



Agenda

Florida School for the Deaf and the Blind
Board of Trustees Meeting
Moore Hall, Center for Learning and Development
February 26, 2021, 9:45 a.m.

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I.	<u>Call to Order</u>	
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III.	<u>Roll Call</u>	
IV.	<u>Public Comments</u>	
	Limited to three minutes per person with a maximum of 45 minutes per meeting for all Public comments.	
V.	<u>Approval of Meeting Minutes</u>	
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Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

**Board of Trustees
Special Purpose Meeting Minutes
Fund II Investment Advisor Interviews
January 22, 2021, 8:00 a.m.**

Attendance

Present: Mrs. Christine Chapman, Mr. Terry Hadley (via Zoom), Mr. Matthew Kramer, Mrs. June Ann LeFors, Mrs. Pam Siguler (via Zoom), Dr. Thomas Zavelson (via Zoom).

Absent: Mr. Owen McCaul

Call to Order

Mr. Terry Hadley, Vice Chair, convened a special purpose meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 8:00 a.m. in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

Special Purpose Business- Interviews of Fund II Investment Advisors

Bernstein Private Wealth Management - 8:02a.m. – 8:50 a.m.

Mr. Dan Gavin and Mr. Joel Stevens

UBS Financial Services - 9:03 a.m. – 9:37 a.m.

Mr. Dave Hanvey and Mr. Bob Dorfman

Each group was allotted an hour to give their presentation to the Board, take questions, and provide answers. Each Board member was provided a score sheet that they used to score the presenters. The scores sheets were turned in for tabulation to Mr. John Wester, Comptroller. The final scores would be provided to the Board during the meeting scheduled for 11:00 a.m., January 22, 2021.

Adjournment

Meeting adjourned at 9:47 a.m.

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

Tracie C. Snow, President

Terry Hadley, Vice Chair



Florida School for the Deaf & the Blind

**Board of Trustees Workshop
Moore Hall – Center for Learning and Development
January 22, 2021, 10:30 a.m.**

Attendance

Present: Mrs. Christine Chapman, Mr. Terry Hadley (via Zoom), Mr. Matthew Kramer, Mrs. June Ann LeFors, Mrs. Pam Siguler (via Zoom), Dr. Thomas Zavelson (via Zoom).

Absent: Mr. Owen McCaul

Call to Order

Mr. Terry Hadley, Vice Chair, convened the Workshop of the Board of Trustees of the Florida School for the Deaf and the Blind at 10:38 a.m. in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

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

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

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

Collectively, the Board has the power to:

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

What does the Sunshine Law Require?

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

How Broad is the Sunshine Law's Coverage?

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

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

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

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

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

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

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

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

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

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

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

Unilateral Communications by Board Members

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

What Types of Meetings Must Be Conducted in the Sunshine?

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

Two narrow exceptions:

- A. Executive Sessions to discuss settlement negotiations or strategies related to litigation expenditures.
- B. Executive Sessions to discuss collective bargaining strategy.

4. Collective Bargaining Negotiations.
5. Complaint Review Board hearings, grievance hearings, and disciplinary hearings, if conducted by the Board.
6. Performance evaluations, if conducted by the Board.
7. Candidate interviews for individuals or entities hired by the Board.

Who Does the Sunshine Law Apply to?

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

But the Sunshine Law Does Not apply to:

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

What Notice Requirements Must Be Met?

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

What Should the Notice Contain?

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

Where Should Meetings Be Held?

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

Voting in Public Meetings

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

Penalties for Violating the Sunshine Law

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

4. Injunctive Relief.

5. Attorney's fees.

You do not want to be found in violation of the Sunshine Law!

Adjournment

Workshop adjourned at 11:08 a.m.

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

Tracie C. Snow, President

Terry Hadley, Vice Chair



Florida School for the Deaf & the Blind

Board of Trustees Meeting Minutes Moore Hall, Center for Learning and Development January 22, 2021, 11:00 a.m.

Attendance

Present: Mrs. Christine Chapman, Mr. Terry Hadley (via Zoom), Mr. Matthew Kramer, Mrs. June Ann LeFors, Mrs. Pam Siguler (via Zoom), Dr. Thomas Zavelson (via Zoom).

Absent: Mr. Owen McCaul

Call to Order

Mr. Terry Hadley, Vice Chair, convened a regular meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 11:08 a.m. in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

Pledge of Allegiance

A video of a Deaf Elementary student and a Blind Elementary student was played and led the Board and the audience in the Pledge of Allegiance.

Public Comment

There were no public comments.

Approval of Meeting Minutes

Mrs. Chapman moved to approve the minutes from the Board Workshop held on December 11, 2020. The motion was seconded by Dr. Zavelson and approved unanimously by the Board.

Mrs. Siguler moved to approve the minutes from the Regular Board of Trustees Meeting held on December 11, 2020. The motion was seconded by Mr. Kramer and approved unanimously by the Board.

President's Report

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

- Enrollment update
- A new Director of Admissions, Ms. Paula Wagner, was recently hired. She comes to us with a background in Blind/visually impaired, Deaf/hard of hearing, Deafblind, and Special Education.
- We are going through Accreditation this week, January 19 – 22, and it has been very successful. The exit interview is planned for 1:30 p.m. today, January 22, 2021. Ms. Snow thanked Mr. Hadley and Mrs. Chapman for their participation in the process.

Legislative Report

Ms. Snow gave the legislative report for Ms. Eccles, who was unable to attend the meeting. The Legislative Interim Committee meetings will start Monday, January 25 – 28, 2021. All meetings are still virtual and open to the public. Ms. Snow will be writing a letter of introduction, and Ms. Nancy Bloch,

Executive Director of Communications and Public Relations, will provide FSDB collateral to give to Ms. Eccles to provide to the committee members and their staffers.

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.

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

Action Item #2

Adjustment of Property Inventory Records

Board approval was requested to remove unaccounted-for-property items from the Tangible Personal Property Inventory Listing. These items were not found during two (2) consecutive inventory cycles and have been certified as unaccounted-for-property by the FSDB Comptroller. Pursuant to Rule 69I-21.002 and 69I-72.005(7) of the Florida Administrative Code, these items have been approved by the CFO of the State of Florida to adjust the property inventory records. There are a total of three items with a cost totaling \$8,781.00. With accumulative depreciation, the total book value of the three items is \$0.00.

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

Action Item #3

2020-2021 Reallocation of Excess or Unused Funds

Board approval was requested to reallocate excess or unused funds from external categories and/or projects that have balances to those having deficits for FY 2020-21 for General Revenue and the Trust Funds.

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

Action Item #4

Nonoperating Budget Amendment

Board approval was requested to submit through the Florida Department of Education to the Executive Office of the Governor a \$35,000 budget amendment to the nonoperating authority in the Federal Grants Trust Fund, Category 220030. The increased authority is necessary to refund revenue received in excess of expenditures as stipulated in an executed contract.

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

Action Item #5

Continuation of Business Prior to Approval of the FY 2021-2022 Operating Budget

Board approval was requested to continue the financial operations of the School from July 1, 2021, to the date of Board approval of the FY 2021-2022 FSDB Operating Budget. All expenditures shall be subject to retroactive ratification by the Board.

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

Action Item #6

FY 2021-2022 Out-of-State Tuition Rate

Board approval was requested to establish the Out-of-State Tuition rate for the 2021-2022 School Year at the cost of \$17,059 annually. The Out-of-State Tuition charge offsets the added cost of providing services. This rate represents an increase of \$102 from this year's annual tuition rate. The School does not currently have any out-of-state students.

Dr. Zaveslon moved to accept Action Item #6, as presented. The motion was seconded by Mrs. Siguler and carried unanimously by the Board.

New Business

Fund II – Investment Advisor Selection

Mr. John Wester, Comptroller, explained to the Board of Trustees the tabulation of the scores for both Investment Fund Advisors who presented during the Special Purpose Meeting held prior to this meeting.

The scores were as follows:

Bernstein Private Wealth Management 50 points

UBS Financial Services 52 points

Mr. Hadley asked Mr. Kitchen, Board Counsel, a question regarding scoring issues. After a lengthy discussion, it was determined that the rules outlined in the Request for Proposal (RFP) sets the process and needs to be followed.

There was additional discussion from two Board members possibly abstaining from voting for the Investment Fund II Advisor. After Mr. Kitchen read State Statue 112.4143, Dr. Zavelson determined that he did not have a conflict of interest; however, Mrs. Siguler felt that she did have a conflict of interest and she would abstain from participating in the vote. Mr. Kitchen explained to Mrs. Siguler that she would need to file a 'Memorandum of Voting Conflict for State Officers' with 15-days of the vote. Mr. Hadley then requested a motion.

Mrs. Chapman made the motion to approve UBS Financial Services for the Trust Fund II base on the scores. The motion was seconded by Mrs. LeFors. The motion carried on a vote of three to two, with Mrs. Siguler abstaining.

Unfinished Business

There was no unfinished business during this meeting.

Board Comments

The Trustees thanked the staff and administration for keeping the students engaged and keeping them safe during this COVID pandemic. They congratulated Ms. Snow and the entire School on receiving Accreditation. Mr. Hadley congratulated staff on maintaining enrollment because many schools and colleges have suffered “major impacts” to their enrollment during these difficult times.

Mr. Kramer wanted the record to reflect that he would like the Board to reconsider how “we are scoring individuals for selection.” Mr. Hadley agreed with Mr. Kramer that a review of the “selection process would be appropriate.”

Adjournment

Meeting adjourned at 12:06 p.m.

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

Tracie C. Snow, President

Terry Hadley, Vice Chair



Educators are learning new ways of work as well as new ways to engage in learning opportunities in spite of the limits of a pandemic. I would like to take a moment to highlight two unique ways I have been able to continue to grow as a professional and as a leader.

CEASD

The Conference of Educational Administrators of Schools and Programs for the Deaf is offering professional learning opportunities twice a month via ZOOM in lieu of their traditional annual conference. The series, *Meeting Challenges, Moving Ahead*, enables leaders from schools for the deaf (and the blind) across the United States to network, engage, learn and grow. At these 1.5-hour online meetings, speakers are either members of schools or programs for the Deaf or well-known organizations knowledgeable of this population. Topics include leadership, diversity, inclusive practices, mental health, outreach, recruitment and retention of staff, and navigating the uniqueness of this school year. Since FSDB subscribed to this opportunity, our leadership teams can participate in these workshops on a bi-weekly basis. Through the ups and downs of this school year, this series is a positive outcome of changing the model of professional development.

I was able to participate in the first CEASD Deaf Education Data Summit via ZOOM on February 11, 2021. (*The following information was shared by CEASD.*) This Summit aims to bring superintendents from schools for the deaf and researchers in deaf education to discuss a plan for comprehensive data collection among school-aged deaf and hard of hearing students enrolled both in public schools and specialized programs for the deaf. The Summit goals are to establish a committee to steer the project, consider specific criteria for the data that will be collected, and discuss characteristics of appropriate platforms for comprehensive analysis.

I am hopeful there will be further conversations devoted to this topic and that there would be a way for FSDB to participate. We have been collecting student performance data and using it to monitor student progress and growth. However, there is a great need for schools and programs for students who are deaf and hard of hearing to collect and analyze student performance data across the country and across programs.

Supervisor Snack 'n Chat

As mentioned in the Business Services section of this board report, there is a new learning opportunity for FSDB supervisors – Supervisor Snack 'n Chat. This professional development for leaders has been fantastic. I had the honor of kicking off the first workshop in the series, “The Role of The Supervisor,” on January 28 by co-presenting with Christy Slater (Training Quality and Assurance) and Lexi Bucca (Human Resources). These live in-person-socially-distant sessions are full of discussions, sharing, networking, research, resources, and learning. I know this program will support our staff members who are new to leadership and give ideas for those of us who have been around longer in the roles. KUDOS to my fellow leaders who are volunteering their time, experiences, and expertise to co-present with Christy and Lexi.

NEFEC Leadership Development Book Study

As a member of the NEFEC (North East Florida Educational Consortium) Board of Directors, I will participate in a book study along with my fellow superintendents this month. We will be reading and discussing the book LeaderShift by John Maxwell during our monthly Director meetings and virtually in between. I am appreciative of the NEFEC staff members who will be facilitating the book study. I also look forward to sharing what I learn with the President Advisory Team and integrating new practices to improve my skills as a school leader.

Tracie C. Snow
President



Class Code Count

Board of Trustees Administrator Positions	69
Teacher Positions	113
Specialist Positions	56
Select Exempt Service Positions	47
Career Service Positions	395

General Revenue Positions	648
Grant Funded Positions	32

Add/Delete

- 08608 Administrative Assistant II – SES, 12 months to Executive Assistant I – Career Service
- 08518 Admissions Coordinator - BOT Admin, 12 months to Director of Admissions, BOT Admin
- 08012 Fiscal Assistant II – Career Service, 12 months to Accountant II – Career Service 08085 Specialist, Rank II, 14%, 12 months to Specialist, Rank II, 7%, 11 months
- 08252 Administrative Assistant II (Registrar) – SES, 12 months to Career Service
- 08240 Executive Assistant I – SES, 12 months to Career Service

Service Awards

20 Years

Shelley Ardis

15 Years

Amita Singh

10 Years

Edith Stein

5 Years

Carolyn Cervantes

Jessie Girton

Seritia Montgomery

David Owen

Tracey Tyrakowski



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Communications and Public Relations

Board of Trustees Report

February 26, 2021

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

Personnel

We welcomed Alexander “Alex” Winogradow Ribeiro as a graphic/social media specialist to our department. He brings five years of graphic design experience in advertising, marketing, and branding, delivering unique and versatile designs across many mediums. He was the in-house graphic designer for a community college in western North Carolina, where he prepared branded educational materials. Alex believes in the importance of teamwork and collaboration; he seeks to put his creativity into practice at FSDB to benefit students and stakeholders.

Earned Media

Cox Media continues their generous support in airing public service announcements (PSAs), voiced by alums Trent Ferguson and Marcus Roberts. A total of 504.5 minutes of radio PSAs were aired on WAPE-FM, WEZI-FM, WJGL-FM, WJGL-HD2, WOKV-AM, WOKV-HD2 and WXXJ-FM, for an almost 50% increase over the prior month.

Leadership Communications

The Leadership page on the FSDB website now features the FSDB Statement of Agency Organization and Operations (SAOO), which includes the agency organizational chart. The SAOO link is also at the footer of our website.

Our department continues to provide support to President Snow in the editing and posting of President’s Posts (videos and transcripts) that are shared with parents and with staff members.

COVID-19 Communications

School leadership continues to emphasize the importance of health and safety measures with all stakeholders. These included 13 Situation Reports via Yammer on contact tracing. Staff FAQs posted on Jan. 14, included information about state executive orders and our Spring 2021 education plan and assurances, COVID-19 health and safety protocols, county resource links, and updated teleworking information.

Communications Infrastructure

Dissemination of school-level newsletters by the individual schools to parents/guardians took place on Jan. 15 and Jan. 29. These 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 Parent Update in ASL, spoken English (videos) and written English.

A total of 11 newsletters resulted in an engagement total of 626 viewers. Readership breakdown: ELC - one issue/80 viewers; BEMS - two issues/137 viewers; BHS - two issues/54 viewers; DES - one issue/76 viewers; DMS - three issues/148 viewers; DHS - two issues/131 viewers. Newsletters are shared with the campus community via Yammer; they are also posted on the Parent Services webpage as well as on individual school webpages.

Marketing Collateral

Video

Storyboards and 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). Production began on an FSDB Expo video tour with Rick Coleman; editing is currently underway for release toward the end of February. Began pre-production on a First Coast Technical College (FCTC) virtual tour video for our high school students; production began the first week of February.

