



Agenda

Florida School for the Deaf and the Blind
Board of Trustees Meeting
Moore Hall, Center for Learning and Development
September 24, 2021, 10:30 .m.

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I. **Call to Order**

II. **Pledge of Allegiance**

III. **Roll Call**

IV. **Public Comments**

Limited to three minutes per person with a maximum of 45 minutes per meeting for all public comments.

V. **Approval of Meeting Minutes**

Minutes, Board of Trustees Workshop, August 27, 2021

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VI. **President's Reports**

President's Report – Ms. Snow

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Human Resources – Ms. Bucca

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Communications and Public Relations – Ms. Bloch

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Legislative Report – Ms. Eccles

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VII. **Action Items**

1. Surplus Property

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2. Final Completion Documents over \$2,000,000

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3. 2021-2022 Uniform Statewide Assessment Calendar

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4. 2021-2022 School Improvement Plans

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VIII. **New Business**

Enrollment/Outreach Committee report – Dr. Zavelson

Endowment/Investment Committee report – Mr. Hadley

Florida Safe Schools Assessment Tool (FSSAT) – Lt. David Moore

IX. **Unfinished Business**

X. **Department Updates**

Allied Health Services – Dr. Gustetic

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Boarding Program – Ms. Grunder

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Business Services – Ms. Mintzer

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Blind Department – Ms. Bogue

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Deaf Department – Ms. Saunders

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Instructional Services – Mr. Trejbal

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Outreach and Technology Services – Ms. Ardis

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XI. **Board Comments**

XII. **Adjournment**



Florida School for the Deaf & the Blind

Board of Trustees Workshop
Moore Hall – Center for Learning and Development
August 27, 2021, 8:00 a.m.

Attendance

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

Absent: Mrs. Pam Siguler

Call to Order

Chair, Mr. Owen McCaul, convened the workshop of the Board of Trustees of the Florida School for the Deaf and the Blind at 8:00 a.m. in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

Florida Government in the Sunshine, the Board of Trustees' Role

Board Counsel, Mr. Damon Kitchen, reviewed his presentation and answered questions as they were asked.

The Board of Trustees has broad powers. These powers are enumerated in Section 1002.36 Florida Statutes.

Collectively, the Board has the power to:

1. Appoint and remove FSDB's President, faculty, and employees;
2. Procure professional services;
3. Determine eligibility of students and procedures for admission;
4. Provide bedding, clothing, food, and other things for the health and comfort of students;
5. Provide the proper keeping of accounts and records and budgeting of funds;
6. Enter into contracts;
7. Sue and be sued;
8. Secure public liability insurance; and
9. Do and perform every other matter or thing necessary to the proper management, maintenance, support, and control of the School at the highest efficiency economically possible.

What does the Sunshine Law Require?

1. That meetings of public boards or commissions are open to the public;
2. That reasonable notice of such meetings must be given;
3. That minutes of such meetings must be taken.

How Broad is the Sunshine Law's Coverage?

"Any board or commission of any agency or authority of any county, municipal corporation, or political subdivision."

- Florida's Sunshine Law is equally applicable to elected and appointed boards and commissions.
- FSDB is undoubtedly a State Agency and therefore is subject to Florida's Government in the Sunshine Act.

Are Committees established by FSDB's Board of Trustees subject to the Sunshine Law?

Board of Trustees Workshop

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- The determinative factor is whether the Committee has decision-making authority concerning matters that will foreseeably come before FSDB's Board of Trustees. If so, the Committee is subject to the Sunshine Law.
 - This is the case even if the Committee's authority is limited to making only recommendations to provide advice or assistance in taking Board action.
 - However, Committees established to strictly perform fact-finding activities (i.e., gathering information and reporting thereon, without making decisions or giving advice) are not subject to the Sunshine Law.
- Also, the Sunshine Law typically does not apply to staff committees that make decisions on matters that will not foreseeably come before the Board of Trustees.

However, there are exceptions to this general rule, when:

1. Staff have been delegated decision-making functions outside of their normal job duties.
2. Staff are acting as liaisons between two or more Board of Trustees Members.
3. Staff are acting as alter egos (i.e., in place of Board of Trustees Members).

What is a "Meeting" Subject to the Sunshine Law?

- The law is applicable to any gathering, whether formal or casual, where two or more board members discuss matters upon which foreseeable board action may be taken.
- Any communication between two or more board members about any matter that may come before FSDB's Board of Trustees constitutes a "Meeting" for purposes of the Sunshine Law, regardless of whether this communication is:
 - face-to-face;
 - telephonic;
 - via email, text message, or social media post;
 - "carrier pigeon or smoke signal."

What about Communications Between a Board Member and a Non-Board Member?

Typically, it is permissible for a Board Member to communicate with Non-Board Members concerning foreseeable Board business, so long as:

1. The Non-Board Member has not been delegated authority to act in the Board's decision-making process; and
2. The Non-Board Member is not acting as a liaison or alter-ego for other Board Members.

Unilateral Communications by Board Members

- We caution you against making unilateral communications with other Board Members, regardless of the method or mode used.

What Types of Meetings Must Be Conducted in the Sunshine?

1. Formal Board Meetings and Workshops;
2. Informal Discussions;
3. Meetings to Consider Confidential Material.

Two narrow exceptions:

- A. Executive Sessions to discuss settlement negotiations or strategies related to litigation expenditures.
 - B. Executive Sessions to discuss collective bargaining strategy.
4. Collective Bargaining Negotiations;
 5. Complaint Review Board hearings, grievance hearings, and disciplinary hearings, if conducted by the Board;

6. Performance evaluations, if conducted by the Board;
7. Candidate interviews for individuals or entities hired by the Board.

Who Does the Sunshine Law apply to?

- Board Members and Commissioners
- Board Members-Elect and Commissioners-Elect
- Ex-Officio and/or non-voting Board Members and Commissioners
- Employees and Staff who are assigned policymaking and/or decision-making duties in furtherance of Board purposes

But the Sunshine Law Does Not apply to:

- Candidates running for office unless the candidate is the incumbent. (This is true even if the candidate is running unopposed.)
- Individuals who are members of different boards and who are meeting together, unless one member has been delegated the authority to act on behalf of his or her Board.

What Notice Requirements Must Be Met?

- The Sunshine Law says “Reasonable Notice” must be provided for all public meetings. But what is reasonable?
 - No bright-line test exists, but the notice must be sufficient to appease the general public of matters that may affect their rights and afford them an opportunity to attend.
- Exception – Emergency Hearings must be publicly noticed at least 24 hours in advance.

What Should the Notice Contain?

- Time, place, and location of the meeting.
- An agenda of the matters to be discussed.

Where Should Meetings Be Held?

- The location must be sufficient to allow public access. Facilities that are too small can result in violations of the Sunshine Law.
- Out-of-Town meetings are allowed, assuming good reasons exist for doing so, and public notice is given. However, the practice is subject to scrutiny because the more distant the location, the more likely it is that public access will be inhibited.

Voting in Public Meetings

- Secret ballot voting is not allowed. Boards can vote via ballots, but the ballots become public records (so no real point).
- Abstaining from voting is not allowed, absent a clear conflict of interest.

Penalties for Violating the Sunshine Law

1. Criminal Penalties – Any Board Member who knowingly violates the Sunshine Law commits a 2nd-degree misdemeanor.
2. Civil Penalties – of up to \$500 per violation can be assessed against a Board Member who violates the Sunshine Law.
3. Removal from office.
4. Injunctive Relief.
5. Attorney's fees.

Campus Police Overview of School Safety Approach

Presented by Chief of Campus Police, Jerry Chandlee

Laws and Mandates

- MSDHS Public Safety Act (i.e., drills, safe school officers, FortifyFL), Jessica Lunsford Act (contractor background screenings) FortifyFL

Strong Leadership

- School safety starts right here at the top; there must be strong support for the concepts, resources, guidance, policies, and the responsibility

Partnerships

- Local, county, state, federal (police, sheriff, fire, emergency management, DOE-OSS, FDLE, DCF, FBI (i.e., School Safety Summit)

Emergency Plans

- Multi hazards (i.e., fire alarms, gas leak alarms, shelter-in-place, lockdown, severe weather, tornado, evacuation, reunification)

Warning Systems

- Fire alarms, gas leak alarms, shelter-in-place, lockdown, severe weather, tornado, evacuation

Mass Notification System

- Quickly informs people of an emergency and the appropriate action to take in accordance with emergency plans, policies, and procedures

Effective Policies

- Access control, reporting suspicious incidents, reporting school-related violence, search and seizure, possession/use of weapons on campus

Training and Drills

- Evacuation, shelter-in-place, lockdown, bomb threats, active assailant, tornado

Threat Assessments

- The multi-disciplinary team assesses whether a student poses a threat and determines if the threat is transient or substantive (law enforcement or interventions).

Surveillance Reporting and Data

- Camera and staff surveillance for suspicious persons/behaviors/activities across campus and monitoring tracking student behaviors for trends and interventions.

FortifyFL

- Anonymous reporting of threats for students.

Access Control

- Single point of access for visitors/parents/contractors/deliveries; checking visitors for wants/warrants; verifying contractors/deliveries entering campus; authorized access points for staff; ID badges for everybody; gate intercoms; monitoring camera surveillance at multiple points.

Identifications

- All staff/visitors/contractors/parents/volunteers/interns are required to wear and display FSDB issued identification on campus; Staff are trained to call Campus Police if an ID is not observed and displayed on a person.

CPTED Principles

- Crime Prevention Through Environmental Design (CPTED for Schools), CPTED trained officers focus on the school environment and assess various risks and vulnerabilities that include lighting, access points, ambush points, gates, cameras, landscape and vegetation, wayfinding, signs, fencing.

Campus Police

- Team of staff responsible for: access control, dispatching police officers, call taking emergency/non-emergency texts/calls, monitoring severe weather, monitoring security surveillance cameras, monitoring fire alarms, fingerprinting for staff/contractors/volunteers/interns, creating photo ID badges for staff/volunteers/parents/interns, reviewing and approving the Level 2 backgrounds for contractors, police officers on patrol 24/7 providing security to campus, responding to emergency/non-emergency calls for service, investigations, teaching classes, building positive relationships with students, assisting with emergency management of critical incidents on campus, collaborating with local/state/federal agencies, using a community policing approach to solve problems through partnerships.

Blind Awareness

Presented by Orientation and Mobility Instructors, Carl Jacobson, Jennifer Enache, and Cristina Sapp
Blindness Defined

- Blind – complete loss of sight or may have some light perception.
- Low Vision or Partial Sighted – visual acuity and/or field of vision that is less than normal or having a visual limitation in only one eye.
- Visually Impaired – an overarching term used to describe someone with any kind of vision loss that cannot be corrected with eyeglasses or contacts.
- Medical Implications and Background
 - Identifying/Diagnosis Eye Conditions
 - Identifying Visual Performance in Mathematical Terms – 20/200 does not tell the whole story
 - Numbers of People Who are Blind or Low Vision in the U.S. (CDC 2012 Data)
 - Twelve million people 40 years and older have a visual impairment.
 - Approximately 6.8% of children younger than 18 years have been diagnosed with eye or vision condition.
 - Nearly 3% of children younger than 18 years are blind or visually impaired, defined as having trouble seeing even when wearing glasses or contact lenses.
- Functional Implications and Background

- Loss of Incidental Learning – 80% of what a child learns comes to them through their vision.
- Access Challenges
 - Difficulty to print and written communication
 - Social Interaction norms and a good understanding of body language
 - Limited Mobility – sighted guide
 - Employment Opportunities
- Potential Delays as a Result of Loss of Experiential and Real-World Learning Opportunities
- Overreaching Philosophy
 - Person First
 - Blind people are not inspirational simply because they are living their lives.
 - If you wish to compliment them, do so unrelated to their disability.
 - The disability does not define them
 - When you are unsure about how well someone may see, always ask.
 - Ask what method of assistance will work best for them. Do not assume you know.
 - Blind people enjoy watching movies, playing video games, exploring YouTube, participating in extra-curricular activities, and competing in sports.
 - Priority Goals
 - Independence
 - Being Included
 - Accessibility
 - Accommodations
 - Equal Playing Field
 - Positive Self-Concept/Esteem
- Methods, Accommodations, Assistive Technologies, Aids, and Tools to Meet Priority Goals
 - Cane
 - Access to tactile materials (e.g., Braille, Tactile Graphics, Models, Manipulatives, etc.)
 - Access and utilization of assistive technology tools (e.g., Braille Note-Taking Device, Screen Reading Programs, Screen Magnification Programs, and many other Accessibility Tools and Applications)
 - Low Vision Aids
- Importance of Skills Development and “I Can Do It Attitude” (e.g., Desire to be Independent, Positive Self-Esteem, Advocate for Self, etc.)
 - Expanded Core Curriculum (Compensatory Skills, Orientation and Mobility, Social Interaction, Independent Living, Recreation and Leisure, Sensory Efficiency, Assistive Technology, Career Education, and Self-Determination)
 - Explicit Instruction
 - Importance of Real-World and Experiential Learning Opportunities

Deaf Culture

Presented by ASL Specialist, Lenore Boerner and ASL Instructor, Janelle Berry

- 350 million people in the world are deaf or hard of hearing
- 350,000 Deaf people use American Sign Language (ASL)
- More hearing people use ASL than deaf people because of HS and college courses.

What is Deaf?

- Unable to hear any sound, hard of hearing, hearing aid users, and cochlear implant users.
- May not be able to hear some sounds nearby
 - Talking
 - Laughing
 - School bells
 - Planes, trains, cars, etc.

What is Deaf Culture?

- Deaf culture is described by the social beliefs, behaviors, art, literary traditions, history, values, deaf institutions, communities that are affected by deafness, and use sign language as the main means of communication.
 - Attention – waving a hand, pointing, a gentle tap, or use of vibrations.
 - Deaf Culture Norms – Introductions or Leaving
 - Introductions – introduce yourself by using your name and name sign, deaf/hearing status
 - Leaving – Say goodbye to everyone before leaving
 - DST – Deaf Standard Time
 - Straightforward – “You have gained weight!”
 - It is a small world
 - Technology – Closed Captions, Video Phones, Doorbells, Alarms, etc.
 - Kitchen and Goodbyes – Favorite spot to catch up/ Close-knit community.

What is ASL?

- It is a visual language capable of expressing ideas and concepts.
- It has been developed over time like all other languages.
- It is rich in culture and traditions.

Cultural Experience

- To be competent in ASL at an intermediate/advanced level requires immersion in Deaf Community, the Culture, and an ASL-rich environment.

Value of ASL

- The official language used by Deaf people in America
- A true language, not a shortcut of broken English
- No written form and not universal
- ASL Interpreters can bridge the communication gaps between hearing and d/Deaf people.
- Popular with hearing parents teaching their hearing babies early communication.

What is Audism?

- Assuming a deaf person needs help to communicate.
- Assuming a deaf person can read lips or asking them to read your lips.
- Making phone calls for a deaf person because you think they cannot do it themselves.

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- Telling a Deaf person to calm down because their facial expressions are making others uncomfortable.
- Not including a Deaf person in conversations or explaining why everyone is laughing. Saying things like “Never mind, I will tell you later,” or “It doesn’t matter.”

#Social Media

Presented by President, Tracie Snow

School Newsletters

- Enhance district and school-level communications for parents/guardians.
- Newsletter Totals
 - 6 Different schools
 - 96 Total Newsletters
 - 6,586 Total views
- Bi-weekly Expectations - All schools will issue newsletters on a regular, biweekly schedule—in line with administrative leadership expectations.
- Distribution Avenues - Schools will share newsletters with parents/guardians of currently enrolled students via Skyward, Facebook individual groups, and staff members via Yammer.
- Student Highlights - Schools will share student highlights, stories, and photos in every newsletter.

Social Media

We are on all the major social media platforms and have finally consolidated our handle @fsdbk12 to match our website URL. Easier for people to find us.

- Facebook
 - Private groups for each school
 - Main page likes: 13,132
 - Posts: 103
 - Impressions: 1,212,669
- Instagram
 - Followers: 2K
 - Posts: 148
 - Likes from Posts: 8,693
 - Video Views: 3,481
- YouTube and Vimeo
 - YouTube
 - Total Views: 3,582,318
 - Subscribers: 7,280
 - Videos: 247
 - Vimeo
 - Videos: 1,140
 - Livestream events: 29

Social Media Campaign for 2021-22

We have a new social media campaign for the current academic year expanding hashtags for this academic year, so our social media posts will cover each day of the week.

#FSDBMemorableMondays

#FSDBTeacherTuesdays

#FSDBWheresWalterWednesdays

#FSDBThrowbackThursdays

#FSDBFunFactFriday

#FSDBSupportStaffSaturdays

#FSDBStudentSpotlightSunday

Adjournment

Workshop adjourned at 12:20 p.m.

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

Tracie C. Snow, President

Owen B. McCaul, Chair



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 August 27, 2021, 2:00 p.m.

Attendance

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

Absent: Mrs. Pam Siguler

Call to Order

Chair, Mr. Owen McCaul, convened a regular meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 2:00 p.m. in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

Public Comment

There were no public comments during this meeting.

Executive Session

Mr. McCaul adjourned the Board meeting for the Executive Session at 2:01 p.m.

The Board returned at 2:25 p.m. Mr. McCaul closed the Executive Session and reconvened the Board of Trustees meeting. Mr. McCaul requested a motion to consider the matter discussed during the Executive Session.

Mr. Hadley moved to ratify the FSDB Education Association contract negotiations that were discussed during the executive session. The motion was seconded by Mrs. Chapman and was carried unanimously by the Board.

