELA).
- Three middle grades or higher courses in mathematics.
    - Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful

completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment.
    - To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, beginning with the 2013-2014 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade.
    - To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- Three middle grades or higher courses in social studies.
    - One of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments;
        - the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
        - All instructional materials for the civics education course must be reviewed and approved by the Commissioner of Education, in consultation with organizations that may include, but are not limited to, the Florida Joint Center for Citizenship, the Bill of Rights Institute, Hillsdale College, the Gilder Lehrman Institute of American History, iCivics, and the Constitutional Sources Project, and with educators, school administrators, postsecondary education representatives, elected officials, business and industry leaders, parents, and the public.
    - Each student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student's final course grade.
    - A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, a personalized education program, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
- Three middle grades or higher courses in science.
    - Successful completion of a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff.
    - The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals.
        - In addition, the course must result in a completed personalized academic and career plan for the student, which must use, when available, Florida's online career planning and work-based learning coordination system. The course must

teach each student how to access and update the plan and encourage the student to access and update the plan at least annually as the student progresses through middle school and high school. The personalized academic and career plan must emphasize the importance of entrepreneurship and employability skills and must include information from the Department of Commerce's economic security report under s. 445.07 and other state career planning resources. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285 and the career and technical education pathway to earn a standard high school diploma under s. 1003.4282(10); the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; work-based learning opportunities, including internships and 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/Math Deficiency and Remediation Plans

The parent/guardian of any student in grades K-3 who exhibits a substantial reading deficiency or any student in grade K-4 who exhibits a substantial deficiency in mathematics shall be notified in writing of the following:

- That the student has been identified as having a substantial reading or mathematics deficiency
- A description of the current services being provided to the child
- A description of the proposed supplemental instructional services and supports for the student that are designed to remediate the identified area of reading or mathematics deficiency
- Reading specific remediation
    - That if the student's reading deficiency is not remediated by the end of third grade, the student shall be retained unless exempted from mandatory retention for good cause
    - Strategies, including multisensory strategies, through a read-at-plan for parents/guardians to use in helping their child succeed in reading achievement.
    - That the Florida Assessment of Student Thinking (F.A.S.T.) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents/guardians and the school in knowing when a child is reading at or above grade level and reading for grade promotion.
    - The district's specific criteria and policies for a policy and the evidence required for a student to demonstrate mastery of Florida's academic standards
        - A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
    - The districts specific criteria and policies for midyear promotion

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Middle Grades and High School Students

FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized English Language Arts (ELA). Although students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session; Intensive Reading will continued to be offered to our students.

Rule 6A-6.054, Florida Administrative Code (F.A.C.), states that all students must be progress monitored three times per year. This includes a baseline, midyear and an end-of-the- year assessment.

Mathematics Remediation Requirements

Middle Grades and High School Students
FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized mathematics assessment. Although students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session, Foundational Skills in Mathematics will continue to be offered to our students.

Mathematics and English Language Arts College Success and Readiness Courses
FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support. The following college ready and college success courses may be offered to a student based on the areas of academic need and strategies for providing academic supports to improve each student's performance. (English 4: Florida College Prep (1001405) and/or Math for College Algebra (1200710) prior to high school graduation. Please speak with your certified school counselor for more information.)

RETENTION

Retention decisions must be based on more than a single test score. Retention, except for grade 3 where there is a mandatory retention for reading, is based on unsatisfactory student performance in reading, writing, mathematics and/or science and/or failure to meet other requirements as set forth by the FSDB or State of Florida. Retention may occur when the school's instructional staff determines that the student demonstrates the need for additional time to attain appropriate academic knowledge and skills in order to meet required district and/or state performance standards.

Students who score at Level 1 on the statewide, standardized assessment in English Language Arts (ELA) in grades 3-10 and Mathematics in grades 3-8 shall receive appropriate remediation through their Individual Education Plan (IEP) or be retained. Grade 3 students retained based on Level 1 score on the statewide, standardized assessment in English Language Arts (ELA), or grade 3 students promoted for good cause, must have a progress-monitoring plan for reading.

A student who is retained must be provided with instructional experiences different from those in the previous year's program, taking into consideration the student's individual learning needs and learning styles.

Only in exceptional cases will a student be assigned to any one grade more than two consecutive years.

Guidelines for Retention in Grades K-8
The following guidelines are established to assist the Individual Education Plan (IEP) team in making retention decisions at the elementary level:

- The student's insufficient progress in meeting the state performance standards and benchmarks supports a retention decision.
- The student's needs in the areas of physical, social and emotional development support a retention decision.
- Alternative remediation strategies and/or programs that have been utilized and support a retention decision.

Retention Notification
Parents/guardians shall be notified in writing when it is apparent that the student may need to be retained. Documentation shall be kept and an acknowledgment of such notification shall be obtained. Ongoing communication with the parents/guardians shall be maintained.

For parents of student in kindergarten through grade 2,

Mandatory Retention for Reading in Grade 3
A third (3rd) grade student scoring at Level 1 on the statewide, standardized assessment in English Language Arts (ELA) must be retained unless exempted from retention for good cause.

Students in grade 3 who score Level 1 on statewide, standardized assessment in English Language Arts (ELA) may be exempted from the retention requirement and be promoted to fourth grade [section 1008.25(8), F.S.]. This is called a "good cause exemption." Good cause exemptions shall be limited to the following:

- Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States. Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education. Students who demonstrate through a student portfolio that they are performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
- Students with disabilities who participate in the statewide standardized assessment, and whose IEP or 504 Plan reflects that the student has received intensive remediation in reading and English Language Arts for more than two years, but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2 or grade 3;

Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.
Note: If promoted under this exemption, intensive reading instruction must include an altered instructional day based on an Individualized Educational Plan that includes specialized diagnostic information and specific reading strategies that reflect a student's learning style.

Note:

- Students qualifying for one of the six good cause exemptions may be promoted to the fourth grade.
- If a student is promoted to 4th grade based on one of the good cause exemptions, that student's file shall be labeled "promotion for good cause" rather than "promoted."
- There 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 reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:
    - Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.
    - Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
    - Targeted small group instruction.
    - Reduced teacher-student ratios.
    - The use of explicit, systematic, and multisensory reading interventions grounded in the science of reading, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
    - A read-at-home plan.

