



Agenda

Florida School for the Deaf and the Blind

Board of Trustees Meeting

Moore Hall, Center for Learning and Development

October 27, 2023, at 10:00 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.	
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XII. <u>Board Comments</u>	
XIII. <u>Adjournment</u>	



Florida School for the Deaf & the Blind

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**Board of Trustees Meeting Minutes
Moore Hall, Center for Learning and Development
September 29, 2023, 10:30 a.m.**

Attendance

Present: Mrs. Christine Chapman, Mr. Terry Hadley, Mr. Matthew Kramer, Mrs. JuneAnn LeFors, and Dr. Thomas Zavelson.

Absent: Mr. Owen McCaul.

Call to Order

Mr. Terry Hadley, Board Vice Chair, called to order the meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 10:30 a.m. The meeting was held in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

Pledge of Allegiance

Deaf High School student Yareliz Colon-Bonilla and Blind High School student Taylore Sherman lead the Board and audience in the Pledge of Allegiance.

Public Comment

Ms. Ali French, FSDB Education Association (EA) President, respects President Snow's leadership, and the EA appreciates the additional funds made available for pay increases across campus. She hoped the Board would vote to approve the EA's tentative agreement.

Executive Session

Mr. Hadley adjourned the Board meeting for the Executive Session at 10:36 a.m.

The Board returned at 10:47 a.m. Mr. Hadley closed the Executive Session and reconvened the Board of Trustees meeting, and he requested a motion to consider the matter discussed during the Executive Session.

Mr. Kramer moved to ratify the terms of the agreement negotiated by the FSDB Education Association discussed by the Board and Administrative Leadership team during the executive session. The motion was seconded by Dr. Zavelson and was carried unanimously by the Board.

Approval of Meeting Minutes

Dr. Zavelson moved to approve the minutes from the Regular Board of Trustees Meeting and the minutes from the Workshop held on August 25, 2023. The motion was seconded by Mr. Kramer and approved unanimously by the Board.

Correction Required: Mrs. Chapman noted that a correction was needed on page 4 under Election of Officers. It was documented that Mrs. Chapman made the second on the motion. However, Mrs. Chapman was not in attendance and, therefore, could not make the motion. The recording secretary, Cindy Brueckner, noted the correction, and the official minutes will be corrected.

President's Report

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

- National Deaf Prep Cross Country Championship 5K will occur Friday, September 29-October 1. The following five schools will be competing.
 - Texas School for the Deaf
 - Indiana School for the Deaf
 - Maryland School for the Deaf
 - Oregon School for the Deaf
 - Florida School for the Deaf/Blind
- Friday, October 13, will be Blind Awareness and White Cane Day.
- The Deaf Department Homecoming and Spirit Week theme will be Barbie and Ken.
- The St. Johns County Legislative Delegation will meet on Friday, October 13. Ms. Patsy Eccles will attend, and President Snow present to the Delegation.

Legislative Update

Ms. Patsy Eccles, Legislative Specialist, explained the Legislature's Long Range Financial Outlook and how that may affect FSDB requesting funds for upcoming projects.

Department Updates

Business Services

Ms. Julia Mintzer, Administrator of Business Services, updated the Board on the Nelmar Neighborhood meeting. Three residents attended, representing the neighborhood. They asked several relevant questions regarding the demolition and rebuilding of Gregg Hall. The Gregg Hall project is due to start demolition on October 16, with a projected completion date in July 2024. The design process is underway for the Kramer Hall project, and once completed, it will go out for bids. It has been established that McClure Hall cannot be rebuilt or renovated on the current footprint, so we have contracted with professional engineering services to find a new location on campus.

Lt. Arline Lagasse, School Safety Officer, provided an update on the School Safety Risk Assessment and an overview of the multi-jurisdictional Reunification and Public Safety meeting that FSDB hosted. There were first responders from the St. Johns County Sheriff's Office, SJC Fire & Rescue, St. Augustine Police, and the SA City Fire Department. The Office of Safe Schools visited campus in April 2023. There were no findings.