Approval of Meeting Minutes

Mrs. Chapman moved to approve the minutes from the Regular Board of Trustees Meeting held on June 3, 2021. The motion was seconded by Mr. Kramer and approved unanimously by the Board.

President's Report

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

- Explained the yellow goodie bags given to the Board. These were given to all full-time employees since we were unable to have the luncheon during convocation. The goodie bags were a big hit with staff.
- Showed the Board Gabe Kramer's touchpoint card that the Advancement Department sent out to all FSDB donors. Gabe is Mr. Kramer's son who attends FSDB.

- Provided the Legislative Report on behalf of Ms. Patsy Eccles, Legislative Specialist. Ms. Snow reported that Ms. Eccles has been working on Board reappointments. She has contacted the Governor's reappointment office to remind them that several members require reappointment. The new legislative "interim" session will start in late September, and the capitol will be open for public meetings this session. Revenue projections are coming in higher than projected, so new budget reductions are not anticipated.

Action Items

Action Item #1

Surplus Property

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

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

Action Item #2

2021-2022 Operating Budget

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

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

Action Item #3

Student Progression Plan: Changes and Additions for 2021-2022

Board approval was 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 are effective for the 2021-2022 school year.

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

Discussion: Dr. Zavelson requested that when these plans are submitted for approval, the Board is also provided both old/deleted/changed language with the new/added language to help the Board understand what has changed in the plan. Ms. Snow stated that we would do this going forward.

Action Item #4

2020-2021 Professional Learning Plan (NEFEC)

Board approval was requested for the 2020-2021 Professional Learning Plan (PLC) developed by North East Florida Educational Consortium (NEFEC).

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

New Business

Mr. McCaul congratulated Ms. Snow on her 25 years of service to FSDB. She was presented with a certificate and a small gift from the Board.

Election of Officers

Chair – *Mr. Hadley nominated Mr. McCaul to be Chair of the Board of Trustees. The nomination was seconded by Mrs. Chapman and carried unanimously by the Board.*

Vice-Chair – *Dr. Zavelson nominated Mr. Hadley as Vice-Chair of the Board of Trustees. The nomination was seconded by Mrs. Chapman and carried unanimously by the Board.*

Audit Committee Appointments

Mr. McCaul asked Mr. Hadley if he would like to continue as the Audit Committee Chair. Mr. Hadley accepted the position.

Mr. McCaul then appointed himself and Mr. Kramer to the Audit Committee.

Endowment and Investment Committee Appointments

Mr. McCaul asked Mr. Hadley if he would like to continue as the Endowment and Investment Committee Chair. Mr. Hadley accepted the position.

Mr. McCaul then appointed Mrs. Chapman, Dr. Zavelson, and Mrs. LeFors to the Endowment Committee.

Enrollment and Outreach Committee Appointments

Mr. McCaul asked Dr. Zavelson if he would like to continue as the Enrollment and Outreach Committee Chair. Dr. Zavelson accepted the position.

Mr. McCaul then appointed Mrs. Chapman and Mrs. LeFors to the Enrollment and Outreach Committee.

Audit Committee

Mr. Terry Hadley – Chair

Mr. Owen McCaul

Mr. Matt Kramer

Endowment & Investment Committee

Mr. Terry Hadley – Chair

Mrs. Christine Chapman

Mrs. June Ann LeFors

Dr. Tom Zavelson

Enrollment & Outreach Committee

Dr. Tom Zavelson – Chair

Mrs. Christine Chapman

Mrs. June Ann LeFors

Unfinished Business

No unfinished business

Department Updates

Business Services

Dave Hanvey, UBS Financial Services Advisor, gave an update on both Endowment Funds I and II. He provided commentary regarding how politics and the COVID 19 pandemic have been affecting the markets.

Board Comments

The Trustees thanked the Workshop presenters for the information shared and learned during these presentations. They congratulated Ms. Snow and the others who have committed many years of service to the school.

Adjournment

Meeting adjourned at 3:16 p.m.

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

Tracie C. Snow, President

Owen B. McCaul, Board Chair



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

President's Report
Tracie C. Snow
Board of Trustees Meeting
September 24, 2021

One Month In

We are one month into the school year, and at times, it has felt like we should be finishing the semester. I continue to be proud of our students, families, and staff members. Our school staff members are innovative, patient, determined, and supportive to ensure our students receive a quality educational experience this school year. So grateful for the many teams at FSDB that share the load, support their colleagues, cheer on our students, communicate with our parents, and keep a ray of hope that we will have another year of growth and excellence.

President Pop-In

The first Parent Engagement Workshop was Friday, September 10. It was such a joy to meet new families and welcome back returning families. Misty Porter from Parent Services created a fun and interactive “game” to facilitate discussion and engagement. We had a beautiful display of brightly colored doors that parents were able to select. Behind the door was a family-friendly resource to support their engagement at home. The topic of discussion is one that I am very passionate about - “parent and school communication opens the door for student success.” It was wonderful to learn from families how they communicate with teachers and school leaders and why they value the connection. I left our activity feeling inspired, grateful and energized. It was a beautiful way to start a Friday.

Strategic Planning Book Chat

We are starting the last year of our current five-year strategic planning cycle. I am so excited to share that the FSDB Strategic Planning team is participating in a book chat and reading John C. Maxwell’s Leader Shift. The team has already had quality and enlightening discussions focusing on why “every leader needs to Leader Shift” and how to move from a “soloist to a conductor.” As we move through the chapters, we are being mindful of our learning and determining how it will translate into our work in the next five-year cycle. Below is listed some of our discussion points:

- We recognized that COVID has given us many practical applications to the notion that the world is changing fast, and forward planning is “shorter” than it was previously.
- We are purposefully honoring what we did yesterday and being innovative in order to move forward.
- This past year has shown us that transparency, teamwork, giving space for others to voice perspectives, and taking ownership of our decision-making have been vital.
- It is imperative to share clear expectations, discuss outcomes instead of activities, and know that what we learned yesterday may not be the answer for today.
- We are ready to try something new, different, better, and bigger.

- As we think of the next five years, we need to draft the dream of what is FSDB and identify the attributes of how we describe our staff, students, and families.
- We need to create and support teams that add to each other's strengths and balance out one another's weaknesses.
- Adding value to others is something we need to do every day – sowing seeds of value.
- Putting people in positions to win by planning, discussing, supporting, and having their backs.
- Always be intentional.

St. Johns Women of Distinction

St. Johns Women of Distinction event recognizes outstanding women leaders for their contributions to the community. Honorees exemplify the Girl Scout mission as women of courage, confidence, and character who make the world a better place. This year, I was selected to be one of the honorees. What a tremendous thrill it was not only to be chosen but also to get to know my incredible mentee, Kimberly Hargrave, to talk about my journey and role at FSDB and have the virtual program be filmed on our campus. The virtual event will be held on Thursday, September 23, 2021.



Florida School for the Deaf & the Blind

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Human Resources
Board Report
September 24, 2021

Class Code Count

Board of Trustees Administrator Positions	70
Teacher Positions	109
Specialist Positions	60
Select Exempt Service Positions	45
Career Service Positions	396
General Revenue Positions	652
Grant Funded Positions	28

Add/Delete

None

Service Awards

20 Years

Laura McDonald

Preston Hull III

15 Years

Tiffany Meharg

5 Years

Virginia Keller

Patrick Turnage

Harry Addison Burns

Robert Brown

Meridith McLean

Carla Ferber

Employee Engagement Survey, 2020-2021

Highly performing organizations recognize that employee engagement influences outcomes. Per Gallup, research shows that engaged employees are more productive, customer-focused, safer, and more likely to remain with the organization. In May 2021, FSDB staff participated in an Employee Engagement Survey. 83% of staff opened/started the survey while 70% completed every question. Overall results indicate that FSDB employees are highly engaged. The results have been disaggregated by department and shared with staff. Additionally, the results will be used to reinforce strengths and address areas of opportunity.

Overall	Goal-90%	Achieved-94%
Academic Program	Goal-90%	Achieved-95%
Allied Health Services	Goal-90%	Achieved-86%
Boarding Program	Goal-90%	Achieved-93%
Business Services	Goal-90%	Achieved-96%
President's Office	Goal-90%	Achieved-98%



Florida School for the Deaf & the Blind

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Communications and Public Relations

Board of Trustees Report

September 2021

This report summarizes department activities and accomplishments, working in collaboration with campus personnel during July and August 2021.

Earned Media

Blind High School students Taylore Sherman and Savannah Lindberg were featured in a video aired by First Coast News titled, "St. Augustine teens are finalists in international Braille Challenge Finals," July 29, 2021.

Blind High School student Dwayne Lewis was featured in a video aired by First Coast News, "What you can't see in these gorgeous eyes," Aug. 12, 2021.

Deaf Middle School Science teacher Brando Call was featured in an article on Outdoorlife.com, "Snake Hunters Remove 223 Invasive Burmese Pythons from the Everglades in Annual Challenge," Aug. 9, 2021.

FSDB alumnus Daryl Walker was featured in the Tampa Bay Times article, "Meet the Paralympians with Florida ties competing in Tokyo," Aug. 18, 2021.

FSDB alumnus Daryl Walker and Physical Education Coach Keith Young were featured in an article by the St. Augustine Record, "FSDB Blind grad, coach head to Tokyo for Paralympics," Aug. 18, 2021.

Public Service Announcements

During July, 649 PSA radio spots (totaling 29,940 seconds) were aired by Cox Media on WAPE-FM, WEZI-FM, WJGL-FM, WOKV-AM and WXXJ-FM, voiced by FSDB alums Trent Ferguson and Marcus Roberts. August metrics will be provided in the next board report.

Leadership Communications

We continue to support President's Posts (videos and transcripts) that are shared with parents/guardians and staff members—"Welcome Back, Families" issued on Aug. 4 was also posted to the school website and social media.

School leadership continues to emphasize the importance of COVID-19 and related health and safety measures with all stakeholders. Staff receive regular FAQs updates based on executive orders released by Gov. DeSantis and relevant CDC, FDOH and FDOE guidance and requirements.

Developed a new "Health & Safety Protocols" page on the school website.

School-Level Newsletters

Updated the school-level digital newsletters plan of the 2021-22 academic year to reflect new biweekly release dates. Individual schools distributed their first newsletter to parents/guardians on August 27. These continue to highlight student achievement - academics, athletics, boarding/recreation, extracurricular activities, parent services and related topics. Newsletters are also shared with the campus community via Yammer, posted on the Parent Services webpage as well as on individual school webpages.

Seven newsletters issued in August engaged a total of 672 campus and external stakeholders: ELC - two issues/145 viewers; BEMS - one issue/127 viewers; BHS - one issue/77 viewers; DMS - two issues/202 viewers; DHS - one issue/136 viewers.

Social Media Campaign

To supplement our newsletter efforts, we created a new social media campaign for the current academic year. Last year, we used hashtags such as #180HappySchoolDays, #IHeartFSDB and #FSDBPride. But there's more! We expanded hashtags for the current academic year; our social media posts now cover each day of the week:

- #FSDBStudentSpotlightSundays
- #FSDBMemorableMondays
- #FSDBTeacherTuesdays
- #FSDBWheresWalterWednesdays
- #FSDBThrowbackThursdays
- #FSDBFunFactFridays
- #FSDBSupportStaffSaturdays

Social media content and posts are also aligned with the academic calendar as well as national holidays, observances and celebrations. Schools can do the same for their newsletters.

Marketing Collateral

Videography – Production of FSDB learning modules on mental health topics began in spring and continued through July and August. Mandated by State Mental Health Education requirements for 6th–12th grade classrooms, we recorded two sessions on the following topics – Mental Health Wellness & Stress Management with Laura Pamer and Spreading Kindness & Reducing Bullying with Lucy Mitchell. The stress management video was delivered to classrooms in August, to be followed by more due in September and October.

Created a training video, "FSDB Mass Notification System—What You Need to Know" for staff members on usage of the new lockdown system. The 19-minute video was produced in spoken English and ASL, in collaboration with Safety & Facilities Operations and Training and Quality Assurance Departments.

A "Welcome Back Students!" video was produced and posted on school social media channels. This short but energetic video captured students arriving on their first day back from summer break. Scenes included arriving and stepping off their buses, walking across campus and through hallways to class, and Settles Gym where a rousing Deaf High School Pep Rally brought everyone to their feet.

We reissued an updated 2021 Deaf High School Commencement Ceremony video. This newer version features additional camera angles which brings the viewer closer to the events happening onstage.

Graphic Design – Branded flyers for print and digital dissemination were created for the Outreach Department on various programs including Culinary Arts, Outta Sight Band, Transportation, Student Life, Boarding, Athletics and Physical Education.

Designed branded print and digital collateral for the following departments:

- Athletics—Volleyball team calendar.
- Early Learning Center—Monthly workshop flyers.
- Human Resources—Department roster flyer.
- Outreach—Campus tour map; Where's Walter logo; children's coloring book.
- Parent Services—Parent University and Parent Engagement Workshop flyers.
- Training and Quality Assurance—PowerPoint presentation template; welcome packet/contents.

Designed and implemented daily posts for yearlong social media campaign (explained above) 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 a vinyl wall wrap that features 326 handprints from former fifth grade students, recently installed in the Deaf Elementary School. Designs for indoor popup banners for various campus departments and display graphics for the new welcome center/tour office in Moore Hall are in progress.

Created FSDB Brand Standards to help with campus-wide consistency and strengthen the FSDB identity and reputation. The FSDB Writing Style Guide was also created simultaneously to provide basic communication rules and standards to help those who write, edit and present on behalf of FSDB.

Photography – Photos of school and department-based student activities were taken, including athletic individual and team volleyball photos; and we are scheduling photos for fall athletics. Captured images for social media campaigns that include teachers, students and staff. Took photo of Blind High School student that will be used for the Advancement Department's ask letter.

Social Media

Website—July: 5,201 visitors (4,796 new) with 14,899 page-views with an average viewing time of 1:45 minutes. Desktop users were 45%, mobile 52% and tablet 3%. A total of 38 people reached out to campus personnel via web contact forms; this does not include phone calls received. August: 7,962 visitors (7,260 new), with 25,482 page-views with an average viewing time of 1:56 minutes. Desktop users were 44%, mobile 54% and tablet 2%. A total of 53 people reached out to campus personnel via web contact forms.

Facebook—July: 13,145 likes with 5 posts on the main account with a reach of 34,597 and 50,780 impressions. The top post was a photo announcement re: 30 days until school starts that reached 2,204 people with 84 reactions (43 likes, 12 comments and 7 shares). August: 13,213 likes, 25 posts with a reach of 89,387 and 160,906 impressions. The top post was a welcome back to school video that reached 13,044 people with 582 reactions (291 likes, 73 comments and 79 shares). School-level and related Facebook groups are private and promote information-sharing with parents/legal guardians of current students.

Instagram—July: 1,961 total followers, one post with a total of 89 likes. Top post was a photo of ELC students with the graphic 30 days until school starts, with 89 likes. August: 56 new followers (2,000 total), 13 posts, with a total of 635 likes. Top post was President Snow reading a book to blind elementary students, with 85 likes.

Twitter—July: No new followers (1,481 total), three tweets, 1,771 impressions, 283 profile visits and 1 mention. The top tweet was retweet of a story about Ryan McCleary with 159 impressions. August: One

new follower (1,482 total), two tweets, 1,314 impressions, 113 profile visits and two mentions. Top tweet was an announcement on monitoring Tropical Depression Fred with 111 impressions.

YouTube—July: No videos uploaded, 11,322 channel views, 456 hours watched, 15 new subscribers, 82,206 impressions and 7,313 unique viewers. August: One video upload, 12,546 channel views, 503 hours watched, 9 new subscribers, 104,195 impressions and 7,900 unique viewers. The top video for both months was the Star-Spangled Banner in ASL.

Vimeo/Livestreaming—July: One video uploaded, 764 views, 444 unique viewers and 444 hours watched; no events were streamed. August: Six video uploads, 1,315 views, 710 unique viewers and 710 hours watched; three streamed events (Middle School Volleyball and Board of Trustees meeting) garnered a total of 799 total views.

Museum

Forty-three visitors came to the school museum during July and August, of which 30 were part of Outreach tours involving prospective students and their families and key stakeholders. Teachers have begun to bring their classes to learn about the history of the school; they are aided by Brendan "BP" Murphy who serves as coordinator of the museum program on a part-time basis. Murphy recently gave a campus tour for a visitor researching the background of Inez Knowles, a 1920 graduate of Georgia School for the Deaf (Knowles Hall on the FSDB campus is named in her honor; she worked at FSDB as a teacher in the then-segregated Negro Department from 1924–1963).



The Florida Legislature has begun its preparation for the 2022 Legislative Session.

1. Revenue and Expenditure Estimates Have Been Projected

The Joint Legislative Budget Commission met September 3, to hear the revised forecast made in August by the Revenue Estimating Conference for General Revenue collections. This new forecast made sizeable adjustments to the forecast adopted in April 2021. “The Conference has increasingly gained confidence that the economy is largely returning to normal. By the end of Fiscal Year 2020-21, revenue collections had gained \$2.3 billion to the Conference expectations in April, mostly due to a stimulus-infused economy, coupled with a faster than expected reopening in the last quarter of the fiscal year. Reflecting the expected return to normalcy over the next year, the Conference increased the prior forecast by \$1.4 billion (4.0 percent) in Fiscal Year 2021-22 and by \$1.2 billion (3.2 percent) in Fiscal Year 2022-23, for a two-year combined increase of \$2.6 billion. The largest adjustment in the forecast relates to Sales Tax. Within the Outlook, the estimated revenues are compared to the expenditure projections and revenue adjustments to yield either a surplus or deficit for each of year of the Outlook. ***This year's Outlook shows there are significant projected surpluses for all three fiscal years.***” This forecast will be the basis of the financial assumptions used by the Governor and both houses of the Legislature to develop their proposed General Appropriations Bills. On September 15, The Joint Legislative Budget Commission shall issue a long-range financial outlook setting out ***recommended fiscal strategies*** for the state and its departments and agencies.

