Agenda

Florida School for the Deaf and the Blind
Board of Trustees Meeting
Kirk Auditorium in Memorial Hall
September 26, 2020, 9:45 a.m.

Page No.

I. Call to Order

II. Roll Call

III. Public Comments Limited to three minutes per person. Maximum of 45 minutes for all Public comments.

IV. Executive Session – Walker Hall – Room 101

V. Approval of Meeting Minutes

Minutes, August 7, 2020, Special Purpose Board of Trustees Virtual Meeting	1-3
Minutes, August 14, 2020, Regular Board of Trustees Meeting	4-10

VI. President's Reports

Interim President's Report – Julia Mintzer	11-12
Human Resources – Lexi Bucca	13
Communications and Public Relations – Nancy Bloch	14-16
Legislative Report – Patsy Eccles	17

VII. Action Items

1.	Surplus Property	18-22
2.	FY 2020-21 Operating Budget Revision #1	23-26
3.	SY 2020-21 Student Progression Plan Additions/Changes	27
4.	SY 2020-21 Uniform Statewide Assessment Calendar	28-37

VIII. Unfinished Business

Next Board Meeting - Date and time

IX. New Business

Enrollment and Outreach Committee Report and Action Items – Dr. Zavelson
Endowment Investment Committee Report and Action Items – Mr. Hadley
Florida Safe Schools Assessment Tool Recommendations – Lt. David Moore

X. Department Updates

Allied Health Services – Stan Gustetic	38-42
Boarding Program – Kathleen Grunder	43-49
Business Services – Julia Mintzer	50-71
Blind Department – Carol Bogue	72-77
Deaf Department – Angela Saunders	78-84
Instructional Services – Tracie Snow	85-100
Outreach and Technology Services – Shelley Ardis	101-105

XI. Board Comments

XII. Adjournment

Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Board of Trustees
Special Purpose Meeting Minutes
Online Virtual Zoom Meeting
August 7, 2020, 2:00 p.m.

Attendance

Present: Mrs. Christine Chapman, Mr. Terry Hadley, Vice-Chair, Mr. Matthew Kramer, Mr. Owen McCaul, Chair, Mrs. Pam Siguler, Dr. Thomas Zavelson.

Call to Order

Mr. Owen McCaul, Chair, convened the special purpose meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 2:00 p.m., as an online meeting on the Zoom platform.

Welcome

Mr. McCaul welcomed everyone who was participating in or viewing the FSDB Board of Trustees online virtual meeting. Mr. McCaul read a prepared statement regarding the Zoom meeting environment and how the public comment portion of the meeting would be conducted. He explained that the meeting would be closed captioned and interpreted in American Sign Language (ASL) for accessibility for the Deaf Community.

Public Comment

Ms. Francis Antolik, St. Augustine, FL
Ms. Antolic expressed her concerns over hiring practices.

Mr. Dakota Kalis, St. Augustine, FL
Mr. Kalis thanked Dr. Prickett for her years of service to FSDB. He thanked the Screening Committee for their work. He wanted to make sure that the public has an opportunity to watch the interviews and make sure that the process would be accessible to the public.

Action Items

There were no action items for this meeting.

Special Purpose Business

Mr. McCaul opened the meeting with the reason for the Special Purpose Meeting. He stated that on July 24, 2020, the Board met to discuss the candidates chosen by the Screening Committee and to move forward with interviewing the four selected by the Screening Committee. On July

29, 2020, the Board was notified that Mr. Dennis Gallium withdrew his name as one of the four candidates. Mr. McCaul asked for this meeting to address how the Board wanted to proceed. He asked the Board if they wished to re-advertise the position or continue as planned and interview the three candidates. He opened the floor to discussion.

Dr. Zavelson stated that the Board should put the process on hold because of all the current issues. He said with the pandemic, "right now things are unpredictable, and we do not know from week to week what rules are going to change or what we're going to have to face as a school and a community. The elections are happening in November, and this is going to be an intense hurricane season." He used a military analogy that you don't change commanders in the midst of a major battle. He recommended that until things "settle down and become clearer in the immediate and long-range future that the Board strongly consider postponing making any decision to hire a new president at this time."

Mr. Hadley concurred with Dr. Zavelson and added that "right now people are very reluctant to make changes to jobs or to even travel for an interview. It is not a good time for people to make major decisions." He proposed postponing the process for at least six months and then determining if the position should be re-advertised.

Mr. Kramer agreed with Dr. Zavelson's and Mr. Hadley's opinion and added that maybe the School should hire a headhunter firm.

Mrs. Siguler added that she felt the three remaining candidates were strong, and we should proceed with interviews.

Mrs. Chapman added that she agreed with Dr. Zavelson that these are "unchartered waters and difficult times in terms of not knowing from day to day where the winds will blow and where they will take us." However, she also agreed with Mrs. Siguler's assessment of the three remaining candidates and the need to move forward with the interview process. Mrs. Chapman wanted it on the record that the Board was not postponing this because the three remaining candidates are all women, but rather that the Board would like to have additional candidates to interview.

Mr. Hadley added for the record that this decision is not to be misconstrued as a gender issue and that the Board would like additional people to interview with an outside perspective.

Mr. McCaul asked if anyone wanted to make a motion.

Dr. Zavleson moved to postpone the interview process and reassess the process in six-months to determine how to proceed. Mr. Hadley seconded the motion with additional comments. He added that in six months, the Board does a complete review of the three candidates and looks into Mr. Kramer's suggestion of hiring a headhunter firm or going through the re-advertising process, then we decide to go forward at that time.

The motion did not carry on a vote of three to three.

Dr. Zavelson asked if he could modify the motion, and Mr. McCaul agreed.

Dr. Zavelson moved to postpone the interview process and reassess the process in three-months to determine how to proceed. Mr. Hadley seconded the motion without additional comments. The motion carried on a four to two vote.

Board Comments

In the Board's closing comments, they thanked Mr. McCaul for his leadership during the meeting. They all thanked the three candidates and expressed how they appreciated the candidate's videos. They thanked school staff for all their efforts with school reopening plans and other challenges.

Adjournment

Meeting adjourned at 3:16 p.m.

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

_____

Julia Mintzer, Interim President

_____

Owen B. McCaul, Board Chair

Florida School for the Deaf & the Blind

Board of Trustees Meeting Minutes
Memorial Hall, Kirk Auditorium
August 14, 2020

Attendance

Present: Mrs. Christine Chapman, Mr. Terry Hadley, Mr. Matthew Kramer, Mr. Owen McCaul, Mrs. Pam Siguler, Dr. Thomas Zavelson.

Call to Order

Mr. Owen McCaul, Chair, convened a regular meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 9:00 a.m. in Kirk Auditorium located in Memorial Hall on the FSDB campus.

Welcome

Mr. McCaul welcomed everyone back to campus and a new school year.

Pledge of Allegiance

Mr. Hadley led the Board and the audience in the Pledge of Allegiance.

Recognition of Dr. Jeanne Prickett's Retirement

Mr. McCaul asked Mrs. Chapman to read the resolution into the record.

Resolution in Honor of Jeanne Glidden Prickett, Ed.D.

WHEREAS, Dr. Jeanne Glidden Prickett was first appointed on May 1, 2012, as the 17th and first female president of the Florida School for the Deaf and the Blind by the Board of Trustees and has served Florida's students who are deaf, hard of hearing, blind, visually impaired or deafblind for a total of eight years and three months;

WHEREAS, Dr. Prickett has had a distinguished professional career encompassing more than 40 years of leadership, service, and advocacy in the field of deaf, blind and deafblind education as superintendent of the Iowa School for the Deaf; administrator of the Hawaii Center for the Deaf and the Blind; director of several federal- and state-funded projects; adjunct faculty member at various college and university programs; editor and co-author of Hand in Hand: Essentials of Communication and Orientation and Mobility used worldwide in teacher preparation programs; author of numerous book chapters; and as a trainer and presenter both nationally and internationally;

WHEREAS, Dr. Prickett worked tirelessly with the FSDB administrative team to successfully raise academic expectations and rigor; attain national accreditation by two independent entities; enhance school safety and crisis management; secure state, federal and private funding support; streamline organizational operations, and increase stakeholder involvement and support;

WHEREAS, Dr. Prickett encouraged FSDB students to do more, be more, and achieve more, fulfilling the school's vision of preparing them for a lifetime of success;

WHEREAS, Dr. Prickett strengthened the state and national reputation of FSDB through the school's involvement with numerous professional organizations focusing on exceptional student education;

WHEREAS, Dr. Prickett promoted goodwill on behalf of FSDB with the City of St. Augustine (Sister Cities/Cartagena, Colombia and Vision Steering Committee), various civic and community service organizations and as liaison to the Fullerwood and Nelmar historic neighborhoods;

WHEREAS, Dr. Prickett provided valuable insight, guidance and encouragement to the FSDB Board of Trustees, faculty and staff, students and the many alumni who have gone on to lead successful lives and become actively involved in their communities; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees, by this resolution and to honor Dr. Jeanne Glidden Prickett's retirement, convey deep gratitude for her steadfast leadership, commitment and contributions to the Florida School for the Deaf and the Blind and the State of Florida.

Dated this 14th day of August 2020.

FSDB Board of Trustees
Owen B. McCaul, Chair
Ralph V. Hadley III, Vice Chair
Christine M. Chapman
Matthew W. Kramer
Pamela M. Siguler
Thomas Zavelson, MD

Ms. Julia Mintzer, Administrator of Business Services and Interim President, presented Dr. Prickett with gifts from the Board and FSDB. Each Board member thanked Dr. Prickett for her service, her stewardship, her leadership, her friendship, her compassion, and her commitment to the education of Deaf/hard of hearing and Blind/visually impaired students.

Dr. Prickett thanked the Board for allowing her the privilege to serve FSDB. She said, "I will hold FSDB and the Board in my heart and my prayers." She thanked everyone again and said that she was leaving the meeting.

Public Comment

June Ann LeFors, St. Augustine, FL

Ms. LeFors addressed the Board as a Deaf person and as a parent of a Deaf FSDB student. She spoke about the vacancy and of representation of the Deaf community on the Board. She expressed that the Deaf Community vouches for Ms. Tracie Snow as the new president.

Executive Session

Mr. McCaul announced that the next order of business was an Executive Session. He adjourned the Board meeting for the Executive Session at 9:42 a.m. The Board left Kirk Auditorium and move to Room 101 in Walker Hall.

The Board returned at 10:19 a.m. Mr. McCaul closed the Executive Session and reconvened the Board of Trustees' meeting. Mr. McCaul requested a motion, and Mr. Hadley moved to ratify modifications to the existing FSDB Education Association contract and Memorandum of Understanding that was discussed during the Executive Session. The motion was seconded by Mrs. Chapman and was carried unanimously by the Board.

Approval of Meeting Minutes, July 24, 2020

Mr. Kramer moved to approve the Board Meeting Minutes of July 24, 2020. The motion was seconded by Mr. Hadley and approved unanimously by the Board.

Interim President's Report

Ms. Julia Mintzer, Interim President, thanked everyone for their patience and hard work as we worked through everything involved with school reopening. Ms. Mintzer explained in detail the call they had with the Department of Education (DOE), Commissioner Corcoran, and Chancellor Oliva. She explained the four points expressed by Commissioner Corcoran.

1. If you feel sick or see sickness, you stay home, or you send home.
2. Protect the vulnerable.
3. If there is a COVID case, DO NOT PANIC use a surgical, not sweeping approach.
4. Communicate

Ms. Minzter will continue to communicate with our internal stakeholders, with families, and with the Board. She explained the President's Advisory Team (PAT) has been engaging in daily afternoon calls that focus on reopening plans while taking into account all safety precautions and continuing to achieve FSDB standards set in our strategic plan.

Legislative Report

Ms. Patsy Eccles, Legislative Specialist, stated that she continues to remind the Governor's Appointment Office of the empty seat on the Board, and the reappointments have not been reconfirmed.

Action Items

Action Item #1
2020-2021 Operating Budget

Board approval was requested for the fiscal year 2020-2021 Operating Budget.

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
Revised FY 2021-2022 Legislative Budget Request

Board approval was requested for the revised Legislative Budget Request for fiscal year 2021-2022.

The following workload issue was revised in the FY 2021-2022 Legislative Budget Request:
Original language as approved by the Board of Trustees on May 22, 2020:

> Workload increase of $797,358 in recurring General Revenue funds to provide salary increases for 163 teachers and specialists in alignment with the salary schedule included in the negotiated labor agreement and 448 support staff members who provide services and support to student programs. Funding for all staff members will provide consistency in the implementation of salary increases.

Revised language as submitted to the Florida Department of Education on July 2, 2020.

> An increase of $2,558,310 in recurring General Revenue funds is requested to address salary increases for all staff members. Specifically, using the Laws of Florida, Chapter 2020-094 as a framework, an increase of $1,870,763 is requested for instructional personnel as defined in 1012.01(2)(a)-(d), Florida Statutes, including certified prekindergarten teachers. These funds will increase the minimum annual salary for FSDB teachers and specialists to $47,500 and provide increases to each step within the negotiated labor agreement. Also, an increase of $687,547 in recurring General Revenue funds is requested for remaining staff members who provide administration, services, and support to programs.

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

Action Item #3
2020-2025 Autism Spectrum Disorder Program and Gifted Add-on Endorsement (NEFEC)

Board approval was requested for the 2020-2025 North East Florida Educational Consortium (NEFEC) Autism Spectrum Disorder Endorsement Program K-12 and NEFEC Gifted Add-on Endorsement Program 2020-2025.

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

Action Item #4
2020-21 Professional Learning Plan (NEFEC)

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

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

Unfinished Business

Approval of Amendment to Rule 6D-12.003, Campus Police Department authorizing the issuance of Notice of Proposed Rule in Florida Administrative Register.

Mr. Sid Ansbacher, Board Counsel, explained that he could not get this before the Board of Education (BOE) with the 45 days because the BOE moved their meeting from June to July, which then exceeded the 45-days. Mr. Ansbacher was seeking approval to re-notice the rule in the Florida Administrative Register.

Mr. Hadley moved to allow Mr. Ansbacher to re-notice the rule in the Florida Administrative Register. The motion was seconded by Mr. Kramer and carried unanimously by the Board.

Presidential Search

Mr. McCaul wanted to update the Board regarding the use of a "Header Hunter" agency, as was mentioned at the August 7, 2020 Board meeting. He explained that the process of getting an agency in place could take a substantial amount of time, and he asked Ms. Mintzer to explain.

Ms. Mintzer explained the procurement process that the School would have to go through and the length of time that the process could take before an agency was in place. After additional discussion, the Board asked Ms. Mintzer to research a timeline and provide that to the Board at the September meeting.

New Business

Election of Officers

Board Chair – Mr. Hadley nominated Mr. Owen McCaul to be Chair of the FSDB Board of Trustees. The motion was seconded by Mr. Kramer and carried unanimously by the Board.

Mr. McCaul accepted the position as Chair and said he is honored to serve as Board Chair.

Board Vice-Chair – Dr. Zavelson moved to nominate Mr. Terry Hadley as Vice-Chair of the Board of Trustees.
Mrs. Siguler nominated Mrs. Chapman as Vice-Chair. Ms. Chapman thanked Mrs. Sigler for the vote of confidence, but she declined the nomination.

The motion for Mr. Hadley was seconded by Mr. Kramer and carried unanimously by the Board.

Endowment and Investment Committee Appointments

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

Mr. McCaul then appointed Mrs. Chapman and Pam Siguler to the Endowment Committee.

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

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

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

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

Endowment and Investment Committee	**Audit Committee**	**Enrollment and Outreach Committee**
Mr. Terry Hadley – Chair	Mr. Terry Hadley – Chair	Dr. Tom Zavelson – Chair
Mrs. Christine Chapman	Mr. Owen McCaul	Mrs. Christine Chapman
Mrs. Pam Sigler	Mr. Matt Kramer	Mrs. Pam Sigler

Additional New Business

Ms. Mintzer reminded the Board that due to social distancing and the Safe Schools measures, we would need to move the Friday, September 25, 2020, meeting to Saturday, September 26, 2020. The Board agreed to move the meeting; however, Mr. Kramer stated he might need to attend the meeting remotely as will Mrs. Siguler.

The annual Workshop was to be moved to the October meeting, and Mr. Hadley moved the Audit Committee meeting to October to have an Endowment Committee meeting at the September meeting.

The September meeting schedule:

- 8:30-9:15 a.m. Enrollment/Outreach Committee
- 9:15-9:45 a.m. Endowment Committee
- Break
- 10:00 a.m. Board of Trustees meeting

Department Updates

Allied Health Services
Mr. Stan Gustetic, Administrator of Allied Health Services, explained to the Board the process of contact tracing for COVID positive students. Who is responsible for clearing students to return to school, what the School will do if a student becomes sick at school, and any students who may have been exposed to a sick student.

Business Services
Ms. Julia Mintzer, Administrator of Business Services, introduced Mr. Dave Hanvey, UBS Financial, explained in detail how well the Endowment portfolio has done in light of the impact that COVID 19 has had on the markets.

Instructional Services

Ms. Tracie Snow, Administrator of Instructional Services, updated the Board on the reopening plan's approval by the state Board of Education. Ms. Snow explained that we will start face to face admissions meetings and evaluations this fall, and how admissions have changed because of COVID. The Board had several questions that Ms. Snow answered.

Outreach and Technology Services

Ms. Shelley Ardis, Administrator of Outreach and Technology, handed out charts with data and gave an overview of the information. The data included how many students have chosen "Brick and Mortar" (BaM) or the Innovated Learning Environment (ILE) and other relevant information.

Board Comments

The Board thanked the staff and administration for all the work to prepare the school, families, and students for the reopening. They thanked Ms. Mintzer for her leadership as the interim president and everyone for making the first on-campus meeting a success.

Dr. Zavelson asked to have the updated enrollment numbers sent to the Board after school starts, so they have current data.

Adjournment

Meeting adjourned at 12:20 a.m.

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

_____

Julia Mintzer, Interim President

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Owen B. McCaul, Board Chair

Communication

The FSDB strategic goals focus on communication. Priority Goal 5 outlines our efforts to maintain good working relationships with the Florida Department of Education and the Florida Legislature. This ensures that legislators, legislative staff members, and department personnel are well-informed about the work of FSDB and confident in the school's performance and stewardship of resources. As we strive to achieve this goal, we remain in contact with the Department of Education through daily dialogue with our Covid Buddy, regular communication with the Chancellor, and participation in webinars and conference calls. We appreciate the support provided by our FDOE partners and continue to make decisions based on the guidance offered by our Tallahassee leaders.

Our strategic goals also highlight the importance of maintaining good relations with stakeholders – parents, staff members, students, alumni, donors, and the community. We continue to share information and respond to inquiries. This communication is provided via classroom and school newsletters, district-level announcements, updated web content, weekly updates on Yammer, email correspondence, and good old fashioned conversation. Effective and timely communication remains a priority as we continue to work together to make 2020-2021 an amazing school year.

Procurement – Executive Search Firm

As a follow-up to the August 14, 2020 meeting, below you will find a sample timeline associated with the procurement of professional services to potentially enhance the presidential search.

- Board decision to engage in the competitive procurement process to secure an executive search firm. Would this process be delegated to administrative staff members, partially or entirely? (September 26, 2020)

- Scope development and approval by the Board. (October 30, 2020)

- Advertisement of solicitation – 30 days. (November 2, 2020)

- Campus visit, question submission deadline, answers issued as an addendum, and submission of proposal deadline – 30 days. (December 2, 2020)

- Review of proposal by selection committee and recommendations to the Board. (December 11, 2020)

- Board interviews of identified firms. (January 22, 2021)

- Intent to award advertisement – 3 days. (January 29, 2021)

- Draft and review of agreement in preparation for contract execution – 10 days. (February 12, 2021)

This draft timeline is based off of a similar procurement previously executed. Given the staffing challenges in the Purchasing Department at this time, it would be reasonable to anticipate an extended timeline for this process. Upon execution of the contract, the firm would likely desire to spend time with our stakeholders learning more about FSDB in preparation for their search. The deliverable date identified in the contract will further inform the timeline for Board interviews of candidates for the position, which could reasonably extend 30-60 days beyond identification of the candidate pool. Fee structure and not-to-exceed limits should also be considered prior to initiation of this process as funds have not been allocated for this purpose in the current operating budget.

