



Agenda

Florida School for the Deaf and the Blind
Board of Trustees Meeting
Moore Hall, Center for Learning and Development
December 11, 2020, 10:00 a.m.

Page No.

- I. **Call to Order**
- II. **Pledge of Allegiance**
- III. **Roll Call**
- IV. **Public Comments** Limited to three minutes per person. Maximum of 45 minutes for all Public comments.
- V. **Approval of Meeting Minutes**
 - Minutes, Presidential Interviews, October 29, 2020 1-2
 - Minutes, Board of Trustees Workshop, October 30, 2020 3-4
 - Minutes, Board of Trustees Meeting, October 30, 2020 4-8
- VI. **President's Reports**
 - President's Report – Ms. Snow 9-10
 - Human Resources – Ms. Bucca 11
 - Communications and Public Relations – Ms. Bloch 12-14
 - Legislative Report – Ms. Eccles 15
- VII. **Action Items**
 - 1. Surplus Property 16-17
 - 2. Operation Policy & Procedure 10.48 Student Threat Assessment 18-27
- VIII. **New Business**
 - Board's use of Personal vs. FSDB email accounts
 - Enrollment Committee Report and Action Items – Dr. Zavelson
 - Endowment-Investment Committee Report and Action Items – Mr. Hadley
- IX. **Unfinished Business**
- X. **Department Updates**
 - Allied Health Services – Dr. Gustetic 28-29
 - Boarding Program – Ms. Grunder 30-36
 - Business Services – Ms. Mintzer 37-53
 - Blind Department – Ms. Bogue 54-57
 - Deaf Department – Ms. Saunders 58-64
 - Instructional Services – Mr. Trejbal 65-73
 - Outreach and Technology Services – Ms. Ardis 74-77
- 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 Moore Hall, Center for Learning and Development October 29, 2020, 9:30 a.m.

Attendance

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

Call to Order

Mr. Owen McCaul, Board Chair, convened the Special Purpose Meeting of the Florida School for the Deaf and the Blind, Board of Trustees at 9:30 a.m. in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

Pledge of Allegiance

Mrs. LeFors led the Board and the audience in the Pledge of Allegiance.

Instructions

Mr. McCaul welcomed everyone to the special purpose meeting being held to conduct interviews of the three candidates selected to participate in the presidential interviews. He explained the format and schedule for the day and answered questions the Trustees had regarding the discussion planned for after the interviews and the voting format.

Public Comment

There were no public comments.

Interviews

Ms. Tracie C. Snow

Interview 9:48 a.m. – 11:35 a.m.

Meeting Recessed for Lunch 11:40 a.m – 12:40 p.m

Dr. Candance Handley

Interview 12:45 p.m. – 2:38 p.m.

Meeting Recessed for Break 2:39 p.m – 2:54 p.m

Ms. Angela Saunders

Interview 2:54 p.m. – 4:10 p.m.

Meeting Recessed for Break 4:10 p.m – 4:20 p.m

Board Discussion

The meeting reconvened, and Mr. McCaul opened the floor to discussion. Each Trustee voiced their thoughts and opinions about the candidates. They had an open dialog for approximately 20 minutes. Mr. McCaul ended the discussion and asked each Trustee to cast their vote.

Vote:

Mrs. LeFors – Tracie Snow

Dr. Zavelson – Tracie Snow

Mr. Kramer – Tracie Snow

Mr. Hadley – Tracie Snow

Mrs. Siguler – Tracie Snow

Mrs. Chapman – Tracie Snow

Mr. McCaul – Tracie Snow

The vote was unanimous; all seven trustees voted for Tracie Snow. Mr. McCaul asked Ms. Snow to rejoin the meeting and made the announcement that Ms. Snow received a unanimous vote to become the next president of FSDB. Ms. Snow thanked the Board and said, “I’m humbled and honored.”

Mr. McCaul thanked his fellow Board members; he also thanked everyone involved in the meeting and for all their efforts to make the meeting run smoothly. He then closed the meeting.

Adjournment

Meeting adjourned at 4:44 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 Workshop Minutes Moore Hall, Center for Learning and Development October 30, 2020, 9:15 a.m.

Attendance

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

Call to Order

Mr. Owen McCaul, Chair, convened the Workshop of the Board of Trustees of the Florida School for the Deaf and the Blind at 9:19 a.m. in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

Public Comment

There were no public comments during this meeting.

Campus Facilities Master Plan

Mr. Joe Bruce, Executive Director of Safety and Facilities Operations, reviewed his PowerPoint presentation. He explained each point in detail and answered the Board's questions as they were asked.

The Process

- Department of Education (DOE) Educational Plant Survey
- Facilities Condition Assessment
- Campus/Facilities Master Plan (CFMP)
- Public Education Capital Outlay (PECO) Legislative Budget Request (LBR)
- Moving Forward

Educational Plant Survey

- Required by §1013.31, F.S. to be conducted every five years, but may be conducted as often as necessary to make changes to the survey recommendations
- A highly collaborative process with DOE Facilities Department
- Spans the entire campus and consists of approximately 5 days on-site
- Authorizes FSDB to perform campus/facilities improvements

Facilities Condition Assessment

- GLE & Associates Facility Planner
- Master database of all campus buildings
- Includes interior, exterior, heating, ventilation, and air conditioning (HVAC), plumbing, electrical, windows and doors, and grounds
- Updated by the Construction Department every time upgrades are made
- Provides a starting point for cost estimation

Campus/Facilities Master Plan

- Provides a 5-year Plan for Facilities and Campus upgrades
- Aligns with the Educational Plant Survey
- Provides estimated costs based on several factors
- Is updated annually to reflect changes
- Drives the creation of, and is in alignment with the PECO LBR

PECO Legislative Budget Request

- Required by §1002.36 FS
- Makes specific requests in alignment with the Campus/Facilities Master Plan
- Once approved by the FSDB Board of Trustees, is sent to DOE for approval
- Includes all requested monetary needs regarding safety and security, essential equipment maintenance, technology, site/infrastructure repair, and capital improvement

Moving Forward

- Dynamic and fluid process
- Everchanging and unique campus priorities
- Continual pursuit of quality improvement
 - Project Scope
 - Methodology
- Dedication to our students

Adjournment

Meeting adjourned at 9:45 a.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 Moore Hall, Center for Learning and Development October 30, 2020, 9:45 a.m.

Attendance

Present: Mrs. Christine Chapman, Mr. Terry Hadley, Mr. Matthew Kramer, Mrs. June Ann LeFors, 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 9:45 a.m. in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

Pledge of Allegiance

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

Public Comment

There were no public comments during this meeting.

Approval of Meeting Minutes, September 26, 2020

Mr. Hadley moved to approve the Board Meeting Minutes of September 26, 2020. The motion was seconded by Mrs. Chapman and approved unanimously by the Board.

Interim President's Report

Ms. Julia Mintzer, Interim President, thanked Mr. Brenden 'BP' Murphy for all the historical information he provided on the President's residence to help her complete her written report. She added that Mr. Murphy is FSDB's resident historian.

Ms. Mintzer recommended that the Endowment Committee add a meeting in December. She explained that the added meeting is needed to share the list of Investment Service providers who have responded to the request for proposal (RFP) with the Committee and Board. Mr. Hadley, Endowment Committee Chair, agreed with Ms. Mintzer that the additional meeting is needed.

Action Items

Action Item #1

Surplus Property

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

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

Action Item #2

2020-25 Campus Facilities Master Plan

Board approval was requested for the 2020-2025 Campus/Facility Master Plan. This approval is requested in accordance with Florida Statute 1002.36.

Note: This document is in alignment with PECO Legislative Budget Requests and the Educational Plant Survey. The Campus/Facilities Master Plan is updated annually to reflect any changes.

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

Action Item #3

Bulkhead – Phase III Approval of Final Payment

Board approval was for the completion and final payment for Phase III of the Bulkhead. The total contract amount is \$2,578,479.43.

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

Discussion: The Board asked several questions about the replanting of mangroves around the new bulkhead. Mr. Joe Bruce, Executive Director of Safety and Facilities Operations, explained that they are and will be planting several thousand seedling mangroves and they are also bringing in some mature mangrove plants. Ms. Mintzer commented that Mr. Bruce has also been doing a great job communicating with the neighbors. Mrs. Siguler asked Mr. Bruce to provide before and after pictures from both the neighbors' and FSDB's side and present them at the next meeting. Mr. Bruce said that he would do that.

Action Item #4

2020 - 2021 School Improvement Plan

Board approval was requested for FSDB's 2020-2021 School Improvement Plans

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

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

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

Action Item #5

President Contract Delegation

Board approval was requested for Board Chair, Mr. Owen McCaul, to facilitate the contract (including start date and salary) for the position of President of FSDB.

Mr. Hadley moved to appoint Mr. McCaul to act on behalf of Board of Trustees to facilitate the contract, salary, and start date with the newly hired President, Ms. Tracie Snow. The motion was seconded by Dr. Zavelson and carried unanimously by the Board.

Discussion: Dr. Zavelson asked how the Board will receive the information regarding the outcome of the negotiations. Ms. Mintzer said that Ms. Lexi Bucca, Executive Director of Human Resources, will share the information with the Board once the contract is signed.

New Business

Audit Committee Report and Action Items

Mr. Hadley, Chair of the Audit Committee, stated the Audit Committee had a meeting earlier and there was one action item that requires Board approval.

Audit Committee Action item

Acceptance and Implementation of Proposed Internal Audit Plan

Board approval was requested for the acceptance and implementation of the proposed Internal Audit Plan.

Mr. Hadley, Chair of Audit Committee, moved to accept and implement the Internal Audit Plan that was presented at the Audit Committee Meeting. The Board carried the motion unanimously.

Enrollment/Outreach Committee Report

Dr. Zavelson, Chair of the Enrollment/Outreach Committee, explained that in the meeting Ms. Tracie Snow reviewed the data that was presented during the meeting. There were no Action Items for approval.

Unfinished Business

FSDB Campus Police Manual Rule 6D-12.003

Mr. Sid Ansbacher, Board Counsel, explained why he had to bring the Rule 6D-12.003 to the Board of Trustees again. He requested that the Board approve the rule again, so he could take to the Board of Education at the next meeting on November 10, 2020.

Mr. Kramer moved to approve FSDB Campus Police Rule 6D-12.003 to go forward to the Board of Education. The motion was seconded by Dr. Zavelson and carried unanimously by the Board.

Department Updates

Allied Health

Dr. Stan Gustetic, Administrator of Allied Health Services, was asked questions by the Board regarding contact tracing, and if there had been any issues with sending the one COVID positive student home. Dr. Gustetic answered their questions and explained his process of contract tracing. He also reminded the Board that Flu season has started, and that we may start to see cases of Flu on campus.

Board Comments

Each member of the Board congratulated Ms. Snow and welcomed her into the position of President. Several members once again thanked the Foundation for the Florida Schools for the Deaf and the Blind for the \$9 million-dollar donation. The Board thanked Ms. Mintzer for all her hard work as interim president, especially, during this difficult time. They praised Dr. Gustetic for his work with COVID 19 contact tracing and keeping everyone safe. They thanked and commended all of FSDB's staff; everyone who has worked hard to make sure that the campus is a beautiful place for students, and that FSDB is a healthy, safe, and a nurturing environment for the students.

Adjournment

Meeting adjourned at 10:33 a.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

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President's Report
Tracie C. Snow
Board of Trustees Meeting
December 11, 2020

The Florida School for the Deaf and the Blind, like the rest of the county, had an unprecedented start of the school year. With the holidays close at hand, it is a perfect opportunity to reflect back on these last three months and give thanks. I have such appreciation and admiration for our staff members, students, and families. Our success this fall is due to their hard work, patience, perseverance, understanding, and trust.

As our mission states, we believe in providing “students with the opportunity to access education services in a caring, safe, unique learning environment to prepare them to be literate, employable, and independent lifelong learners.” Staff members in the academic, career and technical education, related services, technology, and boarding programs unequivocally stepped-up to the challenge of re-opening our school. They provided options for families to continue their education on campus (Brick and Mortar) or from their homes (Innovative Learning Environment). We will continue to provide quality instruction, recreation, life skills and athletic experiences for students in creative, innovative, and safe ways.

A great thank you also goes to the language translation and facilitation support provided to student and families by our English-language Learner (ELL) and Interpreting Services departments.

I would be remiss if I did not also recognize all other staff members involved in the success of our school. Each department on campus has done their part in providing a safe and positive experience for our students and staff. My heart-felt thanks go to all of our team members who support the students, families, academic and boarding staff, and school administrators. Without you, the mission of our school could not be realized. To transportation, health care center, food service, police services, business services, professional development, parent services, admissions, outreach, communication and public relations, accounting, purchasing, advancement, safety, grounds, facilities, household, school safety specialist, training and quality assurance, instructional services, and human resources: your efforts are noticed and appreciated.

Since starting November 2nd, I have had the wonderful opportunity to meet with staff members and departments across campus to learn about the goals they have for their departments.

They shared what areas they are most proud of, areas of need, and ways I can support them as President. I will continue these meetings through the month of December in order to increase visibility as well as gain an understanding of where we are and how we can continually improve.

As we close out 2020 at the end of this month, I gratefully look back over the last few months to see how far we have come, recognized what we learned, and celebrate our accomplishments. The current state of the pandemic may be with us longer than we desire, however, FSDB will persevere and maintain our continuous improvement mindset as we start 2021.

Cognia Accreditation Virtual Visit

Due to the impact of the pandemic, FSDB will be “hosting” the Cognia Accreditation Review Team January 19-22, 2021 via Zoom. As a part of the preparation for our Accreditation Engagement Review, FSDB staff members across campus are currently collecting evidence and artifacts demonstrating our practices, processes, and programs. They will be submitted prior to the winter break.

During the 4-day virtual visit, in addition to taking a close look at our documents, the Review Team will also have the opportunity to interview several focus groups: FSDB leadership teams, staff members, students, parents, and community members. We look forward to the Review Teams/ Exit Presentation, which is tentatively scheduled for the evening of Friday, January 22nd. This will be the opportunity for Cognia’s Lead Evaluator to provide a presentation to the FSDB leadership team discussing high level themes, findings, and next steps. The final written report will be shared with FSDB at a later date.

Submitted by:
Tracie C. Snow
President



Florida School for the Deaf & the Blind

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Human Resources
Board Report
December 11, 2020

Class Code Count

Board of Trustees Administrator Positions	70
Teacher Positions	113
Specialist Positions	56
Select Exempt Service Positions	50
Career Service Positions	391

General Revenue Positions	648
Grant Funded Positions	32

Add/Delete

08006 Purchasing Director II (SES), 12 months to Director of Purchasing-BOT Admin

08709 Instructional Assistant I, 10 months to Staff Assistant

Service Awards (November & December)

25 Years

Heather Roberts

20 Years

Jeffrey Albright

Stephanie Smith

15 Years

Ellen Polaskey

Robyn Hunter-Wright

Cynequa Elmore

5 Years

Shawn O'Brien

Larissa Snell



Florida School for the Deaf & the Blind

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Communications and Public Relations

Board of Trustees Report

December 11, 2020

This report summarizes department activities and accomplishments, working in collaboration with campus personnel during Oct. and Nov. 2020.

Press Releases

Disseminated digital press releases to news media announcing appointment of FSDB President Tracie C. Snow on Oct. 30 in English and Spanish, which resulted in an interview by the *St. Augustine Record*.

Earned Media

The *St. Augustine Record* digital edition featured an interview with President Tracie C. Snow on Nov. 2, followed the same as the lead front-page story in the Nov. 3 print edition. Digital reprints and announcements appeared during Nov. 2–9 in *BEESS Weekly* (*Bureau of Exceptional Student Services, Florida State Department of Education*), *CEASD News*, *Florida Trend*, *News Break*, *News Service Florida*, *Pineapple Report*, *RedefinED* and *Stay Plugged Into* (*Putnam, Flagler, St. Johns*). Forthcoming: *COSB Howe's Now*.

Cox Media continues to air our public service announcements (PSAs) voiced by alum Trent Ferguson. More than 300 PSAs were featured during October on WAPE-FM, WEZI-FM, WJGL-FM, WJGL-HD2, WOKV-AM, WOKV-HD2 and WXXJ-FM. Currently we are working to identify a second alum to add to these PSAs, as Cox Media wants to expand their support for FSDB.