2. Interim Committee Meeting Dates Have Been Set and Begin

The first week of interim Legislative meetings leading up to the 2022 Legislative Session is scheduled for September 20-24. Committees will begin hearing bills and following up on the status of laws and policies enacted last session.

The following schedule for the 2022 Legislative Session has been established by the Legislature with interim legislative committee meetings beginning in September and the Legislative Session commencing January 11, 2022.

<u>September 20-24, 2021</u>	<u>Interim Committee Week 1</u>	<u>Interim Schedule</u>
October 11-15, 2021	Interim Committee Week 2	Interim Schedule
October 18-22, 2021	Interim Committee Week 3	Interim Schedule
November 1-5, 2021	Interim Committee Week 4	Interim Schedule
November 15-19, 2021	Interim Committee Week 5	Interim Schedule
Nov. 29-Dec.3, 2021	Interim Committee Week 6	Interim Schedule
January 22, 2022	Regular Session Convenes	[Article III, Section 3(b), Constitution]
March 1, 2022	50 th day rule (Senate)-last day For the regularly scheduled	[Senate Rule 3.7(1)] [House Rule 5.2]

Committee meetings

March 22, 2022	60 th day – last day of Regular Session	[Senate Rule 6.8] [Rule 11.7(k)]
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3. Legislative Delegation Meetings are Scheduled

Legislative Delegations are the Senators and House members who represent a county of government in Florida. Delegations are required to hold at least one public meeting prior to a legislative session to allow city and county governments, organizations, and constituents to inform the delegation members of the needs of the county. While many counties have announced meeting dates for these meetings, St. Johns County has not, as of this date. Once they do, FSDB will respond and attend identifying for our legislators, the school's request of the Legislature for next session.

4. Legislation – Bills Filed

As of September 8, 2021, 62 bills have been filed for the 2022 Session. These bills are under review for impact on FSDB.

There are only two main activities required of the Legislature next session: Passage of a state budget and reapportionment of congressional and legislative districts. These activities will take up most of the Legislature time, however, many controversial issues are expected to be raised resulting in long hours in committee meetings and in the chambers of both legislative houses as well as interactions with the Office of the Governor. Substantive policies rather than fiscal policies are anticipated to be the focus of the next Legislature.

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

- * The Legislative Budget Commission issues the Long-Range Financial Outlook.
- * State Agencies submit their 2020-21 Legislative Budget Requests.
- * The Governor makes his budget recommendations 30 days prior to the onset of the legislative session.
- * House & Senate committees workshop the budget
- * Each chamber passes an independent appropriations bill.
- * The differences between the bills are resolved through a budget conference by members of the House and Senate.
- * The product of the conference process is the Conference Report of the General Appropriations Act.
- * Once the GAA is adopted by both chambers, the Governor has line item veto authority as he signs the bill.
- * The Governor, with consensus of House & Senate, execute the budget and develop the base for the next cycle.
- * Fiscal Analysis in Brief is released in August.
- * Final Budget Report released in December.

Submitted by:

Patsy Eccles, Legislative Specialist

September 24, 2021
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.

Attachment: Surplus Property List

Presenter/Department: John Wester, Comptroller

Mrs. Mintzer,

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

BOT APPROVAL FOR EQUIPMENT DISPOSAL

FSDB Property #	Description	Age	Acquisition Cost
55749	Imac 21	8 YRS.	\$ 1399.00
55747	Imac 21	8 YRS.	\$1399.00
56656	Imac 21	4YRS.	\$1445.00
55646	Hive ap330	10 YRS.	\$1020.24
55676	Hive ap330	10 YRS.	\$1020.24
55678	Hive ap330	10 YRS.	\$1020.24
55677	Hive ap330	10 YRS.	\$1020.24
55675	Hive ap330	10 YRS.	\$1020.24
55138	smartboard	11 YRS.	\$3918.00
53730	Shredder	11 YRS.	\$1299.99
55813	Macbook	8 YRS.	\$1012.62
55870	Macbook	8 YRS.	\$1012.62
55789	Macbook	8 YRS.	\$1012.62
55822	Macbook	8 YRS.	\$1012.62
55830	Macbook	8 YRS.	\$1012.62
55833	Macbook	8 YRS.	\$1012.62
55841	Macbook	8 YRS.	\$1012.62
55847	Macbook	8 YRS.	\$1012.62
55872	Macbook	8 YRS.	\$1012.62
53532	My Reader 2	11 YRS.	\$1795.00

Review Board:

X

Shelley Ardis
Administrator of Outreach and Technology ...

X

Corbett Owens
IT Project Manager

X

Kim Whitwam
Purchasing Director

September 24, 2021
Action Item Number 2

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

SUBJECT: Final Completion Documents over \$2,000,000.00

PROPOSED BOARD ACTION

Board approval is requested for release of contract retainage and final payment to Contractor Honeywell for the installation of the Campus Mass Notification System.

Presenter/Department: John Wester, Comptroller

Project Title: Mass Notification System Summary

Effective Date of Substantial Completion	Effective Date of Final Inspection	Construction Cost Final	Direct Purchase Order Cost Final	A/E Contract Cost As of 5/31/21	Furniture and Supplemental As of 5/31/21	Total Project Cost As of 5/31/21
5/31/21	5/31/21	\$3,548,927.89	\$0.00	\$0.00	\$0.00	\$3,548,927.89

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

SUBJECT: 2021-2022 Uniform Statewide Assessment Calendar

PROPOSED BOARD ACTION

Board approval is requested for the 2021-2022 Uniform Statewide Assessment Calendar.

Note: According to Section 1008.22(7)(c), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), each school district must complete the uniform calendar with district-required assessment information.

The Florida Department of Education (FDOE) provides a template containing the required elements. FSDB specific information is in red and contains information about progress monitoring assessments used by FSDB and windows for assessments taking place on campus. Assessments marked as N/A are either not accessible to deaf and blind students or are not appropriate for students' functioning level.

Attachment: 2021-2022 Uniform Statewide Assessment Calendar

Presenter/Department: Scott Trejbal, Administrator of Instructional Services



2021–2022 Uniform Statewide Assessment Calendar

According to Section (s.) 1008.22(7)(c), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), each school district must complete this uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the Department by October 1 of each school year, beginning in 2016–17. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information in sections 3 and 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments. Do not modify any other information in this section.

Acronym/Term	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)
Accommodation	Per Rule 6A-1.0943, F.A.C., “Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment, and the use of assistive technology or devices to facilitate the student’s participation in a statewide standardized assessment.”
CBT	Computer-Based Test
Diagnostic	Assessments that measure students’ understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need
District Window	The selected dates within the statewide window during which a district will administer a given assessment
District-Required Assessments	Assessments required by the school district for students in a specific grade or course
ELA	English Language Arts
EOC	End-of-Course
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results
FAIR	Florida Assessments for Instruction in Reading
FLKRS	Florida Kindergarten Readiness Screener
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student’s report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
FSA	Florida Standards Assessments
FSAA	Florida Standards Alternate Assessment



2021–2022 Uniform Statewide Assessment Calendar

Acronym/Term	Definition
Interim	Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student's ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
MAP	Measures of Academic Progress
NAEP	National Assessment of Educational Progress
NGSSS	Next Generation Sunshine State Standards
PBT	Paper-Based Test
Progress Monitoring	Process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida's academic standards at or near the conclusion of the course of instruction
Statewide, Standardized Assessments	All assessments required by s. 1008.22, F.S.
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment
Testing Time	The amount of time individual students are each given to respond to test items on each test
VAM	A Value-Added Model (VAM) is used by some school districts as part of their educator evaluation system. It is also used in the approval process for teacher preparation programs, as part of the criteria for teachers to qualify for a financial award under the Florida Best and Brightest Teacher Scholarship program and as part of the criteria to extend an educator's temporary teaching certificate.
VPK	Florida's Voluntary Prekindergarten Education Program

2. Test, Type, and Purpose/Use

Add rows as needed to define district-required tests, test type, and their purpose/use in your district. If additional types are added, define applicable types in the glossary. Do not modify any other information in this section.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
Achieve3000	Diagnostic/Progress Monitoring	Provides general estimates of students' reading ability/monitors students' progress toward meeting grade-level skills in reading	
ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
Alternate ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	Rule 6A-6.0902, F.A.C. Rule 6A-6.09021, F.A.C. Rule 6A-6.0903, F.A.C.
FAIR	Diagnostic/Progress Monitoring	Provides general estimates of students' reading ability/monitors students' progress toward meeting grade-level skills in reading	s. 1008.25(4), F.S.
FLKRS	Diagnostic/Progress Monitoring	Determine readiness for kindergarten; used to calculate VPK	s. 1002.69, F.S.

Rule 6A-1.094224, F.A.C.

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2021–2022 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
		Provider Kindergarten Readiness Rates	Rule 6M-8.601, F.A.C.
FSA	Summative	Purpose: Measure student achievement of Florida's academic standards (Florida Standards, Next Generation Sunshine State Standards)	s. 1002.38, F.S.
FSAA	Summative		s. 1003.4156, F.S.
NGSSS EOC	Summative		s. 1003.4282, F.S.
Statewide Science Assessment	Summative	Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; differentiated accountability; VAM; scholar designation; Credit Acceleration Program; school improvement plans; school, district, state, and federal reporting	s. 1004.04, F.S. s. 1004.85, F.S. s. 1008.22, F.S. s. 1008.25, F.S. s. 1008.33, F.S. s. 1008.34, F.S. s. 1008.341, F.S. s. 1012.34, F.S. s. 1012.56, F.S. s. 1012.731, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. Rule 6A-1.0943, F.A.C. Rule 6A-1.09432, F.A.C. Rule 6A-1.09981, F.A.C. Rule 6A-1.099811, F.A.C. Rule 6A-1.099822, F.A.C. Rule 6A-5.0411, F.A.C.
MAP	Diagnostic/Progress Monitoring	Provides general estimates of students' reading, language, mathematics and science ability/monitors students' progress toward meeting grade-level skills in reading, language, mathematics and science	MAP
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S.
PSAT/NMSQT	Summative	Inform course placement	s. 1007.35, F.S.



2021–2022 Uniform Statewide Assessment Calendar

3. Required Statewide Assessments

The following assessments are required for students as indicated in the Students to Be Tested column.

Populate the **District Window** column for each assessment in the table below. Do not modify any other information in this section. When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FLKRS	Kindergarten	July 12–October 15, 2021	N/A	CBT ¹	15–20 minutes	Immediately following test completion
FSAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 1: September–October 2021	N/A	PBT	Varies/Untimed	June 2022
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	September 13–October 1, 2021	September 14 – 15, 2021	CBT ¹	180 minutes ²	October 2021
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	September 13–October 1, 2021	N/A	CBT ¹	160 minutes ³	October 2021
Florida Civic Literacy Exam (FCLE)	Students enrolled in a U.S. Government course	October 25–December 17, 2021 (tentative)	December 9, 2021	CBT	160 minutes	Immediately following test completion



2021–2022 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 2: November–December 2021	N/A	PBT	Varies/Untimed	June 2022
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	November 29–December 17, 2021	December 12 – 14, 2021	CBT ¹	180 minutes ²	January 2022
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	November 29–December 17, 2021	December 12 – 15, 2021	CBT ¹	160 minutes ³	January 2022
FSAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 3: March–April 2022	N/A	PBT	Varies/Untimed	June 2022
FSAA—Performance Task ⁵	Grades 3–8 ELA & Mathematics; Grades 4–8 Writing; Grades 5 & 8 Science; and Civics EOC	February 28–April 15, 2022	February 28 – April 8, 2022	PBT	Varies/Untimed	June 2022
ACT ⁶	Grade 11 students in districts that selected ACT	March 1, March 29, or April 19, 2022	March 1, March 29, or April 19, 2022	CBT	175 minutes	3–8 weeks after test administration
SAT ⁶	Grade 11 students in districts that selected SAT	March 2 or April 13, 2022	N/A	CBT	180 minutes	2–4 weeks after test administration

Rule 6A-1.094224, F.A.C.

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2021–2022 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSAA—Performance Task ⁵	Grades 9 & 10 ELA; Grades 9 & 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 14–April 29, 2022	March 21 – April 22, 2022	PBT	Varies/Untimed	June 2022
FSA ELA – Reading	Grade 3	April 4–15, 2022	April 5 – 6, 2022	PBT	160 minutes	May 2022
FSA ELA – Writing	Grades 4–6	April 4–15, 2022	April 5 – 14, 2022	PBT	120 minutes	June 2022
FSA ELA – Writing	Grades 7–10	April 4–15, 2022	April 5 – 14, 2022	CBT ¹	120 minutes	June 2022
FCLE	Students enrolled in a U.S. Government course	April 11–May 27, 2022 (tentative)	May 16 – 27, 2022	CBT ¹	160 minutes	Immediately following test completion
FSA ELA – Reading	Grades 4–6	May 2–13, 2022	May 2–13, 2022	PBT	Grades 4–5 Reading: 160 minutes Grade 6 Reading: 170 minutes	June 2022
FSA Mathematics	Grades 3–6	May 2–13, 2022	May 2–13, 2022	PBT	Grades 3–5 Mathematics: 160 minutes Grade 6 Mathematics: 180 minutes	June 2022
FSA ELA – Reading	Grades 7–10	May 2–27, 2022	May 2–27, 2022	CBT ¹	Grades 7–8 Reading: 170 minutes Grades 9–10 Reading: 180 minutes	June 2022
FSA Mathematics	Grades 7 and 8	May 2–27, 2022	May 2–27, 2022	CBT ¹	180 minutes	June 2022
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	May 2–27, 2022	May 2–27, 2022	CBT ¹	180 minutes ²	June 2022
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	May 2–27, 2022	May 2–27, 2022	CBT ¹	160 minutes ³	June 2022

Rule 6A-1.094224, F.A.C.

Form ARM 001

Effective October 2018

Updated July 19, 2021



2021–2022 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
NGSSS Statewide Science Assessment	Grades 5 and 8	May 9–20, 2022	May 9–20, 2022	PBT	160 minutes	June 2022
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	July 11–22, 2022	N/A	CBT ¹	180 minutes ²	August 2022
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	July 11–22, 2022	N/A	CBT ¹	160 minutes ³	August 2022

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ The FSAA—Datafolio is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment or the FSAA—Performance Task is inappropriate, even with accommodations.

⁵ The FSAA—Performance Task is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

⁶ Each district must choose to administer either the ACT or SAT. Complete the row for the assessment chosen by your district and then change the background for the assessment not chosen to gray and leave the district window cell blank.

4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. Populate the **District Window** column for the assessments in the table below. If an assessment is not being administered in your district, indicate “N/A” in the District Window column. Do not modify any other information in this section.

Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAIR	Grades 3–12	Assessment Period (AP) 1: August 2–November 5, 2021	N/A	CBT ¹	45 minutes	1 week after
PreACT	Grade 10	September–December 2021	November 16 – 18, 2021	PBT	150 minutes	Approximately 2 weeks after testing
ELA Grade 10 Retake – Writing		September 13–October 1, 2021	September 21, 2021	CBT ¹	120 minutes ²	December 2021



2021–2022 Uniform Statewide Assessment Calendar

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
ELA Grade 10 Retake – Reading		September 13–October 1, 2021	September 22 – 23, 2021	CBT ¹	180 minutes ²	December 2021
FSAA—Performance Task ⁶ Grade 10 ELA and Algebra 1 EOC Makeup		September 27–October 15, 2021	N/A	PBT	Varies/Untimed	December 2021
PSAT/NMSQT	Grade 10	October 13, 2021	N/A	PBT	165 minutes	January 2022
FAIR	Grades 3–12	AP 2: November 8, 2021–February 11, 2022	N/A	CBT ¹	45 minutes	1 week after
ACCESS for ELLs	Grades K–12 currently classified as ELL with “LY” code	January 24–March 18, 2022	January 24 – March 4, 2022	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2022
Alternate ACCESS for ELLs	Grades 1–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 24–March 18, 2022	January 24 – March 4, 2022	PBT	80 minutes	June 2022
FAIR	Grades 3–12	AP 3: February 14–June 10, 2022	N/A	CBT ¹	45 minutes	1 week after
ELA Grade 10 Retake – Writing		February 21–March 11, 2022	January 24 – March 4, 2022	CBT ¹	120 minutes ²	May 2022
ELA Grade 10 Retake – Reading		February 21–March 11, 2022	January 24 – March 4, 2022	CBT ¹	180 minutes ²	May 2022
FSA Algebra 1 Retake EOC ⁵		February 21–March 11, 2022	January 24 – March 4, 2022	CBT ¹	180 minutes ²	May 2022

¹Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA ELA Retake or EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴If indicated, “applicable students” relates to the sub-group(s) of students who *may* take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment.

Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group.

⁵The FSA Algebra 1 EOC Assessment is only offered as a separate Retake assessment during the Spring administration; students retaking the FSA Algebra 1 EOC in Fall, Winter, or Summer participate in the regular EOC administration.