Respectfully submitted,
Julia Mintzer
Administrator of Business Services

Class Code Count

Board of Trustees Administrator Positions	68
Teacher Positions	113
Specialist Positions	56
Select Exempt Service Positions	53
Career Service Positions	390
General Revenue Positions	**648**
Grant Funded Positions	**32**

Add/Delete

08443 Support Service Aide 10 months to Food Support Worker
08242 Support Service Aide 10 months to Food Support Worker
08768 Support Service Aide 10 months to Food Support Worker
08279 Support Service Aide 10 months to Food Support Worker
08445 Support Service Aide 10 months to Food Support Worker
08195 Support Service Aide 10 months to Food Support Worker
08192 Support Service Aide 10 months to Food Support Worker
08202 Support Service Aide 10 months to Food Support Worker
08188 Support Service Aide 10 months to Food Support Worker

Service Awards

35 Years

Carolyn Brown

25 Years

Laronda Jenkins

20 Years

Keesha Patterson
Maylin Adams

15 Years

David Mack, Jr

10 Years

Gregory Peacock

Florida School for the Deaf & the Blind

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Communications and Public Relations Department

Board of Trustees Report
September 26, 2020

This report summarizes department activities and accomplishments, working in collaboration with campus personnel during the period of July and August 2020. The social media section also includes year-end (2019-20) metrics.

Personnel

Hired Thomas Hanson as media production specialist during August; he brings 19 years of award-winning communications experience in video production and direction, delivering script-to-screen content across multiple cable network and social media channels. His city government background includes facilities administration, programming content development, project management and brand marketing. Tom believes in the power of teamwork and collaboration; he seeks to put these concepts into practice at FSDB to benefit students and the community.

Reopening Communications

Carried out extensive planning and preparation efforts for implementation of extensive and continually evolving internal and external reopening plans and staff FAQs, which continue to undergo updates. The external plan has its own webpage with highlights and the full plan in ASL, Spanish and accessible English links; the webpage also includes latest and archived updates (also sent to parents/guardians via Skyward/School Messenger) as well as important contacts. An accompanying innovative learning environment (ILE) webpage includes technology tutorials, campus contact information, and teacher websites.

Crisis Communications

Ongoing refinements to the school's crisis communications plan continued including incorporating minor changes between Campus Police and C&PR following shelter in place activity due to an incident near campus on Aug. 31. Also managed multiple news media inquiries related to issue at Gallaudet University and the Kappa Gamma fraternity; diffused what could have been a very challenging public relations issue for FSDB. Article in July 14 edition of the St. Augustine Record incorporated context provided appropriately.

Communications Infrastructure

Initiated collaborative efforts with assistant principals, program directors and others to launch school newsletters using an app called Smore. This effort is aimed at providing school-level information to parents/guardians on a consistent basis using an FSDB-branded template which has been modified

for each school and contains information about student activities, athletics, boarding/recreation, parent services and many others. District-level communications down the line will draw upon content from school-level newsletters.

Earned Media

- WJXT (Action News Jax) aired segment on Aug. 17 about FSDB reopening efforts following interview with Tracie Snow.
- Facilitated interview on Aug. 3 between Tracie Snow and Special Ed Connection, a national digital publication designed specifically for special education professionals.
- Managed back-to-back stories aired on First Coast News July 15 and July 17 (also in print format) regarding reopening efforts.

Marketing Collateral

Planning is under way for creation of virtual tour videos (one campus-wide and six school-specific) in collaboration with Instructional Services, Outreach Services and various campus departments.

Placed an assortment of FSDB-branded promotional products (two-pocket folders, tote bags, jotters, stadium cups, pens, post-it pads and magnetic clips) at the new central storage area in Kramer Hall (Outreach Services). Redesigned FSDB admissions brochures and fast facts flyers are also available for year-round dissemination to key stakeholder groups by campus departments.

Social Media

Website

- August: 5,446 visitors (4,577 new users), 23,223 page-views with an average viewing time of 2:57. Desktop users were 49%, mobile 48% and tablet 3%. Created reopening and innovative learning (ILE) webpages, detailed above.
- July: 6,697 visitors (5,704 new users), 23,920 page-views with an average viewing time of 2:29. Desktop users were 38%, mobile 58% and tablet 4%.
- Year-end: Created two FSDB webpages: Monitoring COVID-19 and Distance Learning. The COVID-19 page includes school announcements, resource links and frequently asked questions; content provided in ASL, English and Spanish.

  Garnered 85,083 visitors (77% new), 300,0062 page-views with an average viewing time of 2:22 minutes. Total visitors were 25% higher the prior year. The percentage of users were 57% mobile/tablet and 43% desktop. A total of 564 people reached out to FSDB personnel via web contact forms; this does not include phone calls received.

Facebook

- August: 12,751 likes, 10 posts with a reach of 44,112 and 88,562 impressions. Top post was a welcome back video by the administration team that reached 8,349 people with 682 reactions (393 likes, 125 comments and 74 shares).
- July: 12,738 likes, 5 posts with a reach of 25,284 and 56,022 impressions. Top post was a reopening plan announcement that reached 5,781 people with 327 reactions (159 likes, 84 comments and 39 shares).

- Year-end: 12,708 likes (803 new), with 246 posts (83 more posts than previous year), 566,743 people reached, 1,307,416 impressions on the main account. These metrics do not include separate Facebook pages, most of which will be closed down during the fall of 2020 and transitioned to groups under the main Facebook account.

Instagram

- August: 1,820 followers, two posts, with a total of 390 likes. Top post was a photo of a yellow bus wearing a mask with 221 likes.
- July: 1,810 followers, zero posts.
- Year-end: 1,802 followers (404 new, 29% increase over the prior year) with 145 posts (107% increase over the prior year), 2,380 video views, and 10,871 likes (52% increase).

Twitter

- August: One new follower (1,510 total), seven tweets, 3,439 impressions, 88 profile visits and six mentions. Top tweet was about the Board of Trustees meeting with 214 impressions.
- July: Lost five followers (1,509 total), five tweets, 3,126 impressions, 88 profile visits and seven mentions. Top tweet was about the reopening plan with 229 impressions.
- Year-end: 1,505 followers (32 new), with 279 tweets (57% increase over the prior year), 89,928 impressions, 2,120 profile visits, and 237 mentions.

YouTube

- August: One new video uploaded, 16,000 channel views, 798 hours watched, 33 new subscribers, 150,365 impressions and 9,108 unique viewers. Top video was Snow White and the Seven Dwarves in ASL with 2,094 views.
- July: Nine new videos uploaded, 18,960 channel views, 1,700 hours watched, 78 new subscribers, 192,024 impressions and 10,009 unique viewers. Top video was Snow White and the Seven Dwarves in ASL with 2,118 views.
- Year-end: 41 videos uploaded (214 on site), with 175,712 views, estimated watch time of 210,672 minutes, 2,641,232 impressions (90% increase over the prior year) and 515 new subscribers (7,036 total).

Vimeo/Livestreaming

- August: 45 new videos uploaded with 4,015 plays and 14,400 minutes watched. One event was streamed (FSDB Board of Trustees meeting) and garnered 138 views.
- July: 22 new videos uploaded with 1,957 plays and 41,097 minutes watched. No events were streamed.
- Year-end: 177 uploaded (227% increase over the prior year), with 20,983 plays (48% increase over the prior year) and 247,541 impressions. Seventy-five events streamed including the Mason-Dixon Girls Volleyball Tournament hosted by FSDB, with 12,681 views.

Museum

The museum has had no visitors due to campus restrictions.

Florida School for the Deaf & the Blind

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President's Office
Legislative Services Report
September 26, 2020

The Legislature's Joint Legislative Budget Commission met September 10 to review the status of the state's current and projected revenue position, and the projected expenditures from all of the workload and enrollment conferences for mandatory state programs. From these forecasts, the Commission approved the State of Florida Long-Range Financial Outlook. This document becomes the official financial base for setting revenue and budget policy in the coming legislative session.

The outlook for Fiscal Year 2021-22 indicates a shortfall of almost $3.0 billion ($1.6 billion in recurring general revenue and $1.4 billion in non-recurring general revenue). Subsequent years, 2022-23 and 2020-24 see improvement in revenue growth but not sufficient to restore General Revenue to the past levels making the annual shortfalls span the three years covered by the Outlook.

As identified in the Outlook there are five options to eliminate a proposed budget gap:

1) Budget Reductions and Reduced Program Growth
2) Reduction or Elimination of Revenue Adjustments Affecting Taxes and Fees
3) Revenue Enhancements and Redirections
4) Trust Fund Transfers or Sweeps
5) Reserve Reductions

One or some combination of all of these strategies will be applied in the coming months as the Governor and each house of the Legislature develop their individual proposals for a state budget for Fiscal Year 2021-22.

As a key Senate staffer noted to me, any agency or organization that finds itself being funded next year at the same level as this year should consider themselves very lucky and having a very successful session. Funding reductions will happen, the question is at what level.

Submitted by:
Patsy Eccles
Legislative Specialist

September 26, 2020
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. Julia Mintzer
Administrator of Business Services

September 1, 2020

Re: Surplus Review Board Report

Mrs. Mintzer,

In accordance with FSDB guidelines, the following list of surplus items exceeding $1000.00 have been reviewed by the surplus review board and have been deemed in fact, outdated, obsolete, and of no

further use to this school.

FSDB PROPERTY NUMBER	DESCRIPTION	AGE	ACQUISITION COST
#48106	CCTV, ALLADIN 20", VM610, COLOR	19 YRS	$2173.00
#50188	EXTRACTOR, PFX1300HDX-NW WATER	6 YRS	$1406.52
#55435	SMART UPSXL MODULAR 1500VA RACK	9 YRS	$10.70.00
#54903	DUAL TOUCH SMARTBOARD 685/PROJECT	9 YRS	$3967.36
#54900	DUAL TOUCH SMARTBOARD 685/PROJECT	9 YRS	$3967.36
#54902	DUAL TOUCH SMARTBOARD 685/PROJECT	9 YRS	$3967.36
#54901	DUAL TOUCH SMARTBOARD 685/PROJECT	9 YRS	$3967.36
#54909	DUAL TOUCH SMARTBOARD 685/PROJECT	9 YRS	$3967.36
#54908	DUAL TOUCH SMARTBOARD 685/PROJECT	9 YRS	$3967.36
#54905	DUAL TOUCH SMARTBOARD 685/PROJECT	9 YRS	$3967.36
#54907	DUAL TOUCH SMARTBOARD 685/PROJECT	9 YRS	$3967.36
#54906	DUAL TOUCH SMARTBOARD 685/PROJECT	9 YRS	$3967.36
#55857	MACBOOK PRO COMP	7 YRS	$1012.62
#55882	MACBOOK PRO COMP	7 YRS	$1012.62
#55783	MACBOOK PRO COMP	7 YRS	$1012.62
#55660	HIVE AP 330	9 YRS	$1020.24
#55680	HIVE AP 330	9 YRS	$1020.24

FSDB PROPERTY NUMBER	DESCRIPTION	AGE	ACQUISITION COST
#55655	HIVE AP 330	9 YRS	$1020.24
#54494	SABER BLADE 12 FLOOR SCRUBBER	10 YRS	$1188.00
#55316	SABER BLADE 12 FLOOR SCRUBBER	9 YRS	$1188.00
#55317	SABER BLADE 12 FLOOR SCRUBBER	9 YRS	$1188.00
#55001	SABER BLADE 12 FLOOR SCRUBBER	10 YRS	$1188.00
#51577	SMARTBOARD, SB 680	14 YRS	$1249.00
#55460	CAT 2960S STACK GIGE POE	9 YRS	$2197.30
#55456	CAT 2960S STACK GIGE POE	9 YRS	$2197.30
#55464	CAT 2960S STACK GIGE POE	9 YRS	$2197.30
#55472	CAT 2960S STACK GIGE POE	9 YRS	$3547.30
#55930	CAT 2960S 24 GIGE 370W	7 YRS	$1944.78
#56214	CAT 2960S 48 GIGE POE 4X SFP LAN BA	5 YRS	$2638.00
#55459	CAT 2960S STACK 24 GIGE POE	9 YRS	$2197.30
#55451	CAT 2960S STACK 24 GIGE POE	9 YRS	$2197.30
#55467	CAT 2960S STACK 48 GIGE POE	9 YRS	$3547.30
#55470	CAT 2960S STACK 48 GIGE OE	9 YRS	$3547.30
#55931	CAT 2960S 24 GIGE POE	7 YRS	$1944.78
#55457	AT 2960S STACK 24 GIGE POE	9 YRS	$2197.30
#53868	CAT 48 PORT SWITCH	8 YRS	$8987.10
#55450	CAT 2960S STACK 24 GIGE POE	9 YRS	$2197.30
#55461	CAT 2960S STACK 24 GIGE POE	9 YRS	$2197.30
#55932	CAT 2960S STACK GIGE POE 740 W	7 YRS	$4105.60
#55465	CAT 2960S GIGE POE	9 YRS	$2197.30
#55452	CAT 2960S STACK 24 GIGE POE	9 YRS	$2197.30
#56212	CAT 2960S 48 GIGE POE 4X SFP LAN BA	5 YRS	$2638.00
#55471	CAT 2960S STACK 48 GIGE POE	9 YRS	$3547.30

FSDB PROPERTY NUMBER	DESCRIPTION	AGE	ACQUISITION COST
#55463	CAT 2960S STACK 24 GIGE POE	9 YRS	$2197.30
#55462	CAT 2960S STACK 24 GIGE POE	9 YRS	$2197.30
#55454	CAT 2960S STACK 24 GIGE POE	9 YRS	$2197.30
#55455	CAT 2960S STACK 24 GIGE POE	9 YRS	$2197.30
#55475	CAT 2960S STACK 48 GIGE POE	9 YRS	$3547.30
#55182	IMAC 27”/SD COMPUTER	9 YRS	$1794.00
#55478	CAT 2960S STACK 48 GIGE POE	9 YRS	$2737.30
#56519	SWITCH 2960 EQUAL NEWCISCO CAT	4 YRS	$1400.00
#55485	CAT 2960S STACK 48 GIGE 4X SFP	9 YRS	$2737.30
#55479	CAT 2960S STACK 48 GIGE 4X SFP	9 YRS	$2737.30
#55482	CAT 2960S STACK 48 GIGE 4X SFP	9 YRS	$2737.30
#55489	CAT 2960S STACK 24 GIGE 4X SFP	9 YRS	$1657.30
#55487	CAT 2960S STACK 24 GIGE 4X SFP	9 YRS	$1657.30
#56211	CAT 2960S STACK 48 GIGE 4X SFP LAN BA	9 YRS	$2638.00
#55474	CAT 2960S 48 GIGE POE	9 YRS	$3547.30
#55466	CAT 2960S STACK 24 IGE POE	9 YRS	$2197.30
#55488	CAT 2960S STACK 24 GIGE 4X SFP	9 YRS	$1657.30
#55484	CAT 2960S STACK 48 GIGE 4X SFP	9 YRS	$2737.30
#55486	CAT 2960S STACK 48 GIGE 4X SFP	9 YRS	$2737.30
#56213	CAT 2960S 48 GIGE POE 4X SFP LAN BA	5 YRS	$2638.00
#55483	CAT 2960S STACK 48 GIGE 4X SFP	9 YRS	$2737.30
#55480	CAT 2960S STACK 48 GIGE 4X SFP	9 YRS	$2737.30
#53869	CAT 48 PORT SWITCH	10 YRS	$8987.10
#54447	HP ELITEBOOK 8450P NOTEBOOK PC	10 YRS	$1103.00
#54448	HP ELITEBOOK 8450P NOTEBOOK PC	10 YRS	$1103.00
#55865	MACBOOK PRO COMP	7 YRS	$1012.62

Review Board:

_____
Susan Bright
Director of Purchasing

_____
Shelley Ardis
Administrator of Outreach and Technology Services

_____
Corbett Owens
IT Project Manager

September 26, 2020
Action Item Number 2

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

SUBJECT: FY 2020-21 Operating Budget – Revision #1

PROPOSED BOARD ACTION

Board approval is requested for the FY 2020-21 Operating Budget – Revision #1

Revision #1 reflects the actual and scheduled distribution of appropriation adjustments by the Executive Office of the Governor for the following reasons:

- Casualty Insurance Premium Realignment
- Human Resources Services Adjustment
- State Employee Retirement Adjustments
- State Employee Salary and Benefit Adjustments (October 2020)
- State Employee Health Insurance Adjustments (December 2020)

Attachment: FY 2020-21 Operating Budget – Revision #1

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

The Florida School for the Deaf and the Blind
2020-21 Operating Budget

FY 2020-21 SPECIAL CATEGORY - RISK MANAGEMENT INSURANCE (103241)		
From General Revenue	$	476,178.00
From Administrative Trust Fund		48,391.00
FY 2020-21 GENERAL REVENUE FUND (104166)		
Salaries and Benefits		38,807,121.00
Other Personal Services		2,553,542.00
Expense		3,691,503.00
Food Products		252,200.00
FY 2020-21 Release hold back per EOG Memo #20-026		2,934,638.00
Special Categories:		
Professional Supplements		116,990.00
Overtime		105,734.00
Students Home on Weekends		1,925,525.00
TOTAL GENERAL REVENUE FUND		**50,387,253.00**
FY 2020-21 ADMINISTRATIVE TRUST FUND (104166)		
Salaries and Benefits		30,000.00
Other Personal Services		30,000.00
Expense		30,000.00
Operating Capital Outlay		30,937.00
TOTAL ADMINISTRATIVE TRUST FUND*		**120,937.00**
* Carry forward appropriation is available if additional grants are awarded.		
FY 2020-21 FEDERAL GRANTS TRUST FUND (104166)		
Salaries and Benefits		1,269,782.00
Other Personal Services		375,359.00
Expense		349,815.00
Operating Capital Outlay		10,000.00
Food Products		20,000.00
Overtime		4,000.00
TOTAL FEDERAL GRANTS TRUST FUND*		**2,028,956.00**
* Carry forward appropriation is available if additional grants are awarded.		
FY 2020-21 GRANTS AND DONATIONS TRUST FUND (104166)		
Salaries and Benefits		724,660.00
Other Personal Services		1,444,530.00
Expense		364,007.00
Operating Capital Outlay		20,000.00
Overtime		2,500.00
TOTAL GRANTS AND DONATIONS TRUST FUND*		**2,555,697.00**
* Carry forward appropriation is available if additional grants are awarded.		
FY 2020-21 SPECIAL CATEGORY - PEOPLE FIRST ASSESSMENT (107040)		
From General Revenue		205,170.00
From Administrative Trust Fund		40,489.00
TOTAL FY 2020-21 SPECIFIC APPROPRIATIONS	**$**	**55,863,071.00**

As of 9-3-20 Revision #1

The Florida School for the Deaf and the Blind
2020-21 Operating Budget

FY 2020-21 SPECIAL CATEGORY - CARRY FORWARD (130300)		
(Per Section 1011.57(4), F.S.)		
Carry forward from General Revenue	**$**	**19,163,077.18**
FY 2019-20 Payables		2,180,297.23
FY 2019-20 Encumbrances		251,307.83
FY 2020-21 Recommended Projects		
Structural Enhancements		200,000.00
Student Spaces and Shipping		260,500.00
Transportation Vehicles		461,112.00
PECO/FCO Advances (revolving balance)		500,000.00
Safety/Security/Health/Welfare Enhancements		643,530.00
Unbudgeted Carry Forward		695,209.12
Mechanical Enhancements		1,115,000.00
Operating Release Hold Back Response		1,469,541.00
Property Enhancements		1,960,352.00
Subtotal - Recommended Projects		7,305,244.12
Emergency Reserve - Disaster Recovery		1,200,000.00
Emergency Reserve - Balance for 8.5% Budget Reduction Plan		1,222,765.00
Emergency Reserve - Operating		
Minimum of 5% and up to two months average General Revenue expenditures based on the prior two fiscal years		7,003,463.00
TOTAL CARRY FORWARD FUND	**$**	**19,163,077.18**
FY 2020-21 SPECIAL CATEGORY - NONOPERATING TRANSFER AUTHORITY		
From Administrative Trust Fund (180007)		100,000.00
From Federal Grants Trust Fund (180200)		17,500.00
From Federal Grants Trust Fund (181259)		160,000.00
From Federal Grants Trust Fund (185080)		100,000.00
From Federal Grants Trust Fund (220030)		50,000.00
From Grants and Donations Trust Fund (181259)		30,000.00
FY 2020-21 TOTAL APPROPRIATED FUNDS	**$**	**75,433,648.18**

As of 9-3-20 Revision #1

The Florida School for the Deaf and the Blind
2020-21 Operating Budget

History:
7-1-20 All figures, except carry forward and nonoperating transfers, tie to Laws of Florida, Ch. 2020-111

8-12-20 Per EOG Memo #21-011 Casualty Insurance Realignment - Category 103241

Fund 1000	(237,904.00)
Fund 2021	(11,759.00)

8-11-20 Per EOG Memo #21-009 Human Resources Services Adjustment - Category 107040

Fund 1000	(2,263.00)
Fund 2021	(446.00)

8-31-20 Per EOG Memo #21-013 State Employee Retirement Adjustments

Fund 1000	390,495.00
Fund 2261	12,663.00
Fund 2339	6,639.00

10-X-20 Pending Per EOG Memo #21-XXX Salary and Benefit Adjustments, Effective 10-1-20

Fund 1000	733,186.00
Fund 2261	23,775.00
Fund 2339	12,465.00

12-X-20 Pending Per EOG Memo #21-XXX State Employee Health Insurance Adjustments, Effective 12-1-20

Fund 1000	352,937.00
Fund 2261	11,419.00
Fund 2339	5,987.00

Action Item No. 3

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

Subject: Student Progression Plan: Changes and Additions for 2020-2021

Board approval is requested for the following changes and additions made to FSDB's Student Progression Plan which are a result of Legislative decisions and State Board Rule. Changes listed below are effective for the 2020-2021 school year.