Mr. Dave Hanvey, USB Financial Advisor, provided an update on the FSDB Endowment Funds I & II. He took questions and provided answers to the Board regarding the market.

Strategic Plan Updates

Ms. Shelley Ardis, Administrator of Outreach, Technology, and Parent Services; Ms. Randi Mitchell, Executive Director of Curriculum and Professional Development; Lexi Bucca, Executive Director of Human Resources, and President Snow updated the Board on the various ways the Strategic Planning team is working on their specific and combined strategic planning goals.

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.

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

Action Item #2 – 2023-2024 Operating Budget Revision #1

Board approval was requested for the fiscal year 2023-2024 Operating Budget, Revision #1.

Notes: Revision #1 reflects the distribution of appropriation adjustments by the Executive Office of the Governor (EOG) for the following reasons:

- Risk Management Casualty Insurance Realignment,
- Pay Increase Distributions,
- State Employee Retirement Adjustments,
- Human Resources Services Appropriation Adjustments and
- Agency Discretionary Pay Increases

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

Action Item #3 – OPP 1.43 Monitoring of School Safety

Board approval was for the adoption of OPP 1.43 Monitoring of School Safety.

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

Action Item #4 – BOT Administrator Salary Schedule

Board approval was requested for the approval of the updated BOT Administrator Salary Schedule due to the approval of the Discretionary Pay Plan.

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

New Business

Enrollment and Outreach Committee

Dr. Zavelson, Chair of the Enrollment and Outreach Committee, stated it was a very successful meeting; there were no action items.

Audit Committee

Mr. Hadley, Chair of the Audit Committee, reported that FSDB received another excellent audit report. The report showed no significant issues or concerns, perceived weaknesses, or inaccuracies in the financial reporting. There was one action item from the committee meeting requiring Board approval.

Audit Committee Action Item - Internal Audit

Board approval was requested to accept and implement the proposed 2023-2024 Internal Audit Plan.

Mr. Hadley, as committee chair, moved to accept the Action Item as approved by the Audit Committee. The Board carried the motion unanimously.

President's Performance Evaluation

Ms. Bucca, Executive Director of Human Resources, explained that the evaluation forms would be sent to each Board member. Board members must add comments for each expectation and include the numerical score. The completed evaluations must be returned to Ms. Bucca by October 23, 2023, in order to process and calculate the scores for the October 27, 2023, Regular Board meeting.

President Snow must complete her self-evaluation form and share it with the Board to aid them with the Performance Evaluation by October 9, 2023.

Unfinished Business

No Unfinished Business.

Board Comments

The Trustees all appreciated all the information and details shared during the Enrollment and Outreach Committee meeting. They all like hearing what is happening with Strategic Planning each month and learning how each goal progresses toward success. They are proud of the clean audit report and feel working with the administration and staff is a privilege.

Adjournment

The meeting adjourned at 11:55 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 Board Chair



Florida School for the Deaf & the Blind

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Special Meeting Minutes
Board of Trustees Meeting
Zoom-Virtual Meeting
October 13, 2023, 1:45 p.m.

Attendance

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

Call to Order

Mr. Owen McCaul, Board Chair, called to order the special meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 1:45 p.m. The meeting was held as a virtual meeting through Zoom.

Public Comment

No Public Comments were made at this meeting.

Special Purpose Business

Mr. Sid Ansbacher, Counsel to the Board of Trustees, explained the purpose to the meeting was to decide the matter of Monica Cambron and advise the Board of Trustees as to the two options available to them.

1. The Board can decide to do a quasi-judicial hearing to resolve the matter.
2. Or refer the matter to the Division of Administrative Hearings (DOAH) of the Department of Management Services for further disposition.

After a brief discussion it was set to the Board for a vote on their decision.

Mr. Hadley moved that this matter be forwarded to DOAH, of the Department of Management Services to be addressed by an administrative law judge. The motion was seconded by Mr. Kramer and carried unanimously by the Board.

Adjournment

The meeting adjourned at 2:06 p.m.