Leadership Communications

A new page on the FSDB website now consolidates leadership information, featuring a welcome letter by President Snow, her bio, the administrative team and announcements. The latter features video blogs (ASL and spoken English) the same in written English and Spanish. Currently these include once-weekly announcements targeted to parents and the general community (all stakeholders) on an alternating basis.

Parent announcements are shared first with parents/legal guardians via school-level newsletters and with the campus community via Yammer before posted to the website/social media.

COVID-19 Communications

Campus leadership continues to emphasize the importance of health and safety measures with all stakeholders. These include sharing of links to *FSDB Cares! COVID-19 Protocols* that detail our contact tracing process, and communications with the campus community and families as appropriate. Staff FAQs related to COVID-19 precautions were recently updated.

Conference Sponsorships

FSDB was among featured sponsors (total of eight) for the 2020 Florida Educators of Students who are Deaf or Hard of Hearing (FEDHH) Virtual Conference held November 16-20, 2020, in coordination with the Outreach Department.

Randi Mitchell, executive director of FSDB Curriculum and Professional Development, is the current FEDHH president; she will become past president when Jessica Kaspar, teacher in the FSDB Deaf Elementary School, becomes the new president on January 1, 2021.

Communications Infrastructure

School-level newsletters disseminated to parents/guardians on Oct. 30 and Nov. 13, continue to highlight student achievement - academics, athletics, boarding/recreation, extracurricular activities, parent services and many other topics. Administrative updates are also included; the most recent newsletter featured President Snow's message in ASL and spoken English (videos) and written English.

A total of 24 school-level newsletters were disseminated; 1,662 viewers engaged thus far. Readership breakdown: ELC - four issues/183 viewers; BEMS - four issues/299 viewers; BHS - four issues/223 viewers; DES - two issues/241 viewers; DMS - 6 issues/382 viewers; DHS - four issues/334 viewers.

Newsletters are shared via Yammer with the campus community; they are also posted on the Parent Services webpage as well as on school webpages.

Marketing Collateral

Scripts continue to be prepared for virtual tours of the campus and schools that will be placed on the FSDB website (one campus-wide and six school-specific). We worked with the executive director of Safety and Facilities Operations as well as our school safety officer to identify specific spaces that can be shown on video without compromising campus security.

Flyers for print and digital dissemination were created to advertise Braille Classes through Parent Services and Virtual Expanded Core Curriculum Interactive Learning Series through the Outreach Department. Additional graphic design work was done for various campus departments.

Photographs of school- and department-based student activities were taken including individual athletic teams. Video spotlights featuring individual 2020-21 teachers of the year in addition to recordings of student performances are currently in progress. Recently completed videos included the *Vocabulary Showcase*, *Halloween at Kids Town* and the *PB(i)S Model School* surprise presentation to the Deaf Elementary School.

Social Media

Website

- 7,797 visitors (7,123 new users), 25,208 page-views with an average viewing time of 2:09. Desktop users were 51%, mobile 47% and tablet 2%. A total of 47 people reached out to campus personnel via web contact forms; this does not include phone calls received.

Facebook

- 12,828 likes, 15 posts on the main account with a reach of 46,202 and 78,628 impressions. Top post was the announcement of Tracie C. Snow being named new president of FSDB that reached 12,927 people with 1,747 reactions (929 likes, 321 comments and 68 shares). School-level and related Facebook groups are private and facilitate information-sharing with parents/legal guardians of current FSDB students.

Instagram

- 14 new followers (1,850 total), eight posts, with a total of 465 likes. Top post was a photo of Tracie C. Snow as the new president of FSDB, with 149 likes.

Twitter

- One new follower (1,515 total), 13 tweets, 2,771 impressions, 82 profile visits and 9 mentions. Top tweet was a video of Blind Elementary singing “*Mi Cuerpo*” in music class with 276 impressions.

YouTube

- Three new videos uploaded, 21,055 channel views, 1,023 hours watched, 28 new subscribers, 138,709 impressions and 12,103 unique viewers. Top video was the *Star-Spangled Banner* in ASL with 5,536 views.

Vimeo/Livestreaming

- Eight new videos uploaded with 3,949 views and 150,465 minutes watched. Three events were streamed (White Cane Day Celebration, Presidential Finalist Interviews and Board of Trustees meeting), which garnered a total of 1,334 views.

Museum

The museum has had no external visitors due to campus restrictions. Research for the FSDB history timeline exhibit in the lobby is in progress; exhibit panels will be updated early next year.

###



Florida School for the Deaf & the Blind

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President's Office
Legislative Services Report
December 11, 2020

The 2021, Legislature has now officially been organized and begins its preparation for the 2021 Legislative Session. On November 18, 2020, the Florida Senate officially elected Senator Wilton Simpson (Trilby) to preside over this chamber while the Florida House of Representatives elected Representative Chris Sprowls (Palm Harbor) as Speaker of the House. Since then, key appointments are Senator Kelli Stargel (Lakeland) as Chair of the Senate Appropriations Committee and Representative Chris Latvala (Clearwater) as Chair of the House Education and Employment Committee which will oversee education policy. Other appointments are expected in the coming weeks.

The Legislative Delegation for St. Johns County who represent the budget and policy requests for FSDB are Senator Travis Hutson, Representative Paul Renner and Representative Cyndi Stevenson. The Legislative Delegation Public Meeting of these lawmakers has not yet been set. FSDB will be requesting to present at this meeting once the date is set.

The legislative interim committee meetings are scheduled for January and February. It has not yet been determined by the Legislature as to how the public will be allowed to access these meetings, whether they be they in person or virtual. Contact with our delegation will start first by phone and email and then in person as contact procedures are determine.

The first indication of budget and policy intent of the presiding officers was given following the Legislative Organizational Session as both officers signaled intense budget review and reductions, especially in the areas of Education and Health Care. While no indication has yet been given from the Governor as to his approach to his budget, it is expected to be similar in nature. The leaders are analyzing the Legislature's actions and reductions taken following the 2009 Great Recession. They credit those reductions for keeping Florida's economy healthy throughout the following years. FSDB will monitor closely in the coming months and weeks to prepare our legislative response and strategy.

Submitted by:

Patsy Eccles
Legislative Specialist

**December 11, 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

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.

BOT APPROVAL IS REQUESTED FOR EQUIPMENT DISPOSAL.

FSDB PROPERTY NUMBER	DESCRIPTION	AGE	ACQUISITION COST
056395	IMAC 27" W/RETINA DISPLAY	4 YRS	\$3010.00
056328	MACBOOK PRO 13" W/RETINA	4 YRS	\$1310.00
056303	MACBOOK PRO 13" W/RETINA	4 YRS	\$1310.00
056292	MACBOOK PRO 13" W/RETINA	4 YRS	\$1310.00
056311	MACBOOK PRO 13" W/RETINA	4 YRS	\$1310.00
056338	MACBOOK PRO 13" W/RETINA	4 YRS	\$1310.00
046625	EMBOSSER, EVEREST 4X4	22 YRS	\$8140.00
055951	BRAILLE EMBOSSER PRINTER	7 YRS	\$1932.78
048543	BRAILLER, BRAILLE BLAZER	19 YRS	\$1615.00
056170	BRAILLER & PRINT	5 YRS	\$5095.00
055701	ROME ATTACHE BRAILLE EMBOSSER	8 YRS	\$2221.10
055952	EMBRILLE BRAILLER EMBOSSER PRINTER	7 YRS	\$1932.78
053090	SMARTVIEW XTEND COLOR SVXCA 20	11 YRS	\$2425.00
056171	ZETRON MODEL 4010 RADIODISPATCH	4 YRS	\$11902.95
055946	MOBILE XG AND DESKTOP STATION	7 YRS	\$4854.00
050903	CCTV, SMARTVIEW MOD SV5000/19"	15 YRS	\$2295.00
047901	CCTV, 14" B&W FREEDOM MACHINE	20 YRS	\$1615.00
050901	CCTV, SMARTVIEW MOD SV5000/19"	15 YRS	\$2295.00
055624	MICROSOFT WINDOWS WORKSTATION	8 YRS	\$1160.00

Review Board:

John F. Wester
Comptroller/Interim Director of Purchasing

Shelley Ardis
Administrator of Outreach/Technology Services

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

SUBJECT: FSDB Student Threat Assessment Policy - REVISED

PROPOSED BOARD ACTION

Board approval is requested to implement the revised version of the FSDB Student Threat Assessment Policy (Operational Policy and Procedure 10.48).

Note: This policy is required per SB 7026/SB 7030 and is in alignment with the threat assessment guidelines provided by the Office of Safe Schools. The policy is based on the Comprehensive School Threat Assessment Guidelines (CSTAG), developed by Professor Dewey Cornell of the University of Virginia along with a team of educators and researchers. Through this policy, FSDB will address early identification, evaluation, early intervention, and student support.

Attachment: FSDB Student Threat Assessment Policy (OPP 10.48)

Presenter/Department: David Moore, School Safety Specialist

Student Threat Assessment

Operational Policy & Procedure 10.48

I. Policy Purpose/Scope

In accordance with Florida Statute 1006.07, the Florida School for the Deaf and the Blind (FSDB) Board of Trustees shall adopt policies consistent with those developed by the Florida State Office of Safe Schools for the establishment of threat assessment teams at each school. The duties of these teams shall include the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school students and staff members. Such policies shall include procedures for mental health service referrals pursuant to Florida Statute 1012.584(4) and procedures for behavioral threat assessments pursuant to Florida Statute 1001.212(12).

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

Florida Statute 1001.212(12) requires the Office of Safe Schools to develop a standardized, statewide behavioral threat assessment instrument for use by all public schools which addresses early identification, evaluation, early intervention and student support. FSDB has adopted and uses the *Comprehensive School Threat Assessment Guidelines* (CSTAG) as the instrument endorsed by the Office of Safe Schools.

This policy applies to all FSDB students and staff members and discusses Student Threat Assessment in relation to: A. Teams and Roles, B. Reporting, C. Decision Tree, D. Training and Education and E. Reporting and Accountability.

II. Definitions

Threat: An expression of intent to harm someone. Threats may be spoken, written, signed or expressed in some other way such as gestures, graphics or behaviors. Threats may be direct (“I am going to beat you up”), indirect (“I am going to beat him up”) or implied (“You better watch out”). Illegal possession of weapons shall be presumed to indicate a threat unless careful investigation reveals otherwise (e.g., a student accidentally brought a knife to school). When in doubt about whether a student’s behavior is a threat, such shall be evaluated as a threat.

Threat Assessment: A problem-solving approach to violence prevention that involves both assessment and intervention with individuals who have threatened violence toward others. Threatening statements and behaviors are treated as indicators of frustration by an individual facing a painful or interpersonal problem. The threat assessment and intervention process is designed to prevent violence by helping the individual to resolve the problem, thereby removing the impetus for violence. Safety precautions and legal actions are taken as part of this process when judged to be necessary to prevent imminent acts of violence.

Transient Threat: A threat that is not considered to be serious threat, which may be an expression of momentary anger. Such threats may be an expression of humor or exaggeration that does not convey a genuine intent to harm. Transient threats are resolved with explanation or apology, and although disciplinary consequences and counseling may be appropriate, safety precautions are not needed. On the continuum of threats, transient threats include figures of speech, jokes, fleeting expressions of anger, attention-seeking or boasting behaviors, and the thrill of causing a disruption.

Substantive Threat: A statement that expresses a continuing intent to harm someone. Such threats may express emotion similar to a transient threat, but they also indicate a desire to harm someone that extends beyond the immediate incident or argument at the time the threat was made. On the continuum of threats, substantive threats include attempts to intimidate or frighten (possibly substantive) and warning of impending violence (substantive).

Comprehensive Student Assessment Guidelines (CSTAG): Guidelines developed at the University of Virginia adopted by the Office of Safe Schools and implemented by FSDB.

III. Detailed Policy Statement

A. Teams and Roles

The **Threat Assessment Team (Care Team)** shall be facilitated by the School Safety Specialist and include persons with expertise in counseling (Administrator of Allied Health, Executive Director of Mental Health), instruction/exceptional student education personnel (Administrator of Instructional Services), school administration (Blind and Deaf Department Principals), boarding administration (Administrator of Boarding Services) and law enforcement (Chief of Campus Police). Other members of the school community may serve on the team, including but not limited to the Administrator of Business Services, Administrator of Outreach and Technology Services and the Executive Director of Transportation. The duties of this team shall include the coordination and oversight of assessment, intervention and resources for students whose behavior may pose a substantive threat to the safety of students and/or staff members, consistent with the CSTAG. The Care Team shall ensure compliance with exceptional student education laws and regulations and FSDB eligibility rules. The Care Team shall also review school-based and boarding-based data associated with transient threats and shall meet monthly with and report results to the President.

The **School-Based Threat Assessment Team** shall include one or more representatives from school administration (Principal, Assistant Principal, Dean), campus police and mental health professionals. The duties of this team shall include the assessment of students whose behavior may pose a threat to the safety of other students or staff members, consistent with the CSTAG. Upon determination of transient threats, the team shall coordinate resources and interventions as appropriate. Upon determination of substantive threats, the team leader shall

immediately notify the School Safety Specialist for further assessment by the Threat Assessment Team (Care Team) as well as the boarding-based team leader, as applicable.

The **Boarding-Based Threat Assessment Team** shall include one or more representatives from boarding administration (Administrator of Boarding Services, Director of Student Life, Assistant Director of Student Life, Dormitory Program Supervisor), campus police and mental health professionals. The duties of this team shall include the assessment of students whose behavior may pose a threat to the safety of other students and/or staff members, consistent with the CSTAG. Upon determination of transient threats, the team shall coordinate resources and interventions as appropriate. Upon determination of substantive threats, the team leader shall immediately notify the School Safety Specialist for further assessment coordinated by the Threat Assessment Team (Care Team) as well as the school-based team leader.

The **MTSS (Multi-Tiered System of Support) Team** consists of academic, boarding and mental health professionals and other staff members. The team uses a problem-solving approach to review student concerns and develop/monitor interventions.

The following roles and functions of **School-Based** and **Boarding-Based Threat Assessment Team** members shall provide guidance in implementing the threat assessment process, recognizing that schools and boarding programs may adapt their teams to staff members they have available. Staff members conducting threat assessments must be CSTAG-trained.

The **school/boarding administrator** or designee serves as the threat assessment team leader and makes final decisions about what to do in response to student threats. The team leader shall conduct an initial triage to determine if additional members of the school/boarding-based threat assessment team are needed. If the student has a Care Safety Plan, the team leader must call upon a mental health professional to assist in making decisions. Other team members have responsibilities intended to provide the team leader with information and recommendations to consider in making these decisions. To increase efficiency, not every team member may need to be involved in every case.

The **law enforcement officer** responds to emergencies or crisis situations in which there is an imminent risk of violence. In nonemergency situations, the law enforcement officer is a consultant on law enforcement matters. The law enforcement officer also enhances the school climate by engaging in community-oriented policing by maintaining high visibility on the campus, establishing positive relationships with students and taking an interest in school activities.

The **mental health professional** brings expertise to the team in working with students in response to student behavior and in addressing the social and emotional difficulties that frequently underlie threatening behavior. These professionals may include Behavior Specialists, Psychologists, Licensed Mental Health Counselors and Licensed Clinical Social Workers.

B. Reporting

A threat assessment begins when a student is reported to have made a threat. The threat may be communicated to the intended victim or to third parties. The *Threat Report* form shall be completed to document the threat. When staff members become aware of a threat, they shall *immediately* notify the student's Assistant Principal (school hours), Dormitory Supervisor (evening hours) or their direct supervisor if they do not have enough information about the student to contact the appropriate school or dormitory administrator. The supervisor shall then assist in identifying the appropriate point of contact to initiate the threat assessment process. Staff

members shall remain with the student. For threats that indicate imminent danger, staff members shall immediately contact Campus Police.

Off-campus threats will be investigated using the same steps outlined in this policy. All such actions to include attempts to contact students or persons in question will be documented.

C. Decision Tree

Upon receiving the *Threat Report* form documenting a threat, the school-based or boarding-based threat assessment team, as defined above, shall immediately implement the CSTAG School Threat Assessment decision tree using the *Investigation Steps for Threat* form. The five steps in this process include the following:

Step 1. Immediately evaluate the threat.

Obtain a detailed account of the threat and prepare to gather information and document specifics. Interview the person who made the threat, the intended victim, and any other witnesses. In many circumstances, it is desirable to interview one or more witnesses before interviewing the student, to be well informed and better prepared to evaluate the student's statements.