Topic	Pages
Updated Table of Contents	2-5
Grammatical and punctuation errors	various
Added Updated Required Instruction Language	7-10
Added Updated Disability History and Awareness Instruction Language	11-11
Added Updated Language for Retaking State Assessments	11
Added Updated Concordant Score Requirements	11-12
Added Updated Middle Grade Promotion Requirement	19-21
Added Updated Language for Reading Certification/Endorsement	23
Added Updated Valedictorian/Salutatorian information	35
Removed obsolete Language for Diploma options prior to 2013-2014	40-42,46
Added Updated Requirements for Dual Enrollment Placement	51
Removal of obsolete Language for Special Diploma Options	58-60

Note: Due to State Board of Education rule, during the 2020-2021 school year, sections of this document may need to be updated again.

Department/Presenter: Mr. Scott Trejbal, Assessment and Accountability Coordinator or
Ms. Tracie Snow, Administrator of Instructional Services

Action Item Number 4

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

SUBJECT: 2020-2021 Uniform Statewide Assessment Calendar

PROPOSED BOARD ACTION

Board approval is requested for the 2020-2021 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: 2020-2021 Uniform Statewide Assessment Calendar

Presenter/Department: Scott Trejbal, Coordinator of Assessment and Accountability /Instructional Services

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 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
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

Acronym/Term	Definition
	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 2.0	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S. Rule 6A-6.0902, F.A.C. Rule 6A-6.09021, F.A.C. Rule 6A-6.0903, F.A.C.
Alternate ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	
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 Provider Kindergarten Readiness Rates	s. 1002.69, F.S. Rule 6M-8.601, F.A.C.
FSA	Summative	Purpose: Measure student achievement of Florida's academic standards (Florida Standards, Next Generation Sunshine State	
FSAA	Summative		

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
NGSSS EOC	Summative	Standards) 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. 1002.38, F.S. s. 1003.4156, F.S. s. 1003.4282, F.S. 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.
Statewide Science Assessment	Summative		
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.

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 13–October 16, 2020	**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 2020	**N/A**	PBT	Varies/Untimed	June 2021
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	September 14–October 2, 2020	**N/A**	CBT[1]	180 minutes[2]	October 2020
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	September 14–October 2, 2020	**N/A**	CBT[1]	160 minutes[3]	October 2020

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 2020	**N/A**	PBT	Varies/Untimed	June 2021
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	November 30–December 18, 2020	**November 30-December 11, 2020**	CBT[1]	180 minutes[2]	January 2021
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	November 30–December 18, 2020	**November 30-December 11, 2020**	CBT[1]	160 minutes[3]	January 2021
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 2021	**N/A**	PBT	Varies/Untimed	June 2021
FSAA—Performance Task[5]	Grades 3–8 ELA & Mathematics; Grades 4–8 Writing; Grades 5 & 8 Science; and Civics EOC	March 1–April 16, 2021	**March 1 – April 9, 2021**	PBT	Varies/Untimed	June 2021
FSAA—Performance Task[5]	Grades 9 & 10 ELA; Grades 9 & 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 15–April 30, 2021	**March 22 – April 23, 2021**	PBT	Varies/Untimed	June 2021
FSA ELA – Reading	Grade 3	April 5–16, 2021	**April 6 - 8, 2021**	PBT	160 minutes	May 2021
FSA ELA – Writing	Grades 4–6	April 5–16, 2021	**April 6 - 16, 2021**	PBT	120 minutes	June 2021

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA ELA – Writing	Grades 7–10	April 5–16, 2021	**April 6 - 16, 2021**	CBT[1]	120 minutes	June 2021
FSA ELA – Reading	Grades 4–6	May 3–14, 2021	**May 3 - 14, 2021**	PBT	Grades 4–5 Reading: 160 minutes Grade 6 Reading: 170 minutes	June 2021
FSA Mathematics	Grades 3–6	May 3–14, 2021	**May 3 - 14, 2021**	PBT	Grades 3–5 Mathematics: 160 minutes Grade 6 Mathematics: 180 minutes	June 2021
FSA ELA – Reading	Grades 7–10	May 3–28, 2021	**May 3 - 28, 2021**	CBT[1]	Grades 7–8 Reading: 170 minutes Grades 9–10 Reading: 180 minutes	June 2021
FSA Mathematics	Grades 7 and 8	May 3–28, 2021	**May 3 - 28, 2021**	CBT[1]	180 minutes	June 2021
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	May 3–28, 2021	**May 3 - 28, 2021**	CBT[1]	180 minutes[2]	June 2021
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	May 3–28, 2021	**May 3 - 28, 2021**	CBT[1]	160 minutes[3]	June 2021
NGSSS Statewide Science Assessment	Grades 5 and 8	May 10–21, 2021	**May 10 - 21, 2021**	PBT	160 minutes	June 2021
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	July 12–23, 2021	**N/A**	CBT[1]	180 minutes[2]	August 2021
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	July 12–23, 2021	**N/A**	CBT[1]	160 minutes[3]	August 2021

[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.

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: July 31–November 6, 2020	**N/A**	CBT[1]	45 minutes	1 week after
PreACT	Grade 10	September–December 2020	**October 13-16, 2020**	PBT	150 minutes	Approximately 2 weeks after testing
ELA Grade 10 Retake – Writing		September 14–October 2, 2020	**November 2-20, 2020**	CBT[1]	120 minutes[2]	December 2020
ELA Grade 10 Retake – Reading		September 14–October 2, 2020	**November 2-20, 2020**	CBT[1]	180 minutes[2]	December 2020
FSAA—Performance Task[6] Grade 10 ELA and Algebra 1 EOC Makeup		September 28–October 16, 2020	**N/A**	PBT	Varies/Untimed	December 2020
PSAT/NMSQT	Grade 10	October 14, 2020	**N/A**	PBT	165 minutes	January 2021
FAIR	Grades 3–12	AP 2: November 9, 2020–February 12, 2021	**N/A**	CBT[1]	45 minutes	1 week after
ACCESS for ELLs	Grades K–12 currently classified as ELL with "LY" code	January 25–March 19, 2021	**January 25 – March 5, 2021**	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2021
Alternate ACCESS for ELLs	Grades 1–12 with significant cognitive disabilities and currently classified as ELL with "LY" code	January 25–March 19, 2021	**January 25 – March 5, 2021**	PBT	80 minutes	June 2021

Assessment	Applicable Students[4]	Statewide Window	District Window	Mode	Testing Time	Results Expected
NAEP	Grades 4 and 8	January–March 2021	**N/A**	CBT	90–120 minutes	Fall 2021 *(National, State, and Trial Urban District Assessment results)*: Mathematics and Reading, Grades 4 and 8 Spring 2022 *(National results)*: Grade 8 Civics and U.S. History
FAIR	Grades 3–12	AP 3: February 15–June 11, 2021	**N/A**	CBT[1]	45 minutes	1 week after
ELA Grade 10 Retake – Writing		February 22–March 12, 2021	**February 22 – March 11, 2021**	CBT[1]	120 minutes[2]	May 2021
ELA Grade 10 Retake – Reading		February 22–March 12, 2021	**February 22 – March 11, 2021**	CBT[1]	180 minutes[2]	May 2021
FSA Algebra 1 Retake EOC[5]		February 22–March 12, 2021	**February 22 – March 11, 2021**	CBT[1]	180 minutes[2]	May 2021

[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 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.

[4] If 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.

[5] The 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.

[6] 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.

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	September 28-Oct. 9, 2020	CBT	45 minutes per	Approximately 2 weeks after

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
	Grades 3-12: Language Usage Grades 3-8: Science	February 1-12, 2021 May 25-June 10, 2021		subject/Varies	testing
Achieve3000	Grades K-12	September 8 -18, 2020 January 11-28, 2021 May 17-June 10, 2021	CBT	45 minutes	Approximately 2 weeks after testing

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	460	540	1000
12	300	540	840

	Total	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21
ACU Visits (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." Physicals, "Vision Screenings", and "Miscellaneous.")	**8**	8									
TCU Visits (*Total includes all students that were admitted to the TCU.)	**1**	1									
Eye Clinic- Specialty	**0**	0									
PDC Clinic- Specialty	**0**	0									
Off Campus (*ER visits, Opthalmology, Home)	**0**	0									
	9	***9***	***0***	***0***	***0***	***0***	***0***	***0***	***0***	***0***	***0***

Physicians/ Specialists	Total	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21
Physician Assistant	**3**	3									
Medical Director/ Pediatrician	**0**	0									
Opthalmologist	**0**	0									
	3	***3***	***0***	***0***	***0***	***0***	***0***	***0***	***72***	***0***	***0***

Dental Report

Dental Clinic Procedures	Total	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21
Hygiene	**0**	0									
X-ray	**0**	0									
Emergency	**0**	0									
Other	**0**	0									
Operative	**0**	0									
Surgical	**0**	0									
Preventative	**0**	0									
Screening	**0**	0									
Exam	**0**	0									
	0	***0***	***0***	***0***	***0***	***0***	***0***	***0***	***0***	***0***	***0***

Dental Staff	Total	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21
UF Dentistry	**0**	0									
Hygienist	**0**	0									
	0	***0***	***0***	***0***	***0***	***0***	***0***	***0***	***0***	***0***	***0***

Related Services

With the start of 2020-2021 school year, the Health Care Center is using the opening school COVID-19 sick plan guide provided in last month's board report to evaluate students that present with symptoms of COVID19. As of the date of this report the HCC has tested seven students for COVID-19. Tests so far with all results have been negative. In addition to the CDC guidelines, we are using the symptomatic decision tree provided by the Florida Department of Education to evaluate students for possible exposure to COVID-19. See insert on page 5.

Speech & Audiology

The Speech and Audiology department is excited to begin the 2020-2021 school year! Provision of services has been constantly evolving as we learn how to work with students who chose the Innovative Learning Experience. Technology has certainly been a focus as we modify our therapy materials and develop relationships with both our ILE and brick and mortar students!

The audiologists have been busy this summer taking inventory of audiological equipment and updating their databases. They are ready to make earmolds and check students' amplification to ensure that they are working correctly after the long summer months.

The speech-language pathologists are scheduling students, meeting the new students that have been added to their caseloads, and becoming reacquainted with students that they provided therapy to last year.

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

Mental Health

Erica Wortherly: As the newest member of the Mental Health Department, I am excited to share that everyone I have encountered has been welcoming and helpful, assisting as I become acclimated to my new role. I have received everything from FSDB history lessons and career stories to navigating the campus and the applications essential for contributing to the work here. Each week I have met more people than I will remember names, especially with the added challenge of not always seeing their face. Friendly greetings have been behind each mask. As they have returned to campus, I have met a few of the students, including a first grader who was full of questions and promised to write a song for me. I expect to learn from my colleagues and the students as the school year and my FSBD journey begin.

Rhonda McCahill: Preplanning week has been spent getting ready to facilitate the *Child Safety Matters* groups. *Child Safety Matters* is an abuse prevention program in which all students in the Deaf Elementary School participate. Live classes for students in grades 2, 3, and 5 begin next week with ILE students participating using a camera in the classroom. Parent letters and classroom handouts have been mailed to the parents of our distance learners while students on campus will be given copies to hand deliver to their parents.

Laura Pamer: The main thing I have been doing the last two weeks, was going to all the teachers in BEMS and making sure they have a concrete, realistic and creative classroom Behavior Management Plan. Their classroom behavior expectations need to be rooted in the PBS BIG THREE. Be Respectful, Be Responsible and Be Cooperative. I wanted to make sure the teachers felt supported, encouraged, feeling like they could deal with behaviors that pop up, and ready for this school year.

As the BEMS PBS Coach I have done a lot of fun things getting the schools ready for PBS. I scheduled and conducted our first BEMS PBS Team meeting and as a team we came up with a lot of creative things for the year. I created a PBS Jeopardy game for the BMS PBS Kick off and have scheduled and created a lesson plan for the PBS team to use for our BMS Kick off.

In BES, we will be using PBS tickets again so I made sure that all elementary staff had PBS tickets to start handing out day one and reminded the teachers to go over their Classroom behavior expectations and classroom behavior management plan on the first day of school so that the students felt like they knew what to expect and prepared.

In BMS we are going to have a new middle school PBS challenge. The middle school teachers will be voting weekly on the class that demonstrates the most PBS-like behaviors. With the help of one of my PBS team members, April Wallace, I created a PBS Rubric for the teachers to use in the weekly Voting. The classes are working on earning letters to spell out PBS. With each winning week, the class will earn a letter, the class that spells out “PBS” first will earn a luncheon or individual $5 gift cards. DD Stein and Michelle Garay helped me create a really fun PBS Challenge bulletin board that has been brailed as well so the students can see their classes’ progress on the challenge.

Overall, I have tried to prep the year for positive behaviors in BEMS. I have talked to new staff about PBS, what it is, what it looks like in BEMS and tried to prepare them to use our PBS system.

We are implementing a staff appreciation gift/raffle this year and I will be passing out our first “trinket and ticket” this week. The staff will get to enjoy their trinket and will save their raffle ticket for a mid-year “pbs teacher appreciation raffle” where they will raffle for things like gift cards, handmade items and experiences!

As for this week, I will be checking in on the teachers to make sure they feel confident with their classroom behavior management program and assist them if any tweaks need to be made. I will be checking in on my counseling students and finalizing my counseling pull out schedule and on Friday I will be presenting all day for our PBS Education Kick off in the Blind Department

Dan Binder: Over the summer, I continued to contact some students/families on my caseload who needed additional support. I also worked in depth on a variety of projects, including the development of a mental health resource library for FSDB mental health staff, the development of an accessible version of the 21-Day Racial Equity Course from the Holderness School, and the making of various videos on topics related to COVID-19 awareness and safety tips, video-conferencing tips, and more that had ASL, closed captioning, and spoken English dubbed in. I am

working with a new addition to the MH team on converting books she has written about grief, anger, and anxiety into ASL translations so that it can be used with certain DHH students. I was also a regular participant in weekly mental health core meetings.

Ted Lombardo: I was a member of a three-person research team with UF Jacksonville Department of Psychiatry whose article on the BASC-2 and Students who are Blind or Visually Impaired was accepted for publication in the Journal of Vision Impairment and Blindness.

During the summer, I provided case management services to parents and students every week of the summer from a home-based office. I shared information about developments in the school's plan, sought out resources for parents and students, connected parents to the appropriate people on campus to answer their questions, and provided a calm and rational attitude to people who were feeling uncertain or anxious about what the future held for them. I learned that the communication between the school and homes heavily depended upon technology and in most cases, parents seemed informed. I learned that, as a rule, parents were overwhelmed with the decision about returning to school, feeling "between a rock and a hard place" with the two options. I did my best to convey empathy and support to the most uncertain of these families. As the summer wound down, I shifted my emphasis to assisting the department's assistant principals in communicating about the family's decisions of on-campus versus ILE options and facilitated some families sending their students' technology (laptops, etc.) back so that these could be formatted for the fall course demands. My proudest moments this summer were managing to persuade two families who were "on the fence" about returning to FSDB to come back and work with us on doing better for their students. As most people are aware, the initial plan to offer only bricks and mortar was very difficult for some parents to accept.

Marilyn Miller: Summer case management continued this year with many families. The regular contact provided an opportunity to maintain connections with parents and students and give support as needed. Other summer activities included: professional learning related to racial equity, gathering social emotional resources for the upcoming year, compiling COVID safety lessons and materials for academic and boarding and staff, updating Positive Behavior Support practices to include ILE students, and preparing information for our updated Character Education program. Although our new school year will look a little different in the past, our joy in welcoming back students is greater than ever.

Stan Gustetic
Administrator Allied Health Services

Symptomatic Decision Tree

Apartment Program

- *Young Men*—The Apartment Program under our FSDB re-opening plan has kicked off to another great year. The students are still adjusting to the COVID-19 challenges and trying to enjoy their new privileges at the same time. The students have been following the dorm rules and modeling PBS characteristics, social distancing, and wearing face coverings. Our team of staff is doing a wonderful job at modeling, teaching, and re-teaching.
- I have to say our Boarding Program Team has adjusted well and continues to prepare our students for a lifetime of learning. Once things are settled, and students have adjusted completely, we will emphasize our Apartment Program philosophy of *"Developing Lives and Shaping Futures"* during this new normal. Our students are all excited to see their friends and boarding staff. Listening to and seeing students share their appreciation for the boarding program, and FSDB is one of the great joys of working with these students.
- We look forward to a rewarding and exciting school year!

- *Young Ladies--* The start of the year was met with smiling faces covered with face masks. We had several parents bring students back on Sunday. The students are excited to be back at FSDB. Students shared pictures and stories about what they did during their time off. Several students returned to campus with personal face masks. We keep complimenting each other on the decorative face masks we see.
- Students have been compliant with the changes on campus. We have gotten many questions asking: Why do we do this or that? Once the situation is explained and related to students' safety, we do not receive any resistance. The girls are excited to have the opportunity to cook their meals. There have been many discussions regarding what they want to eat the next week.
- On Monday, the students started eating dinner in their apartment. We picked up food from various places. After dinner, students repeatedly told staff thank you because they enjoyed the food.
- Students have been taught the importance of cleaning and sanitizing areas nightly. Feedback from staff is that students are jumping in and cleaning without prompting from staff. Students are adjusting well to being back on campus. Everyone is social distancing, wearing masks, and supporting each other.

Blind Department

<u>Kramer Hall</u>

- The Kramer students returned to school happy and excited to be back in Kramer Hall. We kicked off the school year with unit meetings with snacks and drinks and practiced social distancing to make sure all students understand what we need to do to keep ourselves safe, but still have fun at the same time. The boys have enjoyed playing games, and the girls are enjoying playing with toys and being with each other.

Cary White

- The students were so excited to return to the dorm and school. We have taught them about social distancing and the use of their masks. It has been a real good week in Cary White!

Koger Hall

- Koger Hall students had a GREAT first week of being back on campus and being back in the dorm! Everyone came back positive and excited to see each other! On registration day, parents were very understanding, with only one adult being permitted to go into the dorm with their child and having their temperatures taken.
- We met with the girls to explain the dorm expectations of social distancing and sanitizing. The girls have done a fantastic job with social distancing and wearing their masks. We met with the girls again at the end of the week to thank them for following the expectations and having a great first week!