Recently completed videos included the *PBIS Model School Award (Deaf Elementary)*, shared with the campus community via Yammer and all stakeholders via social media.

Graphic Design

Flyers for print and digital dissemination were created to advertise a Career Development workshop carried out through Parent Services and the Parent Engagement Workshop program. Graphic design collateral was also carried out for various campus departments including senior athletic banners. A 36-page full color FSDB Viewbook featuring students, staff members, parents and alumni will soon be made available for dissemination to internal and external stakeholders across the state.

Photography

Photographs of school and department-based student activities were taken, including individual athletic teams and senior portraits.

Social Media

Website

- 5,598 visitors (5,007 new users), 19,207 page-views with an average viewing time of 2:06. Desktop users were 54%, mobile 44% and tablet 3%. A total of 38 people reached out to campus personnel via web contact forms; this does not include phone calls received.

Facebook

- 12,868 likes, 11 posts on the main account with a reach of 25,607 and 53,936 impressions. Top post was a video featuring Deaf Elementary School recognition as a PBIS Model School that reached 2,768 people with 171 reactions (85 likes, 18 comments and 15 shares). School-level and related Facebook groups are private and promote information-sharing with parents/legal guardians of current FSDB students.

Instagram

- 13 new followers (1,873 total), four posts, with a total of 89 likes. Top post was a photo promoting job opportunities, with 39 likes.

Twitter

- No new followers (1,497 total), three tweets, 2,027 impressions, 311 profile visits and two mentions. Top tweet was an advertisement of current job openings at the school with 162 impressions.

YouTube

- One new video uploaded, 15,794 channel views, 786 hours watched, 36 new subscribers, 139,353 impressions and 9,331 unique viewers. Top video was the *Star-Spangled Banner* in ASL with 2,194 views.

Vimeo/Livestreaming

- Five new videos uploaded with 2,082 views and 14,257 minutes watched. Three events were streamed (Board of Trustees meetings), which garnered a total of 143 views.

Museum

Students in the Build A Tradesman (BAT) program within the Career Development Department designed and constructed a wooden donation collection box on a matching pedestal base, now in the museum lobby. Handwaves to Randall Hancock and his students for their artistry!

###



February has been a busy month for the Florida Legislature as both houses hold interim committee meetings in preparation for the start of the 2021 Legislative Session. These meetings have held presentations on the status of the state revenues, agencies' legislative budget requests, and the Governor's Recommended Budget for Fiscal Year 2021-2022.

The state revenue picture continues to improve though not to previously projected levels prior to the outbreak of Covid-19 virus. Revenue from tourism activities remains down while property taxes and improved housing market related revenues has increased. While acknowledging the improving financials, the Appropriations committees of both Houses have indicated that reductions to the current state budget are still forthcoming in an effort to address longer term possible deficits and to continue making state budgets financially efficient.

The Governor's Budget recommendations for FSDB (\$55.6 million) accepted the school's request as presented by the Department of Education. It is basically a continuation budget with a shift in non-recurring revenue to recurring revenue for the current year's teacher salary enhancement appropriation. However, no additional funding to continue raising teacher salaries was included for FSDB. The Governor's recommendation for the use of PECO, for Fixed Capital Outlay, also reflected the amount requested for FSDB by the Department of Education. \$2.7 million was funded for general maintenance and repairs at the school.

In discussions with appropriations staff of both Houses, the Governor's Budget is described as using more revenue than either House believes is available. Both Houses are in the process of examining all state agencies for potential reductions. The Senate has produced a list of specific recurring projects funded over past years in the Appropriations Act. Providers have until February 19 to provide specific information on these projects to allow for committee reviews and decisions on the continuation or elimination of those projects. FSDB does not have projects on this list but a review of our operations may still be conducted. A beginning base budget is expected to be produced by each House in either late February of the second week of March. The leadership will then provide the parameters for each policy unit to develop a final budget proposal for both Houses.

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

- * The Legislative Budget Commission issues the Long Range Financial Outlook.
- * State Agencies submit their 2020-21 Legislative Budget Requests.
- * The Governor makes his budget recommendations 30 days prior to the onset of the legislative session.
- * **House & Senate committees workshop the budget & each chamber passes an independent**

appropriations bill.

- * The differences between the bills are resolved through a budget conference by members of the House and Senate.
- * The product of the conference process is the Conference Report of the General Appropriations Act.
- * Once the GAA is adopted by both chambers, the Governor has line item veto authority as he signs the bill.
- * The Governor, with consensus of House & Senate, execute the budget and develop the base for the next cycle.
- * Fiscal Analysis in Brief is released in August.
- * Final Budget Report released in December.

Submitted by:

Patsy Eccles
Legislative Specialist

**February 26, 2021
Action Item Number 1**

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

SUBJECT: Surplus Property

PROPOSED BOARD ACTION

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

Attachment: Surplus Property List

Presenter/Department: John Wester/Comptroller

Mrs. Mintzer,

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

BOT APPROVAL FOR EQUIPMENT DISPOSAL

FSDB Property #	Description	Age	Acquisition Cost
55650	Hive AP 330	10 YRS.	1020.24
45019	Tech. Workstation	26 ½ yrs.	1745.00
56518	Palo alto PA-200	5 YRS.	1400.00
56351	Macbook pro	4 YRS.	1310.00
56247	iMac 27"	5 YRS.	2975.00
55378	iMac27"	9 ½ YRS.	1779.00

Review Board:



John F. Wester
Comptroller/



Shelley Ardis
Administrator of Outreach and Technology ...



Corbett Owens
IT Project Manager

**February 26, 2021
Action Item Number 2**

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

SUBJECT: Use of FSDB Facilities Rate Schedule—2021-2022

PROPOSED BOARD ACTION

Board approval is requested to implement the Use of FSDB Facilities Rate Schedule for the 2021-2022 fiscal year. The amounts represent a 5% due to increased expenditures in utilities, maintenance, and repairs.

Attachment: Use of FSDB Facilities Rate Schedule—2021-2022

Presenter/Department: John Wester/Comptroller

**Use of FSDB Facilities – Rate Schedule
Effective July 1, 2021**

A. ROOM USE

	BUILDING NAME	FLAT FEE
*	Campus-wide Per Room	\$217.23
**	Kirk Auditorium	\$1,514.84
**	Music Building Auditorium	\$983.74
	Settles Gym	\$2,246.01
	Knowles Gym	\$989.01
	Copeland Gym	\$1,136.96

* All rooms (classrooms, conference rooms, gyms, etc.) shall be charged per room for the Flat Fee, which includes utilities. Dormitory use – see below.

** No food or beverages. Flat Fee includes utilities.

** Occupancy will be limited to the available seating. (Kirk Auditorium – 841; Music Building Auditorium – 243)

** Aisles and exits will be kept clear at all times.

NOTE: One-half the amount of the flat fee will be applied to times of use other than the performance hours (rehearsals, early openings, etc.). Flat Fee charges apply to each single use for a duration of no longer than one 8-hour day per single use.

B. DORMITORY USE

The Fee shall be \$34.55 per night, per person, per single room. The Fee includes utilities, use of bath facilities, and custodial labor.

DORMITORIES		
Bloxham Hall	Koger Hall	Rhyne Hall
Cary White Complex	Kramer Hall	Ted Johnson Apartments
Collins Hall	MacWilliams Hall	Vaill Hall
Gregg Hall	McLane Hall	Wartmann Hall Apartments
James Hall	Ray Charles Apartments	

C. VEHICLE USE

FSDB vehicles are not available for use.

D. LABOR

Program Support Personnel (Maintenance and Custodial) will be required at all indoor events. Maintenance personnel are required beginning one-half hour prior to the start of the event until completion of the event. Custodial personnel are required to provide cleanup. Campus Police will be utilized during events requiring parking and traffic control. Each event will be reviewed to determine the approximate labor hours required.

Additional personnel will be required when occupancy is expected to be at capacity or when deemed appropriate by FSDB. The following hourly rates will be applied to the Fee based on the personnel needs required for the event. The costs are the responsibility of the facility user.

SUPPORT PERSONNEL	HOURLY RATES
Custodial	\$22.95
Maintenance Technician	\$29.04
Police	\$41.75
Safety	\$31.43
Audio/Visual Technician	\$28.13

E. MISCELLANEOUS FACILITIES

Program Support Personnel may be required for outdoor events. Each event will be reviewed to determine the approximate labor hours required.

FACILITY	FEE
Football Field/ Track	Day Use: \$90.00 per hour Night Use: \$113.00 per hour
Grounds	\$226.00 per use
Pool	\$23.00 per hour A certified lifeguard must be on duty at all times when the pool is in use. The facility user is responsible for securing the certified lifeguard.

F. FOOD COSTS

The facility user will arrange menus and provide the estimated number of participants to be served. This information will be provided to the FSDB Director of Culinary Programs. The FSDB Director of Culinary Programs, in turn, will order the appropriate food items to implement the approved menu. Invoices for food will be presented to the facility user for immediate payment at the conclusion of the activity. In addition, the facility user must engage FSDB Culinary Programs employees under separate contracts at their current hourly rates. The FSDB Director of Culinary Programs will provide a list of requisite employees under separate contracts at current hourly rates.

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

SUBJECT: Operating Budget – Revision #2

PROPOSED BOARD ACTION

Board approval is requested for FY 2020-21 Operating Budget – Revision #2.

Notes:

Revision #2A – Category 104166 reflects a budget realignment based on anticipated expenditures.

Fund 1000	7,000	Operating Capital Outlay
Fund 1000	(7,000)	Salaries and Benefits

Revision #2B – Category 130300 reflects a budget realignment to support health and mechanical enhancements.

Fund 1000	60,000	Safety/Security/Health/Welfare Enhancements
Fund 1000	380,490	Mechanical Enhancements
Fund 1000	(290,490)	Unbudgeted Carry Forward
Fund 1000	(150,000)	Operating Release Hold Back Response

Revision #2C – Category 130300 reflects a hold back in response to a pending one-time, nonrecurring carry forward budget reduction.

Fund 1000	4,479,974	Pending one-time, nonrecurring carry forward budget reduction
Fund 1000	(2,180,297)	FY 2019-20 Payables
Fund 1000	(164,922)	FY 2019-20 Encumbrances (adjusted)
Fund 1000	(1,222,765)	Emergency Reserve - Balance for 8.5% Budget Reduction Plan
Fund 1000	(500,000)	PECO/FCO Advances (revolving balances)
Fund 1000	(404,719)	Unbudgeted Carry Forward
Fund 1000	(5,736)	Transportation Vehicles
Fund 1000	(1,535)	Student Spaces and Shipping

Attachment: 2020-21 Operating Budget Revision #2

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

FY 2020-21 SPECIAL CATEGORY - RISK MANAGEMENT INSURANCE (103241)		
From General Revenue	\$	476,178.00
From Administrative Trust Fund		48,391.00
FY 2020-21 GENERAL REVENUE FUND (104166)		
Salaries and Benefits		38,800,121.00
Other Personal Services		2,553,542.00
Expense		3,691,503.00
Food Products		252,200.00
Operating Capital Outlay		7,000.00
FY 2020-21 Release hold back per EOG Memo #20-026		2,934,638.00
Special Categories:		
Professional Supplements		116,990.00
Overtime		105,734.00
Students Home on Weekends		1,925,525.00
TOTAL GENERAL REVENUE FUND		50,387,253.00
FY 2020-21 ADMINISTRATIVE TRUST FUND (104166)		
Salaries and Benefits		30,000.00
Other Personal Services		30,000.00
Expense		30,000.00
Operating Capital Outlay		30,937.00
TOTAL ADMINISTRATIVE TRUST FUND*		120,937.00
* Carry forward appropriation is available if additional grants are awarded.		
FY 2020-21 FEDERAL GRANTS TRUST FUND (104166)		
Salaries and Benefits		1,269,782.00
Other Personal Services		375,359.00
Expense		349,815.00
Operating Capital Outlay		10,000.00
Food Products		20,000.00
Overtime		4,000.00
TOTAL FEDERAL GRANTS TRUST FUND*		2,028,956.00
* Carry forward appropriation is available if additional grants are awarded.		
FY 2020-21 GRANTS AND DONATIONS TRUST FUND (104166)		
Salaries and Benefits		724,660.00
Other Personal Services		1,444,530.00
Expense		364,007.00
Operating Capital Outlay		20,000.00
Overtime		2,500.00
TOTAL GRANTS AND DONATIONS TRUST FUND*		2,555,697.00
* Carry forward appropriation is available if additional grants are awarded.		
FY 2020-21 SPECIAL CATEGORY - PEOPLE FIRST ASSESSMENT (107040)		
From General Revenue		205,170.00
From Administrative Trust Fund		40,489.00
TOTAL FY 2020-21 SPECIFIC APPROPRIATIONS	\$	55,863,071.00

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

FY 2020-21 SPECIAL CATEGORY - CARRY FORWARD (130300)

(Per Section 1011.57(4), F.S.)

Carry forward from General Revenue	\$	19,163,077.18
FY 2019-20 Payables		0.23
FY 2019-20 Encumbrances		86,385.83
FY 2020-21 Recommended Projects		
Structural Enhancements		200,000.00
Student Spaces and Shipping		258,965.00
Transportation Vehicles		455,376.00
PECO/FCO Advances (revolving balance)		-
Safety/Security/Health/Welfare Enhancements		703,530.00
Unbudgeted Carry Forward		0.12
Mechanical Enhancements		1,495,490.00
Operating Release Hold Back Response		1,319,541.00
Property Enhancements		1,960,352.00
Subtotal - Recommended Projects		6,393,254.12
Pending Reserve - One-time, nonrecurring carry forward budget reduction		4,479,974.00
Emergency Reserve - Disaster Recovery		1,200,000.00
Emergency Reserve - Balance for 8.5% Budget Reduction Plan		-
Emergency Reserve - Operating		
Minimum of 5% and up to two months average General Revenue expenditures based on the prior two fiscal years		7,003,463.00
		<u>7,003,463.00</u>
TOTAL CARRY FORWARD FUND	\$	19,163,077.18
		<u><u>19,163,077.18</u></u>
FY 2020-21 SPECIAL CATEGORY - NONOPERATING TRANSFER AUTHORITY		
From Administrative Trust Fund (180007)		100,000.00
From Federal Grants Trust Fund (180200)		17,500.00
From Federal Grants Trust Fund (181259)		160,000.00
From Federal Grants Trust Fund (185080)		100,000.00
From Federal Grants Trust Fund (220030)		85,000.00
From Grants and Donations Trust Fund (181259)		30,000.00
		<u>30,000.00</u>
FY 2020-21 TOTAL APPROPRIATED FUNDS	\$	75,433,648.18
		<u><u>75,433,648.18</u></u>

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

History:

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

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

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

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

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

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

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

9-30-20 Per EOG Memo #21-016 Salary and Benefit Adjustments, Effective 9-30-20

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

12-1-20 Pending Per EOG Memo #21-018 State Employee Health Insurance Adjustments, Effective 12-1-20

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

2-11-21 Budget Realignment - Category 104166

Fund 1000	7,000	Operating Capital Outlay
Fund 1000	(7,000)	Salaries and Benefits

2-11-21 Budget Realignment - Category 130300

Fund 1000	60,000	Safety/Security/Health/Welfare Enhancements
Fund 1000	380,490	Mechanical Enhancements
Fund 1000	(290,490)	Unbudgeted Carry Forward
Fund 1000	(150,000)	Operating Release Hold Back Response