Mid-Year Promotion for Retained Grade 3 Readers
To promote a student 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.

Retention of Grade 3 Students Transferring Late in the Year
Schools shall assess the reading achievement of any 3rd grade student transferring to FSDB to determine if remediation is appropriate. If the student enters after the administration of the statewide, standardized assessment in English Language Arts (ELA), it is up to the school to assess the student's reading achievement at the end of the year to determine if the student needs to repeat 3rd grade. If a student transfers in time to take the statewide, standardized assessment in English Language Arts (ELA), that score will be used in determining the student's retention or promotion.

Retention of Exceptional Student Education (ESE) Students
FSDB students who are pursuing a standard diploma are affected by the same guidelines for retention, as are students in regular education. ESE students may be exempted from the mandatory 3rd grade retention for good cause as outlined in statute, and good cause exemptions may be made on behalf of ESE students in other grades. Retention decisions should be documented in the IEP and the IEP must be reviewed and revised, as appropriate.

Placements

Placements Within a School
Whenever grade level placement of a student involves movement within FSDB, the processing of that movement shall be the responsibility of the IEP Team.

Placement of English Language Learners (ELLs)
English Language Learners (ELLs) shall be placed in an appropriate program designed to provide ESOL instruction in English and ESOL instruction in the basic subject areas of mathematics, science, social studies and computer literacy.

Criteria to be utilized in making appropriate placement decisions include:

- Academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language
- Progress, attendance and retention reports
- Number of years the student has been enrolled in the ESOL Program
- Student's English proficiency level

Enrollment Criteria
Students may be eligible for enrollment under the following conditions:

- Meet eligibility requirements for FSDB exceptional students as defined in Rule 6D-3.002, FAC
- Provide proof of immunization
- Provide certification of a school entry health examination
- Evidence of date of birth

ELEMENTARY SCHOOL PLACEMENT

Mandatory School Attendance
Students who will reach their 6th birthday on or before February 1st are required to attend school for the entire school year.

Responsibility for Placement in Grades K-5
State law places the responsibility for the placement of students with the school.
Parents/guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.
Parents/guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

Students shall be placed in a specific class or grade on a temporary basis pending receipt of all required elements. If records that arrive after initial placement indicate a student should have been placed in a different class, grade or program, the Principal shall make the determination of appropriate placement based on all factors.

Kindergarten Initial Placement
Prior to placement in Kindergarten, children are required to be five years of age on or before September 1 of the school year and provide all of the following:

- Evidence of residence
- Evidence of immunization
- Evidence of date of birth
- Evidence of medical examination completed within the last twelve months
- Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

A kindergarten student who transfers from an out-of-state school, who does not meet age requirements for admission to Florida public schools, must satisfy the following:

- Meet age requirements for public schools within the state from which the student is transferring
- Have academic credit that is acceptable under the rules of FSDB and
- Provide all of the following:
    - Official documentation that the parent(s)/guardian(s) had resident status in the state in which the student was previously enrolled in school
    - Official school records, which show attendance, academic information and grade placement
    - Evidence of residence
    - Evidence of immunization
    - Evidence of date of birth
    - Evidence of medical examination completed within the last twelve months
    - Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

Grade 1 Initial Placement

Prior to placement in first grade, students are required to meet the following criteria:

- Be six years of age on or before September 1 of the school year
- Have satisfactorily completed a public school kindergarten

or

- Have satisfactorily completed a non-public kindergarten program and provide evidence such as the following:
    - Report card or transcript reflective of the child's satisfactory completion of kindergarten
    - Letter from the Principal or director of the school certifying the child's satisfactory completion of a kindergarten program

A first grade student who transfers from an out-of-state school, who does not meet age requirements for Florida public schools, must satisfy the following:

- Meet age requirements for public schools within the state from which the student is transferring
- Have academic credit that is acceptable under the rules of the FSDB's Board
- Provide all of the following:
    - Official documentation that the parent(s) or guardian(s) had resident status in the state in which the child was previously enrolled in school
    - Official school records, which show attendance, academic information and grade placement
    - Evidence of residence
    - Evidence of immunization
    - Evidence of date of birth
    - Evidence of medical examination completed within the last twelve months
    - Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

Grades 2-5 Initial Placement

The grade placement of any grade student transferring from out-of-state into grades 2-5, shall be determined by the Principal (or designee) of the receiving school. The student must satisfy the following:

- Meet age requirement for public schools within the state from which the student is transferring
- Have academic credit that is acceptable under the rules of the FSDB

AND

- Provide all of the following:

- Official documentation that the parents/guardians had resident status in the state in which the child was previously enrolled in school
- Official school records, which show attendance, academic information and grade placement
- Evidence of residence
- Evidence of immunization
- Evidence of date of birth
- Evidence of medical examination completed within the last twelve months
- Evidence of hearing or vision loss as defined in FSDB admission and enrollment requirements.

MIDDLE SCHOOL PLACEMENT

Placement that facilitates optimum learning for each student shall be determined by the following:

- Established principles of growth and development;
- The academic and career interests of the student; and
- The acquisition of subject area skills and competencies.

Responsibility for Placement in Grades 6-8
State law places the responsibility for the placement of students with the school.
Parents/guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.
Parents/guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

Placement from Accredited Schools in Grades 6-8
Students enrolling in grades 6-8 from accredited public, private or charter schools shall be placed in a grade consistent with the recommendation of the sending school and the support information provided that documents student progress and mastery of standards.

HIGH SCHOOL PLACEMENT

Responsibility for Placement
State law places the responsibility for the placement of students with the school.
Parents/guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.
Parents/guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

Grade Placement Within High School
Students shall be considered as freshmen, sophomores, juniors, seniors and fifth year seniors based on the credits listed below. This placement is determined with 24 credits being required for graduation.

(1) To be on schedule to graduate in four years, a second year student (sophomore) must have a minimum of 6 credits.
(2) A student shall be classified as a junior with a minimum of 12 credits.
(3) A student shall be classified as a senior with a minimum of 18 credits.
(4) Students not reaching graduation status in four years shall be provided the opportunity of a fifth year to meet the FSDB's graduation requirements.

Remediation shall be provided to assist the student to pass the state required tests.