MacWilliams Hall

- Whew!!!! That was a long break! For our Board Report this month, to recap August, we'll say we are so very happy to return to MacWilliams Hall and see our dorm, co-workers, and, most importantly, our students. I can say that I enjoy summer break for about 2-3 weeks, and then I start missing my students and my team, and I am always happy when we return to start the new year. With the extended Spring Break-Summer, the absence of staff and students for such a long time was more difficult to take this year. So, I am ecstatic and excited that we are here, and that school year 2020 – 2021 is finally underway!
- Registration day was just this past Sunday. Here at MacWilliams, we had 12 out of 17 students come to the dorm with their families to start the new year. Welcoming them into the dorm, you could tell the students were excited to return. In talking to the parents, you could hear the concern they have for going back to school, but what was also present was the trust and confidence they have in us that we are taking good measures to provide a safe learning environment for their child and that is why they were here.
- It will take some time for full adjustment. Still, Team MacWilliams is up for any challenges that come our way, and our students are resilient and flexible to adapt. They have done well so far with the changes they see from last year, of course, that goes with a little bit of the typical teenager disdain.
- We are meeting with students for their feedback and asking ideas to make sure they feel included in what we do with some of the restrictions we face with recreation, social lives, and keeping them socially active while practicing social distancing. So far, I think they are still adjusting to the new “dorm norms,” but they’ve been cooperative and helpful despite all the changes.
- Looking at it all, the changes, the distancing, and limitations that COVID brings, the students' response, and the support from parents and dedicated staff, I know it may be challenging at times, but I do not doubt it will be another great year for us. We are Team MacWilliams; we got this!

Deaf Department Elementary and Middle School

Vaill Hall

- Vaill Hall staff are looking forward to a positive year. Our goal this year is to ensure our children are getting the best care and support. We also plan to have fun this year.
- Registration Day was successful even with all the changes such as taking temperatures, wearing masks, social distancing and allowing only one parent at a time in the dorm. Everyone was very supportive and cooperative with the new changes.
- On the first night back, Vaill staff showed the children they need to go in the morning for class.
- The staff has been setting up games in the dorm to try and keep our students active. So far, we have had bingo games with throw away paper and lots of sidewalk chalk art. We have some talented kids.
- We are very proud of our children for following the new way of life in the dorm; they are doing a great job! The students have been wearing their masks and following social distancing.

Gregg Hall

- The Middle School girls were excited to come back to school. They have been home and have not seen their friends for six months due to COVID-19.
- The first few days back in the dorm, the staff explained the dorm expectations and went over the students' new duties and responsibilities. Staff also explained to our students the CDC guidelines for social distancing and wearing a mask.
- This week the Middle School girls' curriculum focused on understanding the importance of handwashing, sanitizing, wearing a mask, and cleaning correctly. The girls accepted the new procedures in the dorm, and the staff explained that the new procedures are for everyone's safety.
- At first, it was a little bit of a challenge for the students to keep their masks above their nose and practice social distancing, but in the last few days, they have been following the CDC guidelines very well with staff teaching them.
- The staff has been looking for ways to keep the students busy. This week staff took the students outside and played a social distance activity called "Handshape." The staff split the girls into three groups, and each group had a turn to play the game. The staff set a time limit of 5 minutes and picked one handshape for each session --- handshape "X," for example, the first group of three girls would throw in as many ASL signs with the dominant handshape "X" as possible, such as dream, witch, hearing aids, etc. until they run out of ideas. The person with the most signs wins. The students loved this game and had such a good time.

McLane Hall

- McLane Hall staff lovingly prepared the student rooms and living areas in anticipation of the students' arrival. On August 30, McLane Hall welcomed students and parents back to FSDB. The students met their new staff and were introduced to the dorm. Staff reviewed the dorm rules, new and old, and then celebrated the students' arrival. One pod enjoyed a social distance pizza and ice cream event, and others got to welcome back gift bags stuffed with goodies.
- The staff has been teaching the students about social distancing, cleaning, and proper mask-wearing.
- Students have been adjusting well to the dorm. The boys have been practicing good social

distancing and cleaning. Some boys have played games on the Wii, and they have been very responsible for sanitizing the controllers in between use. Overall, the boys have been showing great Respect, Responsibility, and Cooperation this first week back. Welcome back, Dragons!

Deaf Department High School

James Hall

- During the first week back, the staff has been working with and teaching the students about proper handwashing, social distancing, and the correct way to wear a mask. The staff has also been teaching the students about the dorm rules, including the new cleaning duties for keeping us all safe from COVID.
- For September, our Sophomores and Freshmen will start to visit Elementary dorms to read stories to the younger students. Our Juniors will be going to the Middle School girl's dorm to mentor the girls, like a big sister. The students will wear masks and social distance for these events.
- For the 1st week, the staff was creative with activities for the girls. Freshmen and Sophomores played no contact games, and staff allowed the girls to dance to their favorite music. The staff for the Juniors played BINGO with the girls. The staff designed the Bingo chips using colored paper and printed Bingo cards from the internet. The prizes for winning were 30 minutes late, room time, the staff does your duty, etc. The girls enjoyed the first week back; they expressed excitement about seeing their friends, staff, and teachers.

Rhyne Hall

- The first week in Rhyne Hall has been successful. The staff has been working hard teaching students about social distancing, personal hygiene, and handwashing. The staff has also been working with the students to teach them the proper way to wear their face mask. Students had been learning the new dorm rules and procedures; they have all been cooperative.
- Students and staff are working together brainstorming, trying to come up with new activities. Students expressed that they want to play basketball. The staff gave students individual balls, so they can play "horse" and around-the-world while maintaining social distancing. Staff Lindsey brought in her Nintendo Switch to set up social distancing competition games.
- Staff and students are excited about being back on the campus after six months. Students expressed they are excited to see their friends again. The staff has shown excitement in their plans for new ways to do community services and curriculum. Staff Brittany and Lindsey plan to make masks and mask straps with students, to give out for community service.

Boarding Program Staff Training & Development and Student Independent Living Skills

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

Professional Development Activities

- **Eyvolle M. Pamphile participated in the following**:
  - Training Magazine Network: Webinar on 06/24/20– *The Big 4 Considerations When Choosing an Assessment Tool.*
  - Training Magazine Network: Webinar on 06/24/20- *7 Must Do's to Convert Classroom Sessions to Remote Training.*

- Go To: Webinar on 06/24/20- *Emerge Stronger: 15 Minutes to Better Employee Engagement.*
- Training Magazine Network: Webinar on 07/21/20- *Turn Classroom Content into Microlearning.*
- Gov Loop Virtual Summit: Live Webinars on 09/02/20- *Government Innovators Virtual Summit: Solving Your Agency's Biggest Challenges.*
- Training Magazine Network: Webinar on 09/03/20- *Next Steps in Distance Learning: What Works in Social +Blended+ Video.*

- **S.U.P.E.R-visor Updates & Training**: None for this period.

- **Staff Workshops**: Fall 2020 Blind Department Professional Development Program:
  - 12 Week Basic Orientation & Mobility with Cristina Sapp- FSDB Orientation & Mobility Specialist, scheduled to begin on September 22, 2020.
  - 12 Week Braille I with Mary Bilancio-FSDB Blind Department Parent Advisor and State Trainer, scheduled to begin on September 22, 2020.

- **Daily *Soft Skills* In-Service Training – 5/04/2020 to 05/29/20**
  - **Telework sessions via six (6) Google Classrooms for Career Service employees in the following departments:**
    - Academic Program
    - Allied Health
    - Boarding Program
    - Transportation
  - **05/04/20**- *Want to Thrive? Start Managing Self*
  - **05/05/20**- *Managing Self: Part 1- Know Thyself*
  - **05/06/20**- *Managing Self: Part 2- Set Some Goals*
  - **05/07/20**- *Managing Self: Part 3- Effective Time Management*
  - **05/08/20**- *Managing Self: Part 4- Having Executive Presence*
  - **05/12/20**- *Managing Self: Part 5- Networking*
  - **05/13/20**- *Managing Self: Part 6- Developing Charm*
  - **05/14/20**- *Managing Self: Part 7- Your Skill Set*
  - **05/15/20**- *Managing Self: Part 8- Becoming a Real Leader*
  - **05/18/20**- *Managing Self: Part 9- Managing Up*
  - **05/19/20**- *The Virtues of Government Services: 1st- Courage*
  - **05/20/20**- *The Virtues of Government Services: 2nd - Creativity*
  - **05/21/20**- *The Virtues of Government Services: 3rd- Compassion*
  - **05/22/20**- *The Virtues of Government Services: 4th- Collaboration*
  - **05/26/20**- *The Virtues of Government Services: 5th- Your Voice*
  - **05/27/20**- *The Virtues of Government Services: 6th- Connectedness*
  - **05/28/20**- *The Virtues of Government Services: 7th- Credibility*
  - **05/29/20**- *The Virtues of Government Services: 8th- Values-Based Decision-Making*

Monthly Staff In-Service Trainings & Updates:

- **Dorm Instructor Updates- 08/17/20 to 09/07/20**

- *Staff Updates* forwarded on 08/25/20 via the 2020-2021 *Training Resources* Google Classroom- *Mental Health Presentation Resources: Be Kind to Yourself and Others & Infographic: So, You Want to Take a Mental Health Break?.*
- *Staff Updates* forwarded on 09/02/20 via the *ILS Hour Resources* Google Classroom- *Fall 2020 ILS Hour and Training Resources.*

- **Pre-Planning Training for 136 Staff- 08/11/20 to 08/24/20**
  - *CPR Training for all New & OPS Staff*: FSDB TQA Department.
  - *CPI Virtual Refresher for all Evening and Overnight Staff*: FSDB TQA Department.
  - *Boarding Program Policy Review for New Staff*: Marja Deford- FSDB Blind Department Director of Student Life.
  - *HCC Acuity 4 Updates for all Evening, Overnight, and Recreation Staff:* Kathy Halkin- FSDB HCC Nurse.
  - *Technology Training for all New Staff:* Shelley Ardis- FSDB Executive Director of Technology.
  - *Recreation Updates for all Evening Staff*- Susan Hill- FSDB Recreation Coordinator.
  - *Mental Health Sessions for all Deaf Department Evening and Overnight Staff- Be Kind to Yourself and Others:* Dr. Jane Echterling- FSDB Executive Director of Mental Health; Silke Douglas- FSDB Psychologist; Jeannine Lawrence- FSDB Clinical Social Worker, and Dee Stoddard- FSDB Clinical Social Worker.
  - *Mental Health Sessions for all Blind Department Evening and Overnight Staff- Be Kind to Yourself and Others:* Lucy Mitchell- FSDB Clinical Social Worker; Laura Pamer- FSDB Mental Health Counselor, and Erica Wortherly- FSDB Clinical Social Worker.

- **August *Soft Skills* In-Service Training for 136 Staff via a Google Classroom- 08/25/20 to 09/06/20**
  - **08/25/20-** *5 Reasons to Plan for the New Year.*
  - **08/26/20-** *Planning Your Year, Part 1: How to Plan a Productive Day.*
  - **08/27/20-** *Planning Your Year, Part 2: The Nuts and Bolts.*

Student Independent Living Skills (ILS) Workshops: None for this period; students returned to campus from Summer Break on 08/30/2020.

ILS Hour schedule- *1st Quarter of ILS Hour* is scheduled to begin on 09/20/20 and will end on 10/28/20 for elementary to high school dorms, and 09/20/20 to 10/27/20 for Apartment Program dorms.

Weekly Sessions: Elementary to High School Dorms:

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

Bi-Weekly Sessions: Apartment Dorms:

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

Students returned from Summer Break on August 30, 2020; classes began the next day, on August 31, 2020.

Kathleen Grunder
Administrator of Residential Services

ACCOUNTING/BUDGETS & GRANTS

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

Accounting

Fiscal Year End – FY 2019-2020 ended on June 30, 2020. The General Ledger for FSDB Agency Accounts was successfully closed the evening of August 05, 2020. All required reports and reconciliations due in August have been submitted to the Department of Financial Services (DFS). The documents are on file in the Comptroller's office. The Comptroller's Office will continue to submit reports as required to DFS throughout the month of September.

Budgets and Grants

SEFA – The 2019-2020 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.

New Fiscal Year – All start-up activities for the new fiscal year have been completed. The allocation of the approved 2020-2021 operating budget to the various FSDB departments is in process.

Grants and Trust Funds – All final financial reports, as applicable, have been submitted to the Florida Department of Education for the Fiscal Year 2019-2020. The reports are on file in the Office of the Director of Budgets and Grants.

ADVANCEMENT

Submitted by Tanya Rhodes, Executive Director of Advancement

August 2020	FY 2020-2021 YTD as of August 31, 2020	Previous YTD as of August 31, 2019
Number of Donations = **169** Number of Donors = **169** Dollars Received = **$259,143.78**	Number of Donations = **287** Number of Donors = **287** Dollars Received = **$265,351.28**	Number of Donations = **316** Number of Donors = **316** Dollars Received= **$303,093.86**

Comparison to 2019

Currently, we are 12% behind YTD 19/20 which can be attributed to Covid 19.

Notable Non-Everyday Tasks

- Mailed 760 donor surveys to long-time donors. As of 9/1/2020, 170 responded (22%) and 19 indicated interest or had already established an estate gift for FSDB.
- Mailed Touchpoint Postcard to all donors which shared FSDB's re-opening plan.

AUDIT
Submitted by Julia Mintzer, Administrator of Business Services

Operational Audit
The management response to the preliminary findings related to the operational audit was submitted on September 4, 2020. FSDB team members have begun to address the findings by evaluating and modifying internal processes. A six-month progress update will be submitted in March 2021.

Endowment Audit
CRI has worked diligently to complete the Endowment audit. That report will be shared at the Audit Committee meeting in October 2020.

Internal Audit
In the coming weeks, the Administrator of Business Services will work with RSM to revisit the internal audit plan, which will also be presented at the committee meeting in October 2020.

CAMPUS POLICE
Submitted by David Moore, School Safety Specialist

2020-2021 FSSAT Recommendations Status Update

FSDB is in the process of:

- evaluating and modifying *OPP 10.48 Student Threat Assessment* in order to incorporate language pertaining to a student's transfer to a different school. The threat assessment team is working through the process requiring us to verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services.
- evaluating and modifying OPP 10.48 Student Threat Assessment in order to incorporate language to establish student record transfer to another school within the three days, which includes student threat assessment evaluations.
- assessing gates on the campus and conducting repairs as needed.
- evaluating and replacing a small quantity of exterior doors that can be tied or chained by an adversary to prevent emergency evacuation or access by responders.
- reducing signage to the exterior of the campus.

FSDB is also continuing:

- installation of the Mass Notification System.
- revision of Reunification processes.
- integration of the audio intercom system with the message boards.

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

During the month of August, the endowment increased +$399,426.86 (+2.55%), +4.03% Year-to-Date and +9.65% for the trailing 12 months with a closing portfolio value of $16,983,394.29. Dividends and interest income totalled +$21,138.31 and accrued interest increased +$1,406.69. During the same period, the Benchmark increased +2.93%, 5.36% and +11.11% respectively. Furthermore, the S&P 500 increased +7.19%, +9.74% and +21.94%, while the Barclays US AG Gov./CD Int. Bond Index decreased -0.18%, +6.06%, and +5.81% respectively.

SAFETY AND FACILITIES OPERATIONS
Submitted by Joe Bruce, Executive Director of Safety and Facilities Operations

Safety/Risk Management

July 2020 Data

- Domestic Hot Water *(Weekly)*—No temperature greater than 110F.
  - Completed 133 of 145 tests with zero variations from the standard; 15 not completed due to workload week of 7/27 – 8/1.
- Anti-Scald Valves *(Monthly)*—Completion of all scheduled testing.
  - 21 of 23 completed with zero variations from the standard; 2 not performed.
- Haz-Com Inspections *(Monthly)*—Zero missing MSDS; zero unlabeled products.
  - Two labs inspected with zero variations from the standard.
- Shop Safety Inspection *(Monthly)*—Safety equipment in good condition.
  - Three shops inspected with zero variations from the standard.
- Fire Drills *(Monthly)*—Exercise all scheduled buildings in accordance with NFPA requirements; evacuate in less than three minutes.
  - All scheduled drills completed with zero variations from the standard.
- Swimming Pool *(Daily)*—100% compliant with published chemical limits.
  - Completed 18 of 23 tests with zero variations from the standard; 8 – Scheduled leave 1 – Holiday.
- Domestic/Potable Water Quality *(Bimonthly)*—100% compliant with published chemical limits.
  - Results of water on file for last testing.

TRAINING AND QUALITY ASSURANCE
Submitted by Christy Slater, Director of Training and Quality Assurance

Training 2020-2021

The Training and Quality Assurance Department held, or will hold, the following trainings between August 10, 2020 and September 25, 2020: one Onboarding session; four full CPR courses for new staff members; nine CPR skills sessions; four CPI refresher courses; one QPR class; and two YMHFA courses.

TQA worked diligently to overcome the challenges presented by Covid and adapted to continue training our staff. During the last three weeks of August, 132 staff were trained using the CPR blended model and 358 staff members have been trained in CPI Verbal Intervention. We will begin scheduling the physical portion of the CPI course once it is safe to do so.

TQA continues to monitor updates and interim guidance from both AHA and CPI to ensure that FSDB remains in compliance and maintains safety for our students and staff.

Fall compliance trainings scheduled to be launched in September:

- Delegation of Fiscal Authority
- Appropriate Workplace Attire
- Attendance and Leave
- Bloodborne Pathogens
- Code of Ethics
- Equal Employment Opportunity/Affirmative Action
- Nuisance Insects
- Preventing Sexual Harassment
- Student Abuse Policy Training
- Student Sexual Misconduct

President's Performance Objectives/Strategic Plan 2019-2020 Update

The President's Performance Objectives/Strategic Plan update provides a summary of data pertaining to the 2019-2020 performance measures. The Strategic Leadership Team meets regularly to monitor the progress toward achievement of our organizational goals.

❖ **Strategic Plan Goal:** *Ensure that students are prepared for college and/or career as literate, employable, and independent lifelong learners.*

MAP Growth

This measure is used to show any growth the student made on the Measures of Academic Progress (MAP). One point of growth is considered growth for all students.

Reading		
♦ **FSDB Overall**	Goal-80%	Achieved-64%
♦ **Deaf Department**	Goal-78%	Achieved-65%
♦ **DES**	Goal-90%	Achieved-91%
♦ **DMS**	Goal-70%	Achieved-56%
♦ **DHS**	Goal-75%	Achieved-64%
♦ **Blind Department**	Goal-80%	Achieved-64%
♦ **BEMS**	Goal-86%	Achieved-68%
♦ **BHS**	Goal-69%	Achieved-64%

Math		
♦ **FSDB Overall**	Goal-98%	Achieved-80%
♦ **Deaf Department**	Goal-90%	Achieved-81%
♦ **DES**	Goal-95%	Achieved-89%
♦ **DMS**	Goal-76%	Achieved-76%
♦ **DHS**	Goal-93%	Achieved-86%
♦ **Blind Department**	Goal-85%	Achieved-78%
♦ **BEMS**	Goal-93%	Achieved-80%
♦ **BHS**	Goal-71%	Achieved-73%

Language		
♦ **FSDB Overall**	Goal-78%	Achieved-71%

- **Deaf Department** Goal-75% Achieved-71%
- **DES** Goal-86% Achieved-89%
- **DMS** Goal-72% Achieved-65%
- **DHS** Goal-70% Achieved-64%
- **Blind Department** Goal-80% Achieved-72%
- **BEMS** Goal-81% Achieved-75%
- **BHS** Goal-77% Achieved-65%

Science

- **FSDB Overall** Goal-73% Achieved-72%
- **Deaf Department** Goal-75% Achieved-74%
- **DES** Goal-85% Achieved-80%
- **DMS** Goal-62% Achieved-70%
- **DHS** N/A
- **Blind Department** Goal: 70% Achieved-68%
- **BEMS** Goal:70% Achieved-68%
- **BHS** N/A

Lexile Growth

This measure is used to show any growth the student made on the Achieve3000 Lexile measure. One point of growth is considered growth for all students.