2-11-21 Budget Realignment - Category 130300

Fund 1000	4,479,974	Pending one-time, nonrecurring carry forward budget reduction
Fund 1000	(2,180,297)	FY 2019-20 Payables
Fund 1000	(164,922)	FY 2019-20 Encumbrances (adjusted)
Fund 1000	(1,222,765)	Emergency Reserve - Balance for 8.5% Budget Reduction Plan
Fund 1000	(500,000)	PECO/FCO Advances (revolving balances)
Fund 1000	(404,719)	Unbudgeted Carry Forward
Fund 1000	(5,736)	Transportation Vehicles
Fund 1000	(1,535)	Student Spaces and Shipping

Pending Nonoperating Budget Amendment - Category 220030

Fund 2261	35,000
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	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-in, Scheduled Appt. Physicals, Vision Screenings, and Miscellaneous)	1,987	8	360	437	352	413	417				
TCU Visits (*Total includes all students that were admitted to the TCU.)	363	1	41	67	56	76	122				
Eye Clinic- Specialty	24	0	0	7	9	3	5				
PDC Clinic- Specialty	74	0	22	7	10	19	16				
Off Campus (*ER visits, Ophthalmology, Home)	7	0	1	0	2	3	1				
	2,455	9	424	518	429	514	561	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	143	0	28	20	24	38	33				
Quidel Influenza A & B Test	80	0	8	21	21	27	3				
Quidel SARS Antigen	413	0	23	73	95	212	10				
	636	0	59	114	140	277	46	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	214	3	56	62	33	10	50				
Medical Director/ Pediatrician	74	0	22	7	10	19	16				
Ophthalmologist	47	0	23	7	9	3	5				
Psychiatry	3	0	3	3	4	3	5				
	338	3	104	79	56	35	76	0	0	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	8	0	0	0	0	0	8				
X-ray	38	0	0	0	12	7	19				
Emergency	8	0	1	0	5	1	1				
Other	0	0	0	0	0	0	0				
Operative	0	0	0	0	0	0	0				
Surgical	0	0	0	0	0	0	0				
Preventative	0	0	0	0	0	0	0				
Screening	18	0	2	13	0	3	0				
Exam	26	0	16	6	0	4	0				
	98	0	19	19	17	15	28	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	42	0	19	19	0	4	0				
Hygienist	56	0	0	0	17	11	28				
	98	0	19	19	17	15	28	0	0	0	0

Mental Health Department

Blind Department students wrote thank you letters for their Angel Tree gifts that they received. The Mental Health department, in collaboration with the FSDB Police Services, is working on the mental health presentation. Lucy Mitchell, LCSW

Mental health staff who participated in accreditation—Laura Pamer, LMHC, Blind Dept.

Mental Health staff continues to train FSDB staff in Youth Mental Health First Aid (YMHFA), CPI, CPR, and QPR. Additionally, MH staff has rendered comfort and guidance to many of our students and sometimes to staff.

Speech & Audiology

The speech-language pathologists are so proud of their students who continue to be motivated to work on their speech and/or language skills, either through plexiglass barriers or computer screens. Some students are working on attributes, comparison, and contrast. Others are working on providing comprehensive descriptions and developing listener perspective. SLPs are also addressing saliency and sequencing from foundational language to college readiness, the speech-language pathologists and students are working together to take skills to the next level.

In the deaf elementary school, students are participating and interacting in speech and language therapy activities using various technology such as teams video conferencing, iPad apps, google slides, smartboard, document cameras and more. Even our youngest students are learning technology that was only a dream a few years ago!

Stan Gustetic
Administrator Allied Health Services

Apartment Program

- Upon return from Winter Break, we had several students return to campus from ILE instruction. These young adults have shown tremendous growth since arriving. I asked one of our students how she liked being in the Apartment Program; she stated she enjoys it. Her favorite part is walking. I shared that students in the blind department typically complain about the walk. She shared; the walk gives her a chance to get some exercise. She also shared that she likes being able to cook various foods.
- Separate from the traditional curriculum, we are emphasizing how to show gratitude towards others. We are implementing this by reminding students to use manners, saying hello, and asking how their day was. We had one student who is very sweet but does not engage in conversation consistently. Staff worked with her to practice greeting others and asking how you are. By the end of the week, the student was greeting and interacting with others without prompting. We've seen an increase in students saying thank you for little things. We repeatedly get thanked for walking students to the Health Care Center and taking them places on campus.
- Our Apartment young men are excited about Super Bowl LV!!! We are currently preparing for the upcoming game on February 7th. Students will be able to plan food and drinks for themselves and their roommates. We will not have a big celebration this year. The groups will separate by apartments, which will allow us to follow COVID protocols.

Kramer Hall

- The Kramer kids have enjoyed the month of January, and everyone returned from winter break ready to learn and excited for the new year.
- This month we talked with the students about setting goals, long and short, and how to obtain them. We also did a follow-up activity that rewarded the students with improvements in hygiene and organization areas for consistently meeting their goals daily. A few of the rewards were: special snack provided by the staff, donuts, movie night, and a game tournament.
- The students also walked the new bulkhead and enjoyed outdoor activities.

Cary White

- CW pod 232 had a taco party for curriculum class. The boys prepared, set up, used their manners at the table, and cleaned up afterward. They loved not having to go to the cafeteria.
- CW pod 233 stuffed pillows for a gift for moms. Staff and students alike are remaining upbeat and positive in a unique school year.

Koger Hall

- One way staff members have figured out that students can gain community service hours is through our *Taking the Lead* program at Koger Hall. Monthly, students can sign up to participate in the program to plan an outing and make specific purchases on their own, to give back to the recipient(s), whose work often goes without thanks.

- For January, the student chose six recipients who work at FSDB counseling students. She decided she wanted to make them each a card, so she picked out paper, stickers, treats, and bags to promptly place everything in and distribute them promptly. The student can gain 1-3 hours of community service by doing something fun, and she will gain confidence as well as intrinsic value. Not to mention, the recipients will certainly feel appreciated!
- Several years ago, one of the Koger Hall staff heard about *Joni Erikson's Heart for The Disabled* on the radio for Valentine's Day. She featured several families who needed encouraging words as they live with the challenges of various disabilities in one or multiple members of their families daily. The same staff brought the idea before the students again this year, and some of them were very excited to write beautiful messages to the families of their choosing. Our girls did a wonderful job expressing compassion and the encouragement that brings healing to the soul. They also decorated their cards with color in drawings and designs. We know the students had a sense of inner reward as they presented them finished to mail out to the organization.
- We celebrated all the birthdays in the month with cupcakes. The birthday girls are getting specially made cupcakes.
- We announced our Student of the Quarter to the dorm and held our quarterly PBIS drawing.

MacWilliams Hall

- HAPPY NEW YEAR!!! MacWilliams Hall is getting off to a good start in the New Year so far. We celebrated our return from winter break by packing up all the holiday decorations we set out before the break. Then, as a reward, we celebrated with an oven-baked version of S'mores. One of our staff, Ms. Katrina, found the idea online, and we put it all together with its chocolate marshmallow gooey goodness (i.e., think mini graham cracker pie crust s'more pies).
- January's schedule was a slight offset with having two long weekends, which was kind of nice too. Many students liked having 3-day weekend every two weeks and asked if we could do that more often. They liked that idea until they realized that it would only shorten their summers to make up for it.
- Our community service for January focused inward and doing community service to benefit those directly around them. Most of the students took the time to clean up the cafeteria after mealtimes, including picking up trash, sweeping in some areas and mopping up spills in others, and wiping down and sanitizing the chairs and tables throughout the cafeteria. The Jr. Apt students helped their fellow MacWilliams students by completing their assigned tasks and doing extra dorm cleanup in those other student areas.
- Last week, we replaced dinner with a Pizza party compliments private funding sources. We have come to appreciate the "Pie-Zilla" from 5-Star Pizza!
- We've made it halfway!! The 1st semester is in the books. I'd like to recognize team MacWilliams members for their support, determination, flexibility, grit and perseverance, and everything they do daily for our students' wellbeing and success.
- Lastly, I'd like to say, "thank you to the Board of Trustees, the administration, and the leadership team of FSDB for all you do for the stakeholders of FSDB." This pandemic has proven a challenge. We see other districts around the state struggling. It is a testament to the teamwork and dedication to the students that we are doing great things and excelling through these times with the leadership, support, and direction you provide.

Deaf Department

Vaill Hall

- During January, we focused on the Character Counts Traits; Jan. 1st – Jan. 31st, play by the rules, take turns and share, be open minded, listen to others, and treat others fairly. Our Kids have been reminded of these traits this all month throughout the various activities in the dorm.
- The kids have been earning rewards from our PBiS store without them even asking about the store. This is amazing and shows that they do not rely on obtaining rewards for doing the simplest things. The first semester has been very successful, and we are very proud of our kids. Let's keep these positive traits going into the second semester

Gregg Hall

- The Gregg Hall students have been staying busy every day after school. The girls are going outside to play, participating in fun activities inside the dorm, attending sports practice, or reading in the dorm. The girls go to recreational activities every day after dinner to play or hang out with the boys. Sometimes we walk around the campus to feel a slight breeze and get outside.
- We had several birthday parties in the dorm this month for the January birthday girls. They never get tired of eating cupcakes and ice cream. During the birthday parties, they get to watch a lot of good movies together.
- We had a pancake party last week, just for the fun of it. The girls made pancakes and decorated them with a bunch of sweets. The girls and staff are currently planning Superbowl and Valentine's party. We are looking forward to it!
- Lately, there's been an increase in gossip and threatening behavior in the middle school department. We created 3rd quarter goals to address these issues. We had our campus police department present a workshop to the middle school boarding program students.
- It went very well; the girls had an opportunity to ask questions of the officer that presented the workshop. We want to help our students learn to show socially responsible behavior. We will continue to have mini discussions and lessons throughout February. The staff will be focusing on teaching the PBiS goal of Compassion. My staff will be expanding on the topic of having compassion for others and why it is important.

McLane Hall.

- For our PBiS program, we rewarded one of our pods with an ice-cream social. The staff gave examples of the students' positive behavior before the boys had treats and a small celebration. The boys helped clean up after the ice-cream social and showed great PBiS behavior.
- Staff reviewed PBiS principles with the students. They reviewed how PBiS can be used at home, school, and in the dorm. Staff and students talked about showing respect to others, even if they may be different. They also spoke about how gossip can be hurtful and how to approach different situations with Respect, Responsibility, and Cooperation.
- Some of the students received a PBiS positive behavior incentive reward bag before winter break. Not all the students were in the dorm at that time, so the others were given their positive behavior incentive reward bags in January. Students talked about PBiS with staff and

then got to play with their goodies. The bags contained toys, stress relief critters, pencils, and snacks for the boys to use in the dorm or home.

James Hall

- For January, we focused on several different curriculum goals. Some girls identified situations in which one would need advice, how to construct a balanced meal plan and plan a meal for multiple people while staying within a budget. Following the curriculum, one of our students, Olivia, made dinner for ten people and remained within a \$30 budget. She learned how to prepare her dinner by constructing a menu, shopping for her needs. She then prepared the meal. Good job!!
- We also taught the girls the procedures to follow after being involved in a car accident.
- For Community Service, the girls on the 1st floor went out into the community to do trash pick-up. The 2nd-floor girls made rice Krispy treats for the elementary dorm students.

Rhyne Hall

- This month in Rhyne Hall, three boys made a digital poster for PBIS on fairness. The poster will be displayed in the dorm and the Deaf high school. The boys were very excited to participate in this and excited to show off their creativity.
- The boys and staff are working together to plan a Superbowl party for our dorm. The staff came up with making Monkey Beards (bread) with the boys as the desert for the party.
- We still have our fishing club in the dorm, and the boys are enjoying this activity. The staff takes several students after school for a few hours to the back of campus. They catch and release the fish. They always take pictures of the fish they caught and show them to their friends and the staff members in the dorm.

Boarding Program Staff Training & Development and Student Independent Living Skills

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

- **Professional Development Activities**
 - ON24: Webinar on 01/06/21- 7 Behaviors Leaders Need to Create an Inclusive Workplace.
 - OpenSesame: Webinar on 01/07/21– Diversity, Equity and Inclusion Webinar Series.
 - EEOC: Webinar on 01/14/21- Employers, COVID-19 & The Americans With Disabilities Act (ADA).
 - Training Magazine Network: Webinar on 01/19/21- Producing Engaging Virtual Training, Meetings and Webinars.
 - OpenSesame: Webinar on 01/21/21- Diversity, Equity and Inclusion Webinar Series.
 - Staff Workshops: Fall 2020 Blind Department Professional Development Program:
 - 12 Week Basic Orientation & Mobility course with Cristina Sapp- FSDB Orientation & Mobility Specialist, continues; ended on January 19, 2021.
 - 12 Week Braille I with Mary Bilancio-FSDB Blind Department Parent Advisor and State Trainer, continues; began on January 12, 2021.

Monthly Staff In-Service Trainings & Updates:

01/10/21 to 01/17/21: Internet Safety & Digital Citizenship 2020-2021

This campus-wide initiative supports Strategic Planning Goal#4: Provide a safe and secure social and digital environment for students, enabling them to become responsible citizens in a technology-rich world.

- Lesson#1: Computer Rules, Privacy, Security, and Care.
- FSDB OPP 8.07 Student Use of Personal Electronic Devices
- FSDB OPP 8.08 Student Internet Safety and Acceptable Technology Use Policy
- FSDB OPP 8.09 Staff Acceptable Use Policy

Student Independent Living Skills (ILS) Workshops: via Teams Chat

02/02/21: Law Enforcement Workshop for McLane and Gregg Hall, students, with FSDB Police Officer, Arline Lagasse- LCCE Objectives: 15.63.2; 14.61.4; and 10.43.2

- Competency 15- Making Adequate Decisions
- 63- Anticipate Consequences
- 2- List and demonstrate knowledge of ways in which personal behavior produces consequences
 - Competency 14- Achieving Independence
- 61- Demonstrate awareness of how one's behavior affects others
- 4- List ways to correct inappropriate behaviors
 - Competency 10- Achieving Self-Awareness
- 43- Identify Emotions
- 2- List ways in which one's emotions affect the behavior of self and others.

Recreation Boarding Program

The Boarding Program Students Elementary to Apartment Program participated in the following recreation activities (Competency #8: Utilizing Recreational Facilities and Engaging in Leisure) from the Life Centered Career Education (LCCE) curriculum.

Elementary Activities:

8.35.1- List differences between leisure that involves non-paid work activity and relaxation.

Blind Elementary (K-5)-

- 01/04/21: Classic Games Mother may I, Simon Said, Dance to the Music, Kramer.
- 01/05/21: Soccer Skills Football Field.
- 01/11/21: Switch Games Copeland Lobby.
- 01/19/21: Walk the Track with Music.
- 01/25/21: Arts & Craft Kramer Activity Room.
- 02/01/21: Under the net Volleyball Copeland Gym.

Deaf Elementary 1 (K-5)-

- 01/04/21: Yoga Copeland Lobby.
- 01/05/21: Soccer Skills Football Field.
- 01/11/21: Switch Games Copeland Lobby.
- 01/19/21: Walk the Track with Music.
- 01/25/21: Arts & Craft Copeland Lobby.
- 02/02/21: Sidewalk Chalk Coloring Dorm Freezing Outside.

Middle School Activities:

8.34.2- List costs, times, locations, and physical requirements of activities.

Blind MS (6-8)-

- 01/05/21: Classic Games Mother may I, Simon Said, 4 Corners, Copeland Gym.
- 01/12/21: Switch Games Copeland Lobby.
- 01/19/21: Walk the Track with Music.
- 01/26/21: Arts & Craft Copeland Lobby.
- 02/02/21: Under the net Volleyball Copeland Gym.