2021–2022 Uniform Statewide Assessment Calendar

5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in your district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
Measures of Academic Progress	Grades K-12: Reading/Mathematics Grades 3-12: Language Usage Grades 3-8: Science	September 7- 17, 2021 January 3-13, 2022 April 19 – 29, 2022	CBT	45 minutes per subject/Varies	Approximately 2 weeks after testing
Achieve3000	Grades K-12	August 16 - 27, 2021 January 3-13, 2022 May 2 – 27, 2022	CBT	45 minutes	Approximately 2 weeks after testing

2021–2022 Uniform Statewide Assessment Calendar

6. Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)
K	15–20	405	425
1	0	405	405
2	0	405	405
3	320	675	995
4	440	675	1115
5	600	675	1275
6	470	675	1145
7	630	675	1305
8	630	675	1305
9	640	540	1180
10	480	540	1020
11	335	540	875
12	160	540	700

¹ The amount of time for grade 11 statewide assessments will depend on whether a district selects ACT or SAT. If ACT, use 335 minutes (160 +175) for the grade 11 Statewide Assessments cell. If SAT, use 340 minutes (160 + 180) for the grade 11 Statewide Assessments cell.

September 24, 2021
Action Item Number 4

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

SUBJECT: 2021 - 2022 School Improvement Plans

PROPOSED BOARD ACTION

Board approval is requested for FSDB's 2021-2022 School Improvement Plans

- Blind PreK - 8 School
 - Blind High School
 - Deaf Elementary
 - Deaf Middle School
 - Deaf High School
-

Note: According to Section 1001.42, the School Improvement Plan shall be approved annually. The purpose of the School Improvement Plan is to improve outcomes for all students through strategic problem solving, capacity building, and the implementation of sustainable systems. The problem solving process is accomplished through the review of various data for purposeful planning. The plans are intended to support an equitable learning environment focused on improving student outcomes and closing the achievement gap.

Plans have previously been reviewed by school level teams, sub-School Advisory Councils, district-wide School Advisory Council and has been submitted to the Bureau of School Improvement's Ungraded School Contact for additional review.

Attachment: The 2021-2022 School Improvement Plans were previously sent to the Trustees as electronic files due to the size of the documents.

Department/Presenter: Scott Trejbal, Administrator of Instructional Services



Health Care Center Report

(14 days)

Dental Report

Mental Health Department

"A team of FSDB psychologists (Dan Binder, Jeremy Saling, and Dr. Silke Douglas) collaborated with Mr. Scott Trejbal developing a procedure for assisting teams in determining which students qualified for ACCESS POINT under new stricter guidelines. Because the new rules emphasized the cognitive test "full scale" scores (not possible with most VI and D/HH students), they applied their backgrounds and experience to propose how evaluations using partial scores still enabled teams to make appropriate decisions about this sensitive area of special education."

Dr. Ted Lombardo, Psychologist, Blind Department

all students in the Deaf Elementary School began their year by expanding their feeling word vocabulary. Each class participated in a PowerPoint that illustrated various emotions and had the opportunity to give examples of when they felt that way in their lives. The students practiced relaxation techniques such as deep breathing and counting to help them regulate their feelings. This activity was followed by "Feelings Bingo." The students enjoyed playing feelings bingo and were given a stress ball with inspirational messages written on it afterward.

~Rhonda McCahill, LMHC, Deaf Elementary

Health Care Center

I would like the Board to be aware that for the entire month of August, the staff of the Health Care Center has been spending the majority of their workday with COVID testing and transportation home for quarantine needs of those students. They have done an excellent job with these tasks while providing our students with a safe and healthy school environment. If you see any of our HCC staff, thank them for their great job and commitment to our school, students, and staff.

Stan Gustetic

Stan Gustetic
Administrator Allied Health Services



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Boarding Program
Board Report
September 24, 2021

Apartment Program

Young Men

The students in the Apartment Program are excited to welcome another great year! The students are still adjusting to their new environment, responsibilities and starting to enjoy their new privileges. All the students have been following the dorm rules and modeling PBIS characteristics. Our team of staff are doing an excellent job at modeling, teaching, and re-teaching. I have to say our Boarding Program team is adjusting and preparing our students well. Once things are settled and students have adjusted completely, we will begin to witness our Apartment Program philosophy of "*Developing Lives and Shaping Futures.*" Students will still be able to stay up later, which will give them ample time to socialize. They are all excited to see their friends and new boarding staff. Listening to and seeing the student's excitement about being here in the Boarding Program and FSDB is one of those intangible rewards you cannot express in words.

On behalf of the Apartment Program Young Men's students and staff, we are on board and still dedicated to *Do More, Be More, Achieve More.* We look forward to a rewarding and exciting school year.

Young Ladies

We have had a busy and exciting start to the school year. Students returned to campus excited to see peers and staff. The Apartment students were excited to pick their apartment and roommates. We had several students who took pictures of their apartment room numbers so they could recall the apartment they picked at the end of the school year. The first few days, the students spent time decorating and organizing their apartments and rooms. Students socialized and worked together to get their areas set up the way they liked.

The first week was preparation week to get the girls prepared to go shopping. Students were excited to cook and had a variety of meals planned: pigs in a blanket, shrimp alfredo, tacos, and spaghetti are a few examples. I asked Mrs. Denise about her first shopping trip; she stated that the trip was filled with laughter and giggles. She shared that the students had to be reminded to stick to the shopping list, and when they got to Winn Dixie, they saw many items they wanted to purchase. Amber impressed the staff with her shopping abilities. She was able to find and navigate the produce section; she also had several items that she wanted fresh. She emphasized this to staff when they suggested alternatives.

Collins Hall continues to shine with the theme of unity. This apartment works together and has a strong sense of teamwork. Dinner was tacos one night; several students didn't know who to teach them how to fold soft tacos. Students led a quick lesson to teach their peers. We recently had a new student; an example of unity is how her peers have helped her get acclimated. Students have helped make sure Richelle arrives at school and the apartment safely.

In Wartmann Hall, Shawanda did well with cooking her first meal. Shawanda cooked shrimp alfredo. She organized her supplies and ingredients and prepared the correct portion size for her and her roommates.

Blind Department

Kramer Hall

- As a leader of our Boarding Program in Kramer, it's always exciting to see our little darlings come back from Summer Break. Imagine that, still excited after 40 years at FSDB, and I truly am! A new school year brings new hairdos, new shoes, and new students. It also saddens me to see my elementary students move to middle school. Even though I know they are in more than capable hands with our Cary White staff, they were mine for five or six years. It's always wonderful to see those growth spurts from the summer.
- We are full of anticipation to see our students off to a safe and exciting year! Students are all overjoyed to be back on campus with their friends. We will bring in September with a bang! Students will have a *Back-to-School Ice Cream Party* now that everyone has returned to school! We welcome with open arms a new student, Isaac, to our Kramer Hall clan.
- It is worth noting that I have some extraordinary staff in Kramer. Noah is no exception. Mr. Noah has gone above and beyond with making himself readily available for his co-workers. Frequently, he volunteers to relocate to other dorms instead of other staff. He consistently spends quality time with all students and uses his strong imagination to keep them learning and engaged in the dorm. We are fortunate to have this type of commitment and dedication in the workplace.

Cary White

- We have had a wonderful past couple of weeks in pod 229! The girls have been enjoying socializing in the common area, listening to music, singing, playing the piano, and some have been trying out for sports. It's been nice to see all of them getting along so well.
- The gentlemen in 231 are doing very well at learning all the differences between elementary and middle school. We have pod meetings regularly to go over details and ask if they have questions. Our first curriculum was on the value of organization, and we did a detailed lesson on proper bed making. The students have been spending time in the common area and on the playground socializing with the rest of the Cary White students and seem to be integrating well.
- Pod 228: The girls have been getting back in the swing of things; they have been doing "Pod Karaoke," Going on the playground, and tonight they are going to a volleyball game to support one of their classmates.
- Pod 232: Our new student Derrick is doing well meeting and making new friends. He is quickly becoming orientated to the school, and his navigation from the dorm to the cafeteria then to the playground is getting better every day. On occasion, he walks with staff to the infirmary to become more familiar with the school grounds. He is a social butterfly and is not shy about introducing himself to others and advocating for himself. Derrick has become fast friends with the ladies and talks to them in the cafeteria and on the playground. He seems to be less and less homesick.
- Brody enjoys talking about and listening to anything animals, insects, fish, bears, and tigers.

- Pod 233: It has been a pleasure getting to know the 8th-grade boys—lots of conversations about their likes and dislikes. The boys are social butterflies. They enjoy going to the common area and playing goalball and just sitting and socializing with each other. Some of the topics are mask-wearing, vaccines, and their favorite foods.

Koger Hall

- *Taking the Lead* will be starting up very soon! Our students' excitement amps up at the thought of having opportunities to give back to those for whom they are grateful. Especially now, any time our students can put a smile on someone's face, it makes them feel good, spreading those good vibes all around! *Taking the Lead* is an endowment-funded project created by Koger Hall Senior Residential Instructor Patrice Raymond.
- Goals for *Taking The Lead* include:
 - Planning a purchase within a budget
 - All points of contact accomplished by the student
 - Blind and VI students learning to find and utilize Service Centers and Service Specialists to help find the best values when shopping
 - Executing their plan as staff follow behind assuring them they are safe
 - Increasing the values of self-advocacy, autonomy, self-confidence, generosity, social etiquette, and intrinsic reward
 - The students feel like they have overcome major fears of the unknown.
 - Students gain community service hours
 - Students can learn safely through possibly making errors
 - To budget and activity of giving back while enjoying the intrinsic reward
- Koger Hall ended the second week of school with a student lead review of what PBIS looks like in Koger Hall, followed by the making of banana splits.
- Our juniors are very excited to have their first meal planning and grocery shopping trip under their belts and are looking forward to getting in the kitchen to learn how to whip up some delicious meals.

MacWilliams Hall

- Greetings from MacWilliams Hall, Blind High School Boys Dormitory: MacWilliams Hall staff and I are excited and ready for another great year. Registration day went well, although we did not have as many families as we were used to on the first day. The young men and their families were excited and a little nervous with the new experience of coming to the High School Dorm. MacWilliams Hall staff were on top of things, answered all their questions, provided them with a tour of the dorm, and helped the young men settle into their rooms.
- The sophomores and juniors came into the New Year excited to continue their journey through High School. The sophomores wanted to know when they could start on the level system to start earning privileges, and the juniors wanted to know when they were going to start cooking. Staff have met with students and have come up with some good ideas for community service projects throughout the year. We've yet to finalize the plan, but we intend to focus on four larger projects around the holidays with a few smaller projects in between. We will make sure to keep you all informed.
- A moment to brag a little about the staff and students: With fewer families opting to bring their students to the dorm on registration day this year, it limited our "face to face" contact with them to establish and re-establish the dorm staff-to-family connection. MacWilliams Hall staff know just how important communication with families is. They have done me proud. I am grateful to have such a dedicated team of professionals working in MacWilliams Hall.

I'm very proud of our sophomore class. This year, they move into the "we're not new to the dorm anymore" phase and leave that for the incoming freshmen. This group of young men has taken it upon themselves to pass their wisdom of "how to make things go smoothly as a freshman" to their younger peers. They have been quick with advice (good advice too), tips and tricks to not "get into trouble," and a reminder to treat Ms. Amanda good.

It's going to be a great year!

Deaf Department Elementary and Middle School

Vaill Hall

- During the 1st curriculum activity, our elementary students are learning about developing great character in conjunction with our PBIS goals. We are learning about kindness, caring, respect, service to others, thoughtfulness, a positive attitude, honesty, integrity, and thoughtfulness. We will learn how our actions impact us. We will continue to reinforce this throughout the school year.
- Our 5th-grade girls made a delicious treat for our friends in Memorial Café as a thank you for being so kind and helpful.
- Students transitioned back into the academic and dorm schedule and have enjoyed seeing their friends, staff, and teachers. Our newest students are transitioning into dorm life well by making new friends and learning our routine.
- In the dorm, we are resuming reading and homework time and practicing good hygiene. This month students have enjoyed fishing on the bay, ping pong, the playground, games in the dorm, ordering out for pizza, watching a movie, and having popcorn. Our students enjoyed watching part of the Lady Dragons Volleyball game against Warner Christian Academy.
- Crystal has received her 15 years of service award. We are very excited that Ray has begun and will be heading up our Vaill Hall Recycling Program. We will be starting once we have all the working pieces in place on campus. Part of this process will be educating our staff and students on social responsibility as well as proper recycling to ensure the best possible outcome.

Gregg Hall

- Gregg Hall is off to a great start! Our 7th and 8th-grade girls have been wonderful with helping the 6th graders get settled. The girls began the year with sports tryouts, volleyball, swimming, and cheerleading. Volleyball is already underway, and our middle school ladies won their first game of the season! We are so proud of the hard work and dedication all our athletes are showing.
- The staff is offering art instruction for some of our girls. They will be teaching embroidery, sewing, painting, and loom knitting. We are working hard to keep our students occupied and give them the chance to explore new hobbies. We closed out the month by celebrating our dorm's August birthdays with a cupcake party. The girls had a great time. We've started strong and are looking forward to an exciting and fun-filled year!

McLane Hall

- McLane Hall staff were happy to see the students return for the 2021-2022 school year. In the first few days back, staff met with the students, reviewed the rules and

expectations for the dormitory, and talked about the plans that we have to make this a wonderful year.

- This school year, we will have a house point system to encourage group-wide positive behavior. Each month the groups, or 'houses,' will compete to see who can make it to a set amount of points first. 1st and 2nd place will be able to pick rewards, and even runners-up will get a reward once they are able to meet their point goal in the month. Staff met with the students and explained the rules for the house system, and the boys picked their house symbol. The McLane Hall Houses are the Yellow Labradors, Green Chameleons, and Blue Wolves. The boys are excited to start earning points for their positive behavior and earn rewards.
- Though we haven't been back in the dorm long, we have already had two birthday celebrations. The birthday boys had a party with their group with pizza, ice cream, and cupcakes. The staff made birthday cards, and all the students in the group signed the cards as an added gift.
- Students celebrated the start of the year with either an ice cream social or dorm game time.

Deaf Department High School

James Hall

- For our first curriculum lesson, we taught the girls street signs and what they mean. We also had a lesson on how to get around in the community. We were able to take the girls off-campus to show them how to get around and where their boundaries were.
- We plan to start our community service projects in September. We plan for our juniors to continue with Homework Help for the middle school students. Our freshmen and sophomores will start reading to the elementary students.
- We had several new students join our dorm this year; the girls fit right in making friends and enjoying the dormitory life. We also started celebrating birthdays again this year. We plan to celebrate all our students' birthdays once a month, for their birthday month.

Rhyne Hall

- The students are excited to come back to the dorm. They have been sharing what they did over summer break with the staff and one another.
- We've been teaching the students about the different rules in high school. We also showed the students where they are allowed to go off-campus. Staff gave the students an off-campus tour and reviewed the rules with them.
- We are encouraging students to use their masks and have been continuing to teach them why it is important to wash hands and keep the areas clean. We've been teaching them about being safe and taking care of themselves.
- We have been making sure the incoming freshman and new students are comfortable in the dorm and giving them clear expectations of what is expected from them.
- We are in the process of planning our PBIS kickoff and continuing to teach PBIS.

Recreation Department

The recreation department is working on expanding the programming from last year, emphasizing student safety and well-being.

Targeted Activities:

- Wellness/fitness activities to help get the students moving
- Arts/Crafts projects
- Swimming
- Expand the cardio drumming activities to include the D/HH population as well as the B/VI students
- Elementary Dance Program – Tap, Ballet, and Jazz instruction
- B/VI Rec/Sports Development activities to target students who do not have the confidence to participate in the broader program

Staff Training & Development and Student Independent Living Skills

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

Professional Development Activities

Eyvolle M. Pamphile completed and participated in the following:

- *Adobe Connect: Webinar on 08/05/21 – Workshop2: Designing Collaborative Experiences with Breakout Rooms*
- *Netspeed Learning Solutions: Webinar on 08/18/21 – 5 Secrets of Stellar Virtual Trainers*
- *On24: Webinar on 08/25/21 – How to Reduce Bias in Your Talent Evaluations*
- *Training Magazine Network: Webinar on 08/31/21 – Bring Your Mojo to the Virtual Classroom*

Staff Workshops: Fall 2021 Blind Department Professional Development Program:

- 12 Week Basic Orientation & Mobility with Cristina Sapp – FSDB Orientation & Mobility Specialist, began on September 14, 2021
- 12 Week Braille I with Mary Bilancio – FSDB Blind Department Parent Advisor and State Trainer, began on September 14, 2021

Monthly Staff In-Service Trainings & Updates

Monthly In-Service via the *BP In-Service Training: 2021-2022 Google Classroom* for 112 staff. 09/07/21 to 09/14/21: Communication #1 – *How to Give Effective Feedback*

- The 112 staff completed this session within the required timeframe and participated in supervisor-led *Face-to-Face or Teams Groups* discussions on the topic.
- This session supports **FSDB's Strategic Planning Goal#2: Develop face-to-face and virtual professional development activities to support non-academic staff to acquire workplace skills through training events and online formats such as but not limited to Google Classroom, Yammer Groups, Teams Groups.**
- This session supports **FSDB's Staffing Goal: To recruit, train, and maintain qualified staff.**

Student Independent Living Skills (ILS) Workshops

No student workshops are scheduled during this time period.

ILS Hour schedule

1st Quarter ILS Hour began on 08/22/21 and will end on 10/03/21 for elementary to high school dorms and 08/22/21 to 10/05/21 for Apartment Program dorms.

Weekly Sessions: Elementary to High School Dorms:

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

Bi-Weekly Sessions: Apartment Dorms:

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

Breaks & Holidays

Labor Day Holiday was scheduled on 09/06/2021. Boarding Students returned to campus on 09/06/21, and classes resumed on 09/07/2021.