Write the exact content of the threat and key observations by each party on the *Threat Report*, *Investigations Steps for Threat*, *Threat Assessment Report* and *Witness to Threatening Statement* forms (available on the FSDB intranet). The content or actual wording of the threat is less important than what the student meant and intended by the threat. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

- If NO, it is not a threat but might be an expression of anger that merits attention. The school or boarding administrator shall determine if a code of student conduct violation exists or if a MTSS referral for mental health services is appropriate. The school or boarding administrator shall notify the parents/legal guardians of the student and inform them that they completed *Threat Report* review and assessment and confirmed that no threat exists.
- If YES, address as transient and proceed to step 2 below.

Step 2. Immediately attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger or frustration that can be easily resolved so that there is no intent to harm? Did the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

- If YES, the resolve the case as transient. The school or boarding administrator shall reference the code of student conduct and determine interventions as needed through the MTSS process. The school or boarding administrator shall notify the student's parents/legal guardians and the parent of the intended victim to inform them that the threat was found to be transient. The name of the student who made the threat may be shared with the parents/legal guardians of the intended victim.
- If NO, immediately contact the School Safety Specialist who shall coordinate with the Care Team to support the school-based or boarding-based team to address the threat as substantive (proceed to step 3).

Step 3. Respond to a substantive threat.

For all substantive threats, carry out the following actions:

- Take precautions to protect potential victims by:
 - Cautioning the student about the consequences of carrying out the threat;
 - Providing direct supervision so that the student cannot carry out the threat while at school;
 - Contacting the student's parents/legal guardians so that they can assume responsibility for supervising the student after the student is turned over to them. Inform them of the nature of the threat, who was threatened and the consequences for the student if the threat is carried out; and
 - Contacting the intended victim(s), warning them of the threat, and taking appropriate protective steps, such as summoning law enforcement and/or notifying teachers, boarding staff members, transportation staff members and others deemed appropriate. These actions are taken in situations where school authorities cannot provide immediate supervision because the student is elsewhere.
- Inform the intended victim and parents/legal guardians by:
 - Informing the victim(s) fully about the content of the threat and the identity of the student who made the threat.
 - Deciding on an appropriate and timely notification process if the threat is aimed at a broad group.
 - Deciding on an appropriate and timely process for sharing general information about the situation with FSDB stakeholders and the community, if a very serious substantive threat has become a matter of general knowledge in the school or community (which can be a source of distress and disruption).
- Look for ways to resolve conflict by:
 - Engaging the student in individual counseling to understand the reasons why the threat was made and to help the student identify more acceptable ways to communicate or seek help for a problem.
 - Considering some form of dispute mediation if there is a dispute or argument underlying the threat. Note: this would not be appropriate in bully-victim conflicts, in which parties do not have equal strength or status in negotiation.
- Discipline student as appropriate by:
 - Calibrating the discipline to the seriousness of the offense and the circumstances under which it occurred rather than applying it in a uniform, zero tolerance fashion. A substantive threat to harm someone likely merits some disciplinary response because it is an aggressive act and disruptive to the learning environment. However, a threat to hit a person is less severe than hitting a person.

- Referencing the Code of Student Conduct when making decisions about disciplinary action.
- Evaluate the seriousness of the substantive threat as follows:
 - **Serious threats** (hitting, fighting, beating up): These shall be resolved as a serious substantive threat and the Care Team shall coordinate with the school-based and/or boarding-based team and the MTSS Team to provide interventions as needed. The school or boarding administrator shall notify the parents/legal guardians of the student that made the threat as well as the parents/legal guardians of the intended victim to share that they evaluated a threat that was found as substantive. The name of the student who made the threat must be shared with the parents/legal guardians of the intended victim.
 - **Very serious threats** (killing, raping, or causing serious injury with a weapon): The Care Team, in collaboration with the school-based and/or boarding-based teams, shall continue the threat assessment process by conducting a safety evaluation (proceed to Step 4).

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to the steps taken when responding to substantive threats as listed above, the student may be briefly placed elsewhere or suspended pending the completion of the following actions:

- Conduct a law enforcement investigation for evidence of planning and preparation of criminal activity.
- Screen the student for mental health services and counseling; refer as needed. The assessment shall begin as soon as possible, in coordination with the law enforcement investigation, using the Mental Health Threat Assessment.
- Report all mental health or substance abuse crisis situations and actions taken to the threat assessment team, which must contact the other agencies involved with the students and any known service providers to share information and coordinate any necessary follow-up actions.
- Develop a Care Safety Plan that reduces the risk and addresses student needs. The Care Safety Plan should include a review of the Individual Education Plan (IEP). The Care Safety Plan is developed under the direction of the Care Team, by the school-based and boarding-based threat assessment teams, inclusive of mental health professionals and law enforcement. The Care Safety Plan has three objectives:
 - Resolving the threat of violence to maintain the safety of any potential victims;
 - Addressing any factor in the school environment that played a contributory role in the threat situations; and
 - Returning the student to school or conduct a continuation staffing to determine continued eligibility.

Step 5. Implement and monitor the Care Safety Plan.

Document the Care Safety Plan. Maintain contact with the student. Monitor whether the plan is working and revise as needed.

- A written Care Safety Plan is required for three purposes:
 - To establish clearly what has been decided and how the plan shall be carried out;
 - To record adequate legal documentation of an appropriate response to the threat; and
 - To provide information for school staff members in the event of another incident or threatening situation.
- The Care Safety Plan has two main sections:
 - Threat Response: This section describes the school's immediate response to the threat. This section must include when campus police were notified, when the student's parents/legal guardians were notified, when the intended victim and parents/legal guardians were notified, and whether the student received a mental health assessment. This section shall also indicate any immediate actions taken to assure safety, such as searches for weapons or a campus evacuation.
 - Care Safety Plan: This section describes the plan of action resulting from the Safety Evaluation. The Care Safety Plan shall identify a person who shall verify that the recommendations from the Safety Evaluation are being followed. This section shall also note specific risk factors that should be monitored and any consequences for the student.
- The Care Safety Plan shall include provision for follow-up contact with the student to verify that the plan has been successfully implemented to meet the school's safety needs and the needs of the student. The Care Safety Plan shall specify the individual or individuals responsible for follow-up contacts.
- The Care Team shall monitor all Care Safety Plans on a monthly basis to assess the need to maintain the plan, to conduct a follow-up review, and to consider revisions to any of the plans.
- The original completed *Threat Assessment Report* form shall be treated as student records and submitted to a centralized location, such as the cumulative file. These reports shall be maintained by in accordance with the appropriate retention schedule, state statute and federal law. Any Threat Assessment reports that are sent to a different school due to transfer requirements shall redact any identifiable student information except for the student's information that made the threat.
- A copy of the completed *Threat Assessment Report* form shall be submitted to appropriate staff, to include the School Safety Specialist, in order to satisfy requirements of this policy. Once the copies administrative value is lost is shall be immediately disposed of in accordance with retention schedules.

D. Training & Education

All FSDB staff members shall complete Youth Mental Health First Aid training.

All threat assessment team members, and any other staff members engaging in the threat assessment process, must complete CSTAG training.

All staff members must complete annual threat assessment training that includes a review of this policy.

E. Reporting & Accountability

A school environmental safety incident report (SESIR) of data concerning school safety and student discipline data is required under Florida Statute 1006.09(6). The perpetrator and victim shall be documented within the student information system with required data elements reported to the Florida Department of Education.

Upon the student's transfer to a different school, the Principal shall maintain any intervention services provided to the student until the Threat Assessment team of the receiving school independently determines the need for intervention services. The school shall submit records upon request to a student's school of enrollment within three days. The student's school of withdrawal will make attempts to ascertain the receiving school has received the information and is in the process of making determinations of any interventions FSDB had already provided. Providing the above information and attempts to verify a determination by the new school will serve as evidence of a good faith effort this requirement has been satisfied. The FSDB Care Team will monitor these procedures.

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

IV. Getting Help

If you need assistance with...	Contact...
Interpreting this policy	School Safety Specialist
Training	School Safety Specialist Director of Training & Quality Assurance

V. Additional Information

References

Multi-Tiered System of Support (MTSS) website
Mental Health Department brochure
Parent-Student Handbook

Training

Comprehensive School Threat Assessment Guidelines (CSTAG)
Youth Mental Health First Aid

Forms

<i>Care Safety Plan</i>	<i>Key Observations</i>
<i>Investigation Steps for Threat</i>	<i>Mental Health Threat Assessment</i>

Parent-Legal Guardian Interview

Teacher-Staff Interview

Threat Assessment Report

Threat Report

Threat Response

Witness to Threatening Statement

VI. Applicability/Approval

This policy on *Student Threat Assessment* applies to all FSDB students and staff members. The President is the campus authority for this policy.

Approved by

Tracie C. Snow, President

Date

Owen McCaul, Board of Trustees Chair

Date

VII. Authority/History

Authority

Florida Statutes: 1002.36

Laws Implemented

Florida Statutes: 1002.36, 1006.07, 1012.584(4), 1001.212(12), 1006.09(6)

History

New: 12/13/2019

Revised: 11/10/20



	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.")	805	8	360	437							
TCU Visits (*Total includes all students that were admitted to the TCU.)	109	1	41	67.0							
Eye Clinic- Specialty	7	0	0	7							
PDC Clinic- Specialty	29	0	22	7							
Off Campus (*ER visits, Ophthalmology, Home)	1	0	1	0							
	951	9	424	518	0	0	0	0	0	0	0

Sofia 2 Testing	Total	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21
Quidel Strep Test	48	0	28	20							
Quidel Influenza A & B Test	29	0	8	21							
Quidel SARS Antigen	96	0	23	73							
	173	0	59	114	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	121	3	56	62							
Medical Director/ Pediatrician	29	0	22	7							
Ophthalmologist	30	0	23	7							
Psychiatry	3	0	3	3							
	183	3	104	79	0	0	0	0	72	0	0

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	0	0							
X-ray	0	0	0	0							
Emergency	1	0	1	0							
Other	0	0	0	0							
Operative	0	0	0	0							
Surgical	0	0	0	0							
Preventative	0	0	0	0							
Screening	15	0	2	13							
Exam	22	0	16	6							
	38	0	19	19	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	38	0	19	19							
Hygienist	0	0	0	0							
	38	0	19	19	0	0	0	0	0	0	0

Psychology

The Blind department will be presenting on Bullying this week. The Blind department has completed Angel tree forms and is working to complete McKinney Vento student's fall shopping.

Laura Pamer and Wendy Williams, both LMHCs, completed their Anger Management group.

Dr. Ted Lombardo, Psy.D., started 8th grade boys' dorm chat group. Dr. Lombardo and I are doing a social skills group combining 8th & 9th grade boys. We have 2 BHS students mentoring BMS students. Lucy Mitchell, Clinical Social Worker, Blind Department

The Transgender Policy Workgroup has drafted a policy and submitted it for review. Dr. Jane Echterling, Executive Director of Mental Health.

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Stan Gustetic

Stan Gustetic
Administrator Allied Health Services



Apartment Program

- The Apartment Program held its PBIS kickoff on October 20th. Our goal was to incorporate PBIS with COVID19. Due to COVID, we are missing a lot of personal interactions. We asked the students to create a new greeting to share with their peers. The only stipulation given was it could not include shaking hands or hugging. At first, students were hesitant to create a greeting. To assist with student engagement, staff demonstrated a greeting. Staff showed off their greeting the students became excited and got involved. We had a variety of greetings that included elbow bumps and foot kicks.
- For the second activity, students were asked to create a banner based on unity. Students were instructed to work together to define unity. Once the activity was done each area would have a banner to post in the building. We decided this year to give each student something that they could keep as a reward for participating. Each student was given a face mask. The masks were designed by the students and staff in D&B Designs.
- The Apartment girls participated in an activity titled "Attitude is Everything." This activity focused on respect for yourself and others. Students discussed the meaning of respect and shared examples of when they experienced respect and disrespect. Staff discussed using manners, treating others the way you want to be treated, how behavior affects others, to be mindful of your tone of voice and signing rate, practicing patience, and that it is okay to have a difference of opinion. The girls had a positive attitude while engaged in the activity. To enhance this activity, we asked students to create skits based on respect. Students and staff shared many laughs and were enlightened by the student's perceptive creativity.

Blind Department

Kramer Hall

- The Kramer students had a very exciting month! We decorated our dorms for the Fall holidays with student art, Fall and Halloween décor, and prepared our Thanksgiving decorations as well.
- We learned new ways to play games such as Hide and Seek while socially distancing. We had a Halloween Party, with all kinds of goodies and treats, and we wore our costumes and had a dance contest. We enjoyed Halloween Movie Night, we watched the Addams Family and had popcorn and drinks.
- Lastly, we walked around the new bulkhead, the students really love this walk and had a great time stopping and checking out the new areas we had not been able to visit before.

Cary White

- During the month of October, we had Big Cobra/Little Cobra activity with the elementary students of Kramer Hall. The 7th grade boys socialized with the Kramer boys with a question and answer segment. The 8th grade girls made necklaces with the Kramer girls. Both groups had snacks.
- Most of the dorm tie-dyed their face masks and really enjoyed this creative activity.

- Two pods did the prep work, cooked, served, and cleaned up after dinner. The kids really enjoyed staying in the dorm for supper.

Koger Hall

- We finished up the end of the first quarter by celebrating our first Student of the Quarter of the 2020-2021 school year. We also did a couple of drawings for gift cards. Anyone who earned a PBIS ticket during the first quarter got to put it into the drawing.
- The juniors participated in the Kids Town Trick or Treating for the elementary students. The girls dressed up as witches and passed out candy for community service. They really enjoyed seeing all the younger kids dressed up.
- We had four October birthdays, which we celebrated at the end of the month

MacWilliams Hall

- Greetings from MacWilliams Hall, Blind High School Boys Dormitory!
- The end of October also brought the end of the first quarter, and with that also brought the 1st quarter dorm report cards. The end of the quarter is when the dorm supervisor gets to see an overall synopsis of student behaviors away from any dorm incident reports or occasional chats with students. Overall, I am very pleased with the young men of MacWilliams Hall. It took a little longer to adapt back to “dorm life” since being home for almost six months, however; they have gotten back into the structure and daily responsibilities with little to no difficulty at all.
- The curriculum during the first quarter has been primarily focused on personal hygiene, social responsibility, sanitization, and environmental cleanliness. The students have been diligent about practicing social distancing, washing their hands, wearing their masks, and taking an active part in helping clean/sanitize the dorm common areas and their personal living spaces.
- We completed our first community service project in October and following safe guidelines and CDC protocols we created “Trick or Treat” goodie bags for the elementary students. We are hopeful that this is the start of a new tradition! The 1st Annual FSDB Kids Town “Trick or Treat.” I had a grand time dressing up as “Pirate Wolfeybayne” to divvy up pirate treasure (a.k.a. candy) with our youngest students.
- MacWilliams Hall students received a donation through the DSL office just today for a couple of Wii gaming systems and many games that I am sure our H.S. students will enjoy. We gave the ladies of Koger Hall one of the systems and split up the games so, that each group of students could enjoy having an active gaming system to add to their “something to do” list.
- As this report is being written, the staff and students are having their weekly meetings and I believe part of that discussion is a plan to conduct a food drive for our community service efforts during November and December. With many people still struggling to get on their feet and many food pantries around the state running low, we will make an impact and serve our greater community in helping provide families with meals for the holidays.

Deaf Department Elementary and Middle School

Vaill Hall

- In October the students and staff in Vaill Hall enjoyed the Halloween event, trick or treating, at “Kids Town.” During this event Dance Troup put on an enjoyable performance for the kids and staff. The students are showing their excitement for the upcoming holidays. Excitement is in the air for the holidays.
- For Community Service we will be recognizing two departments: Health Care nurses and Technology. These two departments keep our school running properly and give lots of support to our students. We wanted to show them that they are deeply appreciated and needed. The kids will be giving them some goodies.
- We had our monthly PBS ticket drawing in groups, girls were first, then the boys. They won prizes when their ticket was drawn.
- The kids got to watch their first rocket launch. They were excited to watch this.