Deaf MS (6-8)-

- 01/04/21: Line Soccer Copeland Gym.
- 01/04/21: Yoga Knowles Hall Gym.
- 01/12/21: Switch Games Kirk Auditorium.
- 01/19/21: Walk the Track with Music.
- 01/25/21: Arts & Craft Knowles Hall Gym
- 02/02/21: Switch Games Kirk Auditorium.

High School and Apartment Program Activities:

8.33.1- List sources of information about specific recreational activities.

HS & Apartments (K9-12 & Post-Secondary)

Week of 01/04/21:

- Yoga Copeland Gym.
- Soccer Football Field.
- Weight Training Outside Copeland

Week of 01/11/21:

- Switch Games Copeland Lobby.
- Switch Games Kirk Auditorium.
- Weight Training Outside Knowles Hall.

Kathleen Grunder
Administrator of Residential Services



ACCOUNTING/BUDGETS & GRANTS
 Submitted by John Wester, Comptroller and Alison Crozier, Director of Budgets and Grants

Accounting

Prompt Payment – Section 215.422, Florida Statutes, compliance (Prompt Payment of Vendor Invoices): For the period ended January 31, 2021, 100.00% of 156 invoices were paid in accordance with the statute (compliance minimum is 95%).

Purchasing

Tangible Personal Property Inventory – Rule 69I-72.006, Florida Administrative Code: The annual inventory of property is proceeding as planned.

ADVANCEMENT
 Submitted by Tanya Rhodes, Executive Director of Advancement

January 2021	
Number of Donations = 206	
Number of Donors = 204	
Dollars Received = \$16,902.75	
FY 2020-2021 YTD as of January 31, 2021	Previous YTD as of January 31, 2020
Number of Donations = 2,210	Number of Donations = 1,988
Number of Donors = 1,476	Number of Donors = 1,281
Dollars Received = \$11,046,986.52	Dollars Received = \$1,100,132.02

Comparison to 2020

In comparison to last year as of January 31, 2020, we are currently 11% ahead in number of donations and 15% ahead in number of donors. With the \$10 million Foundation gift we are 900% ahead in dollars received. With the Foundation gift removed from the formula, we are 5% behind last year to date in dollars raised. The 5% decrease is due to Covid-19 and donors not giving as much as in past years. However, the upward trend in number of donations and number of donors show that our donors are still giving, and new donors are giving to FSDB as well. We are not concerned about the 5% decrease, as the number of donors and donations show retention and loyalty of our donors.

AUDIT
 Submitted by Julia Mintzer, Administrator of Business Services

Auditor General – Financial Statement Audit: On January 28, 2021 the Auditor General conducted an entrance conference call for the 2019-2020 Financial Audit with BOT member Terry Hadley, President

Tracie Snow, Administrator of Business Services Julia Mintzer and Comptroller John Wester. On January 29, 2021 the Auditor General arrived on campus to start work on the financial audit.

CRI – Limited Procedures Engagement: On February 11th, CRI issued reports on the limited procedure engagements for the student accounts and class/club accounts. These reports will be reviewed at the Audit Committee meeting.

RSM – Internal Audit: RSM initiated their work in alignment with the Audit Plan in January. They will provide a status update at the Audit Committee meeting.

CAMPUS POLICE
Submitted by Jerry Chandlee, Chief of Campus Police

**FLORIDA SCHOOL FOR THE DEAF AND THE BLIND CAMPUS POLICE
 2020 ANNUAL REPORT OF CRIME STATISTICS**

CRIME OFFENSES	2017	2018	2019	2020
MURDER	0	0	0	0
FORCIBLE SEX OFFENSE	0	0	0	0
ROBBERY	0	0	0	0
AGGRAVATED ASSAULT	0	0	0	0
AGGRAVATED STALKING	0	0	0	0
BURGLARY	0	0	0	0
LARCENY/THEFT	0	0	1	1
MOTOR VEHICLE THEFT	0	0	0	0
KIDNAP/ABDUCTION	0	0	0	0
ARSON	0	0	0	0
SIMPLE ASSAULT	1	1	0	0
SIMPLE STALKING	0	0	0	0
DRUGS/NARCOTICS	1	1	1	0
BRIBERY	0	0	0	0
EMBEZZLEMENT	0	0	0	0
FRAUD	0	0	0	0
COUNTERFEIT/FORGERY	0	0	0	0
EXTORTION/BLACKMAIL	0	0	0	0
INTIMIDATION	0	0	0	0
PROSTITUTION	0	0	0	0
NON-FORCIBLE SEX OFFENSES	0	0	0	0
BUY/RECEIVE/POSSESS STOLEN PROPERTY	0	0	0	0
DUI	0	0	0	0
DESTRUCTION/DAMAGE/VANDALISM	0	0	0	0
GAMBLING	0	0	0	0
WEAPONS VIOLATION	1	0	0	0
LIQUOR LAW VIOLATION	0	0	0	0

MISCELLANEOUS	6	0	0	0
TOTAL	9	2	0	0
STOLEN PROPERTY VALUES REPORTED	\$0	\$0	\$70	\$394
STOLEN PROPERTY VALUES RECOVERED	\$0	\$0	\$0	\$394
ARRESTS**	8	1	1	1

****NOTE**** The one arrest was student related.

INVESTMENT PERFORMANCE

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

Endowment Fund I

During the month of January, the endowment decreased -\$183,327.54 (-1.00%) and increased +9.03% for the trailing 12 months with a closing portfolio value of \$18,445,870.56. Dividends and interest income totalled +\$29,058.70 and accrued interest decreased -\$4,308.83. During the same period, the Benchmark decreased -0.36% and +11.11% respectively. Furthermore, the S&P 500 decreased -1.01% and +17.255, while the Barclays US AG Gov./CD Int. Bond Index decreased -0.27% and +4.40% respectively. Additionally, \$248,876.64.00 was deposited in the endowment.

The last week in January saw the equity rally stall with the S&P 500 closing down 3.3%, the steepest weekly decline in three months. The return of volatility has been especially disconcerting to those institutions that have short positions in companies, such as GameStop, arising from coordinated buying by retail investors. Selling short is a concept where one borrows stock with the hope of the position declining, and thereby profiting when the investor buys and covers the borrowed security. However, it also subjects the borrower to unlimited liability and is a strategy that we do not employ and is not recommended for most people. Havoc can be created when buying pressure resumes to the upside and forces, or squeezes, investors to cover their positions at much higher prices. We are currently seeing this scenario reported in the media in a handful of speculative companies.

However, UBS doesn't see the recent setback to markets as reflecting concerns over growth. Some of the positive news includes The Federal Reserve continues to see low rates for a considerable period of time. Policymakers are focusing to promote growth with a potential US fiscal stimulus package that can be as large as USD 1.9 Trillion. US earnings in the fourth quarter of 2020 have also been strong, with 88% of companies beating estimates by 20% in aggregate. There is also positive momentum regarding vaccinations. According to Bloomberg, as of February 1, 26.5 million Americans have at least one vaccination versus 26.3 million that have tested positive for the disease. Roughly 1.34 million people are being vaccinated daily with major pharmaceutical developers mostly raising their vaccine production output targets for the year. With fundamentals remaining strong, we believe the equity rally can continue and our central scenario forecast for the S&P 500 is 4,000 by December 2021.

Endowment Fund II

During the same month, dividends and interest income totalled +\$2,417.67 (+0.02%) with a closing portfolio value of \$10,005,190.36. BOFA Trsy 0-3 month index increased 0.01%. We are currently opening the new accounts for Endowment Fund II and coordinating the investing implementation with John Wester.

SAFETY AND FACILITIES OPERATIONS

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

Safety/Risk Management

December 2020 Data

- Domestic Hot Water (*Weekly*)—No temperature greater than 110F.
 - Completed 74 of 148 tests with zero variations from the standard; 74 not completed due to holiday weeks.
- Anti-Scald Valves (*Monthly*)—Completion of all scheduled testing.
 - Completed 23 of 23 with zero variations from the standard. One anti-scald valve replaced.
- Haz-Com Inspections (*Monthly*)—Zero missing MSDS; zero unlabeled products.
 - Two labs inspected with zero variations from the standard.
- Shop Safety Inspection (*Monthly*)—Safety equipment in good condition.
 - Three shops inspected with zero variations from the standard.
- Fire Drills (*Monthly*)—Exercise all scheduled buildings in accordance with NFPA requirements; evacuate in less than three minutes.
 - All scheduled drills completed with zero variations from the standard.
- Swimming Pool (*Daily*)—100% compliant with published chemical limits.
 - Completed 18 of 23 tests with zero variations from the standard; five on scheduled leave/holiday.
- Domestic/Potable Water Quality (*Bimonthly*)—100% compliant with published chemical limits.
 - Results of water on file for last testing.

TRAINING AND QUALITY ASSURANCE

Submitted by Christy Slater, Director of Training and Quality Assurance

Training 2020-2021

The winter session of *The Developing Child* course started on January 27, 2021. This course, offered to residential instructors, focuses on the components of physical, emotional, social and cognitive development of students of all ages as they progress through the boarding program. Participants will also develop the skills needed to create a safe, nurturing environment that builds trust and provides for the welfare of FSDB students in all areas of life. The course will conclude in April.

In conjunction with Human Resources, TQA hosted three *Supervisors Snack and Chat* sessions. The goal for these sessions is to present information on a variety of topics that are designed to enhance the role of FSDB supervisors. Participants engage in discussions with their peers while learning best practices related to leadership.

The following Adobe Connect compliance courses have been or will be launched by mid-March of 2021.

- MFMP Information Security Training

- FERPA
- Homeless Students/MV Training
- Hazardous Materials
- Identifying & Reporting Fraud, Waste, & Abuse
- QPR Annual Update
- Threat Assessment Process
- General Workplace Safety
- PPE
- Accountability

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-Scott Trejbal

- ❖ 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 continue student growth data to monitor for progress and opportunities to address any remaining gaps that may have occurred during pandemic distance learning at the end of the 2019-2020 school year. Any concerns that are noted 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. Mid-term progress monitoring will be taking place during the first two weeks of February.

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

Students in the Deaf and Blind High School participate in career experience courses on campus for the remainder of the school year.

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. The second assessment will occur in early February.*

Lexile Growth

This measure is used to show any growth the student made on the Achieve 3000 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. The second assessment will occur in early February.*

Support Services

FSDB Overall	Goal	Achieved
Percent of students 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%	96%
Percent of students attending OT/PT as indicated by IEP.	100%	96%

**Data as of January 31, 2021*

Priority Goal 2: Staff Development Champion-Randi Mitchell

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

Curriculum and Professional Development Department began coordinating the *Slice of PD Saturdays* and the *Tech Tidbit Fridays* for the second semester. The Curriculum and Professional Development Department is also working closely with Technology and Instructional Services to coordinate the *First Fridays in Kirk* sessions for technology and *Drop-In PD*. These learning opportunities are based upon identified needs of academic staff members and are funded through the federal grants.

Boarding Program Staff Development:

During January and February of 2021, the Boarding Program staff participated or will participate in the following updated Internet Safety Modules and GovLoop Government Services Series.

- January 10 to 17, 2021- Internet Safety Module Session#1- *Computer Rules, Privacy, Security & Care*
- January 24 to 31, 2021- Internet Safety Module Session#2- *Digital Citizenship*
- February 7 to 14, 2021- Internet Safety Module Session#3- *Cyberbullying*
- February 21 to 28, 2021- *The 9th Virtue of Government Services: Trust*

The Fall 2020 Boarding Department Professional Development (BDPD) program *Orientation & Mobility* and *Braille I* classes concluded in January of 2021.

The Spring 2021 *Orientation & Mobility* and *Braille I* classes started February 9, 2021.

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 December 31

◆ Number of enrolled students-Peak	530
◆ 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 December 31

◆ Number of Admissions Evaluations	55
◆ Number of eligible students	51
◆ Number of withdrawals	25
◆ Percent of withdrawals: peak/withdrawals	N/A

The Admissions Department welcomed a new Director of Admissions and Staffing on January 8, 2021. A new registrar is also being hired following a staff retirement. The Admissions department has been steadily managing admissions meetings and staffing meetings through the transition.

The academic departments and CQI are closely monitoring student performance in the Innovative Learning Environment to ensure that students who are not meeting expectations are referred for interventions and that communication with families is timely. Interventions are provided to students who may face challenges learning through the Innovative Learning Environment method.

The Interactive Learning weekends have been successful. Due to the positive feedback from attendees, planning is underway to continue the series into the spring and summer. No on-campus activities are being held for the remainder of the school year for external stakeholders. A team is developing media for virtual tours and a virtual expo program. These will be published later in the spring after development and review processes are complete.

The database purchased to manage parent information and outreach data was acquired during the first quarter of the school year. It has been in development through the end of January. The database will be ready for data input and quality testing through the spring. During the late spring and summer training will be provided to fully implement the use of the new data system for the 2021-2022 school year.

The enrollment within the Parent Infant Program – Blind is 264 children and families. The enrollment within the Parent Infant Program – Deaf is 322 children and families. The Deaf Mentors and Parent Leaders programs are new programs, and staff are being hired to provide services to parents.

Priority Goal 4: Digital Citizenship Champion-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 (OPP 8.09) and its associated training were launched to be completed by all staff in December 2020. This policy and training will be updated during the second semester for the next school year. OPP 8.07 Student Personal Electronic Devices and OPP 8.08 Student Internet Safety and Acceptable Use are being updated, as well as the forms associated with each. Through the CQI team, model student training materials are being reviewed to allow consistent training to be offered in each school, appropriate for student ages/grades to be launched next school year.

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. Accountability: Legislative Specialist

- Participation in interim committee meetings to present on FSDB position and needs in preparation for the forthcoming 2021 session. Ongoing legislative education efforts, including scheduling of opportunities to present/testify on FSDB needs.

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

- Ongoing review and summary of enrolled bills for FSDB impact; awaiting further 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

- Welcome/information packets are being worked on for winter 2021 dissemination.

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

- Ongoing participation in FDOE conference calls, including committee representation.

Engage with district superintendents to maintain strong relationships and understanding of FSDB programs and services. Accountability: Administrator of Instructional Services, Administrator of Outreach and Technology

- Ongoing participation in state/regional superintendent meetings and events, including NEFEC (North East Florida Educational Consortium) collaboration.

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

- Participation in state/regional meetings and events including ISRD (Institute for Small and Rural Districts) are ongoing.

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

- Centralized database creation to track representation at key professional organizations and associations to continue during winter 2021.

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: Director of Training & Quality Assurance and Executive Director of Human Resources*

- School action plans have been developed in follow up to 2019-2020 survey results. Employee engagement survey will be distributed in February/March of 2021, followed by climate surveys during spring 2021.

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

- Branded collateral development and dissemination are ongoing, including viewbook production for late February 2021 dissemination.
- Video production for virtual and hybrid family tours continues in full force; feedback continues to be positive.
- Outdoor signage/banners of welcome and pride on campus are in the final stages of production.

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 now include 30- and 60-second public service announcements by world renowned jazz pianist/composer Marcus Roberts, a FSDB graduate, that are aired on several northeast Florida radio stations.
- Reopening and related efforts have fostered greater differentiation between district- and school-level messaging, dissemination of which is ongoing.

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*

- A robust newsletters team continues to foster the coordination and distribution of school-level news to parents/guardians on a biweekly basis via Skyward email. Content sharing via school-level social media also ensures provision of content that is relevant to their students and their families.
- Parent Services continues to collaborate with all schools to encourage parent/guardian participation in 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*

- A communications advisory committee will begin efforts during February 2021 with focus on ongoing refinements to strategic messaging and engagement.

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

- Ongoing refinements to content sharing via Yammer and the campus intranet are carried out to ensure efficient and effective staff access to information.
- Refinements/upgrades to the employee handbook are in progress, for spring 2021 completion.