Kathleen Grunder
Administrator of Residential Services



Florida School for the Deaf & the Blind

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ADMINISTRATOR OF BUSINESS SERVICES

BOARD REPORT

BOARD OF TRUSTEES MEETING

September 24, 2021

ACCOUNTING/BUDGETS & GRANTS

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

Accounting

Fiscal Year End – The Comptroller’s Office continues to submit year end reports as required to DFS throughout the month of September.

Budgets and Grants

SEFA – The 2020-2021 Schedule of Expenditures of Federal Awards (SEFA) will be submitted to the Florida CFO, Department of Financial Services. The report and supporting documentation will be on file.

Grants and Trust Funds – All final financial reports, as applicable, have been submitted to the Florida Department of Education for the Fiscal Year 2020-2021. The reports are on file in the Office of the Director of Budgets and Grants.

ADVANCEMENT

Submitted by Amy Moring, Executive Director of Advancement

Donations for August 2021

Number of Donations = **164**
Number of Donors = **163**
Dollars Received = **\$ 21,120.65**

Donations for August 2020

Number of Donations = **174**
Number of Donors = **169**
Dollars Received = **\$ 259,652.78**

21/22 Year to Date

Number of Donations = **395**
Number of Donors = **313**
Dollars Received = **\$ 221,900.54**

Previous Year to Date

Last year as of August 31, 2020
Number of Donations = **288**
Number of Donors = **228**
Dollars Received = **\$ 265,860.28**

Comparison of 20/21 to 21/22

Year over year thus far, the number of donations and number of donors continues to grow with a steady amount of funds received. .

INVESTMENT PERFORMANCE

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

Endowment I

During the month of August, the endowment increased +\$183,386.25 (+1.06%), +8.15% Year-To-Date and increased +14.77% for the trailing 12 months with a closing portfolio value of \$19,861,115.22. Dividends and interest income totaled +\$21,668.33 and accrued interest

increased +\$2,884.41. According to Bloomberg, as of August 25th the average moderate diversified portfolio has increased +7.0% year to date. During the same period, the Benchmark increased +1.12%, 7.79%, and 16.71% respectively.

The latest Consumer Price Index (CPI) report reflects an increase of 0.5% in July. Over the last 12 months, this has risen to 5.4% and is the largest increase since 2008. CPI is a generally accepted measurement of inflation and includes items that are typically purchased per household. Fed Chair Jerome Powell admitted that recent inflation has been uncomfortably high but remained confident that the increases are temporary and transitory. Furthermore, this language has been consistent from the Fed over the past year and was confirmed during the Jackson Hole economic symposium last week. We believe that U.S. inflation will stay elevated until end-2021 before gradually falling toward 2% by mid-2022. In our central scenario, we see central banks staying accommodative, leaving real rates low and stable over the next year. Economic activity continues to recover meaningfully worldwide.

According to the CDC, the increased pace of new cases from the Delta variant is +2.8% (142,006) for the current 7-day moving average compared with the previous 7-day moving average. While the number of new cases is alarming and the Delta variant is a risk, analysts are not expecting this strain to derail the economic recovery or the equity rally. We believe restrictions are unlikely to return forcefully and it appears that boosters will be administered to people with higher risk health issues. However, we do expect current news to contribute to stock market volatility.

The continued gains in the stock market can be attributed to meaningful growth in worldwide economic activity. In fact, the U.S. economy has grown +12% since the low of the COVID-19 recession and the economy is now slightly larger than pre-pandemic levels. Corporate profits are seeing a positive +45% growth during 2021 with earnings per share expected to be \$207 for the S&P 500. While this has been an impressive snapback compared to 2020, analysts are expecting this trend to slow down, but remain meaningful during 2022. Next year, earnings are expected to grow +10%, including a 4-5% drag from higher corporate taxes, with the expected budget reconciliation being passed. Consumers have both pent-up savings and rising household income as the labor market recovers.

According to the CBO, the budget deficit for 2019 was \$992 billion. This budget deficit increased substantially in 2020 to \$3.13 trillion with no signs of slowing down with the estimated infrastructure bill (\$1 trillion) and (\$3.5 trillion) budget reconciliation. To think of this another way, essentially, every day in 2020, the U.S. government spent roughly \$8.6 billion or a little over \$358 million each hour! The latest fiscal package in the U.S., the announcement of further spending in the months and years ahead through infrastructure proposals, and the ongoing inoculation efforts around the world are compelling reasons for investor optimism to stay elevated over the coming months.

Looking ahead, our central scenario forecast for the S&P 500 is to increase to 4,600 (+1.60% from current levels a/o 8/31) by December 2021, 4,800 (+6.0% from current levels) by the end of June 2022, and 5,000 (+10.4% from current levels) by 12/31/2022. Our preference in equities

is for U.S. mid-caps, value stocks versus growth stocks and emerging market equities. However, we do expect market volatility to remain higher than recent history.

Endowment Fund II

In the same month, the endowment increased: \$139,904.28 (+1.34%), 1.95% Quarter-To-Date, and +5.10% since funds have been invested beginning 02/09/21. Closing portfolio value as of 08/31/21 is \$11,905,406.10. Dividends and interest income totaled +\$24,147.67 and accrued interest declined -\$6,141.29. During the same period, the Benchmark increased +1.12%, +1.87%, and +4.31% since invested, beginning from inception on 02/09/21.

SAFE SCHOOLS

Submitted by David Moore, School Safety Specialist

The Florida Safe Schools Assessment Tool (FSSAT) for the 2020/2021 school year has been completed. FSDB excels in multiple categories from threat assessment to school hardening initiatives. Going forward, FSDB will enhance school safety through improvements to the following features and practices:

- Exterior campus lighting
- Lock upgrades for select buildings
- Frequent patrol of key areas subject to contraband
- On- and off-campus surveillance
- Video monitoring system upgrades

FSDB maintains an internal reunification plan. Additionally, FSDB is in the process of coordinating with the below agencies to revise the external reunification plan to incorporate expectations for unified incident command.

- St. Johns County Emergency Operations Center
- St. Johns County Sheriff's Office
- St. Augustine Police Department
- Florida School for the Deaf and the Blind Incident Command Team
- Florida School for the Deaf and the Blind Campus Police
- St. Johns River State College

SAFETY AND FACILITIES OPERATIONS

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

Safety and Facilities Operations (SaFO) is constantly making upgrades and improvements to campus systems. Please see below for a snapshot of current SaFO initiatives.

Procurement has begun for the following projects:

- Cooling tower replacement
- Exterior painting of several buildings
- Manhole and stormwater improvements

- Several roofing repairs
- Design and engineering for future capital projects
- Early Learning Center playground

TRAINING AND QUALITY ASSURANCE

Submitted by Christy Slater, Director of Training and Quality Assurance

The Training and Quality Assurance Department (TQA) held, or will hold, the following classes between August 27, 2021, and September 24, 2021: three CPR courses, two CPI refreshers, one CPI full course, one QPR course, one YMHFA course, and one AlerT course. In addition, TQA, in conjunction with the School Safety Specialist and Safety and Facilities Operations Executive Director, launched a Mass Notification System training in our new e-learning platform, Moodle. A total of 601 staff members completed this course.

One of the courses that our department provides to our staff is Youth Mental First Aid (YMHFA). This course introduces participants to the unique risk factors and warning signs of mental health problems in adolescents and transitional youth and builds an understanding of the importance of early intervention. In addition, it teaches participants how to help a young person in crisis or experiencing a mental health challenge. YMHFA uses role-playing and simulations to demonstrate how to recognize a mental health crisis, provide initial help, and connect young people to professional, peer, social, and self-help care. All FSDB staff members are required to participate in this valuable course.

The Strategic Leadership Team met in late August to set a timeline for the development of our 2022-2027 Strategic Plan. As the year progresses, we will obtain feedback from our stakeholders, discuss areas of strength and opportunities, identify goals for the plan, and begin to work on the work plans for the first year of implementation.

In the spring of 2021, TQA launched the FSDB annual Climate Survey. As a part of our improvement efforts, we conduct these surveys to better understand what we do well and where we could improve. These surveys are sent to parents, staff, and students in grades fourth and up via Survey Monkey. All surveys are confidential. Data is reported for groups of respondents, and individual names are not used. Below you will find the data for the 2020-2021 school year. Copies of these reports are on file in the Training and Quality Assurance Department.

Overall Climate Survey Satisfaction

Parents-91%

Staff-87%

Students-78%

Each June, TQA participates in the Department of Management Services (DMS) training survey for the fiscal year. In the 2020/2021 questionnaire, we submitted the following information:

- Training goal: Staff training goals for the 2020-2021 school year were designed to support the mission statement of FSDB and create a safe, caring environment for our staff members and student population, by providing professional development opportunities to all FSDB employees.
- Total trainings implemented: 73
- Total participants: 17,544 (each e-learning course is completed by the entire FTE staff)
- The methodology used to measure the success of the training offered: All training participants complete a Training Evaluation as well as a Reflective Evaluation. The qualitative data collected using this methodology allows TQA to address the effectiveness of training by considering factors such as participant engagement, comprehension, and application of acquired knowledge.

TRANSPORTATION

Submitted by Trish McFadden, Executive Director of Transportation

The Transportation Department welcomed the bus drivers and chaperones back to campus on August 9, 2021, for three days of training, route reviews, and to drive their assigned bus routes. This practice enables staff to gain pertinent, required job-related training, allows them to drive their new bus routes prior to school so they start to address any obstacles or issues that may interfere with their bus route, and get acclimated with their route prior to transporting students.

After more than twenty years of service, Putnam County Schools ended their bus service for FSDB Students. This change and the addition of another bus route involved a significant amount of routing and additional staffing to support the department's operational objectives. We have received several responses of positive feedback from our Putnam County parents with FSDB's transportation services, even though we had to adjust and modify many bus stops previously in place.

In addition to our daily operations, Transportation staff are creating and developing a safety video that will be shown on all SHOW Buses. Like a safety video that would be viewed on an airplane, Transportation's safety video will be played once all SHOW Students are onboard their bus and will demonstrate safety features and emergency exits on the bus. FSDB students will be featured in the video, too!

Further, our 30-Minute Education and Training sessions have started and will cover compliance, safety, administrative information, teambuilding, and professional development for department staff members. These sessions are held twice per month for all Day Bus and Operations staff.

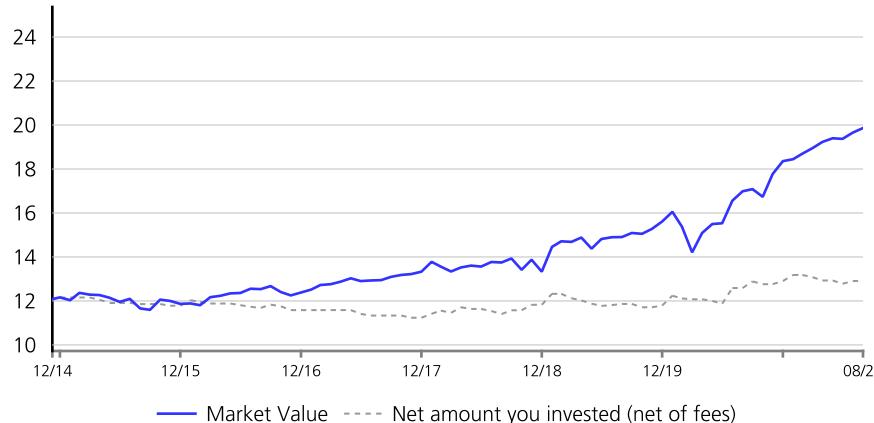
Respectfully Submitted,
Julia Mintzer
Administrator of Business Services

Performance review

as of August 31, 2021

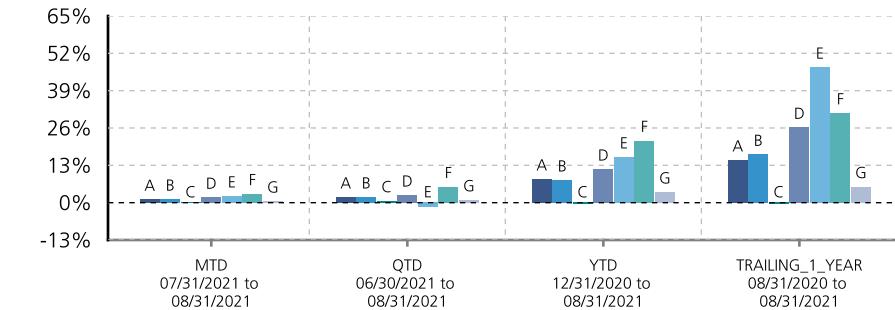
Sources of portfolio value

\$ Millions



Portfolio and selected benchmark returns

Net Time-weighted returns annualized



■ Your portfolio (A) ■ Consolidated Blended Index (B) ■ Barclays US Ag Gov/Cd Int (C)

■ MSCI EAFE-NR (D) ■ Russell 2000 (E) ■ S&P 500 (F) ■ Return objective: 5.50% (G)

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

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

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

Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 07/31/2021 to 08/31/2021	QTD 06/30/2021 to 08/31/2021	YTD 12/31/2020 to 08/31/2021	1 Year 08/31/2020 to 08/31/2021
Opening value	19,653,176.22	19,369,759.80	18,355,571.59	16,986,002.70
Net deposits/withdrawals	0.00	97,586.95	-79,777.52	214,146.37
Div./interest income	21,668.33	55,268.01	244,674.21	363,081.14
Change in accr. interest	2,884.41	-558.56	-2,386.69	4,671.07
Change in value	183,386.25	339,059.01	1,343,033.63	2,293,213.94
Closing value	19,861,115.22	19,861,115.22	19,861,115.22	19,861,115.22
Net Time-weighted ROR	1.06	1.88	8.15	14.77

Net deposits and withdrawals include program and account fees.

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 07/31/2021 to 08/31/2021	QTD 06/30/2021 to 08/31/2021	YTD 12/31/2020 to 08/31/2021	1 Year 08/31/2020 to 08/31/2021
Your portfolio(%)	1.06	1.88	8.15	14.77
Consolidated Blended Index	1.12	1.87	7.79	16.71
Barclays US Ag Gov/Cd Int	-0.16	0.59	-0.44	-0.35
MSCI EAFE-NR	1.76	2.53	11.58	26.12
Russell 2000	2.24	-1.45	15.83	47.08
S&P 500	3.04	5.49	21.58	31.17
Return objective: 5.50%	0.46	0.91	3.63	5.50

Consolidated Blended Index:Start - Current: 12% MSCI EAFE-NR; 2% MSCI Emerging Markets-NR; 6% Russell 2000 Growth; 9% Russell 2500; 24% Russell 1000; 2% Barclays Short Treasury; 45% Barclays Agg Gov/Cd 5-10Y

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

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

Consolidated report prepared for Board Of Trustees For
 NX XX185 OEI
 NX XX183 ESG
 NX XX182 Small Cap
 NX XX186 MID CAP
 NX XX407 Fixed Income

Additional information about your portfolio

as of August 31, 2021

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

	ITD
Performance	Start date to
Start date	08/31/2021
Consolidated	12/08/2014 6.97%

Benchmark composition

Consolidated

Blended Index

Start - Current: 12% MSCI EAFE-NR; 2% MSCI Emerging Markets-NR; 6% Russell 2000 Growth; 9% Russell 2500; 24% Russell 1000; 2% Barclays Short Treasury; 45% Barclays Agg Gov/Cd 5-10Y

Financial Markets Summary

as of August 31, 2021

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

Consolidated report prepared for Board Of Trustees For
 NX XX185 OEI
 NX XX183 ESG
 NX XX182 Small Cap
 NX XX186 MID CAP
 NX XX407 Fixed Income

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2021 to 08/31/2021	08/31/2020 to 08/31/2021	08/31/2018 to 08/31/2021	08/31/2016 to 08/31/2021	08/31/2014 to 08/31/2021	08/31/2011 to 08/31/2021
Cash Alternatives	US Treasury Bill - 3 Mos	0.01	0.06	1.16	1.10	0.81	0.58
US - Fixed Income	Barclays Agg Bond	0.93	-0.08	5.43	3.11	3.29	3.17
	Barclays Govt/Credit 1-3Y	0.17	0.39	2.87	1.93	1.71	1.46
	Barclays Govt/Credit Int	0.60	0.17	4.69	2.75	2.75	2.57
	Barclays Muni 1-10Y BL	0.51	1.95	3.93	2.55	2.66	2.79
	Barclays Muni 5Y	0.59	1.70	3.83	2.42	2.47	2.55
	Barclays Muni 7Y	0.67	2.25	4.70	2.94	3.16	3.35
	Barclays Municipal Bond	0.46	3.40	5.08	3.30	3.69	4.05
Global/International - Fixed Income	Barclays Gbl Agg Bond xUS	0.88	0.75	3.66	1.81	0.96	0.72
	Barclays Global Agg	0.91	0.52	4.56	2.47	2.01	1.81
US Equity	Dow Jones Ind Avg	2.86	26.77	13.32	16.57	13.57	14.50
	NAREIT Equity	6.54	36.09	13.07	9.41	10.08	11.50
	NASDAQ Composite	5.21	29.59	23.43	23.95	18.74	19.44
	Russell 1000	5.03	32.25	18.40	18.23	14.56	16.39
	Russell 1000 Growth	7.16	28.53	24.57	24.34	19.22	19.43
	Russell 1000 Value	2.80	36.44	11.44	11.67	9.54	13.01
	Russell 2000	-1.45	47.08	10.74	14.38	11.37	13.60
	Russell 2000 Growth	-1.89	35.61	12.26	16.57	12.93	14.77
	Russell 2000 Value	-1.00	59.49	8.40	11.65	9.41	12.13
	Russell 2500	0.48	45.87	13.08	15.09	11.84	14.31
	Russell 3000	4.59	33.04	17.83	17.96	14.33	16.18
	Russell Mid Cap	3.33	41.24	15.56	15.39	12.27	14.83
	Russell Mid Cap Growth	4.29	35.17	20.94	20.43	15.71	16.87
	Russell Mid Cap Value	2.77	44.50	11.36	11.51	9.57	13.25
	S&P 400 Mid Cap	2.30	44.77	12.17	13.73	11.46	13.89
	S&P 500	5.49	31.17	18.06	18.01	14.55	16.33
Global/International - Equity	MSCI AC World - NR	3.21	28.64	14.33	14.29	10.08	11.26
	MSCI ACWI xUSA-NR	0.22	24.87	9.36	9.92	5.42	6.56
	MSCI EAFE-NR	2.53	26.12	8.99	9.72	5.65	7.33
	MSCI Emerging Markets-NR	-4.29	21.12	9.86	10.40	5.06	4.85
	MSCI Emerging Markets-PR	-4.80	18.81	7.41	7.92	2.67	2.39
	MSCI World	4.38	30.33	15.54	15.43	11.33	12.75
Commodities	DJ UBS Commodity	1.54	31.00	5.81	4.16	-3.06	-4.66
	Goldman Sachs Commodity	-0.76	43.86	-2.14	3.27	-8.37	-6.60
Non-Traditional	HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
	HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
	HFRX Eqty Hdg-EqMktNeu	-1.30	3.46	-2.72	-1.41	-0.69	-0.82
	HFRX Event Driven	-1.18	6.80	4.40	3.60	1.23	3.08
Balanced	S&P 500 40% /BC Agg 60%	2.74	11.68	10.78	9.15	7.93	8.51
	S&P 500 50% /BC Agg 50%	3.20	14.77	12.06	10.65	9.07	9.83
	S&P 500 60% /BC Agg 40%	3.65	17.92	13.32	12.14	10.19	11.14
Miscellaneous	Consumer Price Index	0.48	5.03	2.68	2.54	1.99	1.88



Disclosures applicable to accounts at UBS Financial Services Inc.