Grade Placement for Students Enrolled in the Academically Challenging Curriculum to Enhance Learning (ACCEL) Three-Year Graduation Program

Students enrolled in the three-year ACCEL 18-credit diploma program shall be considered freshmen, sophomores, and juniors according to the same criteria that apply to students seeking a four-year diploma. Students in the 18-credit ACCEL diploma program, who have 17 or more credits at mid-year of their third year of high school, shall move to senior status with all senior rights and privileges.

Reporting and Grades

Report Cards

Report cards provide the student and the student's parents/guardians with an objective evaluation of scholastic achievement with indicators of progress. The basis for determining grades should reflect teacher judgment based on the following: tests, classroom assignments, daily observation and other quantitative and qualitative data.

All schools shall use an approved report card as the primary means of reporting student progress. Report cards shall be issued at the end of each grading period. Grades shall be issued to all students in attendance. Students transferring into the FSDB after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Report cards shall be issued on uniform dates as adopted annually on the official school calendar. Report cards shall clearly depict the student's conduct, behavior and attendance, including absences and tardiness. The final report card for the year shall contain a statement indicating end-of-the-year status or performance, or non-performance, at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Parent Notification of High School GPA Less Than 2.5

A student's report card is the parent/guardian's official notification of the student's grades and cumulative GPA. Parents/Guardians of students in grades 9-12 shall be notified each semester if the GPA is less than .5 above the cumulative GPA required for graduation. The policies the FSDB has in place to assist the students in meeting the GPA requirement are stated in FSDB's Parent-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 Parent-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^{th} semester for 24-credit standard diploma, 5^{th} semester for 18-credit ACCEL)

Valedictorian and Salutatorian Awards
If FSDB decides to award Valedictorian and Salutatorian status, the follow criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a 5.0 weighted grade point average (GPA) scale on all courses taken for high school credit.
    - Only 1st year seniors (based on 9th cohort) will be considered
    - Students pursuing a standard diploma through modified standards will be removed from the ranking.
- Calculations of GPAs for Valedictorian and Salutatorian shall be made at the conclusion of the seventh semester for students pursuing the 24-credit standard diploma. For students pursing the 18-credit ACCEL diploma option the fifth semester shall be used if the student has at least 17 credit hours and has been promoted to a senior.
- A high school transfer student shall be given one quality point for any course acceptable for transfer credit if that credit is deemed comparable to courses in FSDB that receive quality points. The courses that carry weight on the grade point average (GPA) should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The Principal or designee shall make the determination as to which transfer courses qualify for quality points.
- A student who transfers to FSDB during the last two years prior to graduation is not eligible to be named sole Valedictorian or Salutatorian.

However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:

Co-Valedictorian
If ranked first in the senior class based on the cumulative weighted GPA figures at the end of the 1st semester of the senior year (7th semester for 24-credit standard diploma, 5th semester for 18-credit ACCEL), the student would be named Co-Valedictorian along with the second ranked student. The third ranked student would be named Salutatorian.

Co-Salutatorian
If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third ranked student.

A student must complete four full semesters in FSDB to be eligible to be named sole Valedictorian or Salutatorian. A new student who registers before school starts for his/her junior year would be eligible for sole Valedictorian/Salutatorian. However, if a student transfers to FSDB during his/her Junior or Senior year, he/she would fall under the above criteria for Co-Valedictorian or Co-Salutatorian.

Elementary School Program

Each elementary school student shall be placed in classes appropriate to his or her developmental level and mastery of the state academic standard. The course of study in elementary school includes instruction in the four core academic areas of language arts, mathematics, science and social studies. Elementary students also receive instruction in music or art, physical education and health, media/library skills and technology. All instruction is centered on the benchmarks of the state academic standards. Individual learning styles, interests and talents help determine students' learning paths while in elementary school. Career awareness is provided at all elementary schools.

Daily Uninterrupted Elementary Reading Block Instruction
Each elementary school shall provide all students a minimum of 90 minute of daily, uninterrupted, scientifically research-based reading instruction using the district adopted Comprehensive Core Reading Program (CCRP). The daily, uninterrupted reading block shall follow the DOE template that includes a combination of large and small group instruction, guided and independent reading, and specific skill instruction based on student needs.

Instruction in the Comprehensive Core Reading Program
All K-5 students shall participate in initial instruction (ii) using the Comprehensive Core Reading Program (CCRP). The CCRP curriculum shall be scaffolded to meet the needs of every student. During differentiated instruction, initial instruction shall be reinforced through remediation, acceleration, or enhancement. Students whose Individual Education Plan (IEP) indicate that the CCRP is not appropriate shall receive instruction using other scientifically research-based reading materials. This shall be specified in the student's IEP based on the rigorous reading requirements.

Physical Education Requirements
"Physical education" means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

Elementary students will receive 150 minutes of physical education each week. Continuous and rigorous activity will be provided in periods of not less than 30 minutes. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. 1010.305. Any instructional personnel as defined in s. 1012.01(2), regardless of certification, who are designated by the school Principal, may provide such instruction. Each district school board is encouraged to provide 150 minutes of physical education each week for students in kindergarten through grade 5.

Per Section 1003.455, Florida Statutes, FSDB will provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of recess per day.

Physical Education Waiver K-8
The physical education waivers listed in Section 1003.455, Florida Statutes, will apply to both elementary and middle school students beginning with the 2009-2010 school year. Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent/guardian indicates in writing to the school that:
    a. The parent/guardian requests that the student enroll in another course from among those courses offered as options by the school district; or
    b. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

Replacement of Elementary School Courses
Course replacements for elementary school students will be made on a case-by-case basis upon petition to the school Principal. Upon completion of a possible replacement course for a previously failed

elementary school course, students/parents/guardians shall supply documentation. The school Principal, upon receipt and verification of the required documentation of mastery, shall approve the replacement course, and the student's record shall be amended to reflect the replacement grade. In the event of insufficient verification evidence, the grade for the course failed shall remain.

Middle School Program

Each middle school student shall be scheduled into specific courses appropriate to his/her developmental level and mastery of the state academic standards.

Typically a student's schedule includes the following courses:

Sixth Grade	Seventh Grade	Eighth Grade
English	English	English
Science	Science	Science
Mathematics	Mathematics	Mathematics
Social Studies	Social Studies	Social Studies
PE/Health	PE/Health	PE/Health
And electives as appropriate.		