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

- ❖ 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 December 31, 2020.

- ◆ Turnover Rate 5.29%
- ◆ Retirees for 2020-2021 18

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 January 31, 2021.

◆ Percent of progress toward 20-21 goal	Goal-\$1,250,000	Achieved-883%
◆ Number of donors	Goal-1,350	Achieved-2196
◆ Number of donations	Goal-2,000	Achieved-2209

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

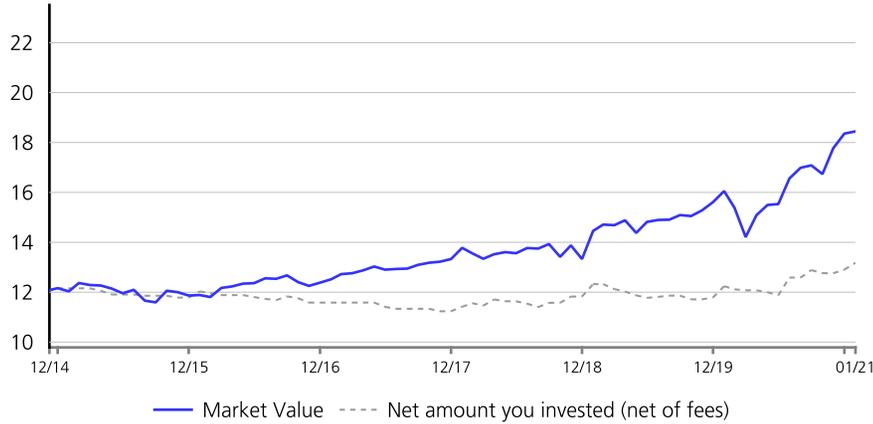


Performance review

as of January 31, 2021

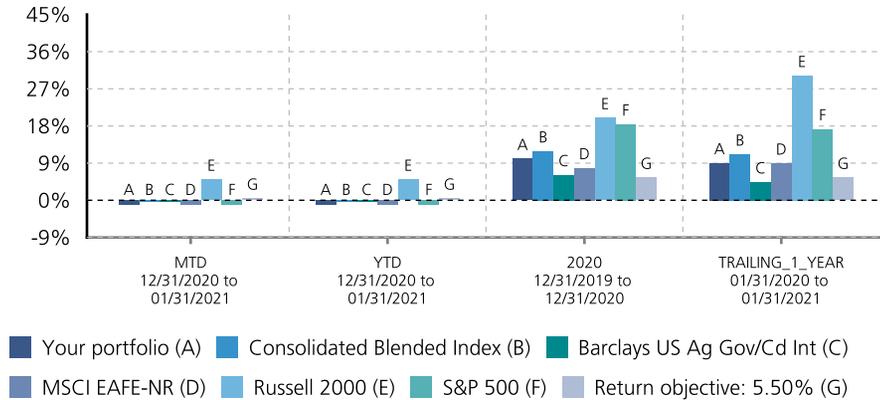
Sources of portfolio value

\$ Millions



Portfolio and selected benchmark returns

Net Time-weighted returns annualized



Consolidated Blended Index: Start - Current: 7% Russell Mid Cap; 2% MSCI Emerging Markets-NR; 12.5% MSCI EAFE Curr (USD); 2% Russell SmCap Complete; 7% Russell 1000 Growth; 10.5% Russell 1000 Value; 11% Russell 1000; 2% US Treasury Bill - 3 Mos; 46% Barclays US Ag Gov/Cd Int

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

Board of Trustees Meeting - February 26, 2021

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 XX185 OEI
 NX XX184 Div Ruler

NX XX182 Small Cap

Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 12/31/2020 to 01/31/2021	YTD 12/31/2020 to 01/31/2021	2020 12/31/2019 to 12/31/2020	1 Year 01/31/2020 to 01/31/2021
Opening value	18,355,571.59	18,355,571.59	15,610,310.87	16,053,525.49
Net deposits/withdrawals	248,876.64	248,876.64	1,029,658.90	849,990.33
Div./interest income	29,058.70	29,058.70	372,261.60	373,023.99
Change in accr. interest	-4,308.83	-4,308.83	-9,018.75	-11,422.28
Change in value	-183,327.54	-183,327.54	1,352,358.97	1,180,753.03
Closing value	18,445,870.56	18,445,870.56	18,355,571.59	18,445,870.56
Net Time-weighted ROR	-1.00	-1.00	10.08	9.03

Net deposits and withdrawals include program and account fees.

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 12/31/2020 to 01/31/2021	YTD 12/31/2020 to 01/31/2021	2020 12/31/2019 to 12/31/2020	1 Year 01/31/2020 to 01/31/2021
Your portfolio(%)	-1.00	-1.00	10.08	9.03
Consolidated Blended Index	-0.36	-0.36	11.88	11.11
Barclays US Ag Gov/Cd Int	-0.27	-0.27	6.15	4.40
MSCI EAFE-NR	-1.07	-1.07	7.82	8.94
Russell 2000	5.03	5.03	19.96	30.17
S&P 500	-1.01	-1.01	18.40	17.25
Return objective: 5.50%	0.46	0.46	5.50	5.50

Additional information about your portfolio

as of January 31, 2021

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

	Performance	Start date to	ITD
	<u>Start date</u>	<u>01/31/2021</u>	
Consolidated	12/08/2014		6.12%

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



Disclosures applicable to accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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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.

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.

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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.

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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 and account start dates differ (see disclosures)

NX XX188 ^ • F2 • Business Service Account

Prepared for Board Of Trustees For

Risk profile: Moderate

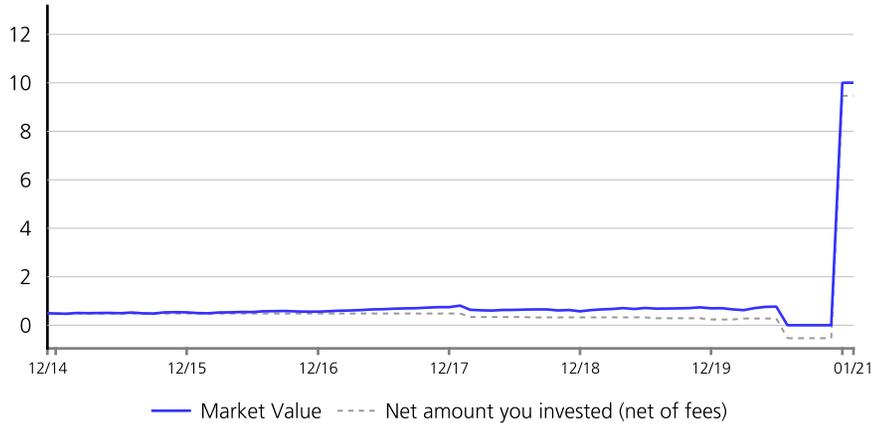
Return Objective: Capital Appreciation

Performance review

as of January 31, 2021

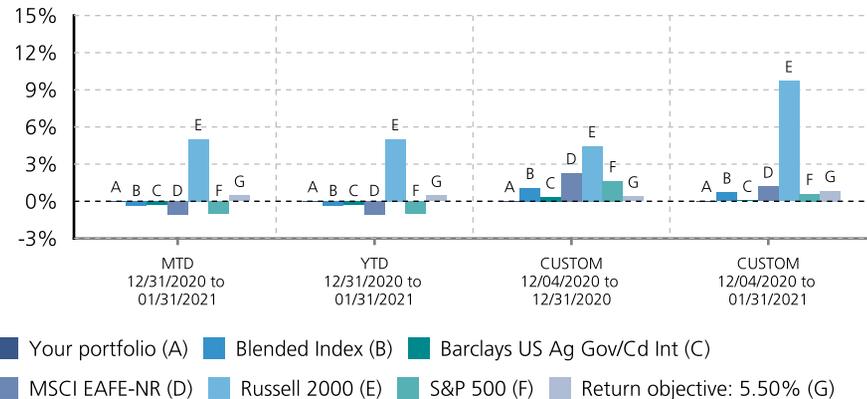
Sources of portfolio value

\$ Millions



Portfolio and selected benchmark returns

Net Time-weighted returns annualized



Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 12/31/2020 to 01/31/2021	YTD For the period of 12/31/2020 to 01/31/2021	For the period of 12/04/2020 to 12/31/2020	For the period of 12/04/2020 to 01/31/2021
Opening value	10,002,772.69	10,002,772.69	10,000,000.00	10,000,000.00
Net deposits/withdrawals	0.00	0.00	0.00	0.00
Div./interest income	2,417.67	2,417.67	2,777.95	5,195.62
Change in accr. interest	0.00	0.00	0.00	0.00
Change in value	0.00	0.00	-5.26	-5.26
Closing value	10,005,190.36	10,005,190.36	10,002,772.69	10,005,190.36
Net Time-weighted ROR	0.02	0.02	0.03	0.05

Net deposits and withdrawals include program and account fees.

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 12/31/2020 to 01/31/2021	YTD For the period of 12/31/2020 to 01/31/2021	For the period of 12/04/2020 to 12/31/2020	For the period of 12/04/2020 to 01/31/2021
Your portfolio(%)	0.02	0.02	0.03	0.05
Blended Index	-0.36	-0.36	1.09	0.72
Barclays US Ag Gov/Cd Int	-0.27	-0.27	0.33	0.06
MSCI EAFE-NR	-1.07	-1.07	2.28	1.19
Russell 2000	5.03	5.03	4.46	9.72
S&P 500	-1.01	-1.01	1.63	0.61
Return objective: 5.50%	0.46	0.46	0.40	0.85

Blended Index:Start - Current: 7% Russell Mid Cap; 2% MSCI Emerging Markets-NR; 12.5% MSCI EAFE Curr (USD); 2% Russell SmCap Complete; 7% Russell 1000 Growth; 10.5% Russell 1000 Value; 11% Russell 1000; 2% US Treasury Bill - 3 Mos; 46% Barclays US Ag Gov/Cd Int

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

Board of Trustees Meeting - February 26, 2021

Additional information about your portfolio

as of January 31, 2021

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

	Performance	ITD Start date to 01/31/2021
Account NX XX188	12/04/2020	0.05%

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



Disclosures applicable to accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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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.

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Off-Campus 2021 Spring Enrollment

This semester the Off-Campus Program in the Blind High School has 12 students registered for dual enrollment. One student continues to participate in the Cosmetology Program at First Coast Technology College, ten students are taking a combined total of 20 courses at St. Johns River State College, and one student is taking two classes at St. Johns River State College in addition to Jr. ROTC at St. Augustine High School. Two of those students participate in person, and the others attend classes virtually or online. It has been exciting to see so many students already achieving success at the college and career level!

Angi McCutcheon – Braille Specialists and Off-Campus Coordinator

Drop Off O&M Lessons

Several blind middle school students have been experiencing a drop off lessons within the Genopoly and Fullerwood neighborhoods near FSDB. Drop off lessons are high-level lessons that challenge our students to use all of the skills they learned throughout their years in orientation and mobility. Each student is driven to an unknown location within the neighborhood and asked to use the clues in the environment to find a specific destination from their starting point. A student will listen for traffic clues, such as locating San Marco Avenue, to get them started on the route. The student must have a mental map of the area and interpret the relationship between each street in the neighborhood. They must continuously evaluate their position and update their mental map as they travel. Throughout the two neighborhoods, there are several clues and landmarks that can assist with orientation. The students often use San Marco Avenue's traffic to get them started. Once they have found San Marco Avenue, they plan a route to the desired location. Students learn to trust their knowledge and to keep going until they find another clue or landmark that confirms their location within the neighborhood. These lessons increase confidence, self-determination, and independence. One of our middle school students connected the Genopoly and Fullerwood neighborhoods, which includes a mile-long route. This student loves the challenge of drop-off lessons and his feeling of independence as he locates a destination.

Jennifer A. Enache – Orientation and Mobility Specialist

Recreational Exploration

This school year, a specialized recreation and leisure program was formed for students in the blind high school to encourage exploration of new activities. Groups of five to six students participate in biweekly activities that teach body concepts, athletic movements, and kinesthetics. Activities have included yoga, bodyweight exercises, and bowling. Each student's progress is measured through standards developed by staff and shows an improvement in skills through active movement and participation. Recently, students had the opportunity to participate in beep kickball, which develops motor skills, sound localization, and teamwork. Hockey experiences are planned where students can continue to develop the skills learned in past activities.

Tim Puch – Orientation and Mobility Instructor

D&B Designs Cane Pouches

D&B Designs generously donated 60 cane pouches to the Orientation and Mobility Department. D&B students designed and printed the cane pouches. Many of the students in the blind department use a cane pouch to store their cane and other small items. Cane pouches provide a way for students to always have their canes with them, so they are ready whenever they may need them. The pouches are also a great way to store their canes while being fashionable. Students picked out a new cane pouch with the assistance of the students who work at D&B Designs. Thank you so much D&B for thinking about our students and taking the time to design and produce such cool cane pouches!

Jennifer Enache - Orientation and Mobility Specialist

Digital Media Class Update

The Blind High School Digital Multimedia class now has a webpage to showcase its work. Students come together to learn about different types of media. In the first semester, they learned about photography, video, and animation. The projects below reflect the best of their projects:

<https://sites.google.com/fsdbk12.org/mcmanustechnology/student-projects>

Kathleen McManus – Assistive Technology Teacher

Celebrate Literacy Week in BHS

Ms. Oberman’s BHS English classes participated in *Celebrate Literacy Week* by writing essays on topics including civic pride, proper advocacy with officials, and the rights and responsibilities of citizens. First and second place winners were chosen based on creativity, the feasibility of ideas, and the overall quality of the written text.

Students in one English class wrote short children’s books that contained a moral. Students wrote their stories in Word and then painted illustrations using canvas. This was followed by using PowerPoint to produce a book, which was sent to the printers. Students also brailled their stories so they could read them to elementary students. Through the process, students displayed their understanding and mastery using various tools and modes of expression.

Connie Oberman – High School ESE English Teacher

BHS Algebra Classes

BHS Algebra Classes have been eventful this year. Students completed a construction/conversion project in the fall, they are diving into a data distribution lesson on Australian Marsupials, and they are amping up for our upcoming Spring Project. The students have been growing and improving all year despite the difficulties of Hybrid learning. Now, wait till you see what the students do next. Catch us in March when our cross-curricular, inter-departmental Marketing Project brings math, English, and tech together for a Shark tank style project!

Brigit Jensen – High School Math Teacher

Second Grade News

Hello from 2nd grade. Ms. Bilancio is proud to announce that two of her students reached the 100 book challenge mark! They achieved their goal on the 95th day of school. Way to go, boys!

Mary Bilancio – Second Grade Teacher

Punxsutawney Phil

In celebrating Groundhogs Day, our third graders tracked the whereabouts of Punxsutawney Phil in Pennsylvania. They made predictions regarding whether or not winter would be extended for six weeks. Next, the third graders will research important African Americans who made enormous contributions to our world. They will transform themselves into a live classroom wax museum and take on the persona of their researched subject in the form of a “living autobiography.”

Michelle Garay – Third Grade Teacher

Elementary English Language Arts

The 4th and 5th Grade English Language Arts classes read the book *Mr. Peabody’s Apples*. The monthly Character Counts traits, January (Fairness) and February (Compassion), were incorporated into the lessons.