Gregg Hall

- The students in Gregg Hall had a busy month. They had a PBIS kickoff celebration outside in the beginning of October. They tie-dyed their face masks and a t-shirt, then had to wait 24 hours to reveal their colorful creations. We provided them with pizza, hot dogs, cookies, and ice cream.
- For the month of October, we had Halloween and birthday celebrations in the dorm. Each of the students painted their own mini pumpkin. They had so much fun and made a huge mess, but it was worth it. They also had delicious subs, chips, cookies, sodas, and a bunch of candies during our celebration. The girls also got a lot more candy from high school girls when they came over to our celebration. The high school girls gave out Halloween candy to our middle school students. The students also expressed how much they loved watching a movie outside from the recreation department. It felt like they were being at a real movie.
- All the students, teachers, and staff wore orange shirts on Halloween Day imprinted with this message: “Respect yourself... Treat people the way you want to be treated... Value and honor all people... Respect others...” Orange shirt day is a day for coming together to discuss moving towards respect and kindness. Two winners per floor were picked by my staff for being the most respectful students during the month of October for our dorm. These winners received a certificate, big cool blanket, Dunkin Donuts gift card, and dragon tickets. We told all students in the dorm how proud of them we were for being patient, cooperative, and respectful all month in the dorm.

McLane Hall

- October’s PBIS curriculum goal was Respect. Staff went over the different meanings of respect and how the students can apply it in their daily lives. The students were involved with a discussion of what respect looks like and how it is tied to self-confidence for oneself and others.
- We had another tie dye party in the dorm. Some of the students missed out on the first colorful activity so we had another one to include them and any others that wanted to make more art. The boys enjoyed tie-dying different items and showed great cooperation and responsibility by helping staff clean up when it was all done.

- We celebrated a student birthday this month. All the students and staff in the group made a card together and signed it and or wrote encouraging messages. The students enjoyed cupcakes and signed Happy Birthday to their peer.
- The boys had a Halloween decoration party. They put up cobwebs, signs, decals, made a miniature haunted house, and set up spooky décor to change up the pod. Staff made cookies with the boys. The students earned more cookies for their hard work and cooperation.

Deaf Department High School

James Hall

- Our curriculum for the month of October focused on how to identify and demonstrate self-protection. How to identify major symptoms of common illnesses and demonstrating basic aspects of proper hygiene. With these objectives the girls were taught the reasons why mask wearing is important to protect themselves. They were taught symptoms and signs of possibly having COVID-19 and how to keep their area and hands cleaned and sanitized.
- For the Month of October's community service, all the girls bagged Halloween treat bags with candy and walked to the Middle School girls' and boys' dorms. The students handed out the treat bags to the middle school students.
- Our PBIS Kick-Off party was held in the first week of October. The kids were able to have pizza, sodas, and ice cream out in the Palm Row area. The students were able to play games and socialize, while they were socially distanced. The freshman and sophomore girls tie-dyed their T-shirts, washed them and wore them. They were very satisfied with their creations.

Rhyne Hall

- The Rhyne Hall boys had a pizza party, courtesy of one of the parents, on election night. The staff setup a projector so the boys could watch the election. They were also taught how the electoral college works. The students were very involved in the election and talking about who they support. They were very excited every time the new polls were reported. We also talked about showing respect for other people's political views. Watching the election was part of the November PBIS goal of citizenship. We talked about how it is our civic duty to vote and if you want change and want to make things better you need to vote. The boys are excited for the holidays and have already started decorating the dorm.
- For curriculum we worked on teaching students about budgeting for food. We had the students create a budget and they made tacos for the first-floor boys. For the PBIS goal, Respect, we taught the boys how to be polite to one another, we discussed about how to say things using the correct tone or expressions. We also discussed what bullying means and why it is important to respect others and not bully others, we discussed this on bullying awareness day, October 31, Orange shirt day.
- For community service the boys went to the FSDB museum and helped clean and organize things. The boys are planning to read stories to the elementary boys for community service in November and December.

Recreation

A comprehensive plan has been put into place to maintain a safe environment for the students participating in the recreation program.

Activities:

- Health and Wellness activities are still a favorite activity for the students: the recreation program has moved to small group activities, weight room/outdoor weight training for high school students, yoga/body awareness for the Blind/VI students as well as the Deaf/Hard of Hearing students, Cize aerobics and walking/running the track.
- Cardio drumming; continues to be a favorite activity for the Blind/VI students, this is a mix of cardio activity and an activity that incorporates the musicality of the student.
- Arts/Crafts; students made fall inspired craft projects and also created fall inspired snacks for them to take back to the dorms.
- Outdoor activities continue, outdoor weight training, walk/run the track, soccer skills, board games, and outdoor movies with popcorn.

Special Events:

- The Recreation Department hosted a “Trick or Treat” event for the Elementary Students. Kids Town was decorated for Halloween and various departments welcomed the students for a wonderful “Trick or Treat” activity. After they finished, the Dance Troupe, under the direction of Lia Ferrante, entertained the children with several Halloween inspired songs.

Recreational Groupings:

- Group sizes have been expanded to 12 – 15 students per activity, masks are worn during all activities.
- All materials, equipment, and surfaces are disinfected after each use.

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 trainings, and independent living skills activities.

Professional Development Activities

- **Eyvolle M. Pamphile completed and participated in the following:**
 - On24: Webinar on 10/13/20– *Virtual Leadership: How Leaders Can Thrive in a Virtual Workplace.*
 - Training Magazine Network: Webinar on 10/13/20- *A Beginner’s Guide to Interactive Virtual Training.*
 - On24: Webinar on 10/14/20- *The Ultimate Guide to Planning the Perfect Webinar.*
 - Training Magazine Network: Webinar on 10/20/20- *Making Training Videos That Work: Six Common Habits to Avoid.*
 - Training Magazine Network: Webinar on 10/21/20- *Two Surprisingly Simple Tools for Empowerment and Impact.*
 - Training Magazine Network: Webinars on 10/27/20- *Build a Resilient Remote Workplace Using Online Learning and a Targeted Development Plan.*

- Training Magazine Network: Webinar on 10/28/20- *Better Breakouts: Managing Group Activities in Virtual Classrooms.*
- Training Magazine Network: Webinar on 10/29/20- *Conquering the Creatures of the Classroom.*
- Training Magazine Network: Webinar on 11/03/20- *Making Interactivity Count: A Path to eLearning Your Learners Will Love.*
- Training Magazine Network: Webinar on 11/03/20- *Improvisation: The Successful Leader's Secret Weapon for Managing Teams in a Virtual Environment.*
- Training Magazine Network: Webinar on 11/04/20- *Making Amazing Microlearning in PowerPoint.*
- Training Magazine Network: Webinar on 11/05/20- *Unconscious Bias is Impacting Your Organizational Performance, Whether you Know it or Not.*
- Training Magazine Network: Webinar on 11/10/20- *5 Ways Video Can Transform In-Person Training to Virtual Ones.*
- Training Magazine Network: Webinar on 11/12/20- *Beyond Diversity and Inclusion.*
- **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 course with Cristina Sapp- FSDB Orientation & Mobility Specialist, continues; began on October 13, 2020.
 - 12 Week Braille I with Mary Bilancio-FSDB Blind Department Parent Advisor and State Trainer, continues; began on October 6, 2020.

Monthly Staff In-Service Trainings & Updates:

- **Dorm Instructor Updates- 10/26/20**
 - *Staff Updates* forwarded on 10/26/20 via the 2020-2021 Training Resources Google Classroom- *This is What Teamwork Looks Like!!*
- **October/November Training-** None scheduled for this reporting period

Student Independent Living Skills (ILS) Workshops: None scheduled for this period per FSDB Reopening Plan.

ILS Hour schedule-

- *1st Quarter ILS Hour* began on 09/20/20 and ended on 10/28/20 for elementary to high school dorms, and 09/20/20 to 10/27/20 for Apartment Program dorms.
- *2nd Quarter ILS Hour* began on 11/08/20 and will end on 01/13/21 for elementary to high school dorms, and 11/08/20 to 01/12/21 for Apartment Program dorms.

Weekly Sessions: Elementary to High School Dorms:

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

Bi-Weekly Sessions: Apartment Dorms:

- Mondays- Collins House, 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).

Kathleen Grunder
Administrator of Residential Services



ACCOUNTING/BUDGETS & GRANTS

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

General

Fiscal Year 2019-2020 – The agency’s Management Representation letters to the CFO for Statewide Financial Reporting and for Federal Awards were submitted on November 1, 2020. All forms, reports and letters submitted to the State CFO for the closing of the fiscal year are available in the Comptroller’s office for review.

Audits

Financial audit preparation – The Comptroller’s Office has begun financial statement preparation for the Auditor General’s financial audit anticipated to begin January 2021.

Accounting

Prompt Payment – Section 215.422, Florida Statutes, compliance (Prompt Payment of Vendor Invoices): For the month of October 2020, 100% of 141 invoices were paid in accordance with the statute (compliance minimum is 95%).

ADVANCEMENT

Submitted by Tanya Rhodes, Executive Director of Advancement

October 2020	FY 2020-2021 YTD as of October 31, 2020	Previous YTD as of October 31, 2020
Number of Donations = 281 Number of Donors = 279 Dollars Received = \$26,037.19	Number of Donations = 1161 Number of Donors = 901 Dollars Received = \$450,865.99	Number of Donations = 1078 Number of Donors = 802 Dollars Received = \$381,084.68

Comparison to 2019

Year to date as of October 31, we are 18% ahead of the donation amount; nearly 8% ahead on number of donors and 12% ahead on number of unique donors.

INVESTMENT PERFORMANCE

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

Through November 11, 2020, the endowment increased \$810,322.13 (+4.88%), increased +6.41% Year to Date, and +9.27% for the trailing 12 months with a closing portfolio value of \$17,551,324.12. Dividends and interest income totalled +\$7,528.52 and accrued interest decreased -\$1,657.17. During this period, the Benchmark increased 5.36%, +7.77% and +10.55% respectively. Furthermore, the S&P 500 increased 9.32%, +12.35% and +17.92%, while the Barclays US AG Gov./CD Int. Bond Index decreased -0.18%, +5.57%, and +6.15% respectively.

What a difference a week makes! We have a strong equity rally since the election and the announcement of Pfizer's positive vaccine news. While the prognosticators didn't get their blue wave, we did have a record voter turnout for a new president while the GOP appears to be keeping the Senate. We congratulate President Elect Joe Biden and hope that we will be able to come together, celebrate, and unify the country. The election has eliminated some market uncertainty and appears that both parties will have to work together in bipartisan support to move forward. Last month we viewed the election from a historical perspective for the S&P 500. Typically, six months after an election, the S&P 500 turns positive and the benchmark rises on average by 3.9%. While the S&P 500 is up over 9% for the period, we do expect market volatility to persist for several months. The UBS Central View forecast is for the S&P 500 to increase to 3,700 (estimated +4% from current levels) by June 2021. Looking ahead, we believe that an end to political uncertainty, combined with a further US fiscal stimulus and the development of a vaccine, will support the next leg of the equity rally over the medium term.

SAFETY AND FACILITIES OPERATIONS

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

Safety/Risk Management

September 2020 Data

- Domestic Hot Water (*Weekly*)—No temperature greater than 110F.
 - Completed 148 of 148 tests with zero variations from the standard. No action required.
- Anti-Scald Valves (*Monthly*)—Completion of all scheduled testing.
 - Completed 1 of 23 with zero variations from the standard. Twenty-two not performed due to workload, priority work and low manpower.
- 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 19 of 22 tests with zero variations from the standard; two on scheduled leave, one on Holiday
- Domestic/Potable Water Quality (*Bimonthly*)—100% compliant with published chemical limits.
 - Results of water on file for last testing.

October 2020 Data

- Domestic Hot Water (*Weekly*)—No temperature greater than 110F.
 - Completed 126 of 148 tests with zero variations from the standard. Twenty-two were not completed – scheduled leave.
- Anti-Scald Valves (*Monthly*)—Completion of all scheduled testing.
 - Completed 14 of 23 with zero variations from the standard. Nine not performed due to low manpower.
- 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 20 of 22 tests with zero variations from the standard. Two – scheduled leave.
- 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

All Fall Adobe Connect compliance trainings have been released for this semester. For details, please see the list below:

- Delegation of Fiscal Authority
- Student Abuse Policy Training
- Health & Safety Practices Training
- AlerT Active Assailant Response Training Review
- Equal Employment Opportunity/Affirmative Action
- Bullying & Harassment
- Code of Ethics
- Preventing Sexual Harassment
- Nuisance Insects
- Bloodborne Pathogens
- Appropriate Workplace Attire
- Teen Dating Violence & Abuse
- Acceptable Use Policy

Strategic Plan Flash Report

The Strategic Leadership Team has been hard at work on the Year 4 work plan. Below you will find an update on all goals.

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

- ❖ Ensure that students are prepared for college and/or career as literate, employable, and independent life-long learners.

Instructional Services department specialists provide ongoing support to teachers and administrators on reading and utilizing progress monitoring assessment results to support instruction and interventions for reading, math, and science.

Teachers reviewed student growth data to monitor for progress and opportunities to address any loss of progress that may have occurred during the 4th quarter campus closure and distance

learning. Any concerns are discussed with the students' parents via the MTSS (Multi-Tiered System of Support) meetings, and Individual Education Plan (IEP) meetings.

Students completed baseline progress monitoring assessments this fall: Measures of Academic Progress (MAP), Achieve 3000, and Independent Reading Language Assessment.

Related services providers provide and monitor related services noted on a student's IEP to both students attending classes on campus and to those participating in the Innovative Learning Environment (ILE).

Students in the Deaf and Blind High School participate in career experience courses on campus until it is safe to participate in off campus work opportunities.

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. Students are assessed in the areas of Reading, Math, Language and Science. **The first assessment of the year, administered in September, serves as a baseline.*

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. **The first assessment of the year, administered in September, serves as a baseline.*

Support Services

FSDB Overall	Goal	Achieved
Percent of student attending Speech/Audiology as indicated by IEP.	100%	97%
Percent of students attending Allied Health Counseling, provided by a Psychologist, as indicated by IEP.	100%	94%
Percent of students attending OT/PT as indicated by IEP.	100%	94%

Priority Goal 2: Staff Development Champion – Randi Mitchell

- ❖ Provide staff members opportunities to grow professionally, enhancing their ability to support students' growth.

Priority Goal 2 team members continue to make progress on the action items for the 2020-2021 school year. Each department responsible for offering professional development and training maintains a master calendar and clear procedures to ensure that staff members know when and where to register for trainings.

Instructional Services staff members are working on coordinating professional development opportunities on campus. The federal grants containing professional development deliverables such as, Title II, Title IV, and IDEA, have been approved. Full-time certified teachers, specialists, and administrators can now sign up for these trainings on the professional development management system, Track. Advertisements for these opportunities are posted in Yammer on the Certified Staff and PD community.

In support of the schools' climate survey action plan items designed to increase staff training in technology, a series of "Top 10 Tips" on major platforms are being shared weekly with the assistant principals and other program directors. Each week a tip will be shared on a feature or procedure in the FSDB student information system, Skyward, and in Microsoft Teams. The academic leaders will share the tips with their staff members through their weekly communications, either virtually or as part of department meetings.

In the planning stage are a series of assistive technology workshops. These workshops will be planned to meet the needs of school and boarding staff members. An Assistive Technology Microsoft Team was set up to increase communication and support on the various types of assistive software and devices FSDB supports.

The Ed Tech Help Team and Learning Network Team are very active with questions asked and answered as well as with tips and resources shared. Many teachers have become instrumental in providing support to their colleagues posing issues or working to figure out the best method to engage students.

Priority Goal 3: Enrollment Champion – Shelley Ardis, Tracie Snow

- ❖ 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 October 30

◆ Number of enrolled students-Peak	524
◆ Enrollment 1 st day of school	517
◆ Enrollment after the 10-day drop	516
◆ Enrollment last day of school	N/A
◆ Enrollment Survey 5 data	N/A
◆ Percent of State eligible D/HH students	N/A
◆ Percent of State eligible Blind/VI students	N/A

Admissions Data Collected as of October 30

◆ Number of Admissions Evaluations	42
◆ Number of eligible students	41
◆ Number of withdrawals	20
◆ Percent of withdrawals: peak/withdrawals	N/A

Priority Goal 4: Digital Citizenship Champions – Shelley Ardis, Angela Saunders, Carol Bogue

- ❖ Provide and maintain a safe and secure social and digital environment for students, enabling them to become responsible citizens in a technology-rich world.

The Staff Acceptable Use Policy was prepared for review and updating by a newly formed committee. After the OPP is updated, PAT will review and approve it. Training will then be updated in alignment with changes and additions. On October 30, 2020 the student lessons related to Internet Safety were shared with the Academic Leadership Team as a reminder that

these lessons can be used in classrooms as part of required instruction or to use as needed. The first workshop for parents on this topic was held November 6, 2020 during a virtual Parent Engagement Workshop.