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

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

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

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

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

Client Accounts: This report may include all assets in the accounts listed and may include eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such securities will distort the actual performance of your accounts and does not reflect the performance of your accounts in the fee-based program. As a result, the performance reflected in this report can

vary substantially from the individual account performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. When shown on a report, the risk profile and return objectives describe your overall goals for these accounts. For each account you maintain, you choose one return objective and a primary risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your account records.

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

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

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

applies to all performance for all assets on or after 09/30/2010, Advisory assets on or after 12/31/2010, SWP/AAP sleeves on or after 04/30/2018 as well as all Asset Class and Security level returns.

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

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

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

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

Benchmark/Major Indices: The past performance of an index is not a guarantee of future results. Any benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance

results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data maybe subject to review and revision. Further, there is no guarantee that an investor's account will meet or exceed the stated benchmark. Index performance information has been obtained from third parties deemed to be reliable. We have not independently verified this information, nor do we make any representations or warranties to the accuracy or completeness of this information.

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

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

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

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

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



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

Program Fee rebate that is not reinvested is treated as a withdrawal.

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

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

Change in Value: Represents the change in value of the portfolio during the reporting period, excluding additions/withdrawals, dividend and interest income earned and accrued interest. Change in Value may include 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.

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

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

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

Variable Annuity Asset Allocation: If the option to unbundle a variable annuity is selected and if a variable annuity's holdings data is available, variable annuities will be classified by the asset class, subclass, and style breakdown for their underlying holdings. Where a

variable annuity contains equity holdings from multiple equity sectors, this report will proportionately allocate the underlying holdings of the variable annuity to those sectors measured as a percentage of the total variable annuity's asset value as of the date shown.

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

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

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

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

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

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

directly if you would like to impose or change any investment restrictions on your account.

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

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

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

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

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

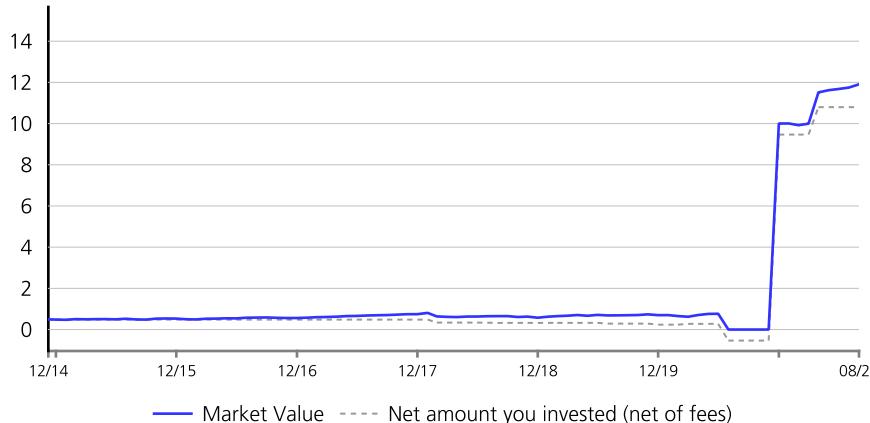
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Performance review

as of August 31, 2021

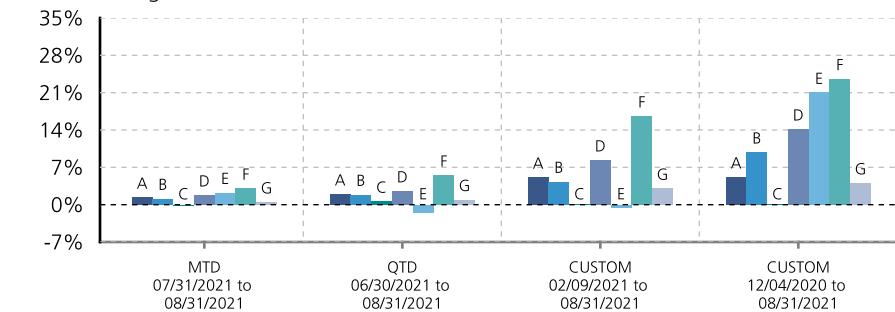
Sources of portfolio value

\$ Millions



Portfolio and selected benchmark returns

Net Time-weighted returns annualized



■ Your portfolio (A) ■ Consolidated Blended Index (B) ■ Barclays US Ag Gov/Cd Int (C)

■ MSCI EAFE-NR (D) ■ Russell 2000 (E) ■ S&P 500 (F) ■ Return objective: 5.50% (G)

Consolidated Blended Index:Start - Current: 12% MSCI EAFE-NR; 2% MSCI Emerging Markets-NR; 6% Russell 2000 Growth; 9% Russell 2500; 24% Russell 1000; 2% Barclays Short Treasury; 45% Barclays Agg Gov/Cd 5-10Y

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

Consolidated report prepared for Board Of Trustees For
^ performance and account start dates differ (see disclosures)
NX XX516 F2 Fixed Income NX XX520 F2 Small Cap
NX XX517 F2 ESG
NX XX519 F2 OEI
NX XX518 F2 LT Themes
NX XX188 ^ Div Ruler 2

Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 07/31/2021 to 08/31/2021	QTD For the period of 06/30/2021 to 08/31/2021	For the period of 02/09/2021 to 08/31/2021	For the period of 12/04/2020 to 08/31/2021
Opening value	11,747,495.44	11,677,989.57	10,003,684.52	10,000,000.00
Net deposits/withdrawals	0.00	-15,663.22	1,301,111.12	1,299,610.54
Div./interest income	24,147.67	39,568.26	85,462.55	90,658.17
Change in accr. interest	-6,141.29	-1,306.64	38,512.01	38,512.01
Change in value	139,904.28	204,818.13	476,635.91	476,625.39
Closing value	11,905,406.10	11,905,406.10	11,905,406.10	11,905,406.10
Net Time-weighted ROR	1.34	1.95	5.10	5.15

Net deposits and withdrawals include program and account fees.

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 07/31/2021 to 08/31/2021	QTD For the period of 06/30/2021 to 08/31/2021	For the period of 02/09/2021 to 08/31/2021	For the period of 12/04/2020 to 08/31/2021
Your portfolio(%)	1.34	1.95	5.10	5.15
Consolidated Blended Index	1.12	1.87	4.31	9.81
Barclays US Ag Gov/Cd Int	-0.16	0.59	-0.06	-0.11
MSCI EAFE-NR	1.76	2.53	8.33	14.13
Russell 2000	2.24	-1.45	-0.56	21.00
S&P 500	3.04	5.49	16.58	23.56
Return objective: 5.50%	0.46	0.91	3.02	4.04

Additional information about your portfolio

as of August 31, 2021

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

	ITD
Performance	Start date to
Start date	08/31/2021
Consolidated	<hr/> 12/04/2020 5.15%

Benchmark composition

Consolidated

Blended Index

Start - Current: 12% MSCI EAFE-NR; 2% MSCI Emerging Markets-NR; 6% Russell 2000 Growth; 9% Russell 2500; 24% Russell 1000; 2% Barclays Short Treasury; 45% Barclays Agg Gov/Cd 5-10Y

Financial Markets Summary

as of August 31, 2021

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2021 to 08/31/2021	08/31/2020 to 08/31/2021	08/31/2018 to 08/31/2021	08/31/2016 to 08/31/2021	08/31/2014 to 08/31/2021	08/31/2011 to 08/31/2021
Cash Alternatives	US Treasury Bill - 3 Mos	0.01	0.06	1.16	1.10	0.81	0.58
US - Fixed Income	Barclays Agg Bond	0.93	-0.08	5.43	3.11	3.29	3.17
	Barclays Govt/Credit 1-3Y	0.17	0.39	2.87	1.93	1.71	1.46
	Barclays Govt/Credit Int	0.60	0.17	4.69	2.75	2.75	2.57
	Barclays Muni 1-10Y BL	0.51	1.95	3.93	2.55	2.66	2.79
	Barclays Muni 5Y	0.59	1.70	3.83	2.42	2.47	2.55
	Barclays Muni 7Y	0.67	2.25	4.70	2.94	3.16	3.35
	Barclays Municipal Bond	0.46	3.40	5.08	3.30	3.69	4.05
Global/International - Fixed Income	Barclays Gbl Agg Bond xUS	0.88	0.75	3.66	1.81	0.96	0.72
	Barclays Global Agg	0.91	0.52	4.56	2.47	2.01	1.81
US Equity	Dow Jones Ind Avg	2.86	26.77	13.32	16.57	13.57	14.50
	NAREIT Equity	6.54	36.09	13.07	9.41	10.08	11.50
	NASDAQ Composite	5.21	29.59	23.43	23.95	18.74	19.44
	Russell 1000	5.03	32.25	18.40	18.23	14.56	16.39
	Russell 1000 Growth	7.16	28.53	24.57	24.34	19.22	19.43
	Russell 1000 Value	2.80	36.44	11.44	11.67	9.54	13.01
	Russell 2000	-1.45	47.08	10.74	14.38	11.37	13.60
	Russell 2000 Growth	-1.89	35.61	12.26	16.57	12.93	14.77
	Russell 2000 Value	-1.00	59.49	8.40	11.65	9.41	12.13
	Russell 2500	0.48	45.87	13.08	15.09	11.84	14.31
	Russell 3000	4.59	33.04	17.83	17.96	14.33	16.18
	Russell Mid Cap	3.33	41.24	15.56	15.39	12.27	14.83
	Russell Mid Cap Growth	4.29	35.17	20.94	20.43	15.71	16.87
	Russell Mid Cap Value	2.77	44.50	11.36	11.51	9.57	13.25
	S&P 400 Mid Cap	2.30	44.77	12.17	13.73	11.46	13.89
	S&P 500	5.49	31.17	18.06	18.01	14.55	16.33
Global/International - Equity	MSCI AC World - NR	3.21	28.64	14.33	14.29	10.08	11.26
	MSCI ACWI xUSA-NR	0.22	24.87	9.36	9.92	5.42	6.56
	MSCI EAFE-NR	2.53	26.12	8.99	9.72	5.65	7.33
	MSCI Emerging Markets-NR	-4.29	21.12	9.86	10.40	5.06	4.85
	MSCI Emerging Markets-PR	-4.80	18.81	7.41	7.92	2.67	2.39
	MSCI World	4.38	30.33	15.54	15.43	11.33	12.75
Commodities	DJ UBS Commodity	1.54	31.00	5.81	4.16	-3.06	-4.66
	Goldman Sachs Commodity	-0.76	43.86	-2.14	3.27	-8.37	-6.60
Non-Traditional	HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
	HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
	HFRX Eqty Hdg-EqMktNeu	-1.30	3.46	-2.72	-1.41	-0.69	-0.82
	HFRX Event Driven	-1.18	6.80	4.40	3.60	1.23	3.08
Balanced	S&P 500 40% /BC Agg 60%	2.74	11.68	10.78	9.15	7.93	8.51
	S&P 500 50% /BC Agg 50%	3.20	14.77	12.06	10.65	9.07	9.83
	S&P 500 60% /BC Agg 40%	3.65	17.92	13.32	12.14	10.19	11.14
Miscellaneous	Consumer Price Index	0.48	5.03	2.68	2.54	1.99	1.88



Disclosures applicable to accounts at UBS Financial Services Inc.

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

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

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

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

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

Client Accounts: This report may include all assets in the accounts listed and may include eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such securities will distort the actual performance of your accounts and does not reflect the performance of your accounts in the fee-based program. As a result, the performance reflected in this report can

vary substantially from the individual account performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. When shown on a report, the risk profile and return objectives describe your overall goals for these accounts. For each account you maintain, you choose one return objective and a primary risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your account records.

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

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

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

applies to all performance for all assets on or after 09/30/2010, Advisory assets on or after 12/31/2010, SWP/AAP sleeves on or after 04/30/2018 as well as all Asset Class and Security level returns.

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

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

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

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

Benchmark/Major Indices: The past performance of an index is not a guarantee of future results. Any benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance

results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data maybe subject to review and revision. Further, there is no guarantee that an investor's account will meet or exceed the stated benchmark. Index performance information has been obtained from third parties deemed to be reliable. We have not independently verified this information, nor do we make any representations or warranties to the accuracy or completeness of this information.

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

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

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

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

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



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

Program Fee rebate that is not reinvested is treated as a withdrawal.

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

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

Change in Value: Represents the change in value of the portfolio during the reporting period, excluding additions/withdrawals, dividend and interest income earned and accrued interest. Change in Value may include 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.

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

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

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

Variable Annuity Asset Allocation: If the option to unbundle a variable annuity is selected and if a variable annuity's holdings data is available, variable annuities will be classified by the asset class, subclass, and style breakdown for their underlying holdings. Where a

variable annuity contains equity holdings from multiple equity sectors, this report will proportionately allocate the underlying holdings of the variable annuity to those sectors measured as a percentage of the total variable annuity's asset value as of the date shown.

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

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

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

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

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

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

directly if you would like to impose or change any investment restrictions on your account.

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

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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
September 24, 2021

Student Learning Environments

Our students are thriving and making gains each day. It has been wonderful to see all the new friendships formed and watch our students grow in confidence and skill. Throughout the first weeks of school, there have also been changes and challenges, particularly in relation to the pandemic. Our students have made adjustments quickly and showed remarkable flexibility, perseverance, and understanding. We are so proud of each of them!

After School Music Group

The afterschool vocal group, Outta Sight, began rehearsals. The group added a drummer this school year, sophomore Ray Calatallu! They are looking forward to performing in a Friday mini-concert toward the end of the first quarter.

Jim Carpenter – Art Teacher & Music Instructor

Music Department Updates

The Music Department is setting up for a productive year ahead. The two music teachers, Mrs. Leslie Costello and Mrs. Laurie Wohl teach middle and high school Piano Lab, middle school Concert Band, high school Concert Band, Music Theory, high school Chorus, and elementary General Music. Extracurricular options are just as plentiful, with Elementary Music Theatre, "Blind Cadence" Drumline, "Illusion" Color Guard, Limelight Theatre drama workshops, and music lessons offered after school. Mr. Jim Carpenter continues the Outta Sight performance band as well.

The music performance arts classes are currently working on foundational aspects to build up to public performances. The Chorus has also begun working on an arrangement of the Star-Spangled Banner, both as a learning opportunity and a performance piece, which they may perform at various local events in the future. Our afterschool groups will be performing as well whenever the opportunity presents.

General music students are learning the general music aspects of music-making, music reading, music history, music genre, and music appreciation, utilizing the all-digital QuaverEd curriculum. The students all LOVE Quaver!

Music theory students learn the many rules of writing music. They will also be using their Braille music skills combined with their future career goals of becoming teachers to serve as Braille Music Tutors. They will create lesson plans to assist the Chorus students in learning the Braille music code. The Braille music code is a difficult code with 428 pages of formatting and coding rules unique from the literary Braille code and the Nemeth (math) Braille code. Currently, all of our high school band

students and music theory students are literate in the braille music code, and some of our middle school students are able to read a good amount of it.

We thank the FSDB Board and the FSDB Administration for their support of the Music Dept. and everything it provides - academically, emotionally, mentally, cognitively, psychologically, physically, and the list goes on - to our Blind Dept. students.