This picture book by Madonna tells the story of a young boy who sees his baseball coach taking an apple from a market and tells the town that the coach is a thief. The coach reveals that he has prepaid the market for the apples. The young boy asks how he can make amends for spreading a false rumor. Mr. Peabody tells him that taking the rumor back would be like trying to catch a thousand feathers flying through the sky-basically you can’t do it. So, the lesson or moral of this story is to be sure you know the truth and realize the power of your words. The imagery of the feathers flying through the air was so real to the students. The thought of trying to catch them all felt so impossible. Conversations ensued about talking to a friend versus making assumptions. This is a fair thing to do, and it also shows compassion. This is a book that we will leave on our shelf-a best friend book. A book that we will refer back to all year and remember the lessons learned.

Karen Schulz - 4th & 5th Grade Language Arts Teacher

Learning the Ukulele

The third and Fourth Graders in Mrs. Wohl’s Music Class have been learning about the ukulele. They learned the parts of the ukulele, how to hold the instrument, how to tune their ukulele using “My Dog Has Fleas,” and have been working on a song on the open strings!

<https://youtu.be/7WG1Sz0jrE>

Laurie A Wohl – Music Teacher

FSDB Physical Education

Deaf High School HOPE Class:

Students learned the basic skills of CPR/First Aid for two weeks before their first semester ended. Students completed their first physical fitness test. Over the next few weeks, the topics that will be discussed include foundations of personal fitness, physical fitness, and nutrition. Students will also learn safety in the weight room and complete various physical activities at school and home.

Deaf Elementary**3rd-5th graders**

The girls learned to play floor hockey and focused on the basic skills. The girls practiced stick handling, dribbling, passing, and shooting. They participated in relays and lead-up games to practice these skills. Their favorite activity was hockey bowling. There were eight lanes with different activities to practice skills.

The boys have participated in various bat and ball activities and games to help develop their striking and fielding skills essential to sports like softball and baseball.

Deaf Middle School:

The boys performed their physical fitness tests. Teachers track their quarterly progress in flexibility, muscular strength and endurance, agility, cardiorespiratory endurance, and body composition

The girls learned Floor hockey. They reviewed basic skills like stickhandling, dribbling, passing, and shooting. They learned about puck control and offensive and defensive strategy. Teamwork, coordination, and leadership skills were emphasized. Floor hockey was made even more fun with lead-up games. The activities enjoyed most were Go For It: Singles, Rapid Fire Runaround, and Queen of the Hill. Students enjoyed playing 2 vs. 2 and 4 vs. 4. The girls completed their physical fitness tests and strived to improve their scores.

Blind Elementary/Middle School:

K-2 – This group practiced their underhand and overhand throwing. They also practiced skills incorporated into their fitness tests, and they completed their fitness exams.

3-5 – This group focused on Sound Ball and a variation of tennis for the blind. This tennis game uses a nerf tennis ball with bells inside of it. The students learned tennis terminology, the forehand, backhand stroke, and how to keep score. This sport is a student favorite! The students completed their fitness tests and were happy to hear their scores improved.

6-8 – The students are completing fitness testing. They completed a unit on archery and learned archery terminology while practicing using their skills shooting targets on the baseball field. Archery is a favorite sport of the MS students!

Blind High School:

Students functioned independently in the weight room. Each week, they completed different circuit training routines and a bodyweight cardiorespiratory routine. They enjoyed being able to choose their exercises at each one of their stations.

Respectfully Submitted by:

Carol Bogue

Blind Department Principal



Deaf Department updates:

We had a busy month in January as we closed out the first semester of the year. The end of the semester occurred later than a typical year, with our late start of the school year due to Covid. The counselors worked Celebrate Literacy Week, Florida! was observed January 25-28th. The theme this year was "Humanity Tells a Story: What's Your Chapter?". During the week, the English Language Arts teams in our schools were busy providing activities, reading time, reading aloud to groups, and providing students' writing opportunities. Guest readers were invited to share stories. That was also kindness week, which provided a great opportunity for literacy and kindness to be combined into writing kind notes, stories of kindness, and expressing kindness with words.

Every month, we ensure that our PBIS building character throughout the year themes are infused into education. The theme for January is Fairness. Topics that were presented and reinforced included: Playing by the rules, taking turns and sharing, being open-minded, listening to others, being accountable for your actions, and treating others fairly. Our PBS leadership team met to review how each of the departments collaborated and helped students engage in active character-building activities corresponding with PBIS.

One of the things noted in January is an uptick in the number of students attending school in the Innovative Learning Environment. After the holidays, more parents expressed the desire for their children to remain in the home due to Covid related concerns. The teachers have been working hard to make sure they are meeting the needs of the students in both educational environments. With the shifting environments, attendance and progress is being monitored closely and reviewed by the Multi-tiered Systems of Support Teams in order to intervene and support students who may be struggling in either environment.

As we start the second semester of the school year, we are starting to plan forward to graduation and summer. We are establishing cross department teams to look at options to maintain social distancing and to gain ideas and feedback as we start to plan for times that are difficult to plan for, however, we look forward to getting our planning process started for these important events.

One of the big events in January was the Cognia Accreditation Team zoom visit. The Assistant Principals in the schools provided much documentation on their processes and data collections in preparation for the visit. The team met with members of each of the schools in the department, parents, students, staff, and administrators. This was a positive experience for us as we reflected on our practices.

Elementary:

Initiatives:

The theme for January was fairness. This is a huge part of student development at the elementary level as they explore what it means to be fair vs. equal. Our students learned that sometimes what one person needs is not the SAME as what another person needs but providing for both of these different needs is FAIR. EQUAL means everyone getting the same thing; FAIR means everyone getting what they need to be successful. This can be a difficult concept for students to comprehend, so we were grateful for the time to explore it. We tied this into our PBIS initiatives and celebrated our students. During January, we also celebrated Literacy and Kindness week. The students participated in the following activities on each day of the week: Monday, students wrote or drew about a time they were kind to someone, or someone was kind to them; Tuesday, they dressed as their favorite storybook character; Wednesday was "Wear Kind Words

Wednesday” and reading outside together (socially distanced); Thursday, they wrote kind messages on heart post-it notes in a sharing kindness through literacy activity. Teachers were also provided activities from Haley O’Connors Promoting Kindness activity book to do with their students. The Elementary School always looks for ways to go above and beyond in sharing kindness and celebrating one another.

Family Communications:

Families received report cards and progress updates during the month of January. We are excited about keeping families involved through our Facebook posts, sharing some of our exciting activities and Gore Hall happenings. Our Facebook group continues to grow, with 139 members at this time. Our teachers continue to keep families involved through individual emails and updates, though invitations to join our private Facebook page are always included. Teachers continue to engage our families as an important part of their child’s education. We are looking forward to engaging families in our school improvement plan goals and updates in our upcoming quarterly School Advisory Council/Title I Parent Advisory Team meeting that is scheduled for February 17. With parent engagement being a part of our school climate survey action plan, our teachers were provided with resources on the positive impact of parent involvement this month and how positive parent-teacher conferences are connected to parent engagement.

Positive Behavior Intervention and Support:

We continue to emphasize PBIS in DES. We held our PBIS Poster Content and winners were announced this month. Congratulations to Emma for winning the grand prize; her artwork is displayed on posters throughout the school and the dorm and on T-shirts worn by Ms. Marilyn and Dr. Heidi during Honor Roll assemblies. Emma also received a T-shirt of her own. Runner up designs have also been made into posters and are displayed in the school and the dorm. Our quarterly ticket drawing was held during our Honor Roll assembly. Fifteen students were selected and received gift cards to Target! This year has been so different, but we are getting better and better at hosting these virtual ticket drawings!

Middle School:

Celebrate Literacy Week

The last week in January, Deaf Middle School Celebrated Literacy Week! We were honored to end the week with “celebrity readers” to read to our students through Teams. Our celebrity readers included the President, Tracie Snow, the Librarian, David Snow, and the Elementary Literacy Specialist, Cally Traetto. Students then drew comic strips to summarize the stories that were just read allowed to them.

Accreditation

The accreditation interviews took place during the month of January. The process was enjoyable and gave us the ability to reflect on our practices and share from the heart. This process also was a great way to include students and families in providing feedback and perspectives into their view of our practices.

Career Day

In middle school, our students begin working on their transition plan and think about career options as part of their IEP planning. This month, we hosted a panel of Deaf professionals to share their experiences and show Deaf adults who have been successful. On this panel, we included a phlebologist and two regional managers from Purple, one of which was an FSDB alumni. This presentation had our students thinking and they asked insightful questions such as “How has COVID impacted your job?” and “What are your strategies

you use to communicate with hearing customers?" It is our goal to have our students thinking about their future goals and having models of success to follow.

Challenges

One of the challenges we deal with is attendance of students. We know that contact tracing and quarantine circumstances impact student attendance. Even with support for transitioning from the Brick-and-Mortar classrooms to the Innovative Learning Environment, this is often a difficult transition for the students and families and does create pauses and disruptions in their educational flow and access. We have individuals reaching out to support them during these times. We are monitoring our attendance during our Multitiered Systems of Supports team meetings and identifying students who need additional support in order to help them progress through their classes. If students are struggling, the team has reached out to review IEP goals and supports needed to scaffold supports to help them achieve.

HIGH SCHOOL:

Goals:

During the month of January the End of Course (EOC) exams for Algebra, Biology, and History were completed for Brick and Mortar and all Innovative Learning Environment students. Data from EOC drives instruction in Deaf High School classrooms as well as monitor progress on our School Improvement Plan goal related to Ambitious Instruction and Collaborative Teachers. Safety was paramount in ensuring student safety during these test sites in alignment with our reopening plan guidelines.

Accreditation in the high school resulted in positive remarks regarding our department. We have made data analysis a part of quarterly professional learning communities for science, electives, and social studies with a shared folder for teachers to showcase their data collection samples. Although a permanent fixture among ELA and Math PLC for several years, the data analysis component took more time to become aligned due to the diverse courses taught in these fields. The way we have overcome that is by providing a plan sharing information on data and progress in those areas rather than comparing it across different parameters. The goal of these data chats is to examine how students are doing in various classes beyond grades and to share tools and resources among teachers that can be applied in other classes as well.

Family Engagement:

We held our mid-year reflection Sub-SAC meeting at the end of January to review our progress. As a group, we were able to determine that our team has met our school improvement plan goals that we set out to put into place with the exception of the goal related to ambitious instruction. This area is dependent upon data from the MAP assessments that do not occur until February. After the scores are released, an in depth analysis of the score data will be examined to monitor progress toward that goal.

Updates:

With the upcoming new semester, DHS has been interviewing for three teacher positions: Science, English/Language Arts, and Math. We are looking at strong candidates who are able to support the teams in order to meet the expanding curricular needs of the department. We are hopeful to have these positions filled early in the second semester.

Positive Behavior Intervention and Support: DHS continues to lead in the embedment of PBiS philosophy throughout the department via class competitions and staff competitions as well as vlogs made by the Assistant Principal, Dina Padden, and the Attendance liaison, Chris Lennon, to be utilized in PBiS theme discussions during Dragon Time. Our current topic that we are doing during our weekly dragon time is our required content covering Teen Dating and Violence along with January's character theme, fairness. We have shared this information and topics through our biweekly newsletter to families.

Successes and Challenges:

With the second semester rapidly approaching, DHS held a meeting with curriculum team leaders to create and discuss uniform expectations for students and families that aligned to the reopening plan. During this discussion we were able to do a review of the positives and challenges that took place during the first half of the school year in teaching a hybrid model of instruction. These expectations addressed some of the unique attendance and discipline/engagement concerns that have come up so that a clear plan is in place to address these topics with students and families at the start of the second semester, during which courses change because of block scheduling. We want to provide a safe foundation for our teachers who continue to go above and beyond in creating plans and supports for students in multiple settings.

OFF-CAMPUS PROGRAM

This month, the off-campus program has been working with our Public Relations Department to create a virtual tour of First Coast Technical College. Our PR team, Michael Johnson and Thomas Hanson, from the Public Relations Department, created the video onsite. It is the hope in creating this video, our off-campus program can be showcased to all stakeholders. We have opportunities for students to foster their talents and develop skills that would lead to a trade. We want to make parents and other students aware of the options that FCTC has to offer for our FSDB students. All of our FCTC students had the opportunities to showcase their talents and were interviewed on why FSDB students should consider applying for a program.

Our St. John's River State College students just started their spring semester course(s). They continue to learn tools to advocate for themselves. A student recently requested assistance with signing the test questions/answer choices. With this requirement, he was taught how to advocate for himself by requesting accommodations through the disability office at the college. This is a great experience that will prepare this student to advocate for learning needs beyond SJRSC and in a university or continued community college program. Another student was also taught how to advocate for her needs. One of the lessons that she was able to take from this experience was her ability to express how her self advocacy allowed her to have assignment instructions broken down for her in easily understood expectations. This directly impacted her quality of work for the better. She learned that by advocating for her learning needs is essential in being able to complete assignments satisfactorily.

Our two SAHS students mentioned that they enjoy learning various topics in their Aerospace courses. A student in Aerospace I course is learning about aviation physics including inclined plane, lever, pulleys, gear, and pressures. The other student in Aerospace II course is learning about the systems of an aircraft. He is learning how to identify the engines, instruments, and how the control surfaces are being moved. Both students mentioned that they need to read a lot to be able to follow what they learn in their course.

INTERPRETER SERVICES

Interpreter Services had a busy start to 2021 and the second semester. We have worked hard to cover multiple weekly admissions meetings, weekly TQA trainings, two Developing Child classes per week, Parent Infant Program regional meetings and meetings with families across the state, administrative meetings,

teacher trainings, weekend professional development opportunities, daily IEP meetings, department meetings, and much more.

St. Johns River State College began their Spring semester on January 6. We have several FSDB students taking Dual Enrollment courses online, as well as local students requiring interpreting services.

Spring sessions for staff sign language classes have begun. Staff are attending live online class instruction sessions, and also receiving independent practice opportunities to improve their skills. In addition to regular course studies, our staff ASL instructor is available for one-on-one virtual learning sessions when students request input and feedback.

The SLPI: ASL program had an extremely busy month in January. We conducted interview appointments for 25 staff in just one month. The SLPI: ASL team is now doing the hard work of rating all of the interviews in order to provide results within the next few weeks.

We are currently working with 21 students for classroom language facilitation services. We are providing services for roughly 30 class periods/blocks per day. This is a daily need in classrooms across multiple departments. This includes services for off-campus courses for two deaf high school students.

Interpreters are working in three classes at First Coast Technical College, providing services for eight Deaf Department students enrolled in off-campus courses.

ANGELA SAUNDERS
Principal, Deaf Department



Career and Workforce Development Department

Submitted by Leonora Hughes, Executive Director of Career Development

Priority Goal 1: Academic Achievement and Workforce Preparation

Horticulture Science Program:

Raised Garden Beds:

The students grew several vegetables in the raised beds this semester. They enjoyed eating the cauliflower, carrots, and broccoli that they grew. After they cleaned up the beds, they planted seed potatoes and strawberries as their new crops.

Potato Bags:

Potato bags were purchased for the students. The bags have a “door” on them so the students can actually see the potatoes develop under the ground. Two different varieties of potato were planted in the bags so they could observe the differences in the potatoes as they grow.

Cotton Seeds Started:

Students have started cotton seeds. Once the weather warms, the seedlings will be moved from the greenhouse to one of the raised beds in the back of the nursery so students from all over campus can watch them as they develop cotton.

OSHA Certifications – 1st Semester

A total of eight students from the Deaf High School Department and seven students from the Blind High School Department have completed their online OSHA Agricultural Safety Certifications.

Building and Construction Program

The latest specific project of the grand Gazebo umbrella is bricklaying. Talking about the cobblestone sidewalk, if you'll just follow the red brick road to the BHS Gazebo, you'll be enthralled to observe the great 45-degree herringbone pattern. Students have been empowered to use the wet saw to make miter cuts. Others have laid on cement using Gorilla caulk glue. This masonry experience is just a drop in a bucket of the entire construction course and trade.