Priority Goal 5: Stakeholder Relationships and Communication Champion – Nancy Bloch

- ❖ Maintain good working relations with the Florida Department of Education and the Florida legislature, ensuring 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.

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: Legislative Specialist*

- Awaiting Tallahassee legislative schedule (November) to present FSDB position/needs and testify as needed in committee meetings. Attendance at legislative meetings in district TBA by delegation.

Ensure FSDB administrators are informed of legislative proposals that may impact school interests, both as an education entity and employer. *Accountability: Legislative Specialist*

- Provision of weekly reviews/reports on enrolled bills is ongoing; awaiting further legislative filings.

Develop protocols for inviting legislative officials to campus; draft guidance document/checklist with roles and accountabilities defined. *Accountability: Legislative Specialist and Executive Director of Communication & PR*

- Legislative school visit plan development and dissemination of invitation/welcome packet to be completed by November 2020.

Engage with Florida Department of Education officials to maintain strong relationships and understandings of FSDB programs and services. *Accountability: Administrator of Instructional Services, Administrator of Outreach and Technology and others as appropriate*

- Representation on FDOE committees - State Advisory Council (Snow as co-chair, 11/2), Strategic Planning, Assessment/Certification and others. Plan development for campus visits by FDOE officials.

Develop relationships with district superintendents. *Accountability: Administrator of Instructional Services, Administrator of Outreach and Technology*

- Participation in FDOE conference calls on enrollment (9/16), ESE placement (9/17); forthcoming topics are ongoing. Representation in NEFEC meetings - superintendent (9/8), board of directors leadership (BODLDP, 9/17, 10/15), organization of educational leaders (NOEL, 9/10), diagnostic and learning resources system (FDLRS, 9/21), student-sub (9/22, 10/14), technology advisory committee (NTAC) and educational technology services (ETS, 10/9).

Cultivate relationships with state ESE directors and personnel. *Accountability: Administrator of Instructional Services, Administrator of Outreach and Technology*

- Tracking sheet for state/regional ESE meetings and conferences completed; workshop request form being finalized. Awaiting Council of Administrators of Special

Education (CASE) events for 2020-21. Planning has begun for participation in 2021 DHH/BVI contact meetings (to be held separately). Participation at Institute for Small and Rural Districts (ISRD) director meetings (completed and ongoing).

Engage with key education stakeholders in Florida aligned to school interests. *Accountability: Administrator of Outreach and Technology, Executive Director of Communication & PR*

- Planning for centralized database to track representation by FSDB personnel at key professional organizations and associations to begin this fall.

Secondary Goal A: Climate Surveys Champion – Christy Slater

- ❖ Monitor and maintain good relations with all stakeholders – parents, faculty and staff, students, donors, and the community.

Conduct annual surveys to assess the satisfaction of key stakeholder groups. *Accountability: Administrators of Training & Quality Assurance and Human Resources*

- School action plans have been developed in follow up to 2019-2020 survey results; activities are under way for implementation during the current school year.

Produce collateral/informational materials that emphasize the school's core values and unique attributes - create "line of sight" to mission and vision. *Accountability: Executive Director of Communications & PR*

- Branded collateral and informational materials continue to be developed/procured. These are in a centralized location for tracking of stakeholder use at face-to-face and virtual meetings/events, as well as for sharing with prospective families/students.
- New processes have been developed to track distribution to campus ambassadors and track metrics related to reach and engagement.
- Newly published videos on the website are being developed and incorporated as part of virtual and hybrid family tour efforts; feedback continues to be extremely positive.

Enhance stature of FSDB as an excellent school of choice that prepares students for a lifetime of success. *Accountability: Executive Director of Communications & PR*

- Earned media efforts have brought forth favorable results; these are now listed as a stand-alone section on the News page of the website. On November 3, the St. Augustine Record ran a feature story on President Snow's appointment (digital version on November 2).
- Reopening and related operational efforts have fostered greater differentiation between district- and school-level messaging. We are currently awaiting second semester guidance from FDOE.
- Our website features a new Leadership page with President Snow's welcome, bio, administrative team and blog, with the addition of ASL, spoken English and Spanish versions. The board and president's photos on the home page have also been updated.

Engage parents/legal guardians of current students through effective, relevant communication channels. *Accountability: Administrators of Instructional Services and Outreach & Technology Services, Principals and Executive Director of Communications & PR*

- Establishment of a newsletters team continues to foster the coordination and distribution of school-level news on a biweekly basis via Skyward email and our website. Content sharing across schools ensures that each school has required

specific content appropriate for their students and their families; these are receiving positive reviews.

- Parent Services is collaborating with all schools on deployment of ASL classes, braille classes, Parent Engagement Workshops and related capacity-building activities.
- Annual registration planning is in progress for the next school year.

Ensure delivery of clear, consistent “one voice” messaging through integrated district- and school-level communications. *Accountability: Executive Director of Communications & PR*

- Formation of a communications advisory committee is in progress; ongoing refinements to strategic communications continue to be carried out.

Enhance staff member engagement through effective internal communications.

Accountability: Administrator of Outreach & Technology Services and Executive Director of Communications & PR

- The campus intranet continues to be refined to provide easier and more efficient staff access to information.
- Refinements/upgrades to the employee handbook are in progress, for winter 2021 completion.

Secondary Goal B: Staff Resources Champions – Lexi Bucca, Julia Mintzer

- ❖ Manage staff resources efficiently and effectively.

Funding and Staffing

Continue to monitor staff turnover rates, retirement pipelines and vacancies, and alert the strategic planning team if concerns arise. *Data as of October 30, 2020.*

◆ Turnover Rate	3.82%
◆ Retirees for 2020-2021	17

Secondary Goal C: Campus Infrastructure Champion – Julia Mintzer

- ❖ Manage campus infrastructure responsibly with attention to maintenance and planning for the future.
 - Ongoing development of the Continuity of Operations Plan is in process.

Secondary Goal D: Endowment Funding Champion – Tanya Rhodes

- ❖ Actively seek and acquire support of private donors to provide resources that supplement those provided by the state.

Private Dollars

Data as of October 30, 2020.

◆ Percent of progress toward 20-21 goal	Goal-\$1,250,000	Achieved-36%
◆ Number of donors	Goal-1,350	Achieved-1155
◆ Number of donations	Goal-2,000	Achieved-1157

TRANSPORTATION

Submitted by Trish McFadden, Executive Director of Transportation

National Bus Safety Week—October 26-30, 2020

The Transportation Department participated again this year in National Bus Safety Week. This program gives the department an opportunity to highlight our transportation objectives and provide teachable moments to our students regarding the importance of school bus safety.

The centerpiece of National School Bus Safety Week is the poster contest. Students in each school had the opportunity to create a poster that depicts school bus safety-related themes and encourages and promotes school bus safety. The winning posters are used to promote safer school transportation for everyone. Selected school staff judged the entries and selected winners from each school in the Blind and Deaf departments.

The theme for this year's program was *"Keep on Rolling....#Safety Starts with You."* Staff T-Shirts were designed and produced by a D&B Designs and were proudly worn by both the Day and SHOW Bus staff.

This is the fifth year that the Transportation department has participated in this national program and staff members were very excited to share our mission with our students and other stakeholders.

PBS Program in Action

The Transportation Department completed a total makeover of the PBS Program that is used both on the Day and SHOW buses for the 2020-21 School Year.

In lieu of giving out PBS tickets, "leader boards" are used on all the buses to highlight the bus riders. Staff members keep a journal highlighting our students' positive behavior and these entries are shared via the Yammer Team Transportation Channel. Further, students receive a star on the leader board and staff members share the positive actions of our students with their bus riders.

The incentive program was also changed based on a student survey and the first quarterly drawing was held on October 30, 2020. Each bus route selected three students and all entries were eligible for the grand prize drawing which determined the overall winner for the quarter. Selected winners are announced both on Yammer *"All Company"* and *"Student Kudos"* as well as on posted signs at each bus loop.

Respectfully Submitted,
Julia Mintzer
Administrator of Business Services

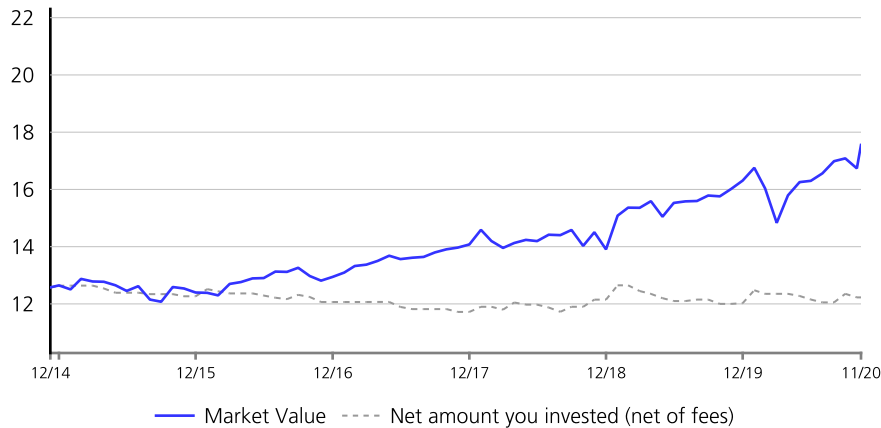


Performance review

as of November 11, 2020

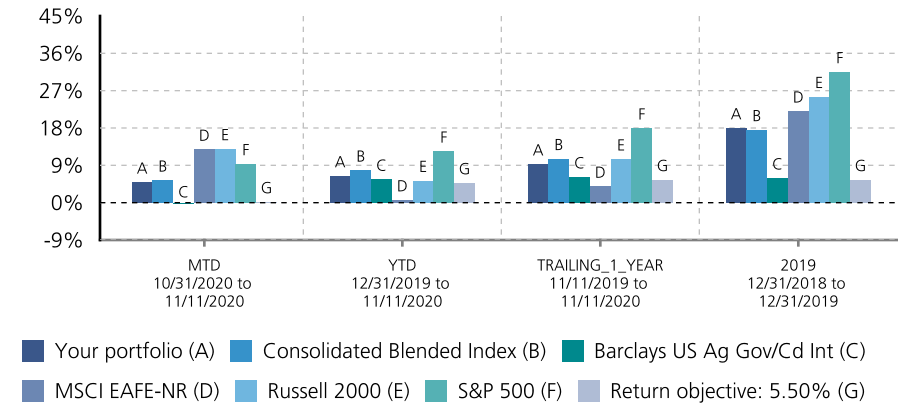
Sources of portfolio value

\$ Millions



Portfolio and selected benchmark returns

Net Time-weighted returns annualized



Consolidated Blended Index: Start - Current: 47% Barclays US Ag Gov/Cd Int; 11% Russell 1000; 10.5% Russell 1000 Value; 7% Russell 1000 Growth; 1.5% Russell SmCap Complete; 9% Russell Mid Cap; 1.5% MSCI Emerging Markets-NR; 12.5% MSCI EAFE-NR

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

Florida School for the Deaf and the Blind Board of Trustees Meeting, December 11, 2020.

Report created on: November 12, 2020

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

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

NX XX407 Fixed Income
NX XX183 ESG
NX XX186 MID CAP
NX XX184 Div Ruler
NX XX185 OEI

NX XX182 Small Cap
NX XX188 ^ F2

Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 10/31/2020 to 11/11/2020	YTD 12/31/2019 to 11/11/2020	1 Year 11/11/2019 to 11/11/2020	2019 12/31/2018 to 12/31/2019
Opening value	16,735,130.65	16,309,395.65	15,857,705.46	13,904,916.17
Net deposits/withdrawals	0.00	111,766.76	137,201.76	-208,970.53
Div./interest income	7,528.52	315,001.45	398,952.34	391,218.86
Change in accr. interest	-1,657.17	-7,675.53	-9,001.18	13,428.45
Change in value	810,322.13	822,835.80	1,166,465.75	2,208,802.71
Closing value	17,551,324.12	17,551,324.12	17,551,324.12	16,309,395.65
Net Time-weighted ROR	4.88	6.41	9.27	17.98

Net deposits and withdrawals include program and account fees.

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 10/31/2020 to 11/11/2020	YTD 12/31/2019 to 11/11/2020	1 Year 11/11/2019 to 11/11/2020	2019 12/31/2018 to 12/31/2019
Your portfolio(%)	4.88	6.41	9.27	17.98
Consolidated Blended Index	5.36	7.77	10.55	17.52
Barclays US Ag Gov/Cd Int	-0.18	5.57	6.15	5.89
MSCI EAFE-NR	12.79	0.60	3.88	22.01
Russell 2000	12.94	5.29	10.46	25.52
S&P 500	9.32	12.35	17.92	31.49
Return objective: 5.50%	0.16	4.74	5.50	5.50

Page 1 of 5

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

NX XX407 Fixed Income
 NX XX183 ESG
 NX XX186 MID CAP
 NX XX184 Div Ruler
 NX XX185 OEI

NX XX182 Small Cap
 NX XX188 F2

Additional information about your portfolio

as of November 11, 2020

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

	Performance	ITD Start date to 11/11/2020
Consolidated	12/08/2014	6.29%

Benchmark composition

Consolidated

Blended Index

Start - Current: 47% Barclays US Ag Gov/Cd Int; 11% Russell 1000; 10.5% Russell 1000 Value; 7% Russell 1000 Growth; 1.5% Russell SmCap Complete; 9% Russell Mid Cap; 1.5% MSCI Emerging Markets-NR; 12.5% MSCI EAFE-NR



Financial Markets Summary

as of November 11, 2020

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

Consolidated report prepared for Board Of Trustees For

NX XX407 Fixed Income
NX XX183 ESG
NX XX186 MID CAP
NX XX184 Div Ruler
NX XX185 OEI

NX XX182 Small Cap
NX XX188 F2

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		09/30/2020 to 11/11/2020	11/11/2019 to 11/11/2020	11/11/2017 to 11/11/2020	11/11/2015 to 11/11/2020	11/11/2013 to 11/11/2020	11/11/2010 to 11/11/2020
Cash Alternatives	US Treasury Bill - 3 Mos	0.01	0.76	1.57	1.13	0.81	0.59
US - Fixed Income	Barclays Agg Bond	-0.51	7.21	5.12	4.22	3.89	3.55
	Barclays Govt/Credit 1-3Y	-0.01	3.58	2.87	2.13	1.75	1.55
	Barclays Govt/Credit Int	-0.28	6.34	4.40	3.47	3.04	2.82
	Barclays Muni 1-10Y BL	0.00	4.09	3.38	2.93	2.97	2.98
	Barclays Muni 5Y	-0.06	4.23	3.33	2.76	2.69	2.76
	Barclays Muni 7Y	0.03	4.89	3.95	3.46	3.60	3.60
	Barclays Municipal Bond	0.14	4.62	4.11	3.89	4.29	4.12
Global/International - Fixed Income	Barclays Gbl Agg Bond xUS	0.95	7.30	3.60	4.28	1.46	1.43
	Barclays Global Agg	0.38	7.42	4.36	4.33	2.56	2.38
US Equity	Dow Jones Ind Avg	5.97	8.61	10.38	13.35	11.94	12.79
	NAREIT Equity	6.36	-4.29	4.44	7.05	8.52	9.29
	NASDAQ Composite	5.54	39.25	20.39	18.37	17.02	16.50
	Russell 1000	6.64	19.06	13.82	13.80	12.75	13.73
	Russell 1000 Growth	4.27	37.45	21.54	19.18	17.29	16.84
	Russell 1000 Value	9.28	0.30	5.48	7.97	7.86	10.31
	Russell 2000	15.31	10.46	7.06	9.59	8.20	10.53
	Russell 2000 Growth	12.90	24.39	12.66	12.52	10.80	12.79
	Russell 2000 Value	17.99	-3.95	0.88	6.18	5.25	8.01
	Russell 2500	13.33	11.27	8.63	10.35	9.09	11.37
	Russell 3000	7.13	18.49	13.35	13.51	12.41	13.50
	Russell Mid Cap	10.52	12.65	10.14	11.11	10.34	12.10
	Russell Mid Cap Growth	8.10	29.39	18.21	15.97	14.06	14.60
	Russell Mid Cap Value	11.88	1.36	4.34	7.64	7.59	10.23
	S&P 400 Mid Cap	13.30	7.42	6.64	9.54	8.97	11.12
	S&P 500	6.41	17.92	13.60	13.72	12.79	13.71
Global/International - Equity	MSCI AC World - NR	7.19	13.56	8.76	10.34	8.37	8.66
	MSCI ACWI xUSA-NR	8.38	6.62	3.18	6.76	4.08	4.28
	MSCI EAFE-NR	8.28	3.88	2.83	5.67	3.86	4.91
	MSCI Emerging Markets-NR	9.06	14.46	3.92	9.72	4.93	2.79
	MSCI Emerging Markets-PR	8.95	11.96	1.46	7.17	2.48	0.35
	MSCI World	6.96	13.98	9.99	11.04	9.39	10.07
Commodities	DJ UBS Commodity	4.46	-5.80	-3.87	-1.28	-6.27	-6.48
	Goldman Sachs Commodity	3.77	-27.46	-10.22	-6.20	-12.86	-9.24
Non-Traditional	HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
	HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
	HFRI Eqty Hdg-EqMktNeu	1.39	-6.85	-3.76	-2.78	-0.72	-1.10
	HFRI Event Driven	1.89	10.63	1.47	3.73	1.44	2.34
Balanced	S&P 500 40% /BC Agg 60%	2.31	12.16	8.90	8.24	7.64	7.77
	S&P 500 50% /BC Agg 50%	3.00	13.27	9.76	9.20	8.54	8.79
	S&P 500 60% /BC Agg 40%	3.69	14.32	10.60	10.14	9.42	9.80
Miscellaneous	Consumer Price Index	0.00	1.14	1.81	1.82	1.56	1.75



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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.