Physical Education
Beginning with the 2009-2010 school year, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. The equivalent of one year of physical education in grades 6, 7, and 8 (see *Physical Education Waiver K-8*).

Health Education
Middle school curriculum includes comprehensive age-appropriate and developmentally appropriate health education that addresses concepts of community health, consumer health, environmental health, and family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; personal health; prevention and control of disease; and substance use and abuse (Florida Statute 1003.42(2)(o).

Any student whose parent/guardian presents a written request to the Principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of the exemption (Florida Statute 1003.42(5)).

Civics
Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

Beginning with the 2013-2014 school year, each student’s performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student’s final course grade.

In accordance with State Board of Education rule, 6A-1.09942, if a student transfers into a Florida public school from out-of-country, out-of-state, a private school, personal education program or a home education program after the beginning of the second term of eighth grade, the student is not required to meet the Civics education requirement for promotion if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of Civics education.

High School Credit in Middle School
Middle school students may be appropriately enrolled in high school credit earning courses. Such courses may be offered during the school day. A typical course would be Algebra I. Middle school students earning high school credit simultaneously shall be credited with meeting the requirements for the appropriate corresponding pre-9th grade courses.

Successful completion of a high school level Algebra I or Geometry course

- Beginning with the 2014-2015 school year, to earn high school credit for Algebra I, a middle school student must take the statewide, standardized Algebra I assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. The student must pass the Algebra 1 EOC Assessment to earn a high school standard diploma.
- Beginning with the 2012-2013 school year, to earn high school credit for geometry, a middle school student must take the statewide, standardized geometry assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

Successful completion of a high school level Biology I course

- Beginning with the 2014-2015 school year, to earn high school credit for Biology I, a middle school student must take the statewide, standardized Biology I assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

If the student successfully completes the high school course, the EOC assessment will not result in the student being retained in middle school.

Statewide, standardized EOC assessments in mathematics and science will be administered to students based on when the student completes the applicable curriculum (such as Algebra 1, Geometry, or Biology 1). If a student is enrolled in Algebra 1, Geometry, or Biology I, they must take the EOC and are not required to take the corresponding grade-level State Assessment.

High School Courses Taken Prior to Grade 9
High school level courses taken below the 9th grade may be used to satisfy high school graduation requirements and Academic Scholars Award requirements. Restrictions on FSDB grade forgiveness policies do not apply to students below the 9th grade taking high school courses for credit. Any high school course taken prior to 9th grade may be retaken regardless of the grade earned. Students shall use the higher of the two grades to determine GPA.

The Credit Acceleration Program (CAP)
The Credit Acceleration Program (CAP) awards high school credit in courses required for high school graduation through the passage of an end-of-course assessment, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. Students who are not enrolled in the course or who

have not completed the course are allowed to take the End-of-Course assessment during the regular administration of the assessment. (1003.4295)

If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute.

Assignment to Remedial Classes in Middle School
FSDB will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students who score Level 1 or Level 2 on the statewide, standardized English Language Arts (ELA) or mathematics assessment. Students are not required to enroll the following year in and complete a remedial course or content-area course in which remediation strategies are incorporated into content course delivery due to this requirement being deleted as a result of the 2015 Legislative Session.

Replacement of Middle School Courses
Course replacements for middle school students shall be made on a case-by-case basis upon petition to the school Principal. Upon completion of a possible replacement course for a previously failed middle school course, students/parents/guardians must supply documentation consisting of the following items:

- Documentation of mastery of the appropriate Grade Level Expectations and benchmarks of the state academic standards for the replacement course
- A portfolio of work representative of the content of the course

The Principal, upon receipt and verification of the required documentation of mastery, shall approve the replacement course, and the student's record shall be amended to reflect the replacement grade. In the event of insufficient verification evidence, the grade for the course failed shall remain.

High School Program - Grades 9-12

Determination of Mastery of Student Performance on the State Academic Standards
When determining the mastery of state academic standards for high school credit, it is the intent of the FSDB to do the following:

- Utilize student performance standards that:
    - Embed clear and precise statements of what the learner is expected to accomplish by the end of the prescribed learning period
    - Reflect the essential knowledge, skills, concepts or behaviors contained in the district-approved course descriptions
- Measure student performance standards on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments and examinations.
- Employ varied instructional strategies, course modifications and 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 9TH GRADE YEAR OF ENTRY

Students Entering Grade Nine In 2013-2014 School Year through 2018-2019 School Year
Section 1003.4282, Florida Statutes (F.S.)

Subject Area	Graduation Requirements	
	24-Credit Program	**ACCEL Program/Diploma Designations**
English/Language Arts (ELA)	• 4 credits in ELA 1, 2, 3, 4 • ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment)	**ACCEL Program (18 credits minimum)** • Physical education is not required • 3 elective credits All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).
Mathematics	• 4 credits, one of which must be Algebra 1 and one of which must be Geometry (Algebra 1 EOC results constitute 30% of the final course grade; must pass to earn a standard diploma; Geometry EOC results constitute 30% of the final course grade) • Industry certification courses that lead to college	**Scholar Designation** In addition to meeting the standard high school diploma requirements: • 1 credit in Algebra 2

	credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry)	• 1 credit in statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC • 1 credit in a course equally rigorous to chemistry or physics • Pass the U.S. History EOC Assessment • 2 credits in the same world language • Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Science	• 1 credit in Biology 1 (Biology EOC results constitute 30% of the final course grade) • 2 credits in equally rigorous science courses • 2 of the 3 required science credits must have a laboratory component • Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)	
Social Studies	• 1 credit in world history • 1 credit in U.S. history (U.S. history EOC results constitute 30% of the final course grade) • .5 credit in U.S. government • .5 credit in economics (must include financial literacy)	**Industry Scholar Designation** In addition to meeting the standard high school diploma requirements: • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
World Languages	Not required for high school graduation, but required for admission into state universities	
Fine and performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination satisfies this requirement. (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1 credit in physical education to include the integration of health	
Industry Certification	Not required	
Electives	8 credits	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	Not required	

S**pecial Notes:**

- EOC**,** End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.

- A student preparing for college is advised to reach a level of Algebra II or higher.

Students Entering Grade Nine In 2019-2020 School Year through 2022-2023 School Year

Section 1003.4282, Florida Statutes (F.S.)