Leslie Costello – Music Teacher

White Cane Day

White Cane Day will be celebrated on Friday, October 15, in Kirk Auditorium. The celebration will begin with the students in grades K-2. They will sing songs about independence and the white cane. Mr. Cosgrove will be our game show host of The Price Is Right this year. The students will compete for prizes by showing off their Expanded Core Curriculum knowledge and estimating the costs of everyday items. The level of difficulty will increase for each grade level. Throughout the show, Mr. Puch and Mr. Jacobson (orientation and mobility specialists) will work with the students who will announce commercials about White Cane Day and celebrate the achievements of people with visual impairments. Our high school students will write essays about their independence and why orientation and mobility is important to them. Several students will be awarded a gift card and asked to read their essays aloud. The elementary and middle school students will be given awards for different categories regarding their orientation and mobility skills, and their independence. We are also holding a contest for a student from the high school to design a new White Cane Day Banner to spread awareness to the community. The winner's banner will hang outside of FSDB off of San Marco Avenue. We are so excited for all of the different ways we will be spreading awareness to the community and celebrate our students' achievements in orientation and mobility.

The t-shirt for this year says...

Front: White Cane Day 2021 – (logo) The Price is Right when you yield to pedestrians with White Canes or Guide Dogs. It is the Law!

Back: Picture of a Stop sign with a white cane behind it. A person with a White Cane or a Guide Dog ALWAYS has the right-of-way! White Cane Day October 15, 2021

Jen Enache – Orientation and Mobility Specialists

Date and Drama Clubs

Debate Club has hit the ground running this year! As part of the state's Civics and Debate Initiative, we consider student interest and prepare for debates and tournaments. Our first tournament is scheduled for September 22!

Drama Club also started strong this year. The students were open about their performance goals. I explained to them that it takes a lot of planning, and they did not back down! The club agreed on a one-act play they would like to put on in the spring. They are also planning our theatre showcase, Night of Stars, to be happening in October!

FSDB Physical Education

Deaf Elementary:

K-2nd Grade

Deaf elementary boys are doing volleyball as their unit. They have been working hard on mastering their manipulative motor skills in various drills and lead-up games. These skills include striking, throwing, catching, bouncing, and volleying. Students also have the opportunity to improve on agility, reaction time, and teamwork skills.

Deaf Middle School Boys:

The Deaf Middle School Boys are learning volleyball. We are progressing from Under-the-Net Volleyball to Middleball to Mini Volleyball and then finally to volleyball on a regulation-sized court with a regulation ball. It's always fascinating to see the boys begin the unit thinking that volleyball is easy and then, in the end, realize that it's more complicated than it looks.

Blind Elementary/Middle School:

Blind Elementary students have completed their first round of fitness testing. Students had their height and weight recorded as well as participated in a timed mile, sit-ups, pull-ups, sit and reach and shuttle run. Students are currently working on a cobra ball unit. This game focuses on striking and tracking a bell ball. Cobra ball also teaches students individual defense using their tactile lines and cones.

Blind High School HOPE Class

Students in HOPE have been focusing on the three components of the health triangle. Students have been learning about health literacy as well as the qualities of being a health literate individual. This week students will be learning how to make good consumer choices, including comparison shopping, product labels, and advertising techniques.

Respectfully Submitted by:

Carol Bogue

Blind Department Principal



Deaf Department updates:

The Deaf Department Team has had a busy first month of school with community building, Positive Behavior Support Planning, and getting our students back to school routines. This takes a lot of energy and teamwork, but the schools have been up to the challenge. It has been busy and full of all of the surprises that come with the Pandemic and our new ways of work. Despite challenges, our teams continue to function together to build up our staff and students daily.

Deaf Elementary School

Teamwork

Deaf Elementary School, also known as the Gore Hall Geese, has developed a strong foundation in their culture and teamwork. They share five core beliefs as an elementary school: *Children are our first priority; A positive, friendly, and fun school culture promotes growth; a learning and living environment should be physically and emotionally safe; all students are capable of learning; everyone matters and deserves respect.* As we have started the school year, this foundation has been evident in the teamwork shown during contact tracing. Everyone has stepped up and pitched in to cover classes, pack belongings, and share burdens by reminding one another to stay positive. The new phrase that has been adopted this year is “How can I help.”

Supportive Education

A new tradition in Deaf Elementary School is the “Morning Meeting.” Dr. Heidi Jordan works with the PBIS team to create a monthly video shown every morning. The videos include the character trait of the month, the Pledge of Allegiance, a non-guided moment of silence, followed by an additional moment to reflect on how they are feeling for the day, and a positive behavior strategy to try. This strategy frames the morning for students in a positive and productive manner while teaching students the foundations of good character development.

The supportive approaches that have been adopted from the trauma-informed practices have been successful. The new Reset Room for students who need a break from academics and an opportunity to reset their brains has been working. Students have been using it with guidance from our support staff. The response from our staff has been positive as well. One staff member commented, “I was skeptical, but it REALLY did reset him!”

Academics

The academic program is off to a good start. Our specialists have worked with the teachers to align teaching with standards and requirements. The literacy specialist has been supporting teachers with the new reading curriculum and standards as well as setting the stage for the school-wide literacy plan. The math specialist is working with teachers on training in the B.E.S.T standards for math which will be rolled out in the 22-23 school year. They are also beginning research on math curriculums

that will align with these standards during this adoption year. The teachers will be able to provide feedback on the curriculum options for accessibility, clarity, and appropriateness to the students. We are already celebrating growth for students in the first month of school as we have already had students move up a level in their reading color program. The academic growth will be monitored through our Data PLC's monthly and student data notebooks to keep an eye on growth and the potential need for student interventions.

Deaf Middle School

Technology Integration Specialist

This year, as part of Title I, the Deaf Middle School has hired a grant-funded Tech Integration Specialist (TIS). After evaluating data and needs from last year's technology learning opportunities, our department felt the need to have a specialist available to provide support. This position has offered both teachers and students new opportunities to receive hands-on, one-on-one support using devices and programs needed in the classroom, which we have found to be crucial to our current programs and needs. The TIS's goal is to encourage teachers and students to use the school-provided devices and programs to allow for more engaging lessons and activities. The activities will be designed to collect data and allow for immediate and frequent feedback, which will enhance student understanding and performance.

The TIS is currently creating templates to mimic state-wide assessments to help prepare students for the online portions of this test. Teachers will be able to use these templates to create their assessments in the classroom with ease.

Teachers have also received "tech tips" for their devices which has been beneficial after switching from a Mac laptop to a PC this year. Teachers were provided with shortcuts for a PC so that they could work more efficiently. This information was given through an index-sized reminder card and an aligned video that teachers could watch at their own pace.

The TIS is planning training that was communicated as a need by teachers and specialists (10/14 teachers, one specialist). Teachers may choose to attend this training to learn more about a program that allows for more student engagement using a presentation tool that teachers and students are already familiar with. This training is awaiting approval, allowing teachers and specialists to receive Master Inservice Points for recertification.

The TIS has also received two teacher volunteers for a tech mentorship which will take place throughout the year. This mentorship will consist of a teacher-created tech goal, classroom observations, one-on-one training/support, and data collection to determine mastery of the tech goal.

Students also receive support from the TIS by personalizing their devices to fit their needs. For example, a dual-sensory student needed easy access to applications used daily in the classroom (i.e., IXL, Achieve 3000, Classlink, etc.). The TIS communicated to her supervisor that the student

might benefit from a device with a larger screen. The TIS then set the needed applications as desktop icons on both devices and provided one-on-one training with this student so that she could access what she needed with ease. The student was given a week to try out both devices, and the TIS checked back with the student and collected the unwanted device.

The TIS is always readily available during teacher planning time. She visits classrooms during this time and provides any support needed. She researches programs and tools that teachers want to learn more about and relays the necessary information back to the teachers. The TIS has also offered to co-teach in the classroom with any teachers that are interested in having tech support during class time with students.

PBiS-opoly

PBiS is an important part of our school program but does not include only students. We also include staff and teachers in our PBiS programming. This year, DMS staff are being challenged to weekly self-care tasks. When a task is completed, they can come to the AP's office to roll for PBiS-opoly. This is a wall-sized, paper monopoly board. Each teacher has their own photo as a character. When they complete the challenge, they come in and roll a dice to move around the board to earn different challenges and monopoly dollars for department incentives. Teachers are also given bonus roles when going above and beyond, taking risks in their classrooms, responding to feedback, and other staff development happenings that occur. Having the board set up in the AP office also allows for informal check-ins with staff members to ensure they feel supported and cared about.

Zones of Regulation

In order to support PBiS with students this year, we have kicked off Zones of Regulation. Starting the first week of school, daily Zones lessons have been taught to all DMS students to ensure we have a common language. Zones of Regulation teaches students to recognize their emotions and possible triggers while also providing tools for managing the different emotions they experience throughout the day. Already it has been a huge benefit when addressing student behavior. Zones will be used even more in-depth as MTSS needs arise.

The school year has been interesting without having the option for students to participate in the Innovative Learning Environment (ILE) programs. Students who may be contact traced out may still participate in activities; however, they do so asynchronously. Sometimes this is a challenge to ensure that students are keeping up with information, having materials available for learning, and for tracking. We continue to address challenges and showcase strengths as they come up.

Deaf High School

Ready for a new year

The Deaf High School department met together the first week to get ready for a new school year with growing opportunities. We celebrated staff who have been with us for a long time and introduced a variety of new staff. We are excited to welcome a new science teacher, a new social

studies teacher, as well as a new Administrative Assistant. We are also looking for English teachers to join our program. We have had a variety of changes that have necessitated creativity in scheduling, but with the support of our school counseling team, we were able to meet the needs of the first-semester scheduling.

Family communication

This year, we are making family communication a priority. We realize the need to continue to have open communication with families. Our biweekly newsletters will provide information to families about our programs. Students who are not progressing as expected or who have shown a decline in any of their data will have interventions and supports put in place to help them achieve. Family communication will occur more frequently as supports are increased.

Shared Leadership

As part of our shared leadership model, teachers have been selected to be "team leads" for their content areas. The team leads facilitate communication with other teachers on their teams and serve to distribute and share information within the department. The teams collaborate on our school goals, climate survey needs, and identified areas of strength and growth.

Positive Behavior Support

Our PBIS team is undergoing a positive shift. In Deaf High School, we want the students to take ownership of areas of the program that directly impact them. Positive Behavior Supports and recognition is an area that we want students to have input in. We are electing a student lead to team up with our PBIS staff lead to increase this ownership and gain student insight into what they find supportive and helpful. As part of our PBIS program, we are using our weekly Dragon Time, the last block of the day on Fridays, to provide character education to the students. The character education program includes videos and lessons created by the mental health team to address stress management, teen dating and violence, bullying prevention, and state-required mental health training. Our counselors are also available during that time to support our students as needed.

Off-Campus Programming

Our Off-Campus program has placed eleven students into five different programs at the First Coast Technical College (FCTC) for vocational skills training. Our off-campus program coordinator meets with the teachers to provide guidance and support in best serving the needs of our population. Students are supported into their transition into a career development program and instructed and encouraged to advocate for their needs.

Automotive Program:

The three students in the Automotive program met with their teacher to learn the expectations and goals for the class as well as the policies and procedures for the FCTC campus. Over the first few weeks, they learned to use a syllabus to prepare for class and were taught about the personal protective equipment needed within the automotive shop that functions as their classroom. All of

the students are eager to learn the mechanical skills they are enrolled in. Two of the students are currently in the safety course, and one student, who is in their second year in the course, is learning about the automotive braking systems.

Agricultural Science:

In the Agriculture Science Program, the three students enrolled have participated in learning about the expectations, safety rules, maintenance of lab areas, and operations of small agricultural equipment, including edgers, string trimmers, blowers, and mowers. One student attended this program last year and is proud of his increased responsibilities. He assists by instructing his peers in some of the skills he learned to support the instructor.

Cosmetology: 3 students (a continuing ed. student, a senior, and a junior)

There are currently three students in this program. They have learned class expectations and are looking forward to learning the various skills in the science of nails, facial skin, and hair. One student has created her own makeup tutorials and has shared these with her instructor. They are excited to learn the upcoming skills of doing artwork on nails.

Welding:

The welding program is a very high-demand program that has not had space for students in the past. We have one student who enrolled on the waitlist for over a year and who was accepted into the program among a long list of potential students. He is currently learning the important safety rules and procedures before he can begin to do the hands-on activities in his lab.

This student was on the waiting list for over a year to enroll in this program. This program is very popular and has a long waiting list of students who are interested in enrolling. The student is currently learning safety rules and procedures before he can begin to do hands-on activities in the lab.

Dental Assisting

We have one student attending this program who has had a life-long dream to become a dental hygiene technician. She has created a career path for herself by initially learning to become a dental assistant to become a hygienist. When she was informed of this program last year, she could not contain her excitement! Now, she is officially enrolled in this program and loves it! She communicates so effectively with her FCTC instructor with strong questions relating to her assignments. She is currently learning the history of dentistry.

In addition to the FCTC program, eleven students are currently enrolled in their respective courses at St. Johns River State College (SJRSC).

Two students - Fundamentals of Criminal Investigation

One student - Academic Pathways College Success

One student - Comprehensive Career Exploration

One student - Composition 1 / Introduction to Computer Concepts

One student - Word Religions

Three students - Introduction to Sociology

One student - Introduction to Computer Programming

One student - Composition 1

All dual-enrolled students are working on various skills to be successful in their college courses, such as: communicate concise and clear with their professors, independently follow due dates to complete assignments on time, and troubleshoot any issues by communicating with their professors.

One student is enrolled in a course at St. Augustine High School (SAHS) in Aerospace II. The student will learn about space technology spinoffs, engineering design process, aerospace environments, aerospace materials, engineering design process, aircraft systems propulsion systems, and rocket design.

We are excited about a year full of opportunities for our students to gain the skills needed to succeed beyond school.

Interpreter Services

Interpreter Services hired several great OPS interpreters over the summer, and it's a good thing we did! The start of the school year has been the busiest one we've ever had. We are fielding a record number of interpreter requests for both on-campus needs and off-campus classes, including needs at First Coast Technical College, St. Johns River State College, and St. Augustine High School. It is truly taking a village to cover all of these needs. Our staff interpreters and the team of OPS interpreters are working very hard to provide interpreting services during the school day, in the evenings, and even on weekends as requested.

A huge area of need is for new students enrolled at FSDB who are new to ASL or have not been in a signing environment in their previous school placement. These students require the use of interpreters in the classrooms in the role of language facilitators providing ASL to spoken English translation. This enables the students to access the curriculum and understand their teachers and peers until they acquire enough ASL skills to be proficient on their own. Currently, the Deaf High School has 17 students with IEP-based language facilitation services, 10 of which receive the service daily. Deaf Middle School has 11 students with IEP-based language facilitation services, 10 of which receive the service daily. The amounts to the need for language facilitation services in a total of 30 classes per day across multiple departments. This is a huge need on top of all the other requests Interpreter Services is tasked with covering each day.

Staff ASL classes will begin on August 23. Staff will be using True+Way ASL to learn ASL and improve their ASL skills. We are very excited about using this new and innovative curriculum with our staff and look forward to all the progress we will see.

The Sign Language Proficiency Interview: ASL program is scheduling first appointments for the 2021-2022 school year. The need for technology upgrades and updates delayed our start. The split-screen software necessary for recording interviews will be updated soon, and we hope to begin scheduling appointments within the next two weeks.

Off-campus classes in five programs at FCTC are underway, with eleven students requiring daily off-campus interpreting needs. This requires six to seven interpreters each day. Students at St. Johns River State College returned to in-person classes on August 23. The semester is off to a great start at SJRSC.



Florida School for the Deaf & the Blind

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Instructional Services
Board Report
September 24, 2021

Career and Workforce Development Department

Submitted by Nick Solomon, Executive Director of Career Development

Priority Goal 1: Academic Achievement and Workforce Preparation

The CTE department concluded the 2020-2021 school year, with 51 students receiving various industry certifications. Building a Tradesmen (BAT) program certified 12 students in OSHA - Construction. The Culinary Arts Program/Classes certified 33 students in SafeStaff, the 2nd largest group in the past five years. The Horticulture program certified six students in OSHA - Agriculture, the most in the last five years. This year we expect those numbers to increase with additional certifications being obtained in ServSafe manager, PhotoShop, InDesign, Animation, FL Horticulture Professional, and Microsoft Expert.

Priority Goal 2: Professional Development

Additional funding was requested in the Perkins V grant. Funding was approved for 2021-2022 to allow for travel to various conferences. These conferences will enhance teacher knowledge and provide teachers with industry-leading information and resources, including additional training and professional development for all CTE teachers, instructional assistants, and vocational instructors who are encouraged to participate when appropriate.

Priority Goal 4: Digital Citizenship

3D Animation and D&B Designs classes are currently working with the technology department to ensure all students have access to the full range of the most updated online Adobe products and trainings associated with the corresponding class. Support from these teachers includes navigating websites such as YouTube to present their work both privately and publicly on the internet. Our work experience coordinator works with each student to ensure they are ready to navigate the in-depth online job application process, which can now be very complex, from job sites or even for individual corporate online applications. This includes preparing students for the growing desire and expectations of initial or full online/virtual interviews.

Priority Goal 5: Stakeholder Relationships and Communication

The Career and Technical Showcase and CTE-supported clubs are currently in the planning stages and will be presented for students to join and participate. Middle school students will be invited to interact with each program and learn about the different careers along with the learning

opportunities each program offers during the Career and Technical Showcase. We will ensure parents and families are also aware prior so they can continue the conversations at home.

We currently have 11 community partners providing work placements for 16 off-campus work experience students. We have an additional 16 community partners pending as possible future locations of employment training. Most of those future partners are in a holding pattern due to COVID rules or business model changes because of COVID. We currently have 20 campus work locations for on-campus workers. The enclave group from Blind High School is also getting an off-campus work experience twice a week at the local Beall's outlet store and Solomon Calhoun Center. We are also currently working with interpreting services and parent services as a possible on-campus placement for a tri-lingual student (English, Spanish, and Portuguese) who is blind that is hoping for a future as a translator and currently looking to learn French as a fourth language.