- **FSDB Overall** Goal-85% Achieved-73%
- **Deaf Department** Goal-83% Achieved-73%
- **DES** Goal-88% Achieved-87%
- **DMS** Goal-95% Achieved-77%
- **DHS** Goal-75% Achieved-66%
- **Blind Department** Goal-92% Achieved-74%
- **BEMS** Goal-90% Achieved-77%
- **BHS** Goal-93% Achieved-71%

College Readiness

Percent of graduating seniors with at least one work experience.

- **FSDB Overall** Goal-100% Achieved-45%
- **DHS** Goal-100% Achieved-36%
- **BHS** Goal-100% Achieved-56%

Support Services

FSDB Overall	**Goal**	**Achieved**
Percent of student attending Speech/Audiology as indicated by IEP.	100%	98%
Percent of students attending Allied Health Counseling, provided by a Psychologist, as indicated by IEP.	100%	97%
Percent of students attending OT/PT as indicated by IEP.	100%	98%

❖ **Strategic Plan Goal:** *Manage student enrollment across grade levels and schools to ensure appropriate use of all resources while providing optimal benefit to the community.*

Student Enrollment

Enrollment Data Collected as of June 30

- Number of enrolled students-Peak 557
- Enrollment 1st day of school 525
- Enrollment after the 10-day drop 516
- Enrollment last day of school 549
- Enrollment Survey 5 data 588
- Percent of State eligible D/HH students 7%
- Percent of State eligible Blind/VI students 14%

Admissions

- Number of Admissions Evaluations 122
- Number of eligible students 110
- Number of withdrawals 45
- Percent of withdrawals: peak/withdrawals 8%

Funding and Staffing

Continue to monitor staff turnover rates, retirement pipelines and vacancies, and alert the strategic planning team if concerns arise.

- Turnover Rate for 2019-2020 8.97%
- Retirees for 2019-2020 20

❖ **Strategic Plan Goal:** *Actively seek and acquire support of private donors to provide resources that supplement those provided by the state.*

Private Dollars

♦ Percent of progress toward 19-20 goal	Goal-$1,250,000	Achieved-94%
♦ Number of donors	Goal-1,350	Achieved-2,761
♦ Number of donations	Goal-2,000	Achieved-2,852

School Climate

In the last 30 years, a growing body of research has confirmed the importance of the learning climate for children and adolescents. Compelling empirical research shows that a positive and sustained school climate promotes students' academic achievement and healthy development. Not surprisingly, a positive school climate also promotes teacher retention, which itself enhances student success. (Center for Social and Emotional Education, 2007; Cohen, McCabe, Michelli, & Pickeral, in press; Zins, Weissberg, Wang, & Walberg, 2004.)

During the second semester of the 2019-2020 school year, the Florida School for the Deaf and the Blind conducted climate surveys for staff members, students and parents using Survey Monkey. These surveys were conducted anonymously and assured respondents of confidentiality. In July, comprehensive reports of all responses were analyzed by FSDB. The reports contain quantitative data on various topics including instruction, communication, technology, facilities, and students' physical, social, and emotional well-being. Additionally, comments were collected from the open-ended questions to identify common themes or areas of opportunity.

Individualized surveys were designed for students, parents, and school staff. In all, there were 448 responses to the survey. The size of the respondent group was smaller than in previous years due to impacts from COVID-19. Surveys for students were completed online. Parent surveys were mailed to individual households.

FSDB Climate Survey Response Rates		2019-2020
♦ Students	Goal-90%	Achieved-41%
♦ Parents	Goal-90%	Achieved-19%
♦ Academic Department Staff	Goal-90%	Achieved-51%

Administrators and School Advisory Council subcommittees were tasked with reviewing data related to their respective programs and identifying action steps to address areas of opportunity and maintain current strengths. These efforts reinforce data-driven decision making as we support our mission and achieve FSDB strategic goals.

The school climate survey is conducted annually as a component of the continuous improvement process. Stakeholder participation is greatly appreciated. Our success as an organization can only be achieved with stakeholder feedback and support.

Performance Measure-Student Satisfaction		2019-2020
♦ FSDB Overall	Goal-90%	Achieved-85%
♦ DES	Goal-90%	Achieved-81%
♦ DMS	Goal-90%	Achieved-83%
♦ DHS	Goal-90%	Achieved-86%
♦ BEMS	Goal-90%	Achieved-85%
♦ BHS	Goal-90%	Achieved-87%

Performance Measure-Parent Satisfaction		2019-2020
♦ FSDB Overall	Goal-90%	Achieved-93%
♦ DES	Goal-90%	Achieved-91%
♦ DMS	Goal-90%	Achieved-93%
♦ DHS	Goal-90%	Achieved-91%
♦ BEMS	Goal-90%	Achieved-96%
♦ BHS	Goal-90%	Achieved-94%
♦ Early Learning Center	Goal-90%	Achieved-96%

Performance Measure-Staff Satisfaction		2019-2020
♦ FSDB Overall	Goal-90%	Achieved-89%
♦ DES	Goal-90%	Achieved-95%
♦ DMS	Goal-90%	Achieved-89%
♦ DHS	Goal-90%	Achieved-85%
♦ BEMS	Goal-90%	Achieved-88%
♦ BHS	Goal-90%	Achieved-90%
♦ Early Learning Center	Goal-90%	Achieved-94%
♦ Multi Schools-Programs	Goal-90%	Achieved-88%

Employee Engagement

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 February 2020, FSDB staff

participated in an Employee Engagement Survey. Seventy nine percent of staff attempted the survey while 68% 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.

Performance Measure-Employee Engagement		**2019-2020**
♦ Overall	Goal-90%	Achieved-92%
♦ Academic Program	Goal-90%	Achieved-92%
♦ Allied Health Services	Goal-90%	Achieved-98%
♦ Boarding Program	Goal-90%	Achieved-93%
♦ Business Services	Goal-90%	Achieved-93%

Flash Report

FSDB concluded the third year of implementation of the new Strategic Plan. On July 21, 2020 the team met to review the 2019-2020 school year, celebrate successes, and plan for the 2020-2021 school year. Below you will find the Strategic Plan Year 4 Work Plan.

Priority Goal 1: Academic Achievement/Workforce Prep Champion-*Tracie Snow*

❖ Regularly track and monitor student academic achievement against established benchmarks.

Accountability: Administrator of Instructional Services, Principals, Assistant Principals, Math and Reading Specialists

1. Provide ongoing training and support to teachers and specialists on how to read and utilize MAP assessments and Achieve 3000 results (reports) for instruction and interventions in reading, math and science at multiple points during the year (monthly), across grade levels through Data PLCs.

2. Monitor MAP performance for 2020-2021. MAP Targets (% of students showing one or more points of growth):

	Reading	**Math**	**Language**	**Science**
FSDB Overall	70%	80%	70%	72%
Deaf Department	76%	83%	77%	75%
DES	90%	90%	86%	80%
DMS	70%	75%	75%	70%
DHS	70%	85%	70%	N/A
Blind Department	73%	77%	72%	70%
BEMS	70%	85%	75%	70%
BHS	76%	70%	70%	N/A

3. Evaluate student Lexile growth for reading using Achieve 3000. Lexile Growth Targets (% students showing Lexile growth):

4. Conference with students after each assessment period (MAP and Achieve 3000) to discuss achievement, growth, and areas of opportunity. Share student summary reports with students and parents.

5. Provide a comprehensive annual report on the academic progress of students against all secondary measures, such as end-of-course exams, state assessments and graduation rates.

6. Instructional materials adoption process for K-12 ELA BEST Standards adoption to be implemented in the 2021-2022 school year.

- **FSDB Overall** 85%
- **Deaf Department** 83%
- **DES** 88%
- **DMS** 95%
- **DHS** 75%
- **Blind Department** 92%
- **BEMS** 90%
- **BHS** 93%

❖ Communications will share student progress and achievement with stakeholders across multiple communication platforms to strengthen the school's reputation and further community support.

Accountability: Principals, Communications and PR

❖ Allied Health Services will continue to track the student's percent of services delivered in all services areas according to their annual Individual Education Plan (IEP) for the school year 2020-2012.

Accountability: Administrator of Allied Health

❖ Career Development Provide workforce preparation and employment experiences to ready students for jobs after graduation (unduplicated) through the Campus & Community Work Program, Afterschool Campus Work Program and the Career Development office service.

Accountability: Executive Director of Career Development

- Compared to the previous year, increased community Career Development partnerships connected with the work experience program.

- Compared to the previous year, increase the percentage of students (unduplicated): enrolled in Career and Technical Education (CTE) High School & Middle School, enrolled in work experience courses, earning industry certifications, earning industry credentials.

- Determine baseline for percentage of students utilizing the services provided at the Career Development Center (resume completion, interview practicing, and participation in job readiness workshops).

<u>Priority Goal 2:</u> Staff Development Champion-*Randi Mitchell*

❖ Develop face-to-face and virtual professional development activities for academic staff to acquire skills needed for their individual professional development plan and well as topics requested through needs assessments through formats such as Friday Tech Tidbits, Slice of PD Saturday, Pineapple PD After School Series, and FSDB Pineapple University.

Accountability: Instructional Services and Technology Services

- 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.
  Accountability: Training and Quality Assurance, Technology Services, Boarding Program

- Incorporate all professional development opportunities into the Master Calendar for sharing availability, and tracking opportunities.
  Accountability: Instructional Services, Boarding Program

- Analyze training event survey and evaluation data to determine effectiveness and connection to identified needs.
  Accountability: Instructional Services, Training and Quality Assurance

- Provide a program to recruit and develop trainers for FSDB face-to-face and virtual workshops, including how to ensure training content is accessible, developed to meet specific audience needs, and how to format and produce trainings for online formats.
  Accountability: Instructional Services, Technology Services, Boarding Program

- Develop program alignment between the PBIS and Character Counts-type program and provide training to stakeholders providing services and supervision of students.
  Accountability: Instructional Services, Technology Services, Boarding Program, Coordinator of PBIS

Priority Goal 3: **Enrollment Champion-*Shelley Ardis/Tracie Snow***

- Disseminate weekly enrollment figures, analyze trends, and identify opportunities for information sharing targeting programs and departments open for growth.
  Accountability: Administrator of Instructional Services

- Educate staff members about the Admissions processes to ensure they are knowledgeable about the importance of robust enrollment and to encourage their support in recruiting and retaining eligible applicants.
  Accountability: Administrator of Instructional Services

- Monitor withdrawal trends monthly and incorporate feedback from parents/legal guardians of withdrawing students, which we may remedy into school operations to reduce any disenrollment trends.
  Accountability: Administrator of Instructional Services

- Continue to review and revise strategies, interventions and procedures to ensure a smooth, transparent process that supports enrollment of qualified students.
  Accountability: Administrator of Instructional Services

❖ Develop relationships with and influence decision-making of prospective families through enrichment and outreach-led efforts.

Accountability: Administrator of Instructional Services, Administrator of Outreach and Technology, Principals, Executive Director of Parent Services

- Host on-campus ECC Academies and other summer camps
- Host FSDB Expos to including online offerings
- Host FSDB Open House events
- Hold Family Weekends, on-campus, off-campus and virtually
- Refine/enhance campus tours program to include an online component
- Develop outreach and event tracking tool/database

❖ Collect and analyze enrollment data and outcomes of programs to populations that might not otherwise have access to such services.

Accountability: Administrator of Outreach and Technology, Executive Director of Parent Services

- Professional development offerings to non-FSDB stakeholders
- Parent-Infant Program – Blind
- Parent-Infant Program – Deaf
- Resource Materials & Technology Center for the Deaf/Hard of Hearing

Priority Goal 4: Digital Citizenship Champion-*Shelley Ardis, Angela Saunders, Carol Bogue*

❖ Staff Professional Development will be provided specific to the Staff Acceptable Use Policy, Internet Safety and Digital Citizenship Basics, Social Media Guidelines, and other Cybersecurity and Data Governance topics. Staff Professional development will include a demonstration of the FortifyFL system and where to find it on FSDB mobile devices and within the Single Sign-On platform.

Accountability: Administrator of Outreach and Technology, Coordinator of Professional Development

❖ Provide Internet Safety and Digital Citizenship resources to the schools and dorms to incorporate in student lessons.

Accountability: Administrator of Outreach and Technology

❖ Provide Internet Safety and Digital Citizenship information to parents through newsletters, a Parent Engagement Workshop, or other methods.

Accountability: Administrator of Outreach and Technology, Parent Liaison

Priority Goal 5: Stakeholder Relationships and Communication-Champion- *Nancy Bloch*

❖ Engage and inform state elected officials about the work FSDB does serving students and families across the state.

Accountability: President, Legislative Specialist

- Conduct in-person meetings in Tallahassee
- Invite and host campus visits by state officials

❖ Influence informed decision-making by state government officials to ensure the school's views and interests are represented in policy, statutory, and regulatory actions as appropriate [include state board rules].

Accountability: President, Legislative Specialist

- Conduct in-person meetings in Tallahassee
- Invite and host campus visits by state officials

❖ Ensure FSDB administrators are informed of legislative proposals that may impact school interests, both as an education entity and employer.

Accountability: Legislative Specialist

❖ Develop protocols for inviting legislative officials to campus; draft guidance document/checklist with roles and accountabilities defined.

Accountability: Executive Director of Communication & PR, Legislative Specialist

❖ Engage with Florida Department of Education officials to maintain strong relationships and understandings of FSDB programs and services.

Accountability: President, Administrator of Instructional Services, Other administrators and supervisors as appropriate

- Participate in FDOE meetings, calls and conferences
- Represent FSDB on FDOE committees such as the FDOE SAC, Strategic Planning Teams, Assessment and Certification Committees and others as appropriate
- Extend invitations to various FDOE departments' representatives to see FSDB's programs in action

❖ Develop relationships with district superintendents.

Accountability: President, Administrator of Instructional Services

- Participate in state/regional meetings and conferences
- Collaborate with Florida Association of School Administrators
- Collaborate with Northeast Florida Educational Consortium
- Make individual calls and visits

❖ Cultivate relationships with state ESE directors and personnel.

Accountability: Administrator of Instructional Services, Administrator of Outreach and Technology

- Participate in state/regional meetings and conferences
- Collaborate with Council of Administrators of Special Education
- Make individual calls and visits

❖ Ensure FSDB representation in key national, state and local professional organizations and associations aligned to FSDB interests.

Accountability: Administrator of Outreach and Technology, Executive Director of Communication & PR

- Create centralized roster of FSDB staff members belonging to or serving in these groups

- Identify any overlap, gaps

<u>Secondary Goal A:</u> Climate Surveys Champion-*Christy Slater*

❖ Continue annual surveys to assess the satisfaction of:
- All employees
- Academic staff members
- Parents
- Students

❖ Identify topics or issues raised in survey responses and develop plans to address them to improve stakeholder satisfaction.

❖ Analyze survey to determine which questions will be incorporated as objectives for various workplan activities.

Accountability: Director of Training and Quality Assurance

❖ Develop promotional materials and media that emphasize the school's core values and unique attributes – create 'line of sight' to mission and vision.

Accountability: Executive Director of Communications & PR

- FSDB Viewbook
- FSDB Fast Facts
- Increase use of videography
- Consolidate and enhance social media presence
- Make ongoing enhancements to FSDB website
- Provide visual signs/banners of welcome and pride on campus

❖ Enhance position of FSDB as an excellent school of choice that prepares students for a lifetime of success through effective media relations.

Accountability: Executive Director of Communications & PR

- Garner earned media coverage about FSDB, its students and staff members
- Evaluate paid media to help meet defined objectives

❖ Engage parents and legal guardians of current students through effective, relevant communication and information by analyzing the participation and outcomes of activities and events such as:
- Increase parent participation at FSDB events and meetings
- Integrate and coordinate school-level communications with organizational, departmental and programmatic communications – expand and improve school newsletters
- FSDB Parent-Student Handbook
- Parent Engagement Workshops
- Annual Family Open House (formerly called Registration Day)
- Increase collaboration between Parent Services and schools
- Assess PR benefit of streaming athletic activities and performances
- Annual student information update

Accountability: Administrator of Outreach and Technology,

Administrator of Instructional Services, Principals,
Executive Director of Communications & PR

❖ Create an annual strategic communication plan.
Accountability: Executive Director of Communications & PR

- Develop a communications advisory committee
- Develop communication goals designed to improve/integrate effective communication for internal and external stakeholders tied to the FSDB strategic plan
- Develop clear, consistent messaging that's delivered in 'one voice'
- Create individual communication plans for any major initiative, crisis or change management process

❖ Enhance staff member engagement through effective internal communications.
Accountability: Administrator of Outreach and Technology,
Executive Director of Communications & PR

- Continue enhancements of digital workplace with implementation of efficient/effective information exchange and workflows.
- Implement ongoing enhancements to the FSDB intranet including development of SharePoint department sites

Secondary Goal B: Staff Resources Champion-Lexi Bucca, *Julia Mintzer*

❖ Monitor Drop retires and estimate non-Drop retirees. This information will be used for succession planning.
Accountability: Executive Director of Human Resources

❖ All vacancies will be evaluated and redirected as necessary. Vacancies past 90 days will require justification for hiring. All requests for advertisement will be approved by the President based on the role and scope.
Accountability: President

❖ New budget managers will participate in a Budget Chat to ensure that they know how to read and monitor budgets.
Accountability: Administrator of Business Services,
Director of Budgets and Grants

Secondary Goal C: Campus Infrastructure Champion-*Julia Mintzer*

❖ Further develop the Continuity of Operations Plan to ensure that FSDB may continue to function and recover to full operations in the event of a disaster.
Accountability: Administrator of Business Services and COOP Team

Secondary Goal D: Endowment Funding Champion-*Tanya Rhodes*

❖ Send letters to educate donors about FSDB and programs provided with private dollars to motivate donors to give. Two letters will go to current donors (in-house list); one letter to prospective donors (acquisition list) and one letter to former donors (lapsed donors).

- Issue four Touchpoint Communications annually -- postcards featuring an FSDB student, alumnus/alumna or staff member illustrating what private dollars provide. These are sent to everyone in the Advancement Department's database.

- Extend two invitations to on-campus events – one fall/winter; one spring. Invitations are extended to donors located in nearby counties.

- Issue two annual reports - one at the end of school year and one when the audit is received.

- Campus Tours, Donor visits and Donor Stewardship-ongoing monthly

- Target select donors with a planned giving mailing. Follow up with in person visits to discuss planned giving potential.

- Select 15 donors each month to make personal calls to (based on giving history) to personally thank them for their support and to cultivate relationships.