Subject Area	Graduation Requirements	
	24-Credit Program	**ACCEL Program/CTE/Diploma Designations**
English/Language Arts (ELA)	• 4 credits in ELA 1, 2, 3, 4 • ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment)	**ACCEL Program (18 credits minimum)** • Physical education is not required • 3 elective credits All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).
Mathematics	• 4 credits, one of which must be Algebra 1 and one of which must be Geometry (Algebra 1 EOC results constitute 30% of the final course grade; must pass to earn a standard diploma; Geometry EOC results constitute 30% of the final course grade) • May earn two mathematics credits by taking Algebra I in two full-year courses. • Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry) • A computer science credit may substitute for 1 mathematics credit (except for Algebra 1 and Geometry). • industry certification in 3D rapid prototype 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.	**Career and Technical Education Pathway (18 Credit minimum)** • Complete two credits in career and technical education (must results in a program completion and an industry certification) • Complete two credits in work-based learning programs (may substitute up to two credits of electives, including 0.5 credit of financial literacy) • Physical education is not required *All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).*
Science	• 1 credit in Biology 1 (Biology EOC results constitute 30% of the final course grade) • 2 credits in equally rigorous science courses • 2 of the 3 required science credits must have a laboratory component • Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).	
Social Studies	• 1 credit in world history • 1 credit in U.S. history (U.S. history EOC results constitute 30% of the final course grade) • .5 credit in U.S. government*	

	• .5 credit in economics (must include financial literacy)	
World Languages	Not required for high school graduation, but required for admission into state universities	**Scholar Designation** In addition to meeting the standard high school diploma requirements: • 1 credit in Algebra 2 or an equally rigorous mathematics course • 1 credit in statistics or an equally rigorous mathematics course • Pass the Geometry EOC • Pass the Biology 1 EOC • 1 credit in a course equally rigorous to chemistry or physics • Pass the U.S. History EOC Assessment • 2 credits in the same world language • Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Fine and performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination satisfies this requirement. (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1 credit in physical education to include the integration of health	
Industry Certification	Not required	**Industry Scholar Designation** In addition to meeting the standard high school diploma requirements: • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
Electives	8 credits	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	Not required	

S**pecial 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.)

<table>
<tr><th rowspan="2">Subject Area</th><th colspan="2">Graduation Requirements</th></tr>
<tr><th>24-Credit Program</th><th>ACCEL Program/CTE/Diploma Designations</th></tr>
<tr><td>English/Language Arts (ELA)</td><td>• 4 credits in ELA 1, 2, 3, 4

• ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Florida Standards Assessment)</td><td>ACCEL Program (18 credits minimum)
• Physical education is not required
• 2.5 elective credits
• 0.5 credit in financial literacy

All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</td></tr>
<tr><td>Mathematics</td><td>• 4 credits, one of which must be Algebra 1 and one of which must be Geometry (Algebra 1 EOC results constitute 30% of the final course grade; must pass to earn a standard diploma; Geometry EOC results constitute 30% of the final course grade)
• May earn two mathematics credits by taking Algebra I in two full-year courses (Alg 1A/1B).
• Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry)
• A computer science credit may substitute for 1 mathematics credit (except for Algebra 1 and Geometry).
• industry certification in 3D rapid prototype printing to substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor.</td><td rowspan="3">Career and Technical Education Pathway (18 Credit minimum)
• Complete two credits in career and technical education (must result in a program completion and an industry certification)
• Complete 1.5 credits in electives or work-based learning programs
• Complete 0.5 credits in personal financial literacy.
• Physical education is not required
All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(d),(h) F.S.).</td></tr>
<tr><td>Science</td><td>• 1 credit in Biology 1 (Biology EOC results constitute 30% of the final course grade)
• 2 credits in equally rigorous science courses
• 2 of the 3 required science credits must have a laboratory component
• Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1)
• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).</td></tr>
<tr><td>Social Studies</td><td>• 1 credit in world history
• 1 credit in U.S. history (U.S. history EOC results constitute 30% of the final course grade)
• .5 credit in U.S. government*</td></tr>
</table>

	• .5 credit in economics	
World Languages	Not required for high school graduation, but required for admission into state universities	**Scholar Designation** In addition to meeting the standard high school diploma requirements: • 1 credit in Algebra 2 or an equally rigorous mathematics course • 1 credit in statistics or an equally rigorous mathematics course • Pass the Geometry EOC • Pass the Biology 1 EOC • 1 credit in a course equally rigorous to chemistry or physics • Pass the U.S. History EOC Assessment • 2 credits in the same world language • Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Fine and performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination satisfies this requirement. (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1 credit in physical education to include the integration of health	
Personal Financial Literacy	0.5 credit in personal financial literacy to include money management	
Industry Certification	Not required	**Industry Scholar Designation** In addition to meeting the standard high school diploma requirements: • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
Electives	7.5 credits	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	Not required	

S**pecial Notes:**

- *Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(4). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(4).

- EOC**,** End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.

- A student preparing for college is advised to reach a level of Algebra II or higher.

- A computer science credit may only be used to substitute one course (either mathematics or science).

End-of-Course Assessment Requirements (EOC)
Students enrolled in specific subjects will be required to take a state end-of-course exam. The exams are aligned to the state academic standards. Results of the exams, which count 30% of the final grade or for course credit, are mandated by FLDOE, and dependent on a student's ninth (9) grade cohort.

Standard Diploma

- **Students Entering Ninth (9) Grade 2013-2014 and forward**
    - *Students must pass the Grade 10 ELA statewide, standardized assessment*
    - Students must take the Algebra I EOC Assessment.
        - Students must pass the assessment to earn a standard diploma.
        - A student's performance on the Algebra I EOC assessment constitutes 30 percent of the final course grade.
    - Students must take the Geometry EOC Assessment.
        - A student's performance on the Geometry EOC assessment constitutes 30 percent of the student's final course grade.
    - Students must take the Biology I EOC Assessment.
        - The Biology I EOC assessment constitutes 30 percent of the student's final course grade.
    - Students must take the U.S. History EOC Assessment.
        - The United States History EOC assessment constitutes 30 percent of the student's final course grade.

Academic Exemptions Based on Attendance
Students shall not be exempted from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or part to provide an exemption from any academic performance required.