Literacy Specialists

Submitted by the Literacy Specialists

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

Priority Goal 1: Academic Achievement and Workforce Preparation

- The Literacy Specialists have been providing coaching support for teachers as they begin administering baseline assessments, including the Independent Reading Level Assessment, the 1200 High-Frequency Word List Assessment, the Achieve3000 LevelSet Assessment for grades 3-12, and grade-level specific curriculum-based assessments.
- The Literacy Specialists have been collaborating with teachers to analyze this data and design effective implementation of curriculum and specific interventions for students to increase student achievement and performance.
- The Literacy specialist for the blind department has been collaborating with teachers to provide training and support for students to access digital curriculum and textbooks using their assistive technologies effectively.

Priority Goal 2: Professional Development

- The Literacy Specialists have been collaborating to develop our monthly professional learning opportunities for literacy, which included one asynchronous opportunity called Literacy Anytime and one synchronous opportunity called Literacy Live.
- ELA teachers and the Literacy Specialists have participated in various professional learning opportunities with publishers to learn more about their newly adopted ELA curriculum instructional materials.

- During mentoring and coaching time with teachers, the Literacy Specialists have been troubleshooting and providing technical support to teachers so that they can most effectively and efficiently access and utilize the digital resources of their curriculum materials.
- Literacy Specialists have created shared folders (i.e., Google Drive) for the new textbooks where the most frequently used quizzes, pdfs, and teacher-made slides, writing prompts, and assessments can be shared, borrowed, or tweaked to meet individual teacher needs.
- The DES Literacy Specialist attended the Office of Early Learning's trainings on the transition to Kindergarten. This is a 5-part series with an additional two coaching sessions.
- The DMS and DHS Literacy Specialists attended the FLDOE BEST K-12 Standards Overview.

Math Specialists

Submitted by the Math Specialists

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

Priority Goal 1: Academic Achievement and Workforce Preparation

In addition to supporting teaching and learning of the Mathematics Florida Standards this school year, math specialists will be educating all stakeholder groups on the new B.E.S.T. Mathematics standards. After attending the B.E.S.T. Mathematics Professional Development for District Leads in July 2021 and NEFEC training last school year, the specialists are prepared to facilitate the transition via intentional professional learning opportunities during this school year and into the implementation in the 2022-2023 school year.

Specialists met with teachers to plan for the instructional year, progress monitoring and have begun sharing the Instructional Guidance for Transition to the New B.E.S.T. Standards for Mathematics to adjust curriculum maps for this school year with the intent to avoid gaps in transition.

Problem of the Week and Fluency Challenge Project is being Kicked off all over campus the first two weeks of September with incentives and a Welcome topic in the FlipGrid.

Students are utilizing IXL in their Math, ELA, Science, and Social Studies classes. During August in the Deaf Schools, students have answered 67,509 questions and mastered 1,414 skills. The Blind Schools have also recently started using IXL.

Priority Goal 2: Professional Development

The Math department is offering the following professional development options for educators:

- Zearn Classroom Implementation

- POWwow PD: Routines for Reasoning Fostering the Mathematical Practices in All Students
- Monthly MATH Drop-In PD topics: Braincamp (manipulatives), IXL, Fluency practice, number talks, strategies/representations, (MLR) Math language routines.
- New teacher and refresher Mathematics Formative Assessment System (MFAS) training for progress monitoring occurred.
- IXL training for new teachers and additional training for interpreting reports

Priority Goal 5: Stakeholder Relationships and Communication

Specialists attend monthly meetings with FAMS (Florida Association of Mathematics Supervisors) and State Mathematics Leadership for collaboration on transitioning to the B.E.S.T. standards.

August 20 K-5 FAMS & September 2 K-5 B.E.S.T.

American Sign Language Specialists

Submitted by the ASL Specialists

- *Lenore Boerner*

Priority Goal 1: Academic Achievement and Workforce Preparation

- ASL Specialist is conducting the Academic ASL Comprehension Test with DES, DMS, and DHS during the next few weeks.

Priority Goal 2: Professional Development

- ASL Specialist gave a Deaf Culture Presentation with Janelle Berry to the Board of Trustees on August 27, 2021.

Priority Goal 5: Stakeholder Relationships and Communication

ASL Specialist serves as the 2021-2022 Jr NAD sponsor Deaf High School and the 2021-2022 Union Building Representative

Professional Development for Academic Staff Members

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

Priority Goal 2: Professional Development

- The Master Calendar was rolled out to the Academic Program to share with Teachers and Specialists. Campus-wide and school-based professional learning will be placed on this calendar.
- The Title II Grant has been approved by the Florida Department of Education. The professional development opportunities from Title II will start the initial planning process to be scheduled on the Master Calendar.

- The first and fourth Friday of every month will be for campus-wide professional development. The first Friday of the month will be for topics such as technology, social and emotional learning, and other general topics. The fourth Friday will focus on Literacy in relation to the K-12 Comprehensive Reading Plan. The first professional development opportunities were kicked off on August 27 and September 3 by Scott Trejbal, Administrator of Instructional Services. He presented to the Academic Program on Access Points and the 1% requirement sharing the updated guidelines for students to take the Alternate Assessment. The Literacy Specialists will be providing training on the fourth Friday of September.
- The Academic Leadership Team are participating in a once-a-month Professional Learning Community, PLC, to provide professional development and opportunities to learn from one another as they work on the new initiatives of the K-12 Comprehensive Reading Plan, the B.E.S.T English Language Arts Standards, and the B.E.S.T Math Standards.

English Language Learners Department

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

Priority Goal 1: Academic Achievement and Workforce Preparation

- ❖ Organize, analyze and evaluate ACCESS for ELLs score reports from the 2019-2020 school year in order to determine individual student growth and overall progress towards English language proficiency.
- ❖ Review and refresh ESOL staff regarding ELL-specific strategies, scaffolds, and accommodations to ensure services provided do not lack uniformity, fidelity, or relevance.

Priority Goal 2: Professional Development

- ❖ FTE and OPS staff will complete all FSDB required training, including CPR, CPI, YMHFA, QPR, and AlerT.
- ❖ FTE and OPS staff will complete a staff technology assessment, created by the ESOL Director, designed to address any current needs or missing fundamentals for staff using the various programs and applications implemented schoolwide at FSDB.

Priority Goal 3: Enrollment and Retention

- ❖ There have been three new students identified as English Learners so far this school year at FSDB.
- ❖ Currently, there are 12 ELL students in grades K-8 and 23 in grades 9-12.

Priority Goal 5: Stakeholder Relationships and Communication

- ❖ For the month of August, the ELL & Staff Translator, Iris Guevara-Santiago, has made 76 parent phone calls, in addition to 18 parent calls by other ESOL Department staff. She has attended seven phone conferences and four face-to-face meetings through Microsoft

Teams involving staff and parents. There have been 54 email correspondences between ESOL Department staff and parents and nine emergency written translations completed. Finally, the ESOL Department has completed 36 written translations for the staff and administration at FSDB.

- ❖ ESOL Director will participate in monthly conference calls organized by FLDOE Student Achievement through Language Acquisition Bureau and World Languages.
- ❖ ESOL Director will attend the WIDA eConference on October 14, 2021.

Libraries

Submitted by Joy Carriger, Blind Department Librarian, and David Snow, Deaf Department Librarian

Blind Library

Priority Goal 1: Academic Achievement and Workforce Preparation

Ordering updated nonfiction books to support student learning. Update teacher resources to provide additional braille/tactile materials for classroom use. Volunteers are adding braille to print books.

Priority Goal 2: Professional Development

Florida Electronic Library: Elementary e-book collection, Planbook.com tutorials, ULS (Unique Learner System) curriculum introduction and tutorials.

Priority Goal 5: Stakeholder Relationships and Communication

Two authors with Visual Impairments reached out to donate books to the library.

Respectfully submitted by:

Scott Trejbal

Administrator of Instructional Services



Florida School for the Deaf & the Blind

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Parent Services, Outreach, and
Technology Services Departments
Board Report

September 24, 2021

Parent Services Department

Respectfully submitted by Cindy Day, Executive Director of Parent Services

Parent Services

- Misty Porter, FSDB Parent Liaison, hosted the first Parent Engagement Workshop (PEW) event of the 2021-2022 Academic Year. The focus of this PEW was FSDB Families and included an overview of supports, resources, and health and safety precautions available to parents and students throughout the FSDB campus.
- The next PEW event is scheduled for November 5, 2021. Parents are encouraged to join to stay informed on campus happenings and be included in decision making opportunities.
- The Parent Services Department is preparing to offer its highly anticipated Parent University classes for the 2021-2022 Academic Year. Parent University offers classes and workshops specific to parents and caregivers of students who are deaf/hard-of-hearing or blind/visually to increase their knowledge of techniques to promote their student's wellbeing and success. Parent University classes for the year will be scheduled as soon as funding through the IDEA grant is approved.
- FSDB Parent Liaison Misty Porter is working with district and school level Advisory Councils and Title I Parent Teams to ensure that FSDB families are aware of meeting times for events and welcomed to join as stakeholders.

Parent Infant Program

- FSDB's Parent Infant Program (PIP) was serving **593** infants and toddlers ages 0-5 and their families at the beginning of September 2021. There were 330 Deaf/Hard of Hearing, 242 Blind/Visually Impaired, and 21 Dual Sensory Impaired children receiving services.
- Kim Carr, Director of Parent Infant Program for Blind/Visually Impaired, prepared a monthly report for the Division of Blind Services (DBS).
- Kim Carr continues to meet and work with Shelley Ardis and the Technology Department on upgrading the Parent Infant Program database to the Apricot system.
- A monthly meeting with Division of Blind Services Children Counselors was held to discuss changes and updates to the Parent Infant Program.
- A monthly meeting with PIP Parent Advisors was held to discuss updates regarding DBS, virtual meetings, and procedures.
- Jennifer Cato, Director of Parent Infant Program for Deaf/Hard-of-Hearing hosted a Lunch and Learn training for Early Steps staff on the topic of "Encouraging Typical Language Progression"
- Additional outreach by the Parent Infant Program includes:

- Alexis LaTouche, FSDB Regional Coordinator, represented FSDB's PIP program at the Back-to-School Bash hosted by the Family Center on Deafness on August 21st.
- 3 parents and 2 staff members will represent FSDB at the Hands and Voices Conference in Franklin, Tennessee on September 17-19.
- Connections were made with Children's Libraries in the West Palm area to discuss working together to serve the population in that area.
- A virtual Drowning Prevention Workshop was hosted
- An Urban Air activity was held in the Tallahassee area

L. Daniel Hutto Early Learning Center

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

Enrollment

PreK DHH Class: 12 students

PreK BVI Class: 3 students total – 2 blind and 1 DS

5 DHH, 3 BVI, and 1 DS PreK students are currently in file review

Toddler Program: 5 children

- The Early Learning Center (ELC) is currently serving 15 preschool children and five toddlers.
- Goals for this first month of classes include familiarizing the children with the ELC environment, practicing basic classroom routines and procedures, introducing or re-introducing students to Montessori activities and lessons, and building and re-establishing rapport with ELC Families.

Outreach Services Department

Respectfully submitted by Elizabeth Wilcox, Director of Outreach

Expanded Core Curriculum (ECC) Interactive Learning Series: The *Interactive Learning Series is specially designed for non-enrolled students in Florida ages 3-17, students who are deaf/hard of hearing (D/HH) or blind/visually impaired (B/VI).*

- FSDB ECC Interactive Learning Series was a tremendous success. During the 2020-2021 year there were four events with 31 B/VI participants and 57 D/HH participants, in total 88 participants.
- Registration for the 2021-22 Fall and Winter series is recently opened for participants to save their spot.

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

- Session one classes are currently in progress and include six ASL classes ranging from beginner to advanced levels.
- There are 60 participants currently enrolled.
- A new curriculum was acquired and is being implemented this school year. We look forward to the feedback from participants on the improvements to this project.

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

- The Statewide Community Braille Course is a new project initiated after receiving feedback from professionals in the field, parents, grandparents, and paraprofessionals.
- There will be two sessions offered and each will run for seven weeks.
- The first session is at capacity and will begin October 7, 2021.

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

- In the month of August there were 10 prospective families who completed a campus tour.
- A Campus Tour Feedback Survey was sent to visitors after each tour. This past month feedback was five-star ratings overall with a few comments expressing how beautiful and clean the campus is and how they enjoyed the campus. One comment indicated the family is now making an application.

Statewide Exhibitor: *Statewide Exhibitors share information about FSDB campus and outreach programs with targeted stakeholders across the State at both in person and virtual events.*

- 8/02/2021- Family Center on Deafness- Back School Event
- 9/07/2021- St. Augustine Historic Tours staff development event
- 9/17/2021- FSDB Ambassador “Connect with Us” campus wide event
- 9/25/2021- Festival of Families hosted by the Florida Instructional Materials Center, serving families with children who are blind/visually impaired.

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

Respectfully submitted by the RMTC-D/HH Team

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

- *Thinking On Thirdsday* - August 19
- *Coffee with the Contacts* - August 25
- *Passport to Learning Professional Learning Community* - August 31
- New Teacher of the Deaf and Hard of Hearing Professional Learning Community (Cohort 1, 2, & 3)

Additional **meetings attended** included:

- Florida Assistive Technology Workgroup - August 5
- Bureau of Exceptional Student Education ELA Strategic Planning Team Meeting - August 5
- Passport to Learning Planning Meetings - August 10 and 12
- Springs Planning Meeting for Collaborative Training - August 11
- Avenue Progress Monitoring Apps Florida Site Discussion - August 24
- Florida Educators of Students who are D/HH (FEDHH) - August 27

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

- Presentation: Okeechobee *Introduction to Students who are Deaf or Hard of Hearing*

- Okeechobee (Onsite) *Schoolwide Accessibility for Students who are D/HH* - August 5
- Orange (Virtual) *Fairview Learning Fairview Review Coaching* - August 3 & 5
- Duval (Onsite) *Florida Individual Performance Profile (FLIPP)* - August 4
- Presentation: Deafness 101 Columbia County - August 6
- Hillsborough (Virtual) *Fairview Learning Coaching* - August 6
- FLDOE Bureau of Exceptional Student Education (Virtual) *Literacy Rates and Students who are D/HH* - August 6
- Deafness 101 Columbia County - August 10
- *Deafness 101* training for staff in Gilchrist County - August 13
- *New Teacher of the Deaf and Hard of Hearing Professional Learning Community* - August 16 & 17
- Polk (Virtual) *Fairview Coaching* - August 9, 18, 19, & 20
- Orange (Onsite) *Dual Sensory Impaired Coaching* - August 11
- Orange (Onsite) *Fairview Coaching* - 11 & 12
- Levy (Virtual) *Itinerant Teaching and the Role of the ToDHH* - August 13
- Duval (Virtual) *Assessing a Student who is Deaf and Intellectual Disabilities* - August 13
- Hardee (Virtual) *New ToDHH* - August 17
- Hillsborough (Virtual) - *Least Restrictive Environment* - August 18
- SEDNET (Virtual) - *Collaborative Support for a District and Product Development* - August 17 and 18
- Leon (Virtual) - *Audiogram Review, Auditory Processing Disorder, English Language Learner Language Development* - August 20
- Volusia (Virtual) *D/HH Training for District Staff* - August 24
- Duval (Virtual) - *Florida Educators for Students who are Deaf/Hard of Hearing Presentation* - August 27
- Pinellas (Virtual) *Parents' Bill of Rights* - August 30
- Hillsborough (Virtual) *Assistive Technology and Passport to Learning* - August 31

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

Districts: Alachua, Brevard, Broward, Citrus, Collier, Columbia, Duval, Escambia, FSDB, Gilchrist, Hillsborough, Indian River, Lee, Leon, Levy, Marion, Monroe, Okaloosa, Orange, Osceola, Palm Beach, Polk, Seminole, St. Johns, Sumter, Union, Volusia

Other Agencies/States: University of North Florida (UNF) and Quality Indicators for Assistive Technology Listserv

Media and Materials Loan Library: 6 new accounts created, 10 items borrowed and returned, 10 total participants

Technology Services Department

All one-to-one equipment was assigned to staff members and students returning from summer vacation. Equipment that was pulled last year to facilitate the Innovative Learning Environment

(ILE) is now being reissued to groups who had class-sets prior to distance learning and ILE. Test labs have been set up and are being updated and reconfigured as needed.

The summer is a busy time for the purchasing and renewal of campus-wide applications and other subscription. Each educational product is set up to allow single sign-on access for staff and students. Many products are also set up to be “rostered”. Data is synced between the student information system and our roster server so teachers and students have access to the appropriate educational applications based on their school and grade levels.

The data systems team has been working steadily on upgrading on campus systems to meet new standards and to be hosted in a new data base system. Over the next 12 months the servers that have been in use over the past decade plus will be retired.

Updates were made in our processing of incoming staff information which populates in-campus applications and alerts. PeopleFirst made a change to their data system which created an issue for our programming. The data systems team worked tirelessly to repair this issue as quickly as possible.

Support and training has been provided to newly hired staff on the use of the primary platforms used on campus. On-boarding workshops were held for newly hired academic staff members. On-going consultation and support is provided for not only new staff, but those who have changed positions or who need refresher training.

Project refinement is underway for all 2021-2022 projects. In addition to our annual refresh activities and technical maintenance, we plan to upgrade interactive, digital boards in classrooms and upgrade a few multi-use, meeting spaces.

Respectfully Submitted by Shelley Ardis

Administrator of Parent, Outreach, and Technology Services