Accountability: Executive Director of Advancement

Respectfully Submitted,
Julia Mintzer
Administrator of Business Services

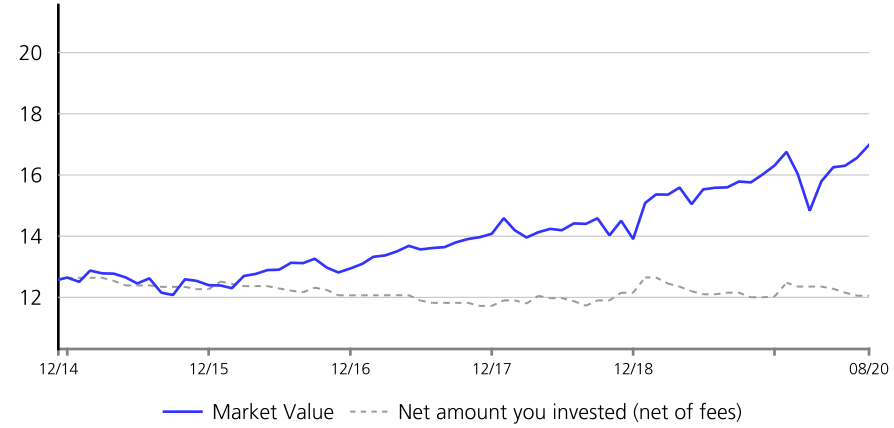
NX XX189 Fixed Income
NX XX181 ESG
NX XX191 Div Ruler
NX XX187 Fixed Income
NX XX186 MID CAP
NX XX183 ESG
NX XX184 Div Ruler
NX XX185 OEI
NX XX182 Small Cap
NX XX190 QGARP
NX XX188 ^ F2

Performance review

as of August 31, 2020

Sources of portfolio value

$ Millions



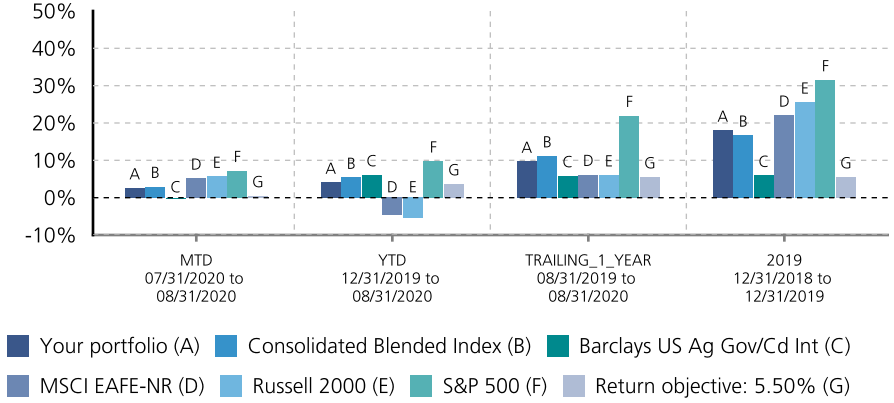
Portfolio value and investment results

	Performance returns (annualized > 1 year)			
	MTD 07/31/2020 to 08/31/2020	YTD 12/31/2019 to 08/31/2020	1 Year 08/31/2019 to 08/31/2020	2019 12/31/2018 to 12/31/2019
Opening value	**16,560,543.60**	**16,309,395.65**	**15,595,631.10**	**13,904,916.17**
Net deposits/withdrawals	878.83	-38,648.66	-185,490.15	-208,970.53
Div./interest income	21,138.31	256,420.88	401,601.24	391,218.86
Change in accr. interest	1,406.69	-16,076.51	-7,492.70	13,428.45
Change in value	399,426.86	472,302.93	1,179,144.80	2,208,802.71
Closing value	**16,983,394.29**	**16,983,394.29**	**16,983,394.29**	**16,309,395.65**
Net Time-weighted ROR	2.55	4.03	9.65	17.98

Net deposits and withdrawals include program and account fees.

Portfolio and selected benchmark returns

Net Time-weighted returns annualized



Time weighted rates of return (net of fees)

	Performance returns (annualized > 1 year)			
	MTD 07/31/2020 to 08/31/2020	YTD 12/31/2019 to 08/31/2020	1 Year 08/31/2019 to 08/31/2020	2019 12/31/2018 to 12/31/2019
Your portfolio(%)	**2.55**	**4.03**	**9.65**	**17.98**
Consolidated Blended Index	2.93	5.36	11.11	16.66
Barclays US Ag Gov/Cd Int	-0.18	6.06	5.81	5.89
MSCI EAFE-NR	5.14	-4.61	6.13	22.01
Russell 2000	5.63	-5.53	6.02	25.52
S&P 500	7.19	9.74	21.94	31.49
Return objective: 5.50%	0.46	3.64	5.50	5.50

Consolidated Blended Index:Start - Current: 3% MSCI Emerging Markets-NR; 9% Russell Mid Cap-Eq Wt; 3% Russell SmCap Complete; 12% MSCI EAFE-NR; 12% Russell 1000 Growth; 13% Russell 1000 Value; 48% Barclays US Ag Gov/Cd Int

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

Additional information about your portfolio

as of August 31, 2020

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

	Performance Start date	ITD Start date to 08/31/2020
Consolidated	12/08/2014	6.09%

Portfolio does not contain applicable holdings - exhibit intentionally left blank.

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

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

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

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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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NX XX189 Fixed Income
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NX XX188 ^ F2

Performance details by month

for December 31, 2019 to August 31, 2020

Consolidated

	Opening portfolio value ($)	Net deposits and withdrawals ($)	Dividend and interest income ($)	Change in accrued interest ($)	Change in value ($)	Closing portfolio value ($)	Net time-weighted returns: Period Returns	Net time-weighted returns: Annualized (>1 yr) since start date
2020	**16,309,395.65**	**-38,648.66**	**256,420.88**	**-16,076.51**	**472,302.93**	**16,983,394.29**	**4.03%**	**4.03%**
Aug 2020	16,560,543.60	878.83	21,138.31	1,406.69	399,426.86	16,983,394.29	2.55%	4.03%
Jul 2020	16,300,418.24	-122,068.74	35,654.76	-8,882.57	355,421.91	16,560,543.60	2.21%	1.44%
Jun 2020	16,255,356.33	-124,964.49	48,189.31	-429.36	122,266.45	16,300,418.24	1.05%	-0.75%
May 2020	15,792,466.62	-75,000.00	34,661.36	-9,408.81	512,637.16	16,255,356.33	3.43%	-1.78%
Apr 2020	14,831,385.56	-20,839.03	20,659.26	5,866.27	955,394.56	15,792,466.62	6.48%	-5.04%
Mar 2020	16,032,817.84	995.48	41,734.87	-1,502.62	-1,242,660.01	14,831,385.56	-7.50%	-10.82%
Feb 2020	16,755,466.58	-125,000.00	25,421.66	-1,220.81	-621,849.58	16,032,817.84	-3.57%	-3.59%
Jan 2020	16,309,395.65	427,349.29	28,961.35	-1,905.30	-8,334.41	16,755,466.58	-0.02%	-0.02%
Total	**$16,309,395.65**	**$-38,648.66**	**$256,420.88**	**$-16,076.51**	**$472,302.93**	**$16,983,394.29**		**4.03%**

Returns prior to 12 months are not annualized.

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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

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

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

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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.

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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?
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The start of school was an overall success! The students were so very happy to be back at school! Approximately 70% of our students returned on campus, and the remaining 30% were ILE.

September 8, 2020	ILE	On-Campus
BEMS	15	58
BHS	38	75

In addition, we have ten students enrolled in classes at St. Johns River State College, 12 students enrolled in Florida School Classes, one enrolled in the cosmetology program at First Coast Technical College, and one student in the ROTC program and St. Augustine High School.

It is an ongoing adjustment for staff and students with many new policies and processes. The additional technology load in the classroom has been significant, and both students and staff members are working extremely hard to ensure they develop the skills they need. It has been wonderful to see both staff members and students supporting and encouraging one another as they meet these new challenges together, head on! Teachers and students are using the google classroom platform along with Microsoft TEAMS and a variety of other online and tactile/paper-based programs.

Technology Update

We are continuing to focus on enhancing the assistive technology skills for all of our students, and Teachers are perfecting the dance of educating students in class and online at the same time. Students in the blind middle school are receiving assistive technology instruction daily. This is now a separate course in middle school for all students. We also have an assistive technology instructor for the blind elementary and middle school four days per week. The position is funded through our Title 1 grant. The instructor, Fabian Quintanilla, is an alumnus of the blind program. He provides instructional support to elementary and middle school students in keyboarding areas, use of the JAWS screen reader with a variety of platforms including primarily Microsoft Word, TEAMs, Google Classroom, and general internet and email access. He also assists in providing instruction in the use of the Braillenote.

Our Assistive Technology Specialist, Ms. DeJuana Prater, has been working around the clock to support students, teachers, and families. In addition to providing general support, responding to technology issues, and assisting with instruction in classes as needed, she also reimages and updates the student laptop computers in the blind department. All laptops and assistive technology devices, including braille note-takers, handheld and desktop magnifiers, and book readers, are cataloged, inventoried, and maintained through her department. In addition, she has been trained in the repair of a variety of assistive devices.

We have two staff members, Mr. Carl Jacobson and Mr. Tim Puch, who have been hard at work maintaining our Braille writers. Both are Orientation and Mobility Instructors who also serve as OPS employees completing Braillewriter Repairs on campus in our Braillewriter repair area in Gibbs Hall. Both have been trained extensively by Perkins, the school for the blind in Boston. Perkins also produces the Perkins Braillewriter, which our students use regularly. We have hundreds of Braillewriters in our classrooms and dormitories. In addition, many students also have a Braillewriter for use at home. Braille writers frequently require maintenance and repairs, both minor and more extensive.

Mr. Carl Jacobson writes: We have over 400 Braillewriters in all. Approximately 250 braille writers are being used in classrooms and dormitories on campus, 15 braillewriters have been sent home to ILE students, 50 braillewriters are currently in our shop being repaired (we are striving to reduce this number), and 100+ braille writers are ready to be sent out (classrooms, dorms, and homes) should a braille writer break down. Each braillewriter takes on an average of 3-5 hours to repair. A braillewriter has 756 parts, with 354 distinct different parts in all. FSDB has a 2000 part inventory, which allows us to service and maintain all of the braillewriters in a timely manner. Some braillewriters on campus are nearly 70 years old – some of these relics are our favorite machines to work on.

Thanks to Mr. Puch and Mr. Jacobson's efforts and expertise, we can repair our Braillwriters much faster and more efficiently on campus, and we no longer need to ship them out for repair.

Staffing

We are still in the process of hiring staff members, and we are always looking to fill two teaching positions as well as associate teacher and instructional assistant positions.

Pandemic Safety Initiatives

Safety measures continue to be employed and assessed. Safety measures include: taking student temperatures before they arrive at school, wearing masks when social distancing is not possible, significantly reducing transitions, standardizing traffic patterns in the hallways and stairways, adding lunch periods to reduce the number of students in the cafeteria, and assigning seats in all classes and during meals. Individual student packets have been created with manipulatives for instruction and play items for recess. Additional materials continue to be ordered. Classrooms have been decluttered, and furniture not conducive to social distancing has been removed. Cloth items and furniture that is difficult to sanitize has also been removed. New desks have been ordered for the Blind High School to replace furniture, not conducive to social distancing. The desks are scheduled to arrive in early September.

PBIS (Positive Behavioral Intervention and Support) and Character Counts Update

Sanitizing, handwashing, social distancing, and other safety precautions are incorporated into our classroom curricula, our Positive Behavior Supports and Intervention Program PBIS), and our Character Counts Program. In September, there were multiple PBIS Kick-Off events.

In the blind elementary classrooms, information regarding COVID was presented interactively. The PBIS foundational concepts regarding Cooperation, Responsibility, Respect were linked to our new safety protocols. Students learned that a single person jump rope is 6 feet long, the distance needed for proper social distancing. They practiced being responsible by putting on their masks and being sure to cover their nose and mouth. They also washed their hands with soap and water for the appropriate amount of time by singing “Happy Birthday." The schoolwide expectations of Being Cooperative, Responsible, Respectful at school, home, and the community were presented. The session ended with a healthy treat of granola bars and juice.

In the middle school classrooms, the Kick-Off presented a refresher on our PBIS expectations. Students learned about a new incentive program this year; it encourages each class member to do their very best in their class with behavior and beyond. Classroom groups are working together to have their class earn an incentive. Finally, each class participated in a PBIS Jeopardy Game and answered questions related to PBIS implementation in various settings, including the classrooms, hallways, cafeteria, and the school bus. Each student in the elementary and middle school was also rewarded with a brightly colored orange t-shirt printed with: You Create A Better World With Your Attitude, Your Behavior, Your Actions… it's all up to you..."

We are looking forward to a great and awesome PBIS school year!

In the blind high school, PBIS Kick-Offs discussed the concepts of being positive leaders at FSDB and Beyond. PBIS concepts were discussed, and there was insightful discussion regarding each students’ potential to being a PBIS Leader, on the value in school, at home, and in the community. An exercise involved imagining it being ten to twenty years from now and each student listening to the news at home. The news commentator is discussing an incredible leader, and that leader is each student. The students were asked to imagine themselves being recognized and share what made them the leader everyone is admiring. The students reflected on what they care about and what matters most to them, and they shared with the group. The importance of being role models for their peers and the younger students was emphasized.

PBIS is also welcoming Character Education Into FSDB. Each month FSDB will focus on a different positive character trait. In September, the emphasis in on Responsibility. Some of the phrases associated with Responsibility were introduced. They included:
Do what you are supposed to do, Plan, Persevere: keep on trying!, Always do your best, Use self-control, Be self-disciplined, Think before you act - consider the consequences, Be accountable for your words, actions, and attitudes, and Set an excellent example for others. We are excited about this Character Education emphasis at FSDB!

Students Across BEMS and BHS will Participate in Informative Sessions on the Topic of Stress and Stress Management. By mid-October 2020, we will have held sessions with all BEMS and BHS students on stress. The definition and the signs of stress and how we can prevent and manage it will be discussed. During this challenging time of the Pandemic, we are aware that students face stress, perhaps more than they experienced previously. Families, too, are being challenged during this time. We hope to give our students tools to manage stress and all the thoughts/feelings related

to this. The details regarding PBIS Character Counts were shared by Karen Kolkedy, School Counselor, and our PBIS District Coordinator.

The blind department School Improvement Plans, SIPs, were completed, and information was shared with stakeholders. Goals for each school were developed based largely on outcome data from previous years. The blind elementary and middle school SIP includes the following goals for the 2019-2020 school year:

Blind Department School Improvement Plan Goals

BEMS:

1. ELA Academic Growth
   72% of K-8 students will meet their ELA projected growth target on MAP ELA assessment by the end of the school year.
   a. Action steps
      i. Students grouped in learning cohorts by grade levels
      ii. MAP testing three times per year
      iii. Goal Setting with students before second and third MAP tests
      iv. Achieve 3000 Program data collected in Reading courses

2. Reading and Academic Growth
   70% of K-8 students will meet their Reading projected growth target on the MAP Reading assessment by the end of the school year.
   a. Action steps
      i. Students grouped in learning cohorts by grade levels
      ii. MAP testing three times per year
      iii. Goal Setting with students before second and third MAP tests
      iv. Achieve 300 Program data collected in Reading courses
      v. All students in grades 6-8 will have a separate Reading class. Targeted interventions are provided.

3. Math Academic Growth
   65% of K-8 students will meet their Math projected growth target on MAP Math assessments by the end of the school year.
   a. Action steps
      i. Students grouped in learning cohorts by grade levels
      ii. MAP testing three times per year
      iii. Goal Setting with students before second and third MAP tests
      iv. Students in grades 6-8 have two math class periods per day. One is an intensive math class. Students receive targeted instruction/intervention. Students performing at or above grade level in math are provided additional instruction to reinforce and further enhance their skills.

4. Teachers will implement Google Classroom as a main hub of instruction to provide access to materials, assignments, and learning activities via this online venue to increase engagement and accessibility.
   Teachers will set up Google Classrooms for all of their classes to be used for instructional purposes and improve student engagement. 100% of teachers in grades K-8 will create and utilize Google Classroom as part of their instructional framework to increase student accessibility and engagement.
   a. Action steps
      i. Provide professional development training for staff to learn and implement Google Classroom
      ii. Provide drop-in support to enhance Google Classroom Implementation
      iii. Guide staff to create Google Classroom for each class
      iv. Follow up to verify that teachers have created Google Classrooms
      v. Verify that Google Classroom is being used by reviewing the Google Classroom site with teachers during post-observation meetings.

Blind High School:

1. Reading and ELA Academic Growth
   By the end of the school year, 85% of students will meet their growth targets on their MAP Reading test. 80% of students will meet their growth targets on their MAP Language test. 85% of students will meet their Lexile growth target as measured by Achieve 3000.
   a. Actions Steps:
      i. Monthly data chats with ELA teachers and reading specialist
      ii. Data reviews with each student-Quarterly
      iii. Interventions as needed using data and/or the MTSS process

2. Math Academic Growth
   75% of the Blind High School students will meet their expected growth targets on the math MAP testing.
   a. Actions Steps
      i. MAP Testing 3 times per year
      ii. MFAS as required by teachers
      iii. Data chats with students and Data Meetings for teachers
      iv. Intensive courses for students not meeting the FSA requirements

3. Behavior Growth
   The school will reduce suspensions by at least 50% for the 2020/2021 school year.
   a. Evidence-based strategy
      i. The school will use PBIS as its foundation for behavioral intervention.
      ii. Students will be provided training in bully prevention, teen dating violence, and stress management.
      iii. The school MTSS process will establish, assess, and document interventions related to behavioral incidents.

4. ELA Academic Growth
   41% pass rate or better on FSA ELA testing.
   a. Action Steps
      i. Placement in an intensive reading course
      ii. Use of Achieve 3000 Program
      iii. MAP Testing 3 times per year
      iv. Data chats with ELA teachers

We are continuing to move forward and face challenges and obstacles together. We assess situations from the perspective of safety and what is best for our students.

Respectfully Submitted by:
Carol Bogue
Blind Department Principal

Deaf Department updates:
The new school year has begun with a new way of work for the department. Teachers arrived on campus two weeks before our students started to prepare their spaces for social distancing, Innovative Learning Environments (ILE), and cleaning routines. Instructional services provided inservice opportunities for our teachers to learn the tools necessary to instruct students participating in our ILE program.

New safety measures taken in the classrooms include: portable sneeze guards for students, desks spaced as far apart as possible, class sizes have been reduced where feasible, teachers were provided with cloth masks, transparent masks, and face shields. Schools have established one-way traffic areas marked with red arrows. Students who are dropped off at school in the mornings by their families must have temperature checks at the drop off point. Social distancing will be taught, and both students and staff will wear masks when social distancing is not possible.

Our current Deaf Department Enrollment is as listed below. Each department will provide the breakdown of their data based on enrollment and participation in our brick and mortar learning or our ILE program.

Total Deaf Department K-12 Enrollment: 320

Brick and Mortar	**Innovative Learning Environment**
213 (67%)	107 (33%)

Each school has recently created its School Improvement Plan based on the data and needs of its population. Data this year has looked much different than in years past due to the waiving of the state required assessments and the closure of the on-campus school program in the spring. They have also created action plans based on climate surveys, which will allow for strengthening our department and the services we provide. One of our goals is to communicate to our families regularly using a consistent method and frequency. We will be using a new newsletter format developed and supported by our Communications and Public Relations department to enhance family communication. These have started to go out as a collaborative effort across departments.

Another change this year is the implementation of our Positive Behavior Support (PBS) program. We continue to support our students through our expectations of students being: Respectful, Responsible, and Cooperative to facilitate a deeper understanding of character development; our PBS program now has monthly themes and language infused into the school program. Each month has a focus to help our students develop character traits that will allow them to do more, be more, and achieve more. These themes for the year are Responsibility, Respect, Citizenship, Cooperation,

Fairness, Compassion, Trustworthiness, Self-motivation, Self-control, and Courage. Our Dragon Tales Weekly newsletter that goes out from the principal's office to all of our staff has information on the themes, articles, and educational content to support these themes.

While this school year may start off looking a bit different, our students are still at the forefront of everything we do in our department, providing a quality education for our students on campus and participating through the ILE.

Deaf Elementary School

Enrollment: 69

Brick and Mortar	**Innovative Learning Environment**
55 (80%)	14 (20%)

*These numbers will change after the ten-day absence withdraws.

Initiatives/Goals:

This month of school is heavily focused on health and safety protocols. Students learn about social distancing, the appropriate way to wear a mask, how to store masks when not in use, handwashing, and self-monitoring health conditions.

The School Improvement Plan was developed with goals for the year. We have five areas that we are working on in DES.

- We will use our Measure of Academic Progress (MAP) test to measure student mastery of learning growth targets. Students will conference with teachers on their needs and develop individualized goals.
- Teachers will engage in Professional Learning Communities during which they will intentionally plan for essential grade-level standards and assessment measures to show student mastery of concepts
- We will create a family-friendly online bullying educational presentation explaining our bullying prevention education program. Climate surveys indicated that families and students might not fully understand the extent of our bullying prevention education and response to bullying situations.
- Teachers will participate in 6 learning sessions focused on planning, instructing, and assessing the Florida ELA BEST standards
- Hold two school-wide PBIS events to create in positive climate and cultural impact to the school

Family Communications:

Deaf Elementary School is transitioning from our Facebook page to a Facebook group. This will allow us to protect better the digital security of our students and their families. Family members will ask to join the group and must be approved by a group administrator. Deaf Elementary School has a strong Facebook following, and we anticipate many of our current followers will transition to the

Facebook group. At this time, we are advertising the transition and inviting families to submit a request to join the group. We currently have 1,743 people who “like” our Facebook page and 1,826 who “follow” the page. They are not all family members of students, so the number of members in our group may decrease.