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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

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

regarding your new Performance Start Date.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Performance details by month

for December 31, 2019 to November 11, 2020

Consolidated report prepared for Board Of Trustees For
Group FSDB

^ performance and account start dates differ (see disclosures)

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

NX XX407 Fixed Income
NX XX183 ESG
NX XX186 MID CAP
NX XX184 Div Ruler
NX XX185 OEI

NX XX182 Small Cap
NX XX188 ^ F2

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	Annualized (>1 yr) since start date
2020	16,309,395.65	111,766.76	315,001.45	-7,675.53	822,835.80	17,551,324.12	6.41%	6.41%
Nov 2020	16,735,130.65	0.00	7,528.52	-1,657.17	810,322.13	17,551,324.12	4.88%	6.41%
Oct 2020	17,084,089.40	-149,011.01	19,870.22	8,978.67	-228,796.63	16,735,130.65	-1.32%	1.46%
Sep 2020	16,986,007.17	299,426.43	28,568.95	1,079.48	-230,992.64	17,084,089.40	-1.18%	2.82%
Aug 2020	16,560,548.07	878.83	23,746.72	1,406.69	399,426.86	16,986,007.17	2.57%	4.05%
Jul 2020	16,300,418.24	-122,068.74	35,659.23	-8,882.57	355,421.91	16,560,548.07	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	\$111,766.76	\$315,001.45	\$-7,675.53	\$822,835.80	\$17,551,324.12		6.41%

Returns prior to 12 months are not annualized.

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

Florida School for the Deaf and the Blind Board of Trustees Meeting, December 11, 2020.

Report created on: November 12, 2020

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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.

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.

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

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 '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.

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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.

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.

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

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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?
- 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.

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Number and percent of students in each environment is represented below.

November 20, 2020	ILE	On Campus
BEMS	13 17%	64 83%
BHS	29 26%	83 75%

Overall approximately 78% of our students returned to on-campus and the remaining are 22% ILE. This represents a slight increase in BAMS students from the previous month.

Blind Department College Dual Enrollment Enrollment/Registration Update Spring 2021

- 2 new blind high school dual students will participate in enrollment in the Spring 2021 semester
- Saint Johns River State College
 - 12 students taking 21 courses for Spring Semester
 - 19 courses online, 1 live-online synchronized, and 1 on-campus at SJRSC St. Augustine Campus
 - 7 seniors, 2 juniors, 2 sophomore, and 1 freshman
- First Coast Technicla College
 - 1 student taking cosmetology at First Coast Technical Campus
- St. Augustine High School—1 student taking ROTC at the St. Augustine High School Campus
- Post Secondary Education Readiness Exams: 18 students took PERT Exam. Some students intend to enroll in the Spring semester and others are preparing for Fall 2021. Early testing is being recommended in the event of future testing cancellations due to response to COVID 19.

Angi McCutcheon – Braille Specialist and Dual Enrollment Coordinator

The Gift of the Nile

6th grade students have been studying Egypt, also called “the gift of the Nile”. The Nile River, the longest river in the world, floods every year. Rich silt is left when the river recedes, enabling farmers to grow an abundance of food. Students made their own models of the Nile River using soil, rocks, and bamboo” logs”. They sowed it with seeds, flooded the “land”, and harvested their crops.

Edith Stein – Middle School Social Studies Teacher

Core Curriculum Collaboration

Mrs. Garay's 3rd grade class and Mrs. Schulz's 4th grade class joined forces with Mrs. Galligan, from the Blind High School ECC department. Under the direction of Mrs. Galligan, students learned independent living kitchen skills. They explored and used a liquid indicator. They also used the “Meet and Greet” strategy to bring an empty cup to the warm water pitcher. They balled their hand into a fist to prevent knocking over a cup and made a crease in their packets, so they were sure which way to tear them

Can you guess what they were doing? Making hot chocolate! Mrs. Galligan made it extra special by buying ready-bake cookies to enjoy with the drinks. We really appreciate Mrs. Galligan for taking time out of her day to be with us. Maybe we can return the favor!!

Karen Schulz – Elementary Reading/ELA Teacher

Thematic Teaching

Third graders engaged in a thematic unit of harvesting, pollination, and agriculture. As part of the unit, students helped transform their classroom around a bird's motif, expanded their literary and scientific vocabulary, answered writing prompts, and learned about the importance of bees in our environment. The University of Florida agriculture center donated honeycombs to the classroom as well as honey sticks so that students could understand the process from start to finish, and they also provided books on harvesting within our state. The students culminated the unit by planting vegetable seeds that are native to Florida.

Michelle Garay - Third Grade Teacher

Blind High School Reading Update

Ninth through eleventh-grade students of the blind high school are eluding the Covid blues by reading some heart-stopping realistic fiction and futuristic traveling. Intensive Reading students are required to complete Achieve online informational text reading articles, stretch activities, and thought questions to boost and challenge their reading levels. Along with learning new vocabulary and literary elements, students get to escape into our class novels. It is a pleasure to hear students ask, "Are we going to read our novel today?"

Rene Carden – Reading Teacher

High School Psychology Update

The Blind High School psychology class is studying hearing, conductive deafness, sensorineural deafness, and the deaf culture. They are learning that there is more to deafness than the lack of sound. Dan Binder, the psychologist from the deaf department, visited to discuss cochlear implants, the deaf culture, and explained the concept that deafness is not a disability, but a difference.

Connie Oberman – High school teacher

High Classes Flips over Math!

Mr. Alexander's class this year has been flipped! Math lessons that are accessible to the visually impaired are created and prepared via Youtube. Students access these lessons at home or in class and then do their homework and assignments in class under the supervision of their teacher with live feedback if needed. Benefits include fluid transitions between ILE and brick and mortar, students being able to watch lessons as many times as needed to gain conceptual understanding, access to a teacher 1:1 to give added enrichment or provide scaffolding if needed, parents and dorm staff being able to watch lessons to help students, less distractions during learning, and ability to review archived lessons anytime!

Mr. Joseph "Za" Alexander

U.S. Government Comes Alive

BHS student Triston Ray played the role of United States Supreme Court Chief Justice. Triston wore the judge's robe and slammed the gavel during a class exercise in U.S. Government class. Students were assigned the roles of Congressman, Congresswoman, Senator, as well as President (Elijah Grant), and Supreme Court Justice. The students passed around a bill (nerf football), in an attempt to make it a law. We studied the process involved with creating a law including topics such as types of vetoes, checks and balances, and the three branches of government. Everyone enjoyed the class and I'm happy to report that after an override of President Grant's veto, the law passed.....homework is now illegal. LOL
Bill Ward – BHS Social Studies Teacher

Music Program Updates

The music department has been busy this year! While we are currently gearing up for our annual Holiday Program, albeit virtually, we have also covered many different topics in class. Our kindergarten, 1st, and 2nd grade students learned about listening skills, comparing sounds of instruments, and identifying similar and different musical phrases, and body movements through song. Thanks to a generous donor, our grades 3-5 students began Ukulele. They should be ready for their first performance in a couple of weeks. Middle school music students are learning either to play a band instrument or piano keyboard skills. Some middle school students are studying different genres of music through music appreciation and music history. In the high school, piano students were hard at work learning music theory, appreciation and genres. Our band and chorus will both be performing in the Holiday Concert. Our new class, Eurhythmics, is learning about the physiological effects of music on the body as well as performance art using not only body percussion but everyday objects. In our after school music program, the Cadence Drumline has grown this year and is currently working a challenging piece entitled "This is Sparta". The Blind Elementary Music Theater is prepared to start small rehearsals for their virtual performance of "Frozen", tentatively scheduled to record in the Spring.
Laurie Wohl - K-12 Music Teacher

Night Lessons for Orientation and Mobility

Some of our students have difficulties traveling at night due to night blindness. Many parents have concerns about their child's independence at night due to this issue. Since the time change, Orientation and Mobility (O&M) staff members have been able to complete night lessons, since it is getting darker earlier in the evenings. Prior to a night lesson; the student needs to plan a trip to a dining place that is within walking distance. They learn how to research addresses, hours of operation, menus and phone numbers prior to completing the route. They explore GPS applications to assist with landmarks near the location and to find walking directions to the specific destination. The students learn about the estimation of walking time verses vehicle travel or bicycle travel. Many students have chosen to walk to McDonalds, Hazel's Hotdogs, Dunkin Donuts, and the Japanese Steak House on San Marco Avenue. The lesson lasts anywhere between 1.5 to 2.5 hours due to the student's walking pace or anxiety while walking at night. Throughout these lessons O&M staff members have been exploring the new Pharos cane light from Ambutech to assist with night blindness. Some students have really benefitted from the cane light which has relieved some

anxiety about traveling at night. The Pharos is a small flashlight that connects to the white cane and places a spotlight on their cane tip. Keep a look out for the O&M staff members traveling with students at night; we are working towards more independence and confidence in the ability to travel at night.

Jen Enache – Orientation and Mobility Specialist

The Cobra Corner

With the Cobra Corner in full swing we have been able to offer up a number of delicious specials. Earlier in the month we offered a spicy chicken sandwich, and I mean SPICY! The students have spent much of their time learning about safe cooking temperatures, especially when cooking chicken, but once they had a firm grasp on the subject they were able to add some flavor to the chicken strips (thanks to our friend Frank's RedHot). Topping it off with a slice of jalapeño pepper-jack cheese on a toasted bun, the students were ready to send it off to an eager customer. We followed that up with a mushroom swiss burger, but what really got everyone excited (student employees included) was the addition of an Oreo milkshake to the specials menu. Students were able to learn how to operate a commercial Hamilton Beach milkshake maker complete with the traditional stainless steel container, and as much fun as it was to make them, the students seemed to look forward to the leftovers the most.

Our ILE students participating via ILE (Innovative Learning Environment) have been assisting with recipe development and marketing strategies.

All Level 1 Culinary students have recently completed SafeStaff training and are practicing these procedures daily in order to prepare for the exam at the end of the semester. Upper level Culinary students have taken leadership roles in the Cobra Corner as they go through ServSafe Manager training. All students are currently learning knife skills and various cutting techniques.

Charles Raven – Culinary Arts Instructor

Respectfully Submitted by:

Carol Bogue

Blind Department Principal



Deaf Department updates:

The first quarter of the 20-21 school year ended on October 30, 2020. The teachers completed report cards and IEP progress updates to families on student progress. This year has progressed very differently than past years. The teachers in all departments have been working to keep pace with the curriculum while continuing to support online and brick and mortar students at the same time. The Deaf Department administrators attended an online webinar "Supporting the Wellbeing of Educators During a Pandemic". This webinar highlighted ways to make sure that we are prioritizing the self-care of our teachers in this difficult time in education. There were some great takeaways from the webinar that we discussed as a team. We are trying to make work fun, not to take away from the hard work, but to provide continued care. As the saying goes, you can't pour from an empty cup. The more we can fill our team, the better they are able they are to serve our students.

Total Deaf Department K-12 Enrollment: 323

Brick and Mortar	Innovative Learning Environment
227 (70%)	96 (30%)

Deaf Elementary School

Enrollment: 84

Brick and Mortar	Innovative Learning Environment
65 (77%)	19 (23%)

Initiatives:

With a focus on Citizenship, our initiatives this month focused on three major topics. These included elections, the Holocaust, and Veterans Day. While the nation participated in a General Election, students in Deaf Elementary School participated in a virtual Mock Election hosted by Kendall Demonstration Elementary School (KDES) in Washington, DC. Closer to home, students participated in an election for Dr. Heidi's Helper. Three candidates ran for this position, gave campaign speeches during recess, and created campaign posters to hang in the school building. On November 3, 2020 the Deaf Elementary School community was invited to vote. Votes were counted and a winner, Bobbie Jo Kalis, was named on November 4, 2020.

Students also learned about the Holocaust. The Holocaust was the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators between 1933 and 1945. Some of the classrooms learned about the beginning of the Holocaust from the perspective of a neighborhood cat by reading and discussing “Benno and the Night of Broken Glass” by Meg Wiviott. Students also learned about Ann Frank and wrote about how they would like to change/improve the world.

On Veterans Day, classes throughout Deaf Elementary School discussed military service and thanked members of the FSDB community who have served in the military. Many students were able to share their own stories of military service by highlighting things their parents, grandparents, aunts, and uncles did in the armed forces. Students created a list of things they learned about Veterans Day, which included, “Veterans care for the United States, so they worked to protect us.”

Family Communications:

Report cards have been mailed to families and follow-up conferences have been scheduled as needed. Our Facebook group continues to grow, with 119 members at this time. Teachers send a weekly email to families of their students and communicate with individual students’ families as needed. These communications include an invitation to join our private Facebook page. Our annual Vocabulary Showcase was done a little differently this year due to social distancing precautions. A video was created and then families were invited to the online premiere. Feedback was overwhelmingly positive. The Title I Handbook was finalized and sent to families. The November newsletter was published on November 13 and shared with families electronically.

Climate Survey Action Plan Updates:

Student and Parent Action Plans call for the creation of 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 to be shared with staff members. Resources were shared with staff members and feedback regarding the disconnect families’ perceptions of parent-teacher conferences (provide great benefit) and staff members’ perceptions of parent-teacher conferences (provide some, but little benefit) was solicited. The feedback provided allowed for dynamic discussion and brainstorming related to how we can bridge this disconnect.

Positive Behavior Intervention and Support:

Monthly ticket drawings continue and include both BAM and ILE students. Students are encouraged to show respectful, responsible, and cooperative behaviors in all areas, and are recognized for doing so. Our PBS Poster Contest submissions were reviewed this month and a winner will be announced soon! The top four winning designs will be made into posters and displayed around the school. It is fun for students to see their own artwork on display, and the posters help provide ownership of The Big Three; Respect, Responsibility, and Cooperation.

Deaf Middle School

Student Enrollment : 84

Brick and Mortar	Innovative Learning Environment
65 (77%)	19 (30%)

Innovative Teaching

Teachers are using all of their skills to teach in this new environment. There have been amazing innovative ideas. Teachers were able to participate in a fly on the wall where they were able to go into each other's classrooms. When they left, they filled out a form with 3 things they loved, 2 questions they had, and 1 idea they would steal for their own classrooms.

Our new teacher, Maddy Brady, is standing out as an all-star. Students read the story "Flowers for Algernon" which follows a man with an intellectual disability. For a culminating activity, students took a multiple intelligence test to find their areas of strength. Using this knowledge, they then picked projects from their stronger categories in order to show their learning. This was a beautiful example of Universal Design for Learning.

In Donna O'Neill's math class, students were introduced to the concept of surface area by being asked to wrap a gift. Students were allowed to do whatever method they wanted. The second time around, the teacher demonstrated using surface area to avoid waste. Students then rewrapped the present using their math knowledge.

In Terri Samson and Carolyn Cervantes's classes, students were given choice boards. In Terri's it was a menu where students had to pick an appetizer activity, an entree activity and a dessert. Each assignment had a dollar value assigned to it and their bill had to equal a certain amount. This is another great example of students being responsible for their own learning but also being given flexibility.