Students Enrolled in College Courses for College Credit Only
Students enrolled in post-secondary instruction not creditable toward a high school diploma shall be required to assume the cost of instructional materials and fees. FSDB will pay for the cost of instructional materials for students who are earning credit toward high school graduation under the dual enrollment program.

Enrollment in Sequential Courses
Subject area courses that depend on sequential information are to be taken in sequential order. In such courses, a student who fails to pass may not be allowed to enroll in the next higher course level until the failed course has been successfully remediated in an approved program, by retaking the course during the regular school year or in another traditional or virtual/online school. If a situation of hardship or illness exists which prevents a student from taking a course in sequence, the Principal, or designee, may grant an exception.

GRADUATION CERTIFICATE SEALS

Seal of Biliteracy
The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a silver or gold seal on a standard high school diploma. Refer to SBE rule 6A-1.09951 for full requirements.

Seal of Fine Arts
The Florida Seal of Fine Arts Program was established to recognize high school graduates who have met exemplary benchmarks in fine arts coursework by the award of a seal on a standard high school

diploma. The purpose of the Florida Seal of Fine Arts Program is to encourage students to develop an exemplary level of proficiency in the performing or visual arts. Refer to SBE rule 6A-1.09952 for full requirements.

ENROLLMENT IN VIRTUAL COURSES

Placement/Acceleration in Florida Virtual School (FLVS)
As stipulated by the Florida K-20 Education Code (s.1002.20), parents/guardians have the right to choose educational options such as Florida Virtual School for their children. A student's full-time school may not deny access to courses offered by FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. FSDB shall provide students with access to enroll in courses available through the FLVS and shall award credit for successful completion of such courses. Access shall be available to students during or after the normal school day and through summer school enrollment.

- Learning Labs have been established at each high school to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if the course is completed prior to the end of the enrolled semester.
- It is strongly recommended that students have a 3.0 or higher GPA OR score a level 3 or higher on the FAST in reading/ELA.
- Special permission must be granted by the school Principal in order to take a course that is also 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, 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 consult with the principal and assistant principal and 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, with the approval of the assistant principal and principal, may take FLVS coursework over the summer for the purpose of completing a course assigned during the current school year, working toward credit recovery necessary to graduate with their same year cohort, or if taking the course is needed to stay on their graduation path as articulated in the students transition plan of their IEP.

HIGH SCHOOL CREDIT ISSUES

Definition of High School Credit
A credit for high school graduation is defined in statute as a minimum of 135 hours of bona fide instruction during the 180-day school year in a designated course of study, which contains student performance standards, or the equivalent of six semester hours of college credit, except as otherwise provided through the Credit Acceleration Program (CAP) under s. 1003.4295(3). One-half credit is defined as one-half of these requirements. Courses taught in a block must contain a minimum 120 hours of bona fide instruction in a designated course of study.

A student may be awarded credit for less than 135 hours (single periods) or 120 hours (block periods) of instruction if he or she has demonstrated mastery of the course requirements and State academic standards/B.E.S.T. Standards as provided by the Student Progression Plan. This includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling or course modifications that combine courses. Certain dual enrollment courses offered in a one-semester time frame carry one full high school credit. For a complete list, please refer to http://sjrstate.edu/

Awarding of Credit for English Language Learners (ELLs)
English Language Learners (ELLs) shall be given credit towards fulfilling graduation requirements in English for each English for Speakers of Other Languages (ESOL) English course completed satisfactorily. Credit shall also be given towards fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL instruction.

Qualifications and Restrictions for Earning Credit
Florida Statute requires FSDB to maintain a one-half (.5) credit earned system; full year courses will reflect two one-half (.5) credit awards. A full course of study may be completed in one semester. A student enrolled in a full-year course will receive one-half (.5) credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full year course will receive full credit if the student successfully completes either the first or the second half of the course but fails to successfully complete the other half and the averaging of the numerical grades in each half results in a passing grade. Students must successfully meet additional school requirements, such as class attendance, homework, participation and other indicators of performance.

Please refer to the Parent-Student Handbook for additional information on attendance impacts on earning credit.

Exclusions for Earning Credit
No student may be granted credit toward high school graduation for enrollment in the following programs or courses:

- More than a total of nine (9) elective credits in remedial programs
- More than one credit in exploratory career education
- More than three (3) credits in practical arts, family and consumer science courses
- Any Level I course unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the IEP or Student Performance Plan and be signed by the Principal, guidance counselor, and the parent/legal guardian if the student is not 18 years or older

Credit for Remedial and Compensatory Courses
Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.

Honors Credit Used in Calculating Weighted Grade Point Average
Honors/ weighted credit (quality point of 1.0) shall be awarded for the following courses offered in FSDB:

- Honors courses identified in the Master Schedule
- Dual Enrollment (DE) courses
- Advanced Placement (AP) courses

The Credit Acceleration Program (CAP)
The Credit Acceleration Program (CAP) awards high school credit in courses required for high school graduation through the passage of an end-of-course assessment, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. Students who are not enrolled in the course or who have not completed the course are allowed to take the End-of-Course assessment during the regular administration of the assessment. (1003.4295)

If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a "C" or above.

College/Career and Technical Dual Enrollment Credit
Annually, FSDB updates its inter-institutional articulation agreements between the local school district and St. Johns River State College. FSDB students participate in dual enrollment through the St. Johns County School District or the St. Johns River State College. There are no dual enrollment classes on the campus of FSDB.
The articulation agreements include, but are not limited to, the following items:

- The courses and programs eligible for dual enrollment credit
- Eligibility criteria for student participation
- Institutional responsibilities regarding student screening prior to enrolling
- Institutional responsibilities for monitoring student performance
- Process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes

Declaration of Type of Credit for Joint Dual Enrollment and AP Courses
Post-secondary credit for a joint dual enrollment and advanced placement (AP) courses shall be awarded as either dual enrollment or advanced credit based on student preference. No student or school shall claim double credit for both dual enrollment and advanced placement.