Culinary Arts Program:

Level 1 students are wrapping up the class with instruction on safe knife skills. Students have learned many different cuts and the safety protocols for cleaning and handling their knives. We had 15 students pass the Safestaff certification.

Level 2 -4 Culinary program students in the Dragon's Lair Cafe have developed and prepared weekly specials whose focus is on creative menu items and learning about pricing structures of menu items based on costs. Thirteen (13) Level 2 students who were unable to take their Safe/Staff certification at the end of last year due to distance learning have passed the certification in January.

3D Animation Program and Art

HS Art: Students created a comic book page. We worked on ideas with geometry shapes, color and space. Students created clay sculptures with polymer clay and painted them and made isometric perspective digital art using the iPad using an app called Procreate. Students worked on placing their art project in a portfolio.

HS 3D Animation Program: Students had many project options and could work individually and in groups to complete their projects. These included "Rough Animator" on the iPad (tablet with stylus), Adobe Animate on the Mac and "Animation Feature Film" research. 3D modeling tutorials were also used with Autodesk Maya on the MAC and some students helped design the ASL Banner for outside of the classroom at the end of semester. All animations were uploaded on YouTube (FSDB Animation) and the best ones will be showcased publicly.

On/off Campus Work Experience

Off Campus

The work program has been hard at work since returning from Winter break. Many of the students have completed resumes and recently, practiced job interviews. One student just applied for an on-campus after-school job and got it! Another student who is learning via ILE just applied for and received a job in his home area. Very proud of these two students whose hard work is paying off.

On Campus

Deaf High School Career Experience: Students have been working on different types of jobs around campus. We are excited to say we have so many staff members that are willing to mentor our Career Technology Education students. One student has been working in the Deaf Middle School with the math teachers. He has presented concepts to the class a few times. He has discussed that in the future he would like to be a math teacher. The mentor on-site supervisor states he is doing a great job. She said he just jumps in to assist in the classroom job without being asked. We have several other students on campus doing their jobs without being asked at this time of year and completing their tasks without much assistance. I am proud of our students and the staff that is supporting them.

Blind High School Career Experience: Students continue to work a variety of jobs across campus, learning valuable job-specific and transferable skills. The Career Development Department is teaming with Safety and Facilities Operations (SaFO) to provide new opportunities for students in Career Experiences. This year, two students have worked as SaFO Assistants, learning alongside a Maintenance Mechanic and Clerk Specialist, as well as the management team. Activities in the field have included sanitizing playground equipment, changing A/C filters, maintaining dryers, and participating in campus safety inspections, just to name a few. In the office, students have learned about the computer-based maintenance request system and have assisted with customer service calls. As this partnership grows, the aim is to provide a wide variety of experiences and opportunities for learning, while offering the opportunity to strengthen communication and develop the "soft skills" needed to build a successful career.

Career Development Center

The Career Center had quite a busy couple of months preparing for the Career & Technical Education Showcase which is happening on February 26, 2021. Farrah, the Vocational Instructor

working with students in providing them career-themed services and the After School Campus Work Program coordinator, has been busy taking videos of multiple Career & Technical Education classes and programs in preparation for the Showcase next month. This will be our fifth annual CTE Showcase, albeit it will occur differently this year. The Showcase will not be happening in person but will be made available virtually via on the Career Center Google Site. The Career Center website will have a dedicated page for the CTE Showcase which will have a list of most programs available to the Deaf and Blind High School students. The Career Center is excited to release the videos at the end of February on the website which can be seen by FSDB staff and students as well as the public, so the parents will be able to view the programs the Career & Technical Education Department has to offer.

Priority Goal 5: Stakeholder Relationships and Communication

The Career Development Department presented a Parent Network webinar which included an overview of the Programs and services offered. Discussion focused on how students discover what programs are available and how to enroll in them. Industry certifications and after schoolwork experience programs were also discussed.

Literacy Specialists

Submitted by the Literacy Specialists

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

Priority Goal 1: Academic Achievement and Workforce Preparation

- The Literacy Specialists have collaborated on the Cognia Accreditation document for Standard 2 - Learning Capacity and Standard 3 - Resource Capacity, as well as gathered and uploaded evidence to support the statements for both standards.
- In DES, 49 students have reached the milestone of completing 25 hours in independent reading so far this school year. Additionally, 19 students have completed over 50 hours of independent reading. When students reach this milestone, they receive a free book and a new reading folder.
- To be recognized at honor roll - In DMS, 36/83 students increase their Lexile level in the Achieve3000 program. Teachers have shared names of students who have met their Reading Counts goal and have given names of students who deserve special recognition for their hard work and effort in reading in both BAM and ILE learning.
- In DHS, 65 students were recognized for reading achievement in December: Achieve3000 - 43 students; News2You - 6 students; IXL - 16 students. Since the start of this 2020-21 school year, 294 students have been recognized for reading achievement (including multiple times for some students) in Achieve3000, News2You, and/or IXL. Each month these students who are recognized earn Tickets to Literacy, and 10 of the students win \$20 worth of free book choices.
- Blind Dept. achievement (27/50 students) 54% of the students in grades 2-8 are scoring 75% or higher on Achieve 3000 Literacy activities, which is an increase of 4% from last month. In the Blind High School, 52 of 76 students, 68% of students are scoring 75% or

higher on Achieve 3000 Literacy activities, which remained the same percentage as last month.

- The Literacy Specialists provided mentoring, coaching, and supporting teachers as they confer with students about MAP assessment data, goal setting, and test-taking skills (including accommodations and self-advocacy).
- Literacy Specialists provided support and troubleshooting for teachers and students during Achieve3000 interim LevelSet testing and MAP testing.
- Literacy Specialists assisted with IEP progress monitoring, as well as writing IEP goals and benchmarks.
- Celebrate Literacy Week - January 25-29, 2021
 - DES: Students celebrated literacy along with the Great Kindness Challenge. Students wrote about a time when they were kind, dressed as their favorite book character, wrote kind notes to others, read outside, and wore shirts with kind words.
 - DMS: ELA teachers celebrated literacy in various ways within their own classrooms this week, but our most treasured celebration was having 3 celebrity story tellers present during our Friday Dragon Time. Sixth grade invited David Snow (our Media Specialist/Librarian), 7th grade invited Cally Traetto (Deaf Elementary Literacy Specialist), and 8th grade invited Tracie Snow (FSDB President)!
 - DHS: Students borrowed ebooks from FSDB and SJCPLS via Sora and read for 30 minutes more than usual in class. They wrote “Dear COVID” letters using a mentor text. Students recommend ebooks (<https://tinyurl.com/FSDB-Sora-Request>) not in FSDB Sora, and we will add those to our collection. Students and staff created one-minute “Reading Now” videos in Flipgrid (<https://flipgrid.com/c0b722e6>) with the book cover and a brief explanation of what it is about and how/why they chose to read it. Students wrote poems for the presidential inauguration using Amanda Gorman’s poem, “The Hill We Climb,” as a mentor text. Gorman is the youngest inaugural poet in American history! Right after her speech, she became a best-selling author on Amazon.
 - Blind Dept.: The theme for Celebrate Literacy this year was: Humanity Tells a Story “What’s your chapter”. Students in grades K-12 had an opportunity to experience a variety of literature related to famous American biographies, citizenship, and other important civic related topics either through classroom read alouds or shared reading experiences. Elementary students wrote about famous Americans and developed personal narratives about a time when they were kind to others. Middle school students created “What’s My Chapter” videos to share on Flip Grid, participated in a biography genre study, and wrote civics essays related to generating a primary resource interviewing others about their perspective of this year’s election process. High school students are studying MLK “I have a Dream.” They are addressing civic pride, rights and responsibilities, and advocating properly with government officials. They are also reflecting on how they can help create change for a brighter future.

Priority Goal 2: Professional Development

- Literacy Specialists completed the third session of B.E.S.T. (Benchmarks for Excellent Student Thinking) K-12 ELA Standards training with ELA teachers and provided instruction

on how to use the EdCredible site to review instructional materials and fill-out the NEFEC ELA Rubric

- Literacy Specialists attended the NEFEC (Northeast Florida Educational Consortium) ELA Instructional Materials Fair in Gainesville on January 12, 2021 and January 14, 2021 to attend presentations, gather sample materials, and meet with publisher representatives about our questions and concerns.
- Teachers continue to meet with Literacy Specialists monthly to plan instruction related to assessment data. Teachers we provided opportunities to collaborate and share strategies for conferring about MAP assessments, as well as how to respond to assessment data.

Priority Goal 3: Enrollment and Retention

- The DES Literacy Specialist created parent resources to give parents information about reading every day. This includes a parent website:
<https://sites.google.com/fsdbk12.org/des-literacy/home>

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).

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 Math Specialists have been working to supply evidence of the systemic changes and improvement cycles implemented at FSDB to show all the great work being done to improve teaching and learning for the accreditation review.
- Winter NWEA MAP testing has been completed for first semester Deaf High School and ongoing for all other schools through February 12th. Teachers are discussing data with students.
- Both schools' (DES/DMS) ST Math reports show that students are averaging over 51 minutes per week and an average of around 34 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 more than 5,580 hours (school and home), mastered about 11,600 skills, and answered over 809,600 questions this school year!
- Math Data PLCs continue to focus on student learning and respond via adjustments to instruction monthly. Some meetings were completed with individual teachers to look at specific data for their students.

Priority Goal 2: Professional Development

- Professional development focused on the MTR's (Mathematical Thinking and Reasoning Standards), fluency across grade levels and grade level progressions. Specialists attended

the NEFEC B.E.S.T. Standards Implementation for Mathematics, which was a virtual train-the-trainer presentation.

- Training and discussions to support the Math Formative Assessment System (MFAS) progress monitoring tool is occurring across schools.

Priority Goal 5: Stakeholder Relationships and Communication

- 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 Specialists, Lenore Boerner

Priority Goal 1: Academic Achievement and Workforce Preparation

- ASL Specialist has cleaned up the ASL Assessment data/reports (DES and DMS) in Skyward and ELA charts which is our school's database. High School assessments will start in mid-February after the completion of MAP assessment.
- 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.
- One Deaf High School student wants to learn more about this type of job. She wants to become an ASL teacher in the future. She will be Job Shadowing the ASL specialist during her 1st block and after school sometimes during the week.
- Continued providing tutoring for students in the DES and DMS in order to support students' expressive and receptive skills.
- ASL Specialist invited Deaf High School artists for the ASL Banner. They created several drawings. Voting is in process.
- ASL Specialist is developing ASL site and ASL survey for FSDB campus.
- ASL Specialist held an ASL PLC meeting on Friday, January 29, 2021 to make plans for Deaf Culture/History Celebration in March.
- Jr NAD sponsoring Jr NAD members held a Winterfest event before winter break. It was very successful.
- ASL Specialist is collaborating with coworkers for a Bilingual Curriculum project.
- ASL Specialist has completed the Florida Standards Assessment (FSA) ELA project.

Priority Goal 2: Professional Development

- ASL Specialist is continuing to participate in the B.E.S.T. ELA Standards workshop/training.
- ASL Specialist attended ASL Roundtable virtual workshop on January 29, 2021 "How to teach ASL in Zoom" (Team).

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

Trainers for Professional Development: To increase our capacity of trainers, a survey was sent out in the Fall and right after Winter Break. This survey allowed for teachers to share their expertise and willingness to be a trainer for our grant funded professional development. This years' professional development (Slice of PD Saturday and Tech Tidbit Friday) will have some new and familiar faces leading the trainings.

Slice of PD Saturday: The first Slice of PD Saturday happened on Saturday, January 23rd. The training was presented by Carolyn Cervantes, teacher in Deaf Middle School. She shared her knowledge of SMARTLearning Suite with the participants of "Slice of PD Saturday: Organized in a Virtual Classroom." Eleven participants attended socially distanced, wearing face coverings/mask as needed, and had hand sanitizer plus cleaning supplies ready at a moment's notice. Carolyn Cervantes led teachers through the SMARTLearning Suite and how to creatively use the program with the students who are participating in Brick and Mortar or in the Innovative Learning Environment.

Tech Tidbit Fridays: Part of our Title IV Federal Grant is the Tech Tidbit Fridays. This happens the fourth Friday of every month for our academic staff members. The topics were chosen based on needs surveys sent to the Academic Staff Members at the end of the 2020 school year. The first training is on Friday, February 26 from 2:30pm-3:30pm in Kirk Auditorium and Live Streamed for FSDB Staff Members through teams. The focus of our first training is SMARTLearning Suite and presented by Andrea Binder, teacher in Deaf High School.

First Fridays in Kirk: The Technology Department and Curriculum and Professional Development Department are working together to schedule the First Friday's in Kirk. This block of time is to provide technology training on best practices, review of how to use the technology, and upcoming updates. The first training is on Friday, February 5 from 2:30pm-3:30pm in Kirk Auditorium and Live Streamed for FSDB Staff Members through teams. The focus of our first training is Microsoft Teams: Review, Refresh, and Learn! Presented by Randi Mitchell, Executive Director of Curriculum and Professional Development.

Priority Goal 5: Stakeholder Relationships and Communication

Presentations: Randi Mitchell, Executive Director of Curriculum and Professional Development, presented at Assistive Technology Industry Association, ATIA on Wednesday, February 5th, 2021. She presented "Technology to Encourage Literacy and Language Development for Students who are Deaf/Hard of Hearing" by highlighting Flipgrid, Book Creator, and Microsoft Sway. Participants learned how to use the technology to help increase exposure to language and allow for students to express themselves in their chosen modality. Over 160 people were in attendance virtually from all over North America.

In the evening, Randi Mitchell supported RMTTC-DHH at the App Smashing Event for the Deaf/Hard of Hearing Strand in the ATIA conference. The App Smashing Event allowed for RMTTC-D/HH team

members and Randi to highlight various technology tools to support learning in the virtual environment for students who are Deaf/Hard of Hearing.

English Language Learners Department

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

Priority Goal 1: Academic Achievement and Workforce Preparation

The ELL department is celebrating Black History Month during the month of February. The celebration was scheduled for 2/4/21, but due to COVID 19, instead of a live celebration lessons will be integrated into both BHS and DHS ELL classes. For this celebration, in addition to lessons about the contribution of African Americans throughout history, a beautiful greeting card, bookmark, special pencil featuring Black History Celebration and a \$15 gift card to Chick Fil A will be mailed to every high school ELL student.

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, schoolwide translations, and translations to and from parents. In December 2020, there were 167 total communications between FSDB ELL department and families, 271 in January 2021.

On January 20, 2021, the ELL Teacher for the deaf was one of the high school teachers interviewed for the FSDB Accreditation.

Priority Goal 2: Professional Development

On January 14, Scott Trejbal, provided training on the administration of the 2021 ACCESS for ELLs and Alternative ACCESS for ELLs state tests. Training was given to the ELL Director, ELL Specialist and the ELL Teacher. Testing will be provided to those ELL students that are Brick and Mortar (BAM) and to students in the Innovative Learning Environment (ILE) who return to campus to take the test. Besides being trained, the participants had to pass training quizzes on the WIDA ACCESS portal in order to be able to administer the test. Administration of the test will take place in the Spring. A letter will go home to all ELL parents whose child will take the test along with a booklet which explains information about the test.

All staff are working to complete all FSDB 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 2/4/20, there are 40 ELL students at FSDB. There is one new student in the Deaf Middle School. In the deaf department, there are 31 ELLs: 21 in the high school, 5 in the middle school and 5 in elementary school. In the blind department, there are 9 ELLs: 6 in the high school and 3 in the elementary/middle school.

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.

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.