Challenges

Our biggest challenge that we currently face is to motivate our ILE students. Some have been in the ILE since the beginning and others were moved there during a 14-day quarantine. It is hard to provide discipline or motivational incentives when the students are not physically here. It has been an issue our MTSS team is currently problem solving and trying to tackle. We also struggled with parents who did not choose the ILE option and were thrust into it due to the 14-day quarantine. Students were unable to ride transportation back to school, so the students ended up in ILE longer than the 14 days which was a burden to the families and less than effective for the students

Bus Safety Competition

Deaf Middle School students participated in the Transportation Department's poster contest for bus safety. Three of our students won; Gabe Kramer-3rd, Brenna Freeman-2nd, and Vanessa Waldhof-1st!

Honor Roll

First quarter Honor Roll was a prerecorded movie. Teachers added in humor by completing trick shots. Although it is hard not to recognize students in person, the students had a watch party with their normal class sizes. Teachers added extra pep and celebration when the students' name appeared in the movie. We recognized PBIS Student of the Month, Reading award, IXL and STMath math awards, as well as students who earned a 3.0 and above with no Cs.

Welcoming New Students

We welcomed three new Deaf Middle School students during October. They are enjoying FSDB and are being provided the support they need to acclimate to a new school setting.

Teacher Self Care

Because we knew this year would be more challenging, DMS started a dragon dollar system for teachers! This is not funded by FSDB, but it is a fun initiative to make sure teachers and staff are taking care of themselves. Weekly, teachers are assigned a task in order to earn fake dragon dollars. Tasks include: 2 minutes of breathing, a gratitude journal, get outside, complete a craft project, pick a mantra, etc. Teachers and staff will be able to use their dragon dollars at the department holiday party. It has been a great way to connect with teachers regularly when they send their evidence of completed tasks but has also been great at providing strategies for taking care of themselves and being in tune to their own well-being.

Deaf High School

Student Enrollment: 168

Brick and Mortar	Innovative Learning Environment
97 (58%)	71 (42%)

Initiatives/Goals:

We continue to monitor and adhere to safety protocols pertaining to Covid-19. Now that our Professional Learning Communities have discussed the data from MAP, the members (teachers) are continuing to adjust their lesson plans accordingly to support individual learning as well as clustered learning. FSA/EOC retakes are occurring this month.

Formal observations have begun in order to provide insightful feedback to the teachers and to provide support for our new teacher. We are using Danielson's Framework to assess areas that can be supported.

Family Communications:

Report Cards, Student Assessment Report (SAR), progress monitoring reports are being sent to families. Our teachers are adhering to the requirement of at least once a quarter communication with families. Many of our teachers do it on a weekly basis or more frequently based on student and family needs and supports. Our sub-SAC met twice in the month of October to go over the goals listed in the School Improvement Plan. At our next meeting, we will be focusing on the action plans and feedback on these.

Climate Survey Action Plan Updates:

Our climate team's name has been changed to Team Leaders Team. In our recent meeting, we discussed that the information from the previous survey applied to last year, and even though some of it is applicable to this year, the team felt that we need to focus on addressing pressing issues that are occurring this year. Indirectly, these issues, when resolved, will impact the climate survey results from last spring positively. We continue to meet on a monthly basis; however, the team members communicate with the Assistant Principal frequently on individual basis as needed.

PBiS:

Despite the hurdles, we have won, as a department, the PBiS initiative for citizenship (this month's theme) and will receive free t-shirts from PBiS due to the fact that not only we provide character education, but also provide opportunities for citizenship through the various lessons provides, such as mock election. We also do Friday citizenship awareness competitions among staff and student classes based on class colors, staff colors, and the citizenship color being that of purple. Small acts of kindness in these trying times are also essential. We set up a shout out channel under our Deaf High School Teams in which we provide kudos to each other, even for small events.

Successes and Challenges

The second quarter brought us several new students and returning students that were part of the Innovative Learning Environment and now are Brick and Mortar. This is a positive news because students benefit from face-to-face interaction and hands-on learning experiences. We continue to be diligent about mask-wearing, social distancing, and adhere to the reopening plan directives. Our high school teachers have been working tirelessly to meet the needs of our students. Doing a hybrid model posits a challenge for our teachers and still continues to do so due to the amount of

work, adjustments, and accommodations that need to be met to exercise best practice education.

Off Campus Program

Enrollment: 16

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

November has rolled around quickly, and our FCTC students are thriving in respective programs. In the cosmetology program, a student has been learning how to shape acrylic nails to specific lengths. In the landscape program, six students have been assisting the teacher with getting the greenhouse area ready for a construction company to renovate due to two hurricanes that had hit the area a few years ago. They also have been mowing the baseball field and the football field. They have been using the weed wacker to clean up alongside the fences of both fields as well. Their teacher has implemented a new activity for the students: to assign each student to be the "group leader" for the day. The group leader's responsibility is to assign tasks to each student and to supervise their work. The purpose of assigning each student to be a group leader is to provide real-world experiences of working with co-workers and a supervisor. In the automotive program, two students have been busy completing chapters 5 and 6 along with task sheets to prepare them to work in the FCTC "auto shop". They are learning safety rules and procedures to ensure that they will work in the auto shop safely. In the early childcare education program, a student has been learning topics to prepare her to apply what she learns in the Tech Tots Lab with young children. The student's teacher mentioned how structured she is with the children in the Tech Tots Lab! When I visit each program, students usually are willing to share what they experience and proceeding to show me what they learn

Interpreter Services

Interpreter Services was very busy in October and November. Events such as admissions meetings, board and committee meetings, presidential interviews, departmental meetings, departmental training, staff training, IEP meetings, parent services meetings and training, and Outreach events have kept us busy during the day, evening, and even weekend hours.

We are still working with over 20 students for classroom language facilitation services. We are providing services for an average of 26 class periods/blocks per day. This is a daily need in classrooms

across multiple departments. We are also providing services for off-campus high school students.

The fall semester at St. Johns River State College is wrapping up, but interpreters are still providing daily services for classes. Classes end December 11, and registration is underway for the spring semester.

Interpreters continue to work in four classes First Coast Technical College providing services for ten Deaf Department students enrolled in off-campus courses.

Staff sign language classes are still going strong in a virtual learning format. Students continue to improve their skills, and our staff ASL instructor makes herself available for one-on-one virtual learning sessions when students request input and feedback in addition to their regular course studies.

The SLPI: ASL program has conducted 21 interviews so far and is always working hard to process rating results.

Respectfully Submitted ,

Angela Saunders
Principal, Deaf Department



Instructional Services Update

Submitted by Tracie C. Snow, President

This is the last board report I shall submit on behalf of the Instructional Services Department.

It is my pleasure to inform the Board that Scott Trejbal has been selected as the next Administrator of Instructional Services. Over the last 18 years, Scott has worked with staff members across campus and has had several different positions which have given him the background and perspective needed to step into the role of administrator of instructional services. (elementary teacher, special needs teacher, middle school math teacher, IEP coordinator, assistant principal, and most recently the coordinator of assessment and accountability.)

Scott will do an amazing job providing leadership, support, guidance, and direction for the academic program. He will also be the school's contact for Exceptional Student Education and will continue his work with accountability and compliance.

Another change in positions that I would like to make mention is that of Randi Mitchell, who has been the Coordinator of Professional Development. Randi was recently promoted to the Executive Director of Curriculum and Professional Development. She will be providing direct supervision to the curriculum specialists as well as the learning opportunity center teacher, and federal grants coordinator in addition to her previous responsibilities for professional development.

The Instructional Services Department board report will continue to contain information from the curriculum specialists as well as professional development. You will notice one change, however. The information for admissions, withdrawals, and enrollment will now be under Shelley Ardis, Administrator of Outreach and Technology.

Career and Workforce Development Department

Submitted by Leonora Hughes, Executive Director of Career Development

Priority Goal 1: Academic Achievement and Workforce Preparation

Horticulture Program

Students Learning to Propagate Plants

Kathy Fisher, our new IA, has been sharing her nursery experience with the students. Students set up a misting system in the greenhouse so they can propagate their own plants to sell in the nursery. They are learning how to propagate plants from cuttings, plantlets, and by plant division. The greenhouse is full of newly propagated plants that will be available for sale in the spring.

Aquaponics System

We started our aquaponics system last school year and then we were interrupted by the pandemic. We have started cycling the system again to get it ready for new fish and plants. Students have been measuring pH, nitrites, nitrates, and ammonia levels in the water. Once the water has the proper

levels, we will be able to add fish and plants to our system. This system will be soil-less, and the plants will depend on the fish for their nutrition.

Two Career Safe OSHA Certifications Have Been Earned

Two students have earned their OSHA Agriculture Certification. This required a lot of extra independent work on their part. One student from the Blind High School, Juan Garcia, is an ILE student so this really required a lot of work and self-motivation on his part. Delayna Goodrich, also from the Blind High School, has completed her certification independently as well.

Collaborative Work – D&B Designs and D&B Garden Center

The D&B Garden Center has two new signs thanks to the students in D&B Designs. Having these signs will make it easier for off campus customers to find our nursery. The signs were designed and set up by the students in D&B Designs.

Culinary Program

The Dragon's Lair Cafe students competed in a chili cook off on November 2nd. Students chose and prepared their chili recipes. A sampling of the chilis were offered to staff and votes were tallied. All students did a wonderful job on their chili's.

Culinary students in the Level 1 and Level 2 classes prepare 100 hot meals each month for the program "Dining with Dignity" which feeds people experiencing homelessness in St. Augustine. Students choose the menu and find recipes to prepare. This month, they prepared chicken, rice and vegetable Paella. Students are getting experience in large food production while providing a meaningful community service experience.

Culinary level 1 and 2 students are working on their industry certification in Safe Staff food service. This certification provides our students with safety skills to work in a kitchen environment and give them a leg up on other job applicants for industry positions.

On and Off Campus and After School Work Program

After School Work Program and career Development Services

The beginning of the school year is typically the busiest time of the year for the Career Center. This past month, we advertised three job openings for students after school: Academic & Braille Tutor, Clothes Closet Associate, and Food Service Worker. There were a total of fifteen students who applied for all three positions with twelve students interviewed for the first two positions. Additionally, we conducted an interview for the D&B Designs Associate position which was posted the previous month. We successfully completed thirteen interviews with students from both Deaf and Blind High Schools. American Sign Language interpreters were requested to ensure students and staff had full access to the interview process. (The Food Service Worker applicants will be interviewed the following month.) All six available positions have successfully been filled.

Aside from advertising, interviewing, and hiring, we had a total of three students who are interested in receiving specific services from the Career Center. The appointments were made for the three students and all three students had their first consultation meeting in order to better identify their

needs from the Career Center. From this point forward, the students will meet again to complete their resume and skills needed for their next steps.

On Campus Work Program

Students are working hard on their soft skills for future employment. We have been discussing being a good employee and team member while on the job. The class is presented with a situation on the job. The class discusses what they think is the appropriate way to handle the situation. Then they write a couple of sentences to explain their opinion. We discuss that there is no right or wrong for the situation presented but opinion. The opinion is their belief of what to do in the situation. The students have been doing a good job with their writing skills and focusing on discussions in class.

Off Campus Work Program

The work program students are all settled into their jobs here on campus and at home with our ILE students. One of our on-campus students, Tre'shaun Faison, recently won the chili cook-off in the Dragon's Lair café! At home, our students are doing household chores - babysitting, cleaning, taking care of pets and other interesting things. We enjoy seeing what they are up to every day.

Building a Tradesman Program

The Gazebo Construction Crew from the Building Construction & Technologies course is pleased to announce the break-grounding of the 10-foot gazebo to be erected at the quad of the Blind Department. Fortunately, the gazebo will be in the spot of the window view of Principal Bogue's office.

Presently, the focus is on the foundation where students will use brute strength to utilize a sledgehammer to crack up the sidewalk cement as part of the demolition. Fresh new cement will be laid above earth surface for flood control.

Students will also be armed with a protractor for math instruction to calculate the square foot area of both the sidewalk and the octagon pad prior to ordering a cement truck to pour. Our very own students will be laying and troweling the cement. Students will then add their signature on the cement to showcase their pride for the work of art and engineering.

Literacy Specialists

Submitted by the Literacy Specialists

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

Priority Goal 1: Academic Achievement and Workforce Preparation

- The DMS students received end of quarter 100 Book Challenge reading awards at the virtual honor roll assembly. Ten names were chosen for a \$15 gift card to Barnes and Noble Bookstore. All students completing 100 steps and above (or lines in their reading log) had their name included in a Jeopardy style digital spinner. It was lots of fun! Students had the option of bringing their card home or meeting with the Literacy Specialist to choose books online. Six out of ten students ordered books with the specialist. In addition to the 100 Book

awards, we also recognized 4 students who met their projected reading goal with Reading Counts. This is the program where they read books, take an online quiz and earn points. The students were invited to the Lit Lab to pick two free books of their choice and a writing journal.

- The DHS Literacy Specialist has been providing students with free book choices for their earned Tickets to Literacy for meeting monthly goals and expectations for Achieve 3000 and IXL.
- The Literacy Specialists have been working on analyzing the MAP data over time (from 2017-2020) and creating charts to share a visual representation with teachers and administrators during our PLCs. The comparisons include Fall, Winter, and Spring within the same school year (2017-18, 2018-19, 2019-20), as well as Fall scores over the past four years (2017-2020) and Spring scores over the past three years (2018-2020). The trend from the charts shows that more students are scoring in the average range and fewer are scoring in the significantly below average range, which means the teachers are doing well using the data to guide their instruction for whole class and small groups.

Priority Goal 2: Professional Development

- Literacy Specialists are continuing to train with NEFEC for the upcoming ELA textbook adoption as we prepare for implementation of the new B.E.S.T. ELA Standards
 - Train-the-Trainer Professional Development for Elementary ELA Standards - session 2, October 27, 2020
 - Train-the-Trainer Professional Development for Secondary ELA Standards - session 2, October 29, 2020
- Just Read FL (JRF) workshop - Oral Language Development
- The Literacy Specialists completed the first session of the BEST ELA Standards professional development with the teachers for both elementary and secondary levels.
- The Literacy Specialists attended the Just Read, Florida! Webinar about Distance and Hybrid Learning on November 18, 2020.

Priority Goal 5: Stakeholder Relationships and Communication

- The Literacy Specialists have been attending the sub-SAC meetings for their schools to provide parents and other stakeholders with information and data regarding their respective School Improvement Plan (SIP).
- The literacy specialists for deaf elementary and the blind department shared a presentation at the November Parent Engagement Workshop (PEW). This presentation included information regarding all literacy progress monitoring assessments as well as handouts for motivating students to read at home.

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

- The MFAS progress monitoring is being shared and examined as part of CQI focus to insure we are providing and responding to evidence of student learning of essential standards in mathematics.
- DES and DMS students are well into using the new ST Math program and set weekly time and puzzle goals. Both schools' ST Math reports show that students are averaging over 60 minutes per week and an average of 40 puzzles per week.
- Students across the deaf department are using the IXL program as assigned to supplement Math, ELA, Science, and Social Studies. Progress is being monitored to ensure that the diagnostic component is ongoing which will enable pinpointed data to be generated for students in Math and ELA sections. To date, students have spent almost 3,000 hours (school and home), mastered about 6,300 skills, and answered over 425,000 questions this school year!
- More than 21 students have submitted one or more solutions to the Problem of the Week and Fluency Challenge in the first two weeks of the program this year.
- The Math Specialists have been working on analyzing the MAP data over time (from 2017-2020) and creating charts to share a visual representation with teachers and administrators during our PLCs. The comparisons include Fall, Winter, and Spring within the same school year (2017-18, 2018-19, 2019-20), as well as Fall scores over the past four years (2017-2020) and Spring scores over the past three years (2018-2020). The trend from the charts shows that more students are scoring in the average range and fewer are scoring in the significantly below average range, which means the teachers are doing well using the data to guide their instruction. Teachers are setting goals to continue to show improvement with MAP data. The importance of student conferencing and using the data to inform 'right now' instruction are two of their goals.
- DMS Honor Roll recently recognized 12 students for their outstanding efforts with high time averages and puzzle completion with ST Math. Ten students were recognized for IXL overall excellence. These students received certificates and candy.

Priority Goal 2: Professional Development

- Registration for professional development focused on the 8 Effective Math Practices will happen in December with the work to be completed at participants own pace by the close of the school year.
- Teachers are sharing best practices for using the SMART Learning Suite. This resource is very beneficial in the math classroom.