Credit for High School Courses Taken Prior to Grade 9
High school level courses taken below the 9th grade may be used to satisfy high school graduation requirements and Florida Academic Scholars Award requirements. Restrictions on FSDB grade forgiveness policies do not apply to students below the 9th grade taking high school courses for credit. Any high school course taken prior to 9th grade may be retaken regardless of the grade earned. Students shall use the higher of the two grades to determine GPA.
*(*See High School Credit in Middle School for EOC requirements.)*

High School Uniform Transfer of Credits
FSDB accepts transfer work and courses for students entering grades 9, 10, 11, and 12 from out of state, out of country, or home schooling in accordance with State Board Rule 6A-1.09941,F.A.C.

Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, a personalized education program, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301. If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score. If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

Credits and Grades
Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period.

State Assessments
If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows a mathematics credit in a course that requires passage of a statewide, standardized assessment in order to earn a standard high school diploma, the student must pass the assessment unless the student earned a comparative score pursuant to s. 1008.22, passed a statewide assessment in that subject administered by the transferring entity, or passed the statewide assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, the student must take and pass grade 10 FSA Reading or earn a concordant score on the SAT or ACT as specified by state board rule or, when the state transitions to Florida Assessment of Student Thinking (F.A.S.T.) in English Language Arts, earn a passing score on the English Language Arts assessment as required under this section.

Notwithstanding any other law to the contrary, all students enrolled in high school as of the 2012-2013 school year who earn a passing grade in Biology I or Geometry before the 2013-2014 school year, shall be awarded a credit in that course if the student passed the course. The student's performance on the EOC assessment is not required to constitute 30 percent of the student's final course grade.

Grade Forgiveness
State law requires a cumulative 2.0 GPA to graduate. Beginning with the entering ninth

(9th) grade in the 2000-2001 year and each year thereafter, forgiveness policies for required courses will be limited to replacing a grade of "D" or "F", or their equivalent, with a grade of "C" or higher, or its equivalent, earned subsequently in the same or comparable course. (FS 1003.43)

Forgiveness policies for elective courses will be limited to replacing a grade of "D" or "F" (or their equivalent) with a grade of "C" or higher (or its equivalent) earned subsequently in the same, a comparable, or another course. Any course credit not replaced according to the FSDB's forgiveness policy will be included in the calculation of the cumulative GPA required for graduation.

Grade Forgiveness and EOC Assessments

The grade forgiveness policy applies to the cohort of students with the requirement of an EOC assessment to count as 30 percent of the student's final course grade. If the student's final average with the EOC assessment included as 30 percent results in a course grade of "D" or "F," the options for the student include one of the following:

- Retaking a semester of the course;
- Retaking the entire course;
- Retaking the EOC assessment for that course; and
- Retaking both the course and the EOC assessment to improve the student's final course grade.

If retaking the course, including the EOC assessment as 30 percent, or retaking the EOC assessment results in a final course average of "C" or above, then this grade replaces the "D" or "F." If it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA (s. 1003.4282(4), F.S.): "In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. Any course not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation."

DUAL ENROLLMENT, ADVANCED PLACEMENT AND INFORMATION

Dual Enrollment Qualifications

The dual enrollment program is defined as enrollment of an eligible secondary student in a postsecondary course, or courses, creditable toward a vocational certificate (AS) or an associate (AA) or a baccalaureate degree (BA or BS).

Dual enrollment courses may be taken during school hours, after school hours and during the summer term. A student must be granted credit toward high school graduation requirements for courses taken through dual enrollment.

Parents/guardians of students in or entering high school will be notified of the opportunity and benefits of advanced placement, dual enrollment and Florida Virtual School courses during their child's IEP meeting.

Pursuant to State Board of Education Rule 6A-14.064, students who have been identified as deficient in basic competencies in one of the areas of reading, writing, or mathematics as determined by one of the methods established by the Florida Department of Education (i.e. scores on the P.E.R.T, A.C.T, or S.A.T.), shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency.

Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies. A student that has accumulated twelve (12) college credit hours and has not yet demonstrated proficiency in one of the basic competency areas of reading, writing, or mathematics will be dismissed from the Dual Enrollment program until correction of all deficiencies. At the time of program dismissal, the student will be advised of the requirements for the associate in arts degree completion and state university admission requirements.

Pursuant to Section 1008.30, F.S., *and State BOE Rule 6A-10.0315* Florida College System institutions may use alternative methods in lieu of the common placement tests to assess student readiness for college-level work in communication and computation. Institutions shall recognize scores and grades on alternative methods as valid for placement purposes for a minimum of two years.

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.

Continued Eligibility for Dual Enrollment
Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

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 including Dual Enrollment:

- 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 as defined by State Board Rule 6A-10.0315
- 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
- Regular attendance (≥90%)
- No Student Code of Conduct Level III offenses (or greater)
- Minimum unweighted cumulative GPA of 3.0 for college coursework
    - Minimum unweighted cumulative GPA of 2.0 for Career/Vocational coursework
- Assistant Principal and Principal approval
- Recommendations:
    - Certified School Counselor recommendation
    - 2 written letters of recommendation from core (ELA, math, science, SS) teachers
- 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 may result in ineligibility to remain in the dual enrollment program as determined by FSDB administration,

    - SJRSC does allow for grade forgiveness through the Dual Enrollment petition process, however, the Administrator of Instructional Services makes the final determination for a student to remain in the dual enrollment program. This decision is independent of SJRSC's petition process.

  and
- Pass (Achieve) 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 (MAT 1033 – Intermediate Algebra)
        - Mathematics Score - 21 (MAC 1105 -College Algebra or STA 2023)
    - Pre-ACT Test
        - Reading Score – 22 (Composition 1 and 2) **and**
        - English Score – 18 (Composition 1 and 2)
        - Mathematics Score – 22 (College Algebra)
    - Alternate Placement Requirements may only be approved through a written exception letter by the Principal.
- Students not passing all sub-tests of the college placement test will be limited to a maximum 12 credit hours at the college
- St. Johns County may also require appropriate test scores for entrance into some courses
- See other general requirements listed above

First Coast Technical College (FCTC)
The following criteria are required prior to students being considered for participation in Off-Campus placements for classes not offered at FSDB:

- Minimum unweighted cumulative GPA of 2.0
- Maintain a minimum GPA of 2.0
- Must be entering Junior or Senior year
- FCTC may also require appropriate test scores for entrance into specific programs
- Students who do not complete a course after the add/drop period will be placed on an academic hold for the period of one year
- See other general requirements listed above

Additional Off-Campus Requirements and Information
We are guests on the host campuses. As such, students and parents must abide by the rules and policies set forth at these off-campus placements. In order to not disrupt the host program, off-campus placement registrations must take place prior to the start of the semester (1st and/or 2nd).