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

Tracie C. Snow
President

Owen McCaul
Board Chair



St. Johns County Legislative Delegation

In my presentation before the St. Johns County Legislative Delegation on October 13, I expressed sincere gratitude for their past support. I sought continued backing for the Florida School for the Deaf and Blind (FSDB). Our prepared Legislative Budget Request, approved by the Florida Department of Education, emphasizes maintaining our current funding level. This stability is crucial as it enables us to enhance staff recruitment and retention initiatives, ensuring we have highly qualified professionals to fulfill our mission effectively. Notably, our budget request also includes a new capital project: the demolition, design, and construction of a new McClure Hall, which will serve as a hub for professional learning and student engagement and house our instructional services and technology departments. This request is a testament to our commitment to providing top-notch facilities for our staff and students.

During the presentation, I also seized the opportunity to celebrate Blindness Awareness Month and White Cane Day with the delegation. Each member received a yellow duck with a white cane, reinforcing their support for the FSDB Blind Duck Project. Additionally, I invited them to our upcoming ribbon-cutting ceremony this summer for Gregg Hall, our Deaf Middle School Girls' dormitory. This event signifies a significant project completion and showcases our collective efforts to enhance the educational environment for our students.

Onboarding

During the two half-days of our new employee Onboarding activities, it was heartwarming to witness the diverse group of individuals who have recently joined the FSDB family. Among them were returning alumni, eager to give back to the school that had once nurtured their growth, as well as family members of our dedicated existing staff. Additionally, there were individuals from our local community who actively sought out employment with us, some of whom we had met at the FSDB Job Fair. As we gathered, I took the opportunity to provide an overview of our school, delving into its core values, vision, mission, and the strategic planning priority goals that guide our every action. I always love sharing our Strategic Priority Goals as part of this program: 'Everyone Knows Our Name,' emphasizing our commitment to ensure prospective students and families know our program, partners in the state understand our mission and future employees consider us for their employment journey. Furthermore, we focused on 'Success for Students,' highlighting our unwavering dedication to our students' educational growth and well-being, and 'Employee Recruitment, Retention, and Engagement,' underscoring the importance of our staff in realizing our mission and feeling like they belong.

During our interactions, each participant shared their name, their role within FSDB, and the compelling reason 'why' they chose to embark on this journey with us. These personal

narratives illuminated the passion and dedication that everyone brought to their role, reinforcing the notion that everyone here has a unique story and motivation. One of the highlights of our time together was discussing our annual spring engagement survey, a tool designed to gather crucial data for our continuous improvement. I emphasized the significance of this survey, explaining how the insights gleaned from it paved the way for our ongoing success. As we concluded our onboarding activities, I reflected on the day. I felt satisfied knowing that every new team member had gained a deeper understanding of our school's mission and that they now stood as a valuable member of the FSDB community.

Reflection and Gratitude

As I conclude my third year as President of FSDB, my heart swells with gratitude for the privilege of serving this remarkable community. The unwavering support of the Board, the dedication of our students, families, and staff, and the collective spirit of innovation, trust, humor, and grit have been the driving forces behind our success. It has been an honor to witness the incredible journeys of our students and to be a part of a school community that empowers individuals who are deaf, blind, or deafblind.

Looking ahead, I am filled with hope and anticipation for the years to come. With the continued support of our Board and the commitment of our entire FSDB community, I am confident that we will achieve even greater success in the future. Together, we will continue nurturing our students' potential, equipping them with the tools and knowledge they need to have a lifetime of success. I am deeply grateful for the past three years and excited for the possible years of meaningful collaboration and impact that lie ahead. Thank you for the opportunity to lead this exceptional institution, and here's to the bright future we will continue to build together so we can all do more, be more, and achieve more.



Health Care Center Report

	Total	Aug 2023 (12 days)	Sept 2023 (20 days)	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
ACU Visits (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." "Physicals", "Vision Screenings", and "Miscellaneous.")	848	287	561								
TCU Visits (*Total includes all students that were admitted to the TCU.)	46	9	37								
Eye Clinic- Specialty	5		5								
PDC Clinic- Specialty	9		9								
Psychiatry Clinic- Specialty	4		4								
Off Campus (*ER visits, Ophthalmology, Home)	3	3	0								
Totals	915	299	616	0	0	0	0	0	0	0	0

Sofia 2 Testing	Total	Aug 2023 (12 days)	Sept 2023 (20 days)	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
Quidel Strep Test	60	27	33								
Quidel Influenza A & B Test	44	20	24								
Quidel SARS Antigen	50	21	29								
	154	68	86	0	0	0	0	0	0	0	0

Physicians/ Specialists	Total	Aug 2023 (12 days)	Sept 2023 (20 days)	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
Physician Assistant	82	31	51								
Medical Director/ Pediatrician	9	0	9								
Ophthalmologist	5	0	5								
Psychiatry	4	0	4								
	100	31	69	0	0	0	0	0	0	0	0

Dental Report

Dental Clinic Procedures	Total	Aug 2023 (12 days)	Sept 2023 (20 days)	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
Hygiene	27	5	22								
X-ray	2	0	2								
Emergency	0	0	0								
Other	17	17	0								
Operative	0	0	0								
Surgical	0	0	0								
Preventative	0	0	0								
Screening	0	0	0								
Exam	0	0	0								
	46	22	24	0	0	0	0	0	0	0	0

Dental Staff	Total	Aug 2023 (12 days)	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
UF Dentistry	0	0	0								
Hygienist	46	22	24								

OT/PT

Spooky season is upon us in the OT/PT department. We have decorated for Fall and Halloween. The students will pitch in by helping us create our own bat colony. They will exercise their OT skills through painting, cutting, hole punching, twisting, and drawing. The result will be a hallway decorated with all kinds of creepy goodness. If you have time and you are near HCC, swing by and see the students' handy work.

OT/PT is excited about having our first Career Experience student! Myianeei Murray will join our department on Tuesdays and Thursdays for the remainder of the semester. She will primarily be working to help support the Occupational Therapists but will be working in various roles throughout the department. We can't wait to have Myianeei working with us!

October is Physical Therapy Month! There will be fewer tricks and more treats. We will honor our physical therapists with a special breakfast treat and a card signed by their students. Our physical therapists, Dr. Sheyna Myntti, and Arlyn Jackson, love the FSDB students and work hard to coordinate with their teachers and other support staff to help ensure student success. We feel so fortunate to have such talented physical therapists working at FSDB.

We hope you have a wonderful Fall season and a Happy Halloween with only treats!

Speech & Audiology

This year has been one of change and challenges. Since June, the Speech & Audiology Department has been advertising for a speech-language pathologist to replace one of our retirees. Unfortunately, we now have a second speech-language pathologist position available as of October 12. Our speech-language pathologists have taken on additional responsibilities and continue striving to meet our students' IEP goals and objectives.

Mental Health Department

The Mental Health Team and Boarding have worked together to support students and staff proactively. Monthly mini-workshops with the dorms have been a success so far. Dorm staff appreciate having another perspective on situations and being able to discuss specific scenarios related to working with colleagues, students, and families. Each mental health team member will have an opportunity to lead the workshops to strengthen relationships with boarding staff throughout the school year.

In the Deaf Department, Jessica Friedman and Michelle Florio have started a new social skills group with 6th graders focusing on personal boundaries, tattling vs telling, etc. They

will continue with a similar group of 7th graders. Dan Binder continues to lead the initiative, providing Zones of Regulation instruction to Deaf Elementary and ELC students and staff.

In the Blind Department, Expressions Club has started this year, and it is going great!! We started on Tuesday, September 12! The students were excited to get the art projects rolling! We have averaged 26 Blind Middle and High School students weekly- to say it is bustling is an understatement! The students helped create ground rules for the times we met. Our weekly rules are to respect each other's art, opinions, and space, to use inside voices, to be creative, and to encourage/help each other. So far this year, we have used the art forms of music, writing, and painting. On October 3, we painted different shoes: tennis shoes, high heels, high tops, and flip-flops. To help support the Compassion Walk, our high school friends participated in "Walk a Mile in My Shoes." The students had fun embellishing their shoes with glitter, stones, stickers, paint, pictures, and gems! It was fun to partner with the High School PBiS team to create ART that would be used for a good cause, to spread compassion!! This month, we have a fun clay project planned for our students! Clay pumpkins are coming soon!

On October 5, we had our first High School boys Social Crew meeting. We are meeting to enhance social skills, understanding, coping skills, and self-esteem. We will meet weekly on Thursdays from 3:45-4:35 p.m. until the end of the semester. We will meet at the pavilion between MacWilliams and Koger Hall, have a snack, play an icebreaker, and then do our activity of the day. Our students will be participating in activities that will get them to interact with each other, learn from each other, and help them have fun that does not involve technology. This past week, we went to the Playground!!! It was fun to see our high school students let go of what others think and play outside and move. Everyone had a smile on their face and had fun! The next thing our group will work on will be to practice having age-appropriate reciprocal conversations and exploring the outdoors while enjoying this awesome fall weather!!

Culinary Department

1) Transportation - The initial goal of improving student transportation meal service has been achieved—very positive comments from staff and students. Snack items have been upgraded, and Food Services has provided a variety of items. Students who eat a meal on the bus are now receiving turkey and ham wraps instead of PBJ every week.

2) Meals- continuing the appreciation from students on food quality and selection.

- Dinners – introduced new items: Philly Cheesesteak, Chicken Po'Boy, Teriyaki Chicken, Homemade Lasagna.
- Lunch menu features multiple options- two hot or two cold sandwiches and specialty salads. New items include Gyro, Calzones, and General Tso's Chicken.

3) We are developing a "Farm to School" program, and in October, we will feature Satsumas (Mandarin Oranges).

Ron has been asked to present at a conference based on success at Gettysburg School District.

4) The food provided for Track meets has been well received.

Upcoming events: Halloween Trick or Treat, Football Homecoming, Catering for Potential Incoming Student Tour.

5) The Implementation of Employee Engagement Survey Action Plan meeting is scheduled for Friday, October 13.

Stan Gustetic

Stan Gustetic
Administrator Allied Health Services



Apartment Program

Young Men

- Students continue to create and develop bi-weekly meal plans while maintaining their daily living skills and completing their assignments each night.
- The students' Steps to Independence applications were received by staff and are ready for review. The students met all the requirements for each step they applied for. Several students were eager to receive an answer regarding the status of their applications. Staff used this as a valuable opportunity to discuss a life skill. Staff explained to students that sometimes when completing a job application, there may be times when you do not get a quick response from the school, college/university, or job. This is when patience and persistence pay off.
- We discussed how shopping went with Andy this Sunday; Andy explained what he learned, how he could compare prices, and how it would help him budget. All students agreed that they would also like to have the opportunity to do the same. Our students will use the calculator on their phones to keep track of their spending. Staff tied this to the important life skill of counting and organizing money.
- As they transition, all young men continue to become more independent in the kitchen area and around campus. There has been some discussion about colleges and who they need to contact when filling out applications. The ability to manage their time and follow a schedule is also a vital life skill to learn. Orientation and mobility around campus is another life skill we encourage our students to be mindful of during their travel.

Young Ladies

- Students are excited to have the opportunity to earn additional privileges. Many had difficulty adjusting to the privileges provided in the apartments. It is now time for students to apply for Step 3. Students who desire promotion must complete an application. Completing a Step application also gets students prepared to complete applications for college or work. We have applications from more than half the student population. Applications will be reviewed, and promotions will take place next week.
- Cooking, cooking, and more cooking – students have been excited to try new recipes. We have had some tasty meals and some not so great. Seeing students trying new food or cooking for the first time has been interesting. This year and last, we had the issue of what to do with overly ripe/brown bananas. Typically, no one likes to eat them, and they get discarded. This year, a staff member taught students how to make homemade banana bread. The excited bakers added a little flair and challenge to the task as two students from different departments worked together.
- This year, the apartment girls are experiencing some growing pains. This group of students are unique, and meshing has been challenging. We held a getting-to-know-you

activity at the beginning of October. Upon completion of the activity, students and staff members have a better rapport due to discovering similar interests.

- The Apartment Program girls' staff participated in a training facilitated by Executive Director of Mental Health Dr. Erica Wortherly. We participated in an activity to learn about "True Color." The activity was informative and enjoyable, with many moments of laughter and "Yep, that fits you." We hope to better relate to students with a better understanding of ourselves and our coworkers. We learned that several feelings we experience on a bad day are reflected in the same way in our students.

Blind Department

Kramer Hall

- During this past month in Kramer, the students enjoyed numerous unique activities set up by the staff. Students enjoyed a glow stick dance party. During the dance party, the group was surprised by a special guest, President Tracie Snow, who came to enjoy the festivities and dance with the children. Staff prepared for the event by setting up a laser light show and hanging up different glowing objects. Once the lights turned off, the room truly lit up with neon colors. Students wore different types of glowing accessories, such as glowing necklaces, flashing rings, glowing headbands, and glowstick glasses. One student, Jayden, was asked to DJ (disc jockey) at the event. Jayden prepped for the event during the weeks prior by creating a music playlist and practicing different ways to pump the crowd up. Jayden created an alternate persona named "D-Jayden." He wore a flashing mask while he played his tracks and hyped up the crowded room from behind his DJ booth. Students took a break to enjoy snacks and continued the dance party into the night. After the event, everyone congratulated Jayden on doing such an exciting and successful job as the DJ leading the event.
- Kramer students also enjoyed a very special night of stories thanks to high school students who came to read to the elementary children. Students sat together, listening to stories read by their older peers. The children thanked the boys for coming to read stories to them, which seemed to give the older students a strong sense of accomplishment. It was a great night for everyone involved.
- Kramer staff felt all the students had an exceptional month and even demonstrated a positive attitude prepping for the upcoming standardized tests. During this time, students demonstrated camaraderie by helping each other prepare for spelling, math, and social studies quizzes. Due to the students working together to help everyone achieve a common goal, staff felt the need to reward the hard work and positive traits the students were demonstrating. The Kramer supervisor purchased special treats for the students and congratulated them on a job well done.
- The Kramer students had an amazing month of fun, learning, and personal growth.
- Kramer staff look forward to making the upcoming months as eventful and beneficial as possible while maintaining a safe environment for the children to learn and thrive.

Cary White

- Pod 233 staff encourage students and help them understand the need for a cleaning routine. We started by learning the laundry process, adding soap and clothes to the

washer, choosing the appropriate cycle, and transferring our clothes to the dryer. When dry, we fold the clothes and place our daily school outfits on our desks for the following day.

- In Pod 229, we are becoming more comfortable using the oven. We baked "brookies" (half brownies, half cookies) when one of the students suggested we make them after seeing them in a video. The girls feared the oven at first, but after verbal instructions and reassurance, they were rewarded with a sweet treat. When we aren't busy making delectable baked goods, we are out and about walking around campus. On one of our nature walks, we saw two dolphins and heard cicadas in the trees. Inspired by the dolphins, we completed a dolphin-shaped puzzle in the dorm!
- We've had a wonderful start to our year in Pod 232. We started curriculum lessons to get a feel for what the boys needed to work on. After speaking with parents and receiving input about areas they feel their child needs to improve, we devised a plan for our quarter. We have had several individual lessons in the kitchen that include safety, proper food storage, microwave usage, and sanitary measures. We have also been working on individual activities with both pods of boys that include coping techniques with different behaviors, how their behavior affects others, and interpersonal skills that help them understand appropriate ways to manage anger. We are still working diligently to ensure that both pods understand the importance of having good hygiene. As a group, Cary White has gotten together for birthday parties, splash days outside, and other gatherings where all the students could enjoy fun in the sun, yummy food, and amazing treats that rewarded them for their excellent behavior this quarter.

Koger Hall

- Koger and MacWilliams came together to enjoy our first PBIS activity of the school year.
- We celebrated September's focus on Empathy and Compassion. The students were asked two weeks in advance to come up with a skit or a little speech demonstrating or expressing what these two characteristics looked like or meant to them, and they did not disappoint! We have some creative students. There was even a song one of our young ladies came up with! We ended the activity with goody bags for the participants and some desserts for everyone that were made by the dorm staff as an appreciation for all the hard work the students put into the activity.
- For the first "Taking the Lead" initiative of the school year, Koger Hall freshmen Kayla and Juana gave back to their middle school teachers, Ms. Hillary and Mr. Keller. When asked why they chose their middle school teachers, Kayla and Juana exclaimed, "They taught us so much and are a big part of our lives. We miss them." Kayla and Juana gifted their favorite teachers care packages filled with an assortment of novelties, including candy and teacher supplies that they budgeted and shopped for with a little assistance from staff.

MacWilliams Hall

- On September 14, MacWilliams Hall boys and Koger Hall girls had our PBIS Character Counts kickoff event. The students put in a lot of effort preparing their skits showcasing

Empathy and Compassion. Those who gave presentations also received a special goody bag prepared by the staff of Koger Hall. To celebrate the start of the year, all the students and staff enjoyed delicious treats of banana and banana-less pudding, cookies-and-cream pie, and pineapple upside-down cake.

- The freshmen and sophomores have recently been promoted to Step 2 in the dorm behavior system.
- Several young men of MacWilliams Hall have started reading to the students of Kramer Hall.
- We are planning our October community service event involving the annual 'trick or treat' at Kids Town. We are retiring the pirate theme this year and planning on 'Day at the Beach' décor. Mr. Jimmy, Mr. Gabriel, and several students are working together to decide the decorations and costumes for the event.

Deaf Department Elementary and Middle School

Vaill Hall

- In September, for our Empathy and Compassion curriculum, our students acted out emotions from a group of pictures – for example, 'proud.' The observing students supported the actors with kind words to help them feel that emotion. The group gives a thumbs up to show the actor they've been successful.
- On October 3, Vaill Students went on a field trip to the Saint Augustine County Pier for the 2023 National Night Out. They met St. Johns County first responders, viewed emergency vehicles, played games, participated in a raffle, and enjoyed dinner from local restaurants. Three of our students won bikes. Vaill Hall will brave Bloxham Hall's Spooky House on the 25th, visit Flagler College on the 26th, and then Kids Town on the 30th. On the 31st, we will have an activity in the dorm, including snacks and a movie.
- High school students regularly come to Vaill Hall to help with ASL and math homework. We love seeing the older students educate and become role models for our students in Vaill Hall. The elementary students are very attentive when an older student is teaching them they look up to.

Bloxham Hall

- This month, our Bloxham Hall girls have been learning about conflict resolution and the dangers of gossiping. They played the "telephone game" to learn how information gets relayed incorrectly as it goes through multiple people and so can lead to misunderstandings. They are also learning the importance of communicating their feelings rather than holding them in. Sharing helps them see situations from others' perspectives.
- The girls have started earning their house points. Our older students have been teaching our younger kids about the program and how earning points benefits their group. This year, our students will have more input about the prizes they can win with their house points ranking.
- The girls have begun planning for our first community service project, a multi-sensory friendly trick or treat in our "spooky" dorm for our Blind and Deaf elementary students.

- Our volleyball season is almost over, and while our girls couldn't put a notch in the win column, they learned new skills and the value of teamwork. Our girls are still participating in cross country and cheerleading.

McLane Hall

- The McLane Hall students have been busy playing junior varsity football, swimming, and cross country this past month. They have been practicing throwing, catching, running, and swimming every day. They also enjoy going to the home games and rooting for their FSDB teams.
- In mid-September, a campus police officer came to the dorm and gave a workshop about what students should do if they see a stranger wandering on the FSDB campus. Officer O'Brien covered the lockdown procedure. He also discussed making good life choices, what to do in conflict situations, and how to resolve issues with others.
- The boys also enjoy learning how to cook. They recently learned how to bake cupcakes and cookies. A few weeks ago, we had a PBiS recreation kickoff where our students got to socialize with their old friends, make new friends, and enjoy shaved ice from a food truck, all while playing games outside at Palm Row.
- We will enjoy the new movie "Super Mario Bros" with popcorn in the dorm this month. On October 5, we held an Open House where the students' parents visited the dorm and saw their children in action.

Deaf Department High School

James Hall

- We had our boarding PBiS kickoff welcome-back party at the beginning of September. The students enjoyed water games, popcorn, Italian ice, and yard games. Everyone had fun!
- James Hall has recognized the following students as Student of the Week: Raiyanah, Rylee, Juliana, Marshanti, Kavira, Glorieris, Hannah, and Ashley. The girls listed have shown positive behavior by following the rules and helping their peers. Kudos to them.
- James Hall recognized one student for our Student of the Month program. This young lady stepped up to help all the students who needed math help. She never told any of the girls she couldn't help. The staff decided Kyra deserved the recognition for showing this generosity and resilience.
- Staff have been using their teachable moments with the girls, helping with laundry, cooking, and personal hygiene.
- For our community service, we baked brownies for the DSL office. The girls also went to the Deaf Elementary School dorm to help the students with their ASL skills and to read to them.
- This month, there will be a Halloween Party, and we will also give out Halloween candy to the Deaf and Blind elementary students.

Rhyne Hall

- The students in Rhyne Hall have had a full schedule with sports tryouts and catching up with friends. The boys have been enjoying the cooler weather outside after school,

playing games, particularly dorm basketball, and enjoying socializing and playing Ping-Pong in the living rooms.

- In Rhyne Hall, we are using our teachable moments for curriculum. Every day is the curriculum for our boys. The staff explains how to do their laundry, cook and read the package directions, clean up after themselves, and order food.
- The Rhyne Hall boys went to Vaill Hall to perform ASL stories for the younger students. The boys enjoyed doing this, and it teaches them to be role models for the younger students.
- Campus Police came to Rhyne Hall and taught a curriculum about emergency procedures. The students learned lockdown procedures and how to identify the safest and quiet areas. They also learned that when they see a suspicious person on campus, they should call 911, describe what they look like, etc. They are also responsible to know where and who to contact for help, such as Fortify FL, Red Flag Reporting, and 911. Some students participated in role-play activities to help demonstrate what to do if you see someone acting suspiciously.

Recreation Department

Recreation for the students started with the Welcome Back Bash on September 6. The students played various water games with water balloons, slip-and-slide, and much more. Also, the recreation started with our comprehensive recreation program offering a wide variety of activities including but not limited to swimming, team games, arts and crafts, fitness/wellness activities, outdoor activities such as giant Jenga, crossnet volleyball, spike ball, and much more.

FSDB Elementary Dance Program

Dance has been in session for approximately one month. The students have been put in four different age/skill groups. Ballet classes are divided into warm-up/stretch, center work, learning the basic positions and skills, adagio (balance, extension, and control), and the allegro (jumps and turns). Tap class is divided into warm-ups, center work, working on basic skills, and then corner/line work.

Learn to Swim

Swimmers are being identified, and lessons will begin after the athletic swim season ends.

Respectfully submitted by:

Kathleen Grunder

Administrator of Residential Services



ACCOUNTING

John Wester, Comptroller

Accounting

The latest monthly Agency Prompt Payment Compliance (215.422 F.S.) report shows FSDB at 100% compliance with all invoices sent to the Florida CFO for approval.

GASB-based financial schedules are being prepared and converted to the AG-preferred format for the State Auditor General's Office for the FY22-23 audit.

ADVANCEMENT

Traci Anderson, Executive Director of Advancement

<p><u>Donations for September 2023</u> Number of Donors = 486 Number of Gifts = 499 Dollars Received = \$32,487