Priority Goal 5: Stakeholder Relationships and Communication

- Math Specialists were invited by FDOE to review and respond to a survey regarding the revisions and updates to the FTCE assessments in November.
- The Math Specialists have been attending the sub-SAC meetings for their schools to provide parents and other stakeholders with information and data regarding their respective School Improvement Plan (SIP).

American Sign Language Specialists

Submitted by the ASL Specialist

- *Lenore Boerner*

Priority Goal 1: Academic Achievement and Workforce Preparation

- ASL Specialist is conducting the ASL Assessment in Elementary School. The ASL Assessment data/reports are in Skyward which is our school's database. Elementary assessments are expected to be finished prior to Thanksgiving break with Middle School assessments starting after the break.
- ASL Specialist is working with Assistant Principal, Karen Newton, to get ready to set up ASL Lab for Deaf Middle School. The lab will enhance students' ASL signs and receptive skills.
- ASL Specialist is working with Kindergarten students on Fridays for push-in ASL support in the classroom. In addition to working with our youngest students, tutoring is provided to students in the DES and DMS in order to support students' expressive and receptive skills.

Priority Goal 2: Professional Development

- ASL Professional Development Survey will be distributed to all deaf department teachers. The feedback from this survey will be used to develop the best way to support teachers in the classroom.
- This year, an ASL website for FSDB campus to seek and learn about ASL signs, ASL culture, ASL history and information is being developed. Videos are shared on Yammer.

Priority Goal 5: Stakeholder Relationships and Communication

- In order to maintain positive relationships and networking opportunities, the database of ASL specialists across the country is being updated. This information will enable FSDB to learn what other schools are doing and enhance our current efforts.

Professional Development for Academic Staff Members

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

Priority Goal 2: Professional Development

Grant Funded Professional Development:

Curriculum Project Teams have officially started. This year there will be a Bilingual, Math, and Expanded Core Curriculum team. Each team will work on a project in the content area and maintain a Google Site for teachers at FSDB to use as a resource. The teams will meet monthly in order to talk about what they have learned and applied, the success and barriers and adaptations in the implementation of the materials or resource.

Bilingual Curriculum (ASL and English) Project Team

Project Focus: use the Bilingual Grammar Curriculum into their instruction, reflect on the processes, adapt and share out the successes and areas of improvement.

- Facilitators: Gina Gilmore and Cally Traetto
- Team Members: Brent Bechtold, Lenore Boerner, Renee Geary, Marissa Harrer, and Jenny Shellhorn

ECC Curriculum Project Team

Project Focus: Specialized learning activities to support students who are deaf/hard of hearing or blind/visually impaired that align with expanded core curriculum objectives

- Facilitators: Marcella Carpenter Carla Ferber
- Team Members: Ann Cowan, Margie Galligan-Prater, Mary Hanson, Teresa Mackey, and Edith Stein.

Math Curriculum Project Team

Project Focus: Effective approaches for teaching math, 8 effective mathematics teaching practices, increase student's engagement and increase students' ability to independently problem solve. Read more on 8 mathematical practice standards [here](#)

- Team Members: Ander Binder and Brigit Jensen

Slice of PD Saturdays will start in January 2021. On-campus experts in the training topics will provide the trainings on the selected Saturday. The topics range from trauma-informed classroom environments to popular technology topics.

New Supervisor Evaluation Training:

Tracie Snow, President, provided training to the new supervisors on the evaluation processes for Teachers and Specialists. An Education Association board member was present for the training. The training covered how to do formal observations and evaluations, reviewing the evaluation rubric, and how the purpose of the evaluation process.

Priority Goal 5: Stakeholder Relationships and Communication

Florida Educators of Students who are Deaf/Hard of Hearing (FEDHH) Conference:

Randi Mitchell, Executive Director of Curriculum and Professional Development, and Jessica Kaspar, Second Grade Teacher in Deaf Elementary School, are active members of the FEDHH Board. Randi Mitchell is President for the 2020 year and Jessica Kaspar is President Elect and will become President in 2021. The conference took place virtually November 16, 2020 - November 20, 2020 for teachers of the deaf in the state of Florida to learn from experts in the field.

English Language Learners Department

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

Priority Goal 1: Academic Achievement and Workforce Preparation

This year, due to COVID 19, the ELL Department received the Spring 2020 ACCESS for ELLs and Alternate ACCESS for ELLs results a few months late. The ELL Department recently mailed to each ELL family: a cover letter, a copy of the student test result and 2 booklets: 1. *What is ACCESS for ELLs?* and 2. *ACCESS for ELLs Understanding Your Child's Scores or Alternate ACCESS for ELLs Understanding Your Child's Scores.*

A copy of the individual student test result and department result were sent to each respective department and to the Related Services department to be placed in the cum files. The ELL department also kept a copy in our files. Each Assistant Principal (AP) was sent an Interpretive Guide booklet for both tests.

The ELL department is planning a holiday cultural celebration scheduled for 12/4 which includes all ELLs from every department. Lessons will be taught incorporating cultural information and discussions will take place with all the ELL students. Because of COVID, the academic part will take place the same however the luncheon will not. Instead of a live luncheon, items representing the holiday theme will be purchased and given to the students.

The ELL department continues to work hard on teaching English and American Sign Language to all ELL students who are deaf/hard of hearing. For ELL students who are blind/visually impaired, the goal is English and braille. An important component to each ELL lesson plan is to assure that the 4 areas of language: reading, writing, listening (receptive) and speaking (expressive) are incorporated in every lesson.

Three ELL deaf middle school (DMS) students were awarded honor roll and one of those also was selected as "Student of the Month," another DMS ELL was the IXL winner.

Priority Goal 2: Professional Development

On 11/5, the ELL Director participated in the National Association of English Learners Program Administrators (NAELPA) and the United States Department of Education, "Local EL Program Leadership Webinar." This webinar focused on ways to better assist English Learners (EL) through distance learning.

All staff complete online adobe training as required throughout the school year as well as live trainings such as: Crisis Prevention Intervention (CPI) or Cardiopulmonary Resuscitation (CPR), etc.

Priority Goal 3: Enrollment and Retention

As of 11/16/20, there are 38 ELL students at FSDB. 29 in the deaf department: 21 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.

The ELL department made many foreign language contacts from staff to parents or parents to staff. These contacts include phone calls to and from parents, also schoolwide translations, also to and from parents. In October, there were 323 communications between FSDB ELL department and families.

The department currently has 6 OPS foreign language translators in the following language/s: 1 Arabic/ French, 1 Haitian Creole, 1 Russian, 1 Spanish/French, and 2 Spanish. Two of them have informed the department that they will no longer be translating: Spanish and the other, Haitian Creole so the department is in the process of hiring a Haitian Creole translator. Fortunately, for FSDB, besides being fluent in Haitian Creole, this person is also fluent in French and Spanish.

Trilingual Packets are distributed throughout the year, at admissions meetings 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 for ELL services or not.

ELL student data is input into Skyward and reported to the state. Currently, the ELL Director meets with the information systems staff to ensure all ELL data is correct in Skyward before submitting to the state.

Priority Goal 5: Stakeholder Relationships and Communication

The FSDB ELL District Plan, 2019-2022 is posted 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 the 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.

The department developed a booklet explaining information about the ELL Program, which was sent to all ELL parents, in English and/or Spanish, as needed.

Respectfully submitted by:

Tracie C. Snow
President



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Outreach and Technology Departments
Board Report
December 11, 2020

Outreach Services Department

The second Virtual Expanded Core Curriculum Interactive Learning Series event was offered November 6-7 for children ages 10-13. There was so much enthusiasm about these opportunities, a third session is now scheduled for Saturday December 12th. Students ages 6-9 will have a session 10 am – 1 pm and students ages 10-13 will have a session 1:30 - 4:40 pm. The theme for December is “Creative Minds Creating Thoughtful Creations”. All registrants are not currently enrolled at FSDB.

This year’s first session of our ASL interactive online classes continue through December. The groups are very active and taking full advantage of the weekly open lab “tutoring” hour. Additional ASL teachers were hired this year to ensure all those who have been on waiting lists could get into classes.

The Outreach Team coordinated sponsorship for the Florida Educators of Deaf/Hard of Hearing (FEDHH) Students conference which was held virtually November 16-20. A virtual exhibit will be offered via Zoom for the Southeastern Orientation and Mobility Association (SOMA) Conference. There are more than 50 Florida attendees in addition to attendees from Georgia.

Parent Services Department

Respectfully submitted by Cindy Day, Executive Director of Parent Services

Parent Services

- The second Parent Engagement Workshop was held on November 6 via Zoom! The presentation was about Internet Safety and Citizenship. Future workshops will be held on December 4, January 15, February 12 and April 23.
- Our first series of Parent American Sign Language (ASL) classes concluded and the next series will begin in the new year. Once again two proficiency levels will be offered.
- A virtual Expanded Core Curriculum (ECC) class for Blind Department families on the topic of Recreation and Leisure will be provided on December 9, 2020.

Parent Infant Program

- FSDB’s Parent Infant Program (PIP) served **562** infants and toddlers ages 0-5 and their families in the month of October 2020. There were 273 Deaf/Hard of Hearing, 259 Blind/Visually Impaired, and 30 Dual Sensory Impaired children
- Deaf/HH referrals have nearly doubled since last month. Face-to-face visits are underway with caution.

- Use of 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:
 - Sweet Seasons Farm Event
 - Sugar Camp Ranch Event
 - Sensory Saturday Event.
 - Listening Games
 - Monthly ASL Literacy Series

L. Daniel Hutto Early Learning Center

*"Children are human beings to whom respect is due, superior to us by reason of their innocence and of the greater possibilities of their future... Let us treat them with all the **kindness** which we would wish to help to develop in them." Maria Montessori*

- As of November 20, 2020, the Early Learning Center (ELC) has 21 children on the roster. There are 17 students who are Deaf/HH with 11 Pre-K and 6 Toddlers. There are also four 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. Growth of the ELC continues!
- The ELC Teacher of Blind/VI, has resigned due to COVID related family relocation. She will be sorely missed. The children and families adored their teacher and her replacement will have big shoes to fill. We wish her luck in her new endeavors and she promises to join us on Teams to help the children transition.
- The ELC Director, Gail Strassel, is in the process of hiring a new teacher from the Western Pennsylvania School for Blind.
- The Deaf/HH class will be getting a new teacher due to growth in ELC enrollment. Delia Lozano is currently a teacher at the Hawaii School for the Deaf and will be relocating to Saint Augustine to start her new position in the ELC on January 4, 2021. The ELC is thrilled to add another teacher to the growing program.
- As we approach the holiday season, the ELC focused on the topic of friendship and thankfulness.
- The children are reading books about friendship like, "Bear Says Thanks" by Karma Wilson and about what we are thankful for like, "Thanks for Thanksgiving" by Julie Markes.
- The children have discussed the things for which they are thankful – most of them tell us they are thankful for their families and their friends. Some are thankful for ice cream and two children are thankful for broccoli 😊
- Preschool social skills are built on three abilities - self-control, empathy and communication. In the ELC, we work to develop all three of these abilities every day. Self-control and communication are topics with which most of us are already familiar.
- Empathy is the ability to understand and share the feelings of another. In our ELC Montessori program, we work to instill empathy in children in a variety of ways. First, teachers and staff model empathy to each other and to the children. When adults demonstrate kindness and patience in their interactions with each other, children observe

and absorb empathetic responses into their own behaviors. This sets expectations for the way we treat others.

- Second, our daily instruction includes lessons in grace and courtesy that help the children to understand socially acceptable behavior. These lessons include greeting each other; waiting patiently; taking turns; apologizing; learning how to interrupt politely; speaking politely; saying please and thank you; respecting others and their space; walking in line; taking care of materials; making friends and being kind.

Admissions Department

- We are happy to report that the Admissions Department has rejoined Parent Services. Donna Knowles, Registrar and Victor Gonzalez, Staff Interpreter/Translator, continue to provide excellent service to our stakeholders.
- The Admissions Coordinator retired from the State after serving the students, parents and staff at FSDB so efficiently and professionally. We are currently advertising for a replacement. The Interim Coordinator is Reed Burghoffer, who has “hit the ground running” to cover admissions and is already scheduling into January 2021! He is doing an outstanding job!

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

Respectfully submitted by the RMTD-D/HH Team

RMTD-DHH staff participated and/or presented at the following conferences/meetings:

- Florida Department of Education Bureau of Exceptional Education and Student Services New Directors’ Academy Presentation - October 2
- Technology and Learning Connections Region 5 Meeting - October 2
- Fairview Coaching – Duval County, Manatee County
- Coffee with the Contacts - October 7
- Working with the Experts: From the B.E.S.T. Standards to Specially Designed Instruction Based upon Classroom Curriculum (Part 1) - October 9
- TA-Live! High expectations drive educational programming and future employment opportunities. - October 14
- *Teach Your Child to Read in 100 Easy Lessons* paired with Visual Phonics Professional Development - October 15
- Northeast Florida Early Steps - Deafness 101 - October 15 and October 29
- Working with the Experts: From the B.E.S.T. Standards to Specially Designed Instruction Based upon Classroom Curriculum (Part 2) - October 23
- University of Florida - Being a Parent of A Child with Disabilities October 27
- Florida Diagnostic & Learning Resources System (FDLRS) Fall Institute (participated and presented) - October 27 & 28
- The Itinerant Teacher’s Handbook Book Study; - October 6 - 27

Events in November and December:

- Virtual Deaf Hard of Hearing Contacts Meeting - November 4
- State Secondary Transition Interagency Committee Fall Meeting - November 5
- Southeast Regional Institute for the Deaf Virtual Conference - November 6, 13

- The Itinerant Teacher's Handbook Fall Book Study wrap up - November 10
- Flagler College Principles of Hearing and Speech Guest Presentation - November 10
- TA-Live! Families are critical partners. - November 18
- 2020 FEDHH Virtual Conference - November 16-20
- Florida Diagnostic & Learning Resources System (FDLRS) Webmaster Roundtable - November 20
- University of North Florida Steering Committee - December 2
- Monthly D/HH Contacts Meeting - December 2
- TA-Live! Early language development is critical to cognition, literacy, and academic achievement. - December 9
- FDOE Strategic Planning Meeting (Parent Team) - December 9

Additional **meetings** held to develop products for online distribution in collaboration with other Florida state agencies:

- *Passport to Learning* development meetings in collaboration with the Problem-Solving/Response to Intervention (PS/RtI) Technology and Learning Connections (TLC) Project, Florida Instructional Materials Center for the Blind/Visually Impaired, ACCESS Project, and International Assistive Technology Industry Association.

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, DeSoto, Duval, Escambia, Hernando, Hillsborough, Lake, Leon, Manatee, Martin, Monroe, Orange, Palm Beach, Pinellas, Polk, St. Johns, St. Lucie, Sumter, Suwannee, Volusia, Wakulla, Washington

Other Agencies/States: Center for Independent Living - Jacksonville, Florida Diagnostic & Learning Resources System (FDLRS) Administration, Jacksonville University, Pine Castle Inc., and Technology and Learning Connections

Library Media Centers

- The Library and Media Centers moved from under the Outreach and Technology Department to the Instructional Services Department.
- The Blind Library weeded many books from the collection and are providing these books to students to take home to build their own personal library.
- The Deaf Library focused on citizenship through the month of October aligning with the concepts of responsibility and the election.
- Both programs have been supporting teachers' and students' requests for books both for learning activities as well as enrichment. Both library programs are providing services to student within their classrooms.

Technology Services Department

- The numbers of IT Request workorder "tickets" received between July 1 and October 31 was 1643! The counts over these months are as follows: July 90, August 584, September 599, October 370 with 192 listed as open on November 1st. The small, dedicated team accomplished an amazing amount of work in addition to many projects required to support the shift to the innovative learning environment program.

- The primary focus over the months of November and December will be revisiting the inventories, refresh and project plans, which in some cases were disrupted by the support required for the shift to telework and online learning.
- Projects underway for the 2020-2021 year include:
 - Refinement of the procedure for distributing laptops to allow quick turnaround to support unexpected telework or return to learning from home for students.
 - Improving systems providing segmented and secure access to the various wired and wireless networks. This project will improve routing speeds in addition to security.
 - Cabling projects are being coordinated to both make repairs and upgrade fiber in preparation for the replacement of network switches. Additionally, new fiber is being run to some locations to support alert system, camera, or other types of access.
 - The addition of a platform which will automate the creation of student and staff member accounts to ensure newly added individuals receive credentials as well as the appropriate permissions for their resources. This project will take time to fully implement but so far is very promising.

Respectfully Submitted by Shelley Ardis
Administrator of Outreach and Technology Services