Climate Survey Action Plan Updates:
Student and Parent Action Plans call for creating an online presentation related to FSDB's bullying policy, bullying reporting and investigation procedures, and definitions of different forms of bullying. The mental health team is working with the ASL Specialist to produce this presentation.

Staff Action Plans call for resources related to the positive impact of parent involvement on staff members. Resources are currently being reviewed and presented at a staff meeting during the first quarter of the school year.

Positive Behavior Intervention and Support:
Deaf Elementary School was proud to be named a PBIS Model School, Bronze Level. The PBIS program in Deaf Elementary School is strong and has positively impacted the school climate. The common language of PBIS allows all staff members and students to have a shared understanding of behavioral expectations. Students understand that respect, responsibility, and cooperation are expected at home and in the community and at school.

Deaf Middle School
Student Enrollment (as of 9/2/20): 82

Brick and Mortar	**Innovative Learning Environment**
61 (74%)	21 (26%)

*These numbers will change after the ten-day absence withdraws.
Other student enrollment data:
Dorm – 40
Day – 21
Boys – 43
Girls – 39
6th – 19
7th – 37
8th – 26

Initiatives/Goals
Our school just submitted our school improvement plan. Our goals are measurable and based on data by cohort. The data has been examined to look at the impact of changes, such as the addition of intensive math courses. Understanding why our data has changed will allow us to move forward. Our goals include increasing performance on our Measure of Academic Progress (MAP) testing in

reading and math and enhancing monthly Professional Learning Communities. Data will be analyzed to understand areas of need to lead to more ambitious instruction.

Family Communication

We are excited about the new Communications Template for newsletters. Here is what we sent out to parents on Registration day: https://www.smore.com/j12rg. A Skylert message was sent with the links, and it was also posted in our DMS Facebook Group. We can see that it had 224 views. This newsletter will be sent at least biweekly with a goal of the weekly newsletter going out on Fridays! An ILE monitor was assigned to students before school starts. The purpose of the monitor was to schedule individualized meetings with students and families to walk through joining an online meeting to prepare for the first day of learning.

New Teachers to the Department

We are feeling fortunate to have our department fully staffed at the beginning of the year. We got an excellent science teacher from high school, Brandon Call. He has a living ecosystem for hands-on learning with his students. We also have Christian Rivera from high school as our intensive math teacher. His enthusiasm and kindness are infectious. A previous FSDB intern joined us in our vacant ELA/Science position when one of our teachers was needed in high school. Maddy Brady is a quick learner and is so excited to be at her dream job as FSDB. We are the lucky ones. Two days before school started, we also filled out the last position in ELA with Chelsea Newberry. Thank goodness she is a quick learner and super flexible. She is now up and running with the technology needed to teach in our new model. Lastly, we have Franklin Stewart, one of our associate teachers and former FSDB students, covering for a teacher on extended leave. He has been incredible!

New this Year

Many new measures are in place due to COVID. Our ILE has been our biggest challenge, as technology does not always cooperate. Teachers are working with families to find best practices and what works best to maximize education. This is not an easy task, but we are rising to the challenge. On the first day, every student was given a face shield, five cloth masks, and a plastic desk divider. Students were taught to wipe down their desks and materials as they enter class. Books to read are chosen at the beginning of the week and are kept in the students' backpacks until they are turned in on Fridays to limit contact.

An additional change that has been made to limit student transition times is a shift to a block schedule. This block schedule incorporates eight classes that are 100 minutes long provided in even and odd day format. Our students rotate between A Days (1st, 3rd, 5th, 7th periods) and B Days (2nd, 4th, 6th, 8th) alternating days of the week.

Deaf High School

Enrollment: 169

Brick and Mortar	Innovative Learning Environment
97 (57%)	72 (43%)

Goals

This year, the School Improvement Plan for Deaf High School includes the following goals that were created based on climate surveys and through consultation with specialists and our teacher leadership team. These goals will be monitored throughout the year:

- To continue & develop a culture of shared leadership within the department.
- To continue & develop a culture of information sharing and collaboration within the department, which also allows for teaching strategy development and data analysis to improve student learning.
- To continue & help families engage in the education of their child(ren) via frequent communication, including emails, social media, and newsletters (please see Public relations initiative)
- To continue & show positive increases in students feeling secure and supported on campus
- To continue Through ambitious instruction, students will develop the ability to create meaning and application of concepts and to create new knowledge in themselves and others.

Initiatives

In Deaf High School, we are finding ways to enhance our character education and support our students via socio-emotional educative opportunities. We are doing this through the following initiatives:

- Collaboration between the dorm and school to promote our PBiS philosophy
  - September is Responsibility month (one of the pillars of American Youth Character education), so activities for that month are being implemented
  - Monthly PBiS team meetings
  - This allows us to focus on all the students
- Dragon Time Fridays - Some Fridays are reserved for socio-emotional activities, including but not limited to Human trafficking, Drug and Alcohol training, 5 hours of mental health training, & Character Education.

· We will hold our MTSS meetings every week to identify students who may need increasing levels of support in academics, social/emotional health, behavioral needs, or attendance. We will create support plans for students who require Tier 2 and 3 supports.

DHS Changes

- We have resumed the block schedule rather than utilizing periods
- We have embraced the new normal by contributing to both innovative learning environments and brick and mortar instruction
  - We have 75 students in the ILE component & 96 in the Brick and Mortar component

- To ensure safety, we follow CDC and FLDOE guidelines by creating one-way stairwells, enforcing mask usage if distancing is not possible six-feet or more, having sneeze guards in the classrooms, and other measures that are stated in the reopening plan.

Family Communication
In alignment with our school goals, DHS will be sending out a bi-weekly newsletter to families. This newsletter will be a combined effort by gathering information from the dorm, athletics, parent services, and recreation to keep families informed of upcoming events and happenings within the school. This is an exciting change to provide families with a resource to go to for information.

Off-Campus Program
Enrollment**:** 16

First Coast Technical College (FCTC)	10
St. John's River State College (SJRSC)	5
St. Augustine High School (SAHS)	2

Students are currently participating in four different programs at FCTC. They are:

- Automotive Program: two students (both seniors)
- Agriculture Science Program: six students (three juniors, two seniors, and a post-grad)
- Cosmetology**:** one student (a post-grad).
- Early Childhood Education: one student (a post-grad)

Two students are participating in the Aerospace Technology program and St. Augustine High School. Both students are participating in online viewing the classes live. The off-campus program has been off to a good start. Expectations are being taught to students in each of their respective classes. We are off to a great start, and students are eager to enrich their education with courses that will lay a foundation for a lifetime of success.

Interpreter Services
Interpreter Services had a very busy summer providing services for many departments across campus. Interpreters we needed daily for three weeks of summer camp, daily administrative meetings, job interviews, Parent Services meetings and events, virtual admissions, and many more assignments.

Interpreter Services is currently starting the year with 23 students for whom classroom language facilitation services will be provided. This is a daily need in classrooms across multiple departments. We will serve both brick and mortar and ILE students requiring this service. We are also providing services for off-campus courses for two high school students. We are working with the St. Johns County School district to ensure that these students are included in distance learning and continue to support they need to be successful in their courses.

The fall semester at St. Johns River State College began on August 24. SJRSC is online for the first semester. Interpreters are needed for classes daily.

Interpreters are needed in five courses at First Coast Technical College. FSDB has twelve Deaf Department students enrolled in these off-campus courses.

Registration for staff ASL classes is open. Staff sign language classes will be offered online to ensure we can serve as many staff as possible. Staff ASL instructor, Janelle Berry, has worked hard to transition in-person classes to an online platform. She will engage staff in lessons and activities to improve their ASL skills.

The SLPI: ASL program will begin scheduling and conducting interview appointments September 8.

Career and Workforce Development Department

Submitted by Leonora Hughes, Executive Director of Career Development

Priority Goal 1: Academic Achievement and Workforce Preparation

- The campus work experience program team collaborated to place students in on-campus experiences as our students are not working in the community this semester. The team decided to take on the clothing closet temporarily and create a retail work experience for students who are interested, which will increase opportunity to place all students on-campus.
- The Career and Technical Education (CTE) instructors met to brainstorm ideas on incorporating "hands on" skills learning for the CTE Innovative Learning Environment (ILE) students. The team developed an at home participation rubric incorporating soft skills, professionalism and reflection of their experiences as an ILE student in the classroom. This assessment will provide a consistent grading tool for all ILE CTE students.
- The Career Development Department is working on developing our own google site which will incorporate a centralized place for the services the Career Development Center provides for students. These services include on-campus job advertising, applications link, an appointment setting tab to get assistance with building resumes, lifelong career development skills, and making effective career decisions. Farrah Selleck, our new Vocational Instructor, will be visiting classrooms to discuss and promote the Career Development Center to students. In the future, she will assist with scheduling guest speakers in various industries and planning job readiness workshops. One of our 20/21 Strategic Planning Goals is to determine a baseline for the percentage of students utilizing the services provided at the Career Development Center. This website and the promotion of our services will help determine that baseline of students we will support.
- All CTE teachers and specialists worked tirelessly to prepare their classrooms and student enterprise spaces for classroom social distancing and safe opening of student enterprises following the reopening plan guidelines.

Priority Goal 2: Professional Development

The CTE staff attended many training sessions offered during the two pre-planning weeks. Teachers and support staff attended Tech Training and Drop in classes. These trainings focused

on preparing for the ILE students and creating/updating their teacher websites and Google classrooms.

Priority Goal 3: Enrollment and Retention

One of our strategic planning goals is to, compared to the previous year, increase the percentage of students (unduplicated): enrolled in Career and Technical Education (CTE) High School & Middle School and enrolled in work experience courses. We are starting off the year with 271 students enrolled although this does not include our second semester students. We anticipate exceeding previous years of enrollment for CTE programs.

Priority Goal 5: Stakeholder Relationships and Communication

Our off-campus community work program team has reached out to all our local business partners. Although they are willing and would like to have student workers, they understand the students are unable to work off campus at this time. Our business partners will welcome them when we are able to send them off to work in the community. One of our strategic goals is to increase our community partners by 10 percent from the previous year, although this may be a challenge for the first semester, however, we will continue to reach out to develop new partnerships.

English Language Arts Specialists

Submitted by the Reading 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 Reading Specialists collaborated to create guidance documents for our progress monitoring tools to ensure fidelity of implementation (IRLA, Oral Reading Fluency, Signed/Spoken/Silent Reading Fluency--S^3RF, NWEA MAP, Achieve3000, Writing, and the Florida Kindergarten Readiness Screener--FLKRS). New this year, guidance documents were created specifically for teachers and families to support students participating through the ILE model. (NWEA MAP, Achieve3000, and Assessments Overview)
- The Reading Specialists developed new processes and procedures for ensuring all students have access to books, learning resources, and documents

    - Collaborating with the Coordinator of Academic Systems Analytics for the transition to ClassLink, a single sign-on system that streamlines student access to all of the various online curricula and resources.
        - FSDB Sora (ebook and audiobook collection)
        - SchoolPace (for Independent Reading Level Assessment--IRLA)
        - Achieve3000 (KidBiz, TeenBiz, and Empower)
        - HMH Ed (Houghton Mifflin Harcourt)
        - HMH Think Central (Houghton Mifflin Harcourt)
        - McGraw-Hill (ConnectED)
        - Savvas (formerly Person K12 Learning)
        - SAM (Student Achievement Manager)
        - Reading Counts
        - Amplify Science
    - Adapting classroom library use to align with safety protocols (i.e. giving books a 24-hour break before changing users)
    - Assisting teachers with brick-and-mortar (BAM) and ILE set up, as well attempting new methods to share reading logs, student worksheets, and other activities virtually
- Reading Specialists are mentoring new ELA teachers covering topics (such as student groupings, textbooks and online programs, ELA data, FSDB progress monitoring, etc.), as well as offering support in classrooms to ensure everything is running as smoothly as possible.

<u>Priority Goal 2:</u> Professional Development

- The Reading Specialists attended various professional development opportunities:
    - The Distance Learning Playbook sessions for teachers and for leaders with Doug Fisher and Nancy Frey (based on their co-authored book with John Hattie)
    - Pre-planning technology workshops (such as ILE best practices, Google Classroom, Teams, Google Sites, and Flipgrid) to support new and experienced teachers

<u>Priority Goal 3:</u> Enrollment and Retention

- The Reading Specialists have been communicating with students and families about summer reading and answering questions.

<u>Priority Goal 5:</u> Stakeholder Relationships and Communication

- The Reading Specialists participated in the BEST K-12 Standards Institute with the Florida Department of Education in preparation of the rollout over the next three years for the new ELA and Math standards).

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

- NWEA MAP (Measures of Academic Progress) Students have been rostered for the 2020-2021 school year and teachers have been referencing their current student's data.
- The math specialists assisted teachers with curriculum materials and getting programs rostered for the new school year. They also helped teachers with the ILE setups and programs.
- Training is occurring for the new version of ST Math which is used to support curriculum in the Deaf Elementary and Middle Schools. Students and teachers have positive feedback toward the new changes.
- The math specialists worked collaboratively on creating Usage and Guidance documents for NWEA MAP, IXL, ST Math, Algebra 1 & Geometry Portfolios, and MFAS (Mathematics Formative Assessments System).

Priority Goal 2: Professional Development

- Math Specialists have been meeting with teachers individually and in groups via Teams or in person to support them with
    - ILE and BAM setups (Teams, Google Classroom, One Note, Flipgrid, etc.)
    - ST Math training for new improved version and sharing the ST Math Usage & Guidance document (Deaf Schools)
    - IXL rostering and training for access for new teachers, shared the IXL Usage & Guidance documents to teachers who want to use this program to support their curriculum (Deaf Schools)
- Deaf Middle and High School Math teachers were able to gain access to the Braincamp program which is an online virtual manipulatives program.
- Deaf Middle School Core Math teachers and specialist attended a two-day Math Nation webinar series that included an overview of the platform and ideas to support a virtual classroom.

Priority Goal 5: Stakeholder Relationships and Communication

- Math Specialists attended the 2020 B.E.S.T. Standards Institute that shared training and presentations on planning to support implementation of Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) and Mathematics. The Florida Department of Education (FDOE) has partnered with the Region 7 Comprehensive Center (R7CC) to use an Implementation Science aligned approach to our B.E.S.T. Standards work. (July 20-23, 2020)
- STEAM Team Quarterly Call that is sponsored by the Florida Department of Education provided updates for Math, Science, and STEM related state services. (August 19, 2020)
- Math Specialists attended the REL -SE Mathematics Professional Development Opportunity virtual webinar series to support "The Development of Mathematical Additive, Multiplicative, Proportional and Functional Reasoning" presented by Pamela Weber Harris. (August 14 & 17, 2020)
- Greg Tang's Virtual Workshop: Using Visual Models To Make Sense of Math was attended virtually by the Deaf Department secondary mathematics specialist (July 27, 2020). Information and training will be provided to teachers.
- A ninety-minute webinar on How to Implement the Three Reads Routine Remotely from Fostering Math Practices was attended Wed 8/19/2020 1:00 PM - 2:30 PM. This strategy supports solving real world application problems in mathematics and is used to support problem solving including the Problem of the Week and Fluency Challenge project.

American Sign Language Specialists

Submitted by the ASL Specialists

- *Lenore Boerner*

Priority Goal 1: Academic Achievement and Workforce Preparation

- The Academic ASL Comprehension Test results from Fall 2019 are entered into Skyward and the ASL Specialist will be administering the Fall 2020 tests for all Deaf Departments.
- ASL Specialist is developing the American Sign Language: Receptive Skills Test for students between the ages of 3 and 13 years old who are learning ASL. This will be piloted with the Elementary students after administering the Academic ASL Comprehension Test (Fall 2020).
- ASL Specialist is continually adding more videos to FSDB's online ASL Video Library. Started during Distance Learning last spring, this is a work in progress and has become the teacher's 'go-to' place for all ASL videos. The ASL video library has 8 tabs: (videos are placed where appropriate.)
    - ELC

    - LOWER ELEMENTARY (K-2nd)
    - UPPER ELEMENTARY (3rd-5th)
    - MIDDLE SCHOOL
    - 9th-10th GRADES
    - 11th-12th GRADES
    - ASL LITERACY
    - RESOURCES
- ASL Specialist will be working with Cally Traetto, Reading Specialist in the Deaf Elementary Program, to work on BEST K-12 Standards combined with ASL Standards for Elementary students.
- In addition to providing ASL storytelling videos for students in the elementary program, the ASL Specialist continues to work and support the teacher providing the expanded core courses in the DES on integrating ASL curriculum into his lessons. 4th and 5th graders are taking this course and currently have the opportunity to be exposed to "all things ASL". This year they will be integrating topics such as: ASL History, ASL culture, ASL grammar rules, ASL literacy, and ASL storytelling.
- ASL Specialist continues to work and support the ASL teacher in DHS on implementing the True Way ASL (TWA) curriculum into her lessons for High School Students.
- ASL Specialist is working with Karen Newton, Middle School Assistant Principal, to create an ASL Lab for Middle School students who need to improve on acquisition of ASL.
- ASL Specialist established a lunch opportunity with DES teachers once or twice a month starting in October. Teachers have requested this opportunity so they can continue to acquire additional ASL receptive, expressive, and communication skills.

<u>Priority Goal 2:</u> Professional Development

- ASL Specialists established an ASL Professional Learning Community (PLC) starting the fall 2020 which will include the ASL teacher in the DHS, expanded core teacher in DES, and the ASL teacher for staff members.
- ASL Specialist participated in a Distant Learning Webinar over the summer as well as the ILE and BAM Microsoft Teams workshops during pre-planning.

<u>Priority Goal 5:</u> Stakeholder Relationships and Communication

- ASL Specialist continues to be a member of the FSDB SLPI (Sign Language Proficiency Interview) team.

- An ASL banner will be designed and hung outside the school campus to recognize the celebration of ASL/Deaf awareness for our FSDB and Deaf community and those that drive past our campus.

Admissions Department

Submitted by Tracie C. Snow, Administrator of Instructional Services

Enrollment as of 09/04/2020

(Updated numbers will be shared at the BOT meeting)

Deaf Department		
High School	Grades 9 – 12	169
Middle School	Grades 6 – 8	82
Elementary	Grades KG – 5	70
Totals: Deaf Department		321

Blind Department		
High School	Grades 9 – 12	114
K-8 School	Grades K – 8	76
Totals: Blind Department		190

ELC (PreK)	
Deaf	11
Blind	3
Totals: Deaf & Blind ELC (PreK)	14

FSDB Overall		
High School	Grades 9 – 12	283
PK- 8	Grades PK – 8	242
Totals: FSDB Overall		525

Day Students (PreK -12)	
Deaf	196
Blind	98
Totals: Day Students	294

Admissions as of 09/01/2020 to 09/04/2020

Deaf Department		Eligible	TA	Not Eligible
High School	Grades 9 – 12	0	0	0
Middle School	Grades 6 – 8	0	0	0
Elementary	Grades KG – 5	0	0	0
YTD Totals: Deaf		15	0	0

Blind Department		Eligible	TA	Not Eligible
High School	Grades 9 – 12	0	0	0
K-8 School	Grades K – 8	0	0	0
YTD Totals: Blind		6	0	0

ELC (PreK)	Eligible	TA	Not Eligible
Deaf	0	0	0
Blind	0	0	0
YTD Totals: Deaf & Blind	0	0	0

- Applicants Scheduled: 11
- Applicants Pending: 37

- **New information to report:** As of 09/04/20, 22 of 22 (10%) of eligible students since 06/01/20 have enrolled.