Completion of the *St. Johns County Course Request Form* does not guarantee admission to take off-campus classes. St. Johns County is allowing our students into their programs and their enrolled students are their first priority. Therefore, scheduling conflicts and student enrollment sizes at St. Johns County Schools may limit the ability for FSDB to participate in their programs.

Students are required to be enrolled in an FSDB on-campus course, with an FSDB instructor, for at least 50% of their academic day. Off-campus courses, such as those offered by FCTC, SJRSC, or St. Johns County Public School through an agreement with FSDB, that necessitate intensive staff-to-student assistance from FSDB to enable the student's participation in coursework will not be eligible for consideration.
With the approval of the assistant principal and principal, students may take up to two courses (college/FLVS) during the summer as aligned to the student's transition plan course of study as indicated in the IEP.

DIPLOMA OPTIONS AND GRADUATION REQUIREMENTS
It is the goal of the State of Florida and FSDB to provide students, with help and guidance from their parents or guardians, the opportunity to select the graduation option that will most appropriately prepare them for their chosen postsecondary path. To assist students and parents/guardians with this task, FSDB provides each student in grades six through twelve, and their parents/guardians, with information concerning the 24-credit high school graduation options and two designations and the Career and Technical Education graduation option. Students and parents/guardians shall be provided information about diploma designations through an online education and career-planning tool, which allows student to monitor their progress toward the attainment of each designation. In addition, S. 1003.4282, F.S. requires written notification to parents/guardians of a standard diploma, designation requirements, eligibility requirements for state scholarship programs, and eligibility requirements for postsecondary admission.

Standard High School Diplomas
- 24 credit Standard diploma, Scholar Designation/Industry Scholar Designation
- CTE Graduation Pathway

The State Board of Education may make recommendations to the Legislature regarding the establishment of additional designations.

24 Credit Standard Diploma
This program requires students to take 24 credits in the subject areas of English, mathematics, science, social studies, fine or performing arts, and a physical education course. Foreign language credit is not required for this program although it is recommended for community college preparation and is required for admission to Florida's state universities. This program requires students to take 7.5 elective credits (Fla. Stat. §1003.428, (2012)). (See graduation requirements by cohort pages 40 – 45.)

Scholar Designation

In addition to the requirements of Florida Statute 1003.428 and 1003.4282, as applicable, in order to earn the Scholar designation, a student must satisfy the following requirements:

- Mathematics: Earn one credit in Algebra II or an equally rigorous course and one credit in statistics or an equally rigorous course, and pass the statewide, standardized assessment in Geometry.
- Science: Pass the statewide, standardized Biology I end-of-course assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.
- Social studies: Pass the statewide, standardized United States History end-of-course assessment.
- Foreign language: Earn two credits in the same foreign language.
- Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

A student is exempt from the Biology I or US History assessment if the student is enrolled in an AP, IB, or AICE Biology I or US History course and the student takes the respective AP, IB, or AICE assessment and earns the minimum score to earn college credit.

Industry Scholar Designation

In addition to the requirements of ss. 1003.428 and 1003.4282, as applicable, in order to earn the Industry scholar 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. It 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.

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 four awards: Florida Academic Scholars Award (FAS), Florida Medallion Scholars Award (FMS), Florida Gold Seal Vocational Scholars Award (GSV), and Florida Gold Seal CAPE Scholars (GSC).

Each award has its own academic eligibility requirements, award amounts and duration. The requirements for Florida Bright Futures Scholarships change on a yearly basis.

Public high school students should visit www.floridabrightfutures.gov to review their academic progress toward meeting Florida Bright Futures Scholarship Program eligibility requirements and State University System course requirements for college admission.

For more information about the Florida Bright Futures Scholarship Program, please contact your student's certified school counselor:

Raquel Grindstaff, Deaf Department
grindstaffr@fsdbk12.org
904-201-4580 (VP)

Kim McCombs, Blind Department
mccombsk@fsdbk12.org
904-827-2231

Or use the following links:
http://www.floridastudentfinancialaid.org/ssfad/bf/
www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm

EXCEPTIONAL STUDENT EDUCATION (ESE)

Diploma Options and Graduation Requirements
General Information

Exceptional education students shall be afforded the opportunity to fully meet all standard graduation requirements and qualify for a standard diploma. Parents/guardians of exceptional students shall be informed of the requirements for obtaining a standard diploma and other diploma options available.

Beginning with students entering grade 9 in the 2014-2015 school year

(a) A parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to s. 1003.5716, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion.

(b) The following options, in addition to the other options specified in this section, may be used to satisfy the standard high school diploma requirements, as specified in the student's individual education plan:

1. For a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills:
    a. A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by State Board of Education rule.
    b. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.

2. For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills:

a. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education.

b. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.

c. Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.

d. Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:

(I) The expected academic and employment competencies, industry certifications, and occupational completion points;

(II) The criteria for determining and certifying mastery of the competencies;

(III) The work schedule and the minimum number of hours to be worked per week; and

(IV) A description of the supervision to be provided by the school district.

3. Any change to the high school graduation option specified in the student's IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.

(c) A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and

2. Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

(d) A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.

(e) Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to s. 1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572.

Note:

[2]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.

August 28, 2026
Action Item Number 6

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

SUBJECT: 2026-2027 Professional Learning Plan

PROPOSED BOARD ACTION

Board approval is requested for the 2026-2027 Professional Learning Plan (PLC) developed by North East Florida Educational Consortium (NEFEC).

The changes to the 25-26 NEFEC Professional Learning Catalog apply to the 26-27 version.

**Continue to change the verbiage to comply with FDOE and legislative requirements. This includes all endorsements.*
** Update and receive approval for the ESOL Add-On Endorsement (26-31).*
** Collapse UF Math Micro-Credential into 60 points instead of separate components.*

Link to the new component spreadsheet:
https://docs.google.com/spreadsheets/d/1IdNpLvSdXexGU0e-R8Bio_896TsnwbVUzC62ym1-DDA/edit?usp=sharing

Presenter/Department: Randi Mitchell, Executive Director of Curriculum and Professional Development