Libraries

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

Priority Goal 1: Academic Achievement and Workforce Preparation - Academic Achievement:

- Began Blind Middle School Genre Study monthly assignments. In January students read biographies in reading class, completed written reports in technology class and shared learning in online presentations during Celebrate Literacy Week.
- For Deaf Middle and High School departments in January, the topic on American fads were presented to students. It is part of the series to fit this year's theme "the American Experience."

Workforce Preparation

- OJT students created a mission statement for new club and survey for recruitment and planning. Survey data was compiled by student into a spreadsheet for future planning and communication.
- I have been writing Letters of Recommendation for seniors and community service award winners.

Priority Goal 2: Professional Development

- The Blind Department Librarian is registered for FETC (Future of Education Technology Conference), for the first time, to participate in online sessions.

Priority Goal 3: Enrollment and Retention

- The Blind Department Librarian offered to participate in upcoming PEW (Parent Engagement Workshop) to promote literacy topics.

Priority Goal 4: Digital Citizenship

- Taught multiple BHS library lessons on completing an online job application, focusing on importance of references, skills, trainings, certifications, proper grammar and keeping electronic records for future use.
- Students from all Deaf departments continue to use the Alexandria online library search engine from their school laptops or iPads to browse and place holds on the books they

want to loan next. Library lessons on using keywords to locate certain books continue to be given to some classes on as-needed basis.

Priority Goal 5: Stakeholder Relationships and Communication

- Coordinating a PBiS literacy event with K-5 classes, utilizing D & B Design students to assist in promoting PBiS concepts through the lens of reading.

Respectfully submitted by:

Scott Trejbal

Administrator of Instructional Services



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Outreach and Technology Departments
Board Report

February 26, 2021

Outreach Services Department

Elizabeth Wilcox, Director of Outreach

Interactive Learning Series:

- A total of 13 prospective students aged 6-13 participated in the winter series.
- The spring series will be held March 26-27 and April 9-10. This event will feature the FSDB student ambassadors providing a tour of our Garden Center in addition to sharing details about classes at FSDB and certifications they have earned.
- The summer series will be held in June. Activities will be held for students aged 6-13 as we have offered all year, and two additional sessions are being added for children and families age 3-5 and 14-17.

ASL Interactive: The winter session of our ASL interactive online classes is underway with five levels of classes and an open lab class.

Tours:

- Virtual tours are in development in partnership with the Communications and Public Relations Department and other campus stakeholders.
- Tours were offered to three families in January, three families in February, and there are seven more tours scheduled in the coming weeks. There are about six families who have shared interest in a tour at a later date.

Braille Challenge: FSDB had students compete on February 6 in a virtual event this year. We are waiting for final scores to learn if our students will be part of the top 50 to compete at the national level.

Parent Services Department

Cindy Day, Executive Director of Parent Services.

Admissions Department

- The School is fortunate to welcome a new Director of Admissions & Staffings, Paula Wagner. Paula most recently worked at the Tennessee School for the Deaf as a Federal Programs and CTE Coordinator. She has also worked as an LEA Outreach Deaf/Blind Coordinator, a Program Administrator for the University of Tennessee Literacy Studies, and as an Educational Sign Language Interpreter. Paula has a specialist degree in Instructional Leadership, a master's degree in Vision Impairment, a master's degree in Special Education Modified/Comprehensive, and a bachelor's degree in Child and Family Studies. On a personal level, Paula and her husband, Jim, have four children and are proud grandparents to four "littles." They have many family members that live in the local area, and their daughter completed her junior and senior years and graduated from FSDB. Paula also has a sibling who is Blind/VI.

- The newest addition to the Admissions Department is Naomi Ammenhauser, the Registrar. She has been working in the PIP DHH administrative office as an OPS employee since June 2020. She filled in as the interim registrar just before Christmas, and her son, Parker, is in the 8th grade of Blind Middle School.

Parent Services

- The Parent Engagement Workshop held on January 15 covered Florida’s Standards and ways to help our students during the upcoming standardized exams. The Love and Logic topic during this meeting was on offering choices.
- Our second series of Parent Virtual Sign Language Classes continue weekly until Spring Break.
- Braille Class meets monthly to cover the following topics: Alphabetic letters, Alphabetic word signs, Strong contractions, Strong group signs, and Strong word signs.
- The Career Development Parent Workshop was held on January 21 at 10:00 am and again at 4:30 pm. Parents learned about our Career & Technical Education (CTE) programs and courses offered through the FSDB Career Development Department.
- STEM Family events will be held on February 13 for the Blind Department families and on February 20 for the families from the Deaf Department. The focus of this Valentine-themed event is “Balance.” Families will receive a box of materials for the various activities and join in on the meeting live via zoom. Families were provided with two different time slots to choose from for the Saturday events and will also be grouped by age to assure that student skill level is accounted for when providing instruction.
- Our next Parent Engagement Workshop will be on February 12. Topics for this event are listed below:
 - The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. *If you are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason, you may qualify for McKinney Vento services.* FSDB has a program. Let us help you by finding resources for your family. Join in for the presentation by our Homeless Liaison, Chris Boortz.
 - Parent Liaison Misty Porter, and Communications & Public Relations Web/Media Manager, Michael Johnson, will present *Informed and Included*. **BE INFORMED:** During this session, FSDB parents will learn various ways to stay connected with the school. We will explore the FSDB website and social media pages together and teach the fastest way to find the information needed. **BE INCLUDED:** We will discuss our Parent University program, a series of education classes just for FSDB parents. We will discuss how you can stay involved with your school by participating in our School Advisory Councils and Title I Parent Advisory Teams.
 - Love and Literacy: “The more that you read, the more things you will know. The more that you learn, the more places you’ll go” by Dr. Seuss. Reading improves vocabulary, expands the mind, and helps improve concentration. A good book can also help develop social skills by serving as a conversation starter, providing a sense of belonging, or teaching new perspectives. Join our FSDB Librarians during PEW to

learn how you can help your child develop a love for reading and support literacy in your home. Sweet surprises will be mailed out to each participant in this session.

- President POP-IN: Come meet our new President Tracie Snow! Tracie has been popping into PEW this year! Mostly we spend this time asking questions and sharing ideas & insight.

Parent Infant Program

- FSDB's Parent Infant Program (PIP) served **614** infants and toddlers ages 0-5 and their families in the month of January 2021. There were 336 Deaf/Hard of Hearing, 254 Blind/Visually Impaired, and 24 Dual Sensory Impaired children.
- The Director of Early Intervention Blind/Visually Impaired (BVI), Kim Carr, and her staff have been busy during January.
 - Prepared monthly Blind Babies reports for the Division of Blind Services (DBS).
 - Attended weekend family events via Zoom hosted by Regional Coordinators. (Jacksonville – Winter event and West Palm – Literacy event)
 - Attended Interagency meetings via Zoom (Florida Interagency Council for Infants and Toddlers & Technical Assistance and Training System)
 - Attended virtual workshops
 - Completed three-day Florida Contract Manager training
 - Held monthly meeting with DBS Children Counselors (Jacksonville/Gainesville and Panhandle)
 - Prepared for VIISA training in March
 - Worked with HR to hire Parent Advisors (PAs) and Regional Coordinator (Regional Coordinator and two Parent Advisors to start in February)
 - Continued to work with DBS Panhandle to find PAs and update reports. (PAs from other Regions are still working with Panhandle families and families on the Jacksonville caseload until a new PAs/Regional Coordinator is hired.)
 - Conducted monthly meeting with Parent Advisors – Book Review
 - Met with new Gainesville Regional Coordinator to discuss responsibilities.
- The Director of Early Intervention Deaf/Hard of Hearing (DHH), Jennifer Cato, and her staff have also been busy during January.
 - Worked toward hiring our next cohort of Parent Leaders. Training will be in late March, or if possible, late February. We have been overwhelmed by the number of applicants. We have had 24 applications submitted to date.
 - Natalie Murray joined the DHH program in the North Central region and her BVI PA role to cover Cathy Glass' families when she left.
 - Christine Moleski will resume her Regional Coordinator role in the North Central region to replace Cathy Glass, who is now full-time with BVI PIP.
 - The Department of Health (DOH) Early Hearing Detection and Intervention (EHDI) program contract discussions are underway for the next three years. The contract is expected to start April 1st with no interruption in services.
 - Jessica Meyer at the state EHDI office has taken a position leading FL's statewide Early Steps Program. Kimberly Porter has stepped in to run the EHDI program in her place.
 - Family virtual storybook themed gathering on "The Mitten" was held on January 22nd.

- Valentine Crafts for families at the park was held on February 7 at 11 am.
- Sock Puppet virtual family together activity was held on January 21.
- Baby Bunch continued to meet on Fridays with three children under the age of 18 months.
- Camille Jetter led an online ASL Story Series event in January and February. The book titles were “The 3 Little Kittens” and “How do Dinosaurs Play with their Friends.”
- Resource parents (Parent Leaders) have created an ongoing “Parent Chat” series. January’s discussion happened on January 14th with the topic of Intentional Parenting and Mindfulness. February’s event will take place online on February 11th and will present the opportunity to discuss the concept of “Mom-terpreting.”

L. Daniel Hutto Early Learning Center

*“There is a great sense of community within the **Montessori** classroom, where children of differing ages work together in an atmosphere of **cooperation** rather than competitiveness. There is respect for the environment and for the individuals within it, which comes through experience of freedom within the community.” Maria Montessori*

- As of February 9, 2021, the Early Learning Center (ELC) has 25 children on the roster. There are 19 students who are Deaf/HH with 14 Pre-K and 5 Toddlers. There are also four Blind/VI students in the Pre-K program and two Dual Sensory Impaired students.
- The ELC themes for January were winter and dinosaurs (DHH) and transportation (BVI).
- During our studies, we found out that NONE of our children in our BVI PreK class are taller than an Emperor Penguin! They know because they have a life-size Emperor penguin on the wall to compare themselves to! They also learned that the father penguins usually keep the egg warm and off the ice while the mother penguins are off feeding – sometimes for months. The children tried carrying balls around on their feet to keep their “eggs” off the “ice.” It was HARD!
- Both classes learned about the properties of water using salt, mallets, and water to melt the ice blocks with small penguins frozen inside. The children read Sneezzy the Snowman and learned about different ways that snowmen could melt.
- The ELC children participated in Celebrate Literacy Week by dressing as their favorite book characters one day. We had Elsa, the Cat in the Hat, Baby Shark, Matilda, Pete the Cat, Corduroy, and many others show up in our classrooms!
- Our focus in January was cooperation – our ELC monthly newsletter shared information about cooperation – what it is, why it’s important, how it develops in young children and what parents can do to help promote cooperation at home.
- Cooperation is....."Working together and sharing the load. When we cooperate, we join with others to do things that cannot be done alone. We are willing to follow the rules which keep everyone safe and happy. Together, we can accomplish great things." The Virtue Project.
- Cooperation is...a really, really big deal. It includes everything we need to maintain our safe and happy learning environment at school, and it is something we work on daily. We help the children learn to work together by specifically teaching the children how to join another child's work, activity, or play.
- Cooperation is...a tool to use, not something that we are. Children are not "cooperative" or "uncooperative." They are simply children who are learning to respond to different

situations. By learning to use cooperation in different situations, we teach your children that they are in control of their actions, which allows them to see that their choices affect others.

- Cooperation leads to...learning, emotional maturity, and a strong personal identity. Children working together can find creative solutions to problems and demonstrate flexibility in their thinking resulting in more self-confidence.
- Next month our focus will turn to friendship, love, and the 3rd annual Great Kindness Challenge in the ELC.

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

Submitted by the RMTC-D/HH Team

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

- Assistive Technology Industry Association Conference - January 25 through February 5
 - RMTC-D/HH project director served as a co-strand advisor for the 2021 Assistive Technology International Association Conference. Responsibilities included a blind review of submissions in the sensory impairment strand, recruiting speakers, assisting in the submitting of their proposals, and making their presentations accessible. In addition, the project director served as a moderator for multiple sessions held on January 27, the sensory strand day.
 - Other activities included RMTC-D/HH staff planning and facilitating the January 27 sensory social activity related to deaf/hard of hearing technologies. RMTC-D/HH staff assisted in the planning of and the facilitation of break-out rooms for the educational social activity on January 28.
 - Florida Standards Assessment (FSA) ASL Review Committee - January 5
 - RMTC-D/HH organized and convened the FSA ASL Review Committee to evaluate the current year's translated ELA listening items for inclusion on future Florida Standards Assessment. Feedback was provided and additional reviews are in process.
 -

RMTC-D/HH staff presented **AND/OR** participated at the following **conferences/meetings**:

- FDLRS Reading Coaches with University of Florida Literacy Institute - Teaching Students with Learning Disabilities - January 8
- Problem-Solving/Response to Intervention Technology and Learning Connections Passport to Learning team meeting - January 8 & 21
- National Deaf Center on Postsecondary Outcomes, Using Data to Promote #deafsuccess - January 12
- ISRD Winter Institute - January 19-21
- Passport to Learning Sensory Team Meeting - January 22
- Project 10 Virtual Winter Institute - January 26
- Assistive Technology Industry Association Conference - January 25 through February 5
 - RMTC-D/HH presented:
 - *See-Do-WRITE! Language Experience for Students with Language Disabilities* on January 26
 - *Captioning: The Good, The Bad, and The Awesome!* on January 26
 - RMTC-D/HH facilitated/supported:

- *Vision and Hearing Technologies Social Activity 1: Remote Hearing Technologies Smackdown 1.0 - January 27, 2021*
- *Educational Social Activity 2: Escaping 2020 & Zooming in 2021 in collaboration with the Problem-Solving/Response to Intervention Technology and Learning Connections Project - January 28, 2021*

Additional **meetings attended** included:

- Cambium Florida Standards Assessment ASL Translation Committee preparation meeting w/FSDB - January 5
- Florida Standards Assessment ASL Translation Committee - January 6
- Savvas Language ASL Support Consultation - January 14
- Collaboration with the Educational Interpreter Project for Florida Standards Assessment ASL Translation Glossing - January 15th and 20th, 2021
- Collaboration with FDLRS for Assistive Technology Module Review - January 21, 2021

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

Districts:

- Bay County Parent meeting - Emergency Preparedness - January 11
- Manatee - Fairview Next Steps Lesson - January 4
- Monroe
- United Cerebral Palsy Charter School - Deafness 101 - January 4

Statewide:

- TA-Live! Principle 5: Specially designed instruction is individualized. - January 13
- Working with the Experts - Foundations for Literacy - January 22, 23 29, & 30

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

Districts: Alachua, Bay, Broward, Columbia, Duval, Florida School for the Deaf and Blind, Florida Virtual School, Okaloosa, Okeechobee, Orange, Palm Beach, Pasco, Polk, Seminole, Sumter, Suwannee

Other Agencies/States: Center for Literacy and Deafness, Florida Inclusion Network, New York, and Virginia

PLCs: New Teacher of the Deaf Professional Learning Community - January 14 & 21

Technology Services Department

- In January, 288 IT Request work order “tickets” were received. A total of 85% were completed within the month.
- State Florida Department of Education Survey 3 is submitted the week of February 15. This data submission is extensive with a lengthy review of student data across the student information system in preparation for the survey.
- Work is on-going for the data center refresh and maintenance activities. Additionally, efforts to expand and upgrade the Wi-Fi network is underway.

- Staff are providing additional training activities in partnership with the Instructional Services department. A session in our training series for supervisors called “*Navigating our Technology Resources*” is scheduled for Feb. 25.
- Mid-year updates are underway on all 2020-2021 projects to identify any variance which may influence planning for the 2021-2022 year.

Submitted by Shelley Ardis
Administrator of Outreach and Technology Services