Withdrawals as of 09/04/2020 and YTD*

Deaf Department		**Month**	**YTD**
High School	Grades 9 – 12	0	5
Middle School	Grades 6 – 8	0	0
Elementary	Grades KG – 5	0	0
Totals: Deaf Department		0	5

Blind Department		**Month**	**YTD**
High School	Grades 9 – 12	0	2
K-8 School	Grades K – 8	0	0
Totals: Blind Department		0	2

ELC (PreK)	**Month**	**YTD**
Deaf	0	0
Blind	0	0
Totals: Deaf & Blind ELC (PreK)	0	0

FSDB Overall		**Month**	**YTD**
High School	Grades 9 – 12	0	7
PK- 8	Grades PK – 8	0	0
Totals: FSDB Overall		0	7

*Year to Date Totals begins August 1, 2020

Professional Development for Academic Staff Members

Submitted by Randi Mitchell, Coordinator of Professional Development

Priority Goal 2: Professional Development

Innovative Learning Environment

To prepare for the Innovative Learning Environment, Instructional Services and Technology delivered a presentation for the Continuous Quality Improvement (CQI) and Academic Leadership Team (ALT). Randi Mitchell developed infographics to model what the Innovative Learning Environment (ILE) would look like in the classroom and during electives. To further illustrate this concept, an iPad, tripod, and mount was used during the Academic Leadership Team (ALT) meeting this July to simulate having students participating in the ILE alongside students attending school in person, Brick and Mortar (BAM).

New Teacher Orientation

New Teacher Orientation and onboarding took place the week of August 10th. Instructional Services staff members, Scott Trejbal and Randi Mitchell, presented an overview of the strategic plan in relation to the academic setting. The new teachers participated in ice breakers, learned about the resources to support them at FSDB, and the important contacts on campus. At the end of the week, Colette Cook and Randi Mitchell, trained the new teachers on the technology and technology applications on campus. New teachers learned how to use Skyward for communication and attendance, how to access Yammer for announcements, and how to communicate on campus through Microsoft Teams.

Teacher Planning Week

For the 2020-2021 school year, teachers were given two weeks of planning time. During this time, the Technology Department and Instructional Services worked together to provide training on all the technology tools for Innovative Learning Environment, the best practices for ILE, and develop resources necessary to support the teachers. Some of the resources include tutorials, video tutorials, maintaining the Ed Tech Help in Microsoft Teams, and developing the FSDB Learning Network in Microsoft Teams. The Ed Tech Help Team is for teachers to ask questions or look for a tutorial specific to their needs. The FSDB Learning Network is an opportunity for teachers to share ideas and resources with each other as they work in the ILE and BAM.

Professional Development started on Tuesday, August 18, 2020 with a 30-minute video ILE Technology Overview shared with all academic departments for staff members to learn about

the technology set-up and an overview of the applications that would be used to support the ILE model. After watching the video, teachers and specialists were provided the opportunity to attend a Google Site and Google Classroom with Teams training session in Kirk Auditorium. Two sessions for each topic were held throughout the day while maintaining social distancing procedures.

Starting Monday, August 24 through Thursday, August 27, Instructional Services and Technology offered Technology Trainings and Drop In Professional Development (PD). These opportunities focused on how to use the FSDB recommended technology in an ILE model. See below for more information on the topics and sessions.

Description of trainings shared with academic staff for the week of Monday, August 24-Thursday, August 27, 2020:

- **Drop In PD**: Stop in anytime virtually during the time frame to ask questions, get clarification, or get support on the application. Since this is a one-on-one tech support, trainers will switch languages to fit the person entering the room.
- **Tech Trainings**: An expert will share content on how to implement the tools in the ILE setting. There will be some time for questions at the end of the training. Interpreters will be provided during the sessions so ASL and English are available. The trainings will be held virtually in Microsoft Teams and live in Kirk Auditorium.

Monday, August 24, 2020

Training: Flipgrid for Beginners & Update Overview
Trainer: Randi Mitchell
60 Attendees

Drop In PD: Collaborative Document: Google and Microsoft Forms
Expert: Colette Cook
33 Attendees

Training: Google Classroom with Assistive Technology
Trainer: Dajuana (DJ) Prater and Patrick Turnage
44 Attendees

Drop In PD: Video Recording, Editing, and Uploading
Expert: Randi Mitchell
26 Attendees

Training: Whiteboard
Trainer: Randi Mitchell
50 Attendees

Drop In PD: ILE best practices
Expert: Randi Mitchell

25 Attendees

Tuesday, August 25, 2020

Training: Teams and outlook with Assistive Technology

Trainer: Dajuana (DJ) Prater and Patrick Turnage

38 Attendees

Drop In PD: Collaborative Document: PowerPoint and Google Slides

Expert: Colette Cook

19 Attendees

Training: ILE set up with Teams and Google Classroom- best practices

Trainer: Randi Mitchell

102 Attendees

Drop In PD: Google Sites

Expert: Randi Mitchell

11 Attendees

Training: OneNote Tools

Trainer: Randi Mitchell

42 Attendees

Drop In PD: Book Creator

Expert: Randi Mitchell

0 Attendees

Wednesday, August 26, 2020

Training: Video Recording, Editing, and Uploading

Trainer: Randi Mitchell

42 Attendees

Drop In PD: Collaborative Document: Microsoft Word and Google Docs

Expert: Scott Trejbal

16 Attendees

Training: Advanced Flipgrid- 6 Ways to Use the Camera

Trainer: Randi Mitchell

30 Attendees

Thursday, August 27, 2020

Training: Intermediate Flipgrid- Overview and Ways to Use the Camera

Trainer: Randi Mitchell

22 Attendees

Drop In PD: Google Suite

Expert: Randi Mitchell
6 Attendees

Training: Easy Reader- Blind Department
Trainer: Dajuana (DJ) Prater and Patrick Turnage
15 Attendees

Drop In PD: Flipgrid
Expert: Randi Mitchell
5 Attendees

Training: ILE Set Up with Teams and Google Classroom- Best Practices
Trainer: Randi Mitchell
35 Attendees

Drop In PD: Microsoft Suite
Expert: Scott Trejbal
4 Attendees

Priority Goal 5: Stakeholder Relationships and Communication

Innovative Learning Environment

To support families and our stakeholders through the new experience of Innovative Learning Environment, a Family & Student Technology Tutorial website was created and the FSDB Learning Network added a page to share information and the processes to prepare teachers for Innovative Learning Environment. The Family and Student Technology Tutorial supports the families and students troubleshooting technical issues with their device and programs, as well as, shows them the steps to get ready for the first day of school. The FSDB Learning Network website shares resources FSDB used to help plan for the ILE and gives the viewers a glimpse of what the ILE looks like in the classrooms at FSDB.

National Deaf Education Conference

Randi Mitchell presented virtually at the National Deaf Education Conference (NDEC). She presented on "Technology to Encourage Language and Literacy." The video presentation was shared out among other presentations for the NDEC Signs virtual conference. Viewers learned how to promote language and literacy with students who are Deaf/Hard of Hearing while using Flipgrid, Bookcreator, and Sway.

English Language Learners Department

Submitted by Betsy Gaura, Director of English Language Learning (ELL) Program

Priority Goal 1: Academic Achievement and Workforce Preparation

The department is very proud that Diana Ospina, a former ELL student, is the ELL Teacher for the Deaf. She will be teaching ELL classes to deaf ELL deaf high school students and providing push-in or push-out ELL services to other ELLs in the deaf high school.

Diana was born deaf in Cali, Colombia. She grew up reading lips and speaking in Spanish. She learned sign language when she moved to America at the age of 15 where she enrolled in a regular high school with no interpreter or translator. Diana shared that it was very overwhelming and confusing at the English-speaking school. The following year, she enrolled at FSDB. Diana states, "Then I came to FSDB. At first, I felt inadequate because the teachers and students signed fluently. But very quickly – because FSDB had the resources I needed – I was placed in the FSDB's English Language Learners (ELL) Program. I developed both English and ASL skills. I was able to understand what was being taught and I was very motivated. My ELL teacher really made a difference for me and I became comfortable using English and ASL." Ms. Ospina has a Bachelor and Master's degree in Deaf Education from the University of North Florida.

Maria Hernandez, former ELL Specialist for the deaf, transferred to ELL Specialist for the blind and the deaf. She is dually certified and will be teaching ELL classes to blind ELL high school students. Also, Ms. Hernandez will be providing either pull-in or push-out services to other ELLs in the blind elementary middle school, as well as, ELLs in the deaf elementary and middle school.

ELLs in the deaf high school and blind high school will celebrate on October 2, 2020, Hispanic Heritage Month. The celebration is in the planning phase. It will be interesting to have Brick and Mortar and Innovative Learning Environment students together. The luncheon part will have to be revised to meet new guidelines with COVID19.

<u>Priority Goal 2:</u> Professional Development

Over the summer, the Annual Progression Report 2019-2020 was created. This booklet is put together every year and is used as a tool to plan for each ELL student. It compares the state ELL assessment, ACCESS for ELLs, results from last year to this year. The test domains include listening, speaking, reading and writing. The calculated areas are oral language, literacy comprehension and overall score. This booklet is used to plan academic goals and is taken to IEP meetings to share with family, student and team.

All ELL staff will continue their FSDB Adobe school training during the 2020-21 school year.

The ELL Director currently serves on the board for the Northeast Florida Teaching English for Speakers of Other Languages (NEF TESOL). There is a virtual conference planned for October 3rd, the theme this year is "Supporting our ELLs in Times of Change Virtual Roundtable." The keynote speaker is Dr. Andrea DeCapua, ELL professor and author.

Priority Goal 3: Enrollment and Retention

There are 39 ELL students at FSDB. 30 in the deaf department: 22 in the high school, 4 in the middle school and 4 in elementary school. In the blind department, there are 9 ELLs: 6 in the high school and 3 in the elementary/middle school.

During COVID19 and the reopening of school, there have been endless calls to and from our ELL families. From the 39 ELLs, 13 are brick and mortar (BAM) and 26 Innovative Learning Environment (ILE).

The ELL department made many foreign language contacts from staff to parents or parents to staff. These contacts include phone calls and/or translations. In May, 524 contacts were made, in June there were 240. In July, 196 communications were made and in August 231.

Trilingual Packets are distributed throughout the year, at admissions to Hispanic families of all possible ELL students, visitors, and/or requestors. Several were given to the families at the time of admission, whether the student qualified or not for ELL services.

The ELL Teacher for the Deaf and the ELL Specialist for the Deaf and the Blind both maintain a website with current information.

ELL student data is input into Skyward and reported to the state. Currently, the ELL Director met with the Information Systems staff to make sure all ELL data was correct in Skyward before submitting to the state.

Priority Goal 5: Stakeholder Relationships and Communication

The new FSDB ELL District Plan, 2019-2022 was posted this fall on the FSDB website.

FSDB ELL Department has had a long-standing positive relationship with the Florida Department of Education, Bureau of Student Achievement through Language Acquisition (FLDOE/SALA). Often, they refer other districts with questions about Deaf/ELLs and/or Blind/ELLs, to FSDB ELL Department.

Every month, the FSDB ELL Director participates in a phone conference with the FLDOE/SALA department for 2 separate meetings: ELL and World Languages.

Respectfully submitted by:
Tracie C. Snow
Administrator of Instructional Services

OUTREACH SERVICES DEPARTMENT

The announcements are now being shared for the upcoming Virtual Expanded Core Curriculum Interactive Learning Series opportunity.

The Florida School for the Deaf and the Blind (FSDB) is excited to continue our Virtual Expanded Core Curriculum (ECC) Interactive Learning Series for children ages 6-13 who are deaf/hard of hearing (D/HH) or blind/visually impaired (B/VI) not currently enrolled at FSDB. All registered children will receive materials delivered to their homes for participation via live conferencing and engaging online classroom activities. Two fall sessions will be offered. The first session will be October 9-10 for children ages 6-9. The second session will be offered on November 6-7 for children ages 10-13. This event will support a total of 40 participants.

ASL interactive online classes will begin the Fall session on October 5. Parents, family members, and professionals who communicate and work directly with deaf/hard of hearing children either in a classroom or at home can take advantage of eight-week ASL Interactive Online Classes. The coursework has moved into a new learning management system over the summer.

Advance Braille online classes will begin in October to allow FSDB families the opportunity to participate in this four-week course to prepare for the 2021 National Braille challenge competition.

FSDB Ambassadors are being identified for the 2020-2021 school year, including a roster of student ambassadors. We plan to utilize the student ambassadors as presenters in some of the virtual tour videos. Events are still being scheduled statewide and nationwide, although most are virtual for this year.

The Outreach Department is submitting materials to event coordinators. In some cases, there will be a live presentation, and in other cases, the content is available for attendees to access independently. The Festival of Families will take place on September 24-25, and 45 packets of materials were shared in addition to the presentation content.

Virtual Tours & a Virtual Expo event planning is underway in collaboration with the Communications and Public Relations Department as well as stakeholders campus-wide.

Resource Materials & Technology Center for the Deaf/Hard of Hearing
Respectfully submitted by the RMTC-D/HH Team.

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

- Coffee with the Contacts: A Collaborative Perspective on Moving Forward - August 5
- Itinerant Teacher Handbook Book Study - August 11-November 10

- Escambia Fairview Coaching - August 19
- Duval & Escambia Fairview Coaching - August 26
- Blankner Fairview Coaching - August 24-25, 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:

- Washington
- Columbia County - Deafness 101 training - Columbia High School staff - August 19

Technical Assistance in the form of coaching and mentoring, consultation, support, and/or the sharing of information and resources, including materials borrowed from the loan library, were provided to the following:

Districts: Alachua, Bay, Brevard, Broward, Citrus, Columbia, Duval, Escambia, FSDB, Hillsborough, Indian River, Leon, Marion, Okaloosa, Okeechobee, Orange, Palm Beach, Pasco, Pinellas, Polk, Sarasota, Seminole, St. Lucie, Sumter, Washington

Other Agencies/States: ACCESS, Council for Exceptional Children Listserv, Educational Interpreter Project (EIP), The Florida Alliance for Assistive Services and Technology (FAAST), Florida Diagnostic & Learning Resource System (FDLRS) Heartland, FDLRS Multidisciplinary, Illinois, Med EL, New York, North Carolina, NTID Regional STEM Center (NRSC), Technology and Learning Connection (TLC), Quality Indicators for Assistive Technology (QIAT) Listserv, Tennessee, West Virginia

Media and Materials Loan Library: #3 new accounts created, #11 items borrowed and returned, #5 total participants, #0 new items added

Events in September:

- TA-Live! Each student is unique. - September 9
- Technology and Learning Connections Region 3 Meeting - September 11
- Technology and Learning Connections Region 4 Meeting - September 18
- Region 2 Discretionary Project Fall Meeting - September 18
- Technology and Learning Connections Region 1 Meeting - September 23
- Florida Diagnostic & Learning Resources System (FDLRS) Springs - Fingerspelling Our Way to Reading Professional Development - September 23
- Technology and Learning Connections Region 2 Meeting - September 24
- FDOE Parent Services Roundtable - September 25
- FIMC-VI Festival of Families - September 25-26
- Visual Phonics and Teach Your Child to Read in 100 Easy Reading Lessons Professional Development - September 30
- The Itinerant Teacher's Handbook Book Study - September 1 - 29

PARENT SERVICES DEPARTMENT

Respectfully submitted by Cindy Day, Executive Director of Parent Services

Parent Services

- FSDB Parent Liaison, Misty Porter, partnered with Training and Quality Assurance to prepare staff for students' return by teaching several CPR classes.
- Misty Porter also did additional planning for the Parent Education Workshop and Parent University capacity building events, including testing a virtual format, to ensure another successful year.

Parent Infant Program

- FSDB's Parent Infant Program (PIP) served **584** infants and toddlers ages 0-5 and their families in the month of August 2020. There were 271 Deaf/Hard of Hearing, 281 Blind/Visually Impaired, and 32 Dual Sensory Impaired children
- Kim Carr, Director of Blind/VI Parent Infant Program, completed observations of Parent Advisors through Zoom to ensure they are adapting well to the tele-meeting format. She also reached out with written letters to families who have not been heard from since the start of virtual meetings.
- The Blind/VI PIP began efforts to expand in the Panhandle area. Candidates for Parent Advisors were contacted, local agencies were greeted, and intake paperwork was sent to all Panhandle referrals. At the end of August, 14 families in the Panhandle have been assigned Parent Advisors.
- The use of a virtual platform has allowed each event for the D/HH PIP to be accessible statewide. Regional Coordinators are planning together and taking turns hosting events, including:
    - Online Signing Time of Stellaluna with well-known ASL performer and storyteller, Camille Jetter, on August 19
    - "Conductive Hearing Loss" webinar for parents hosted via Zoom on August 21
    - Web-based Water Play event on August 29; families received a water play science kit in the mail and a children's book about water.
    - Many more online events are planned for September.

L. Daniel Hutto Early Learning Center

"Early childhood education is the key to the betterment of society." Maria Montessori

- As of September 9, 2020, the Early Learning Center (ELC) has 17 children on the roster. There are 14 students who are Deaf/HH with 11 Pre-K and three Toddlers. There are also two students who are Blind/VI in the Pre-K program and one Dual Sensory Impaired student. Also, there are four more Pre-K students who are Deaf/HH and two more children who are Blind/VI in the admissions process. The growth of the ELC is in the immediate future.
- The children are wearing their masks and face shields, and they social distance whenever asked. They enjoy our new handwashing routine and follow it happily. Our morning routine now includes reviewing who is here, the days of the week, and a short discussion about the importance of wearing masks and/or shields.
- Several parents have opted to drive their children to school this year. They have been prompt with their arrivals; a timely start to the classroom day makes a huge impact on the children's ability to focus.
- Several changes have been made to the ELC for Fall 2020, including:
    - The class for Blind/Visually Impaired ELC children has moved to Gore 126 to allow for social distancing.
    - Becca Champney has joined the ELC as a new DHH teacher.

- Kathy Fisher, former ELC IA, is the new IA in the Garden Center – the ELC would like to wish her well in her new role training master gardeners in FSDB's Garden Center Program.
- Aimee Siegel has become a full-time ELC IA.
- Dawn Parke, the former ELC DHH teacher, has transferred to the BEMS Kindergarten teaching position. The ELC is currently advertising for a DHH teacher to fill this position.
- The ELC has hired DeShawnna Boone as a new IA. She will fill the position left by Kathy Fisher. DeShawnna is transferring from Rhyne Hall in the Residential Program and will begin in the ELC on September 11, 2020.

LIBRARY MEDIA CENTERS

- Both the Cary White and Lindheimer Library and Media Centers opened during pre-planning for the teachers, instructional assistants, and boarding staff to use the resource rooms to create decorations for their space. Materials were selected for the teacher's use.
- Staff participated in a variety of required training activities.

TECHNOLOGY SERVICES DEPARTMENT

- 584 IT Request tickets were submitted during August. 438 (75%) have been closed. This is more than double the monthly average of submissions and over and above the significant annual projects to update and distribute staff and student assigned equipment.
- The Test Labs were repurposed during the two weeks of pre-planning to allow various departments' staff to complete online training portions of CPR and other required training modules.
- Staff supported pre-planning training sessions held in Kirk and virtually, including leading a few topics on Assistive Technology.
- The platform used by the Library Media Centers for inventory and check out was updated from a local server to the modern cloud application. Following this upgrade, the reference and inventory equipment within the libraries were also updated.
- Our student information system was brought into our Single Sign-On platform along with additional instructional materials sites. This was a critical project to prepare students who would be accessing curricular materials from home while participating in the Innovative Learning Environment option.
- A variety of systems that run on local servers are being sunset, including the older single sign-on platform known as MyFSDB, the previous production email/knowledge management system called FirstClass, Moodle (learning management system), and other products.
- Staff demographic information is being pulled daily into the mass notification system to alert parents and adult students, known as Skylert. This allows streamlining of submitting alerts and running reports on communication success and failure rates.
- In partnership with the Instructional Services Department, all forms previously available in our FirstClass platform have been developed in PowerApps and were released at the start of the school year.
- Tripods have been ordered for all teachers and other staff who provide direct instruction and services to students. As the orders arrive, the tripods are being distributed. This equipment, along with the iPads, is to improve the meeting experience for those joining remotely.

- A lot of additional testing and system readjustment was needed to prepare devices to be used both on the campus and off-campus. This was to ensure students beginning off-campus had secure devices as well as those on-campus in case we face any campus closure.
- Support is being provided across the campus as the contracted copier/fax equipment is being replaced. This requires updates to our network system as well as end-user equipment.

Respectfully Submitted by
Shelley Ardis
Administrator of Outreach and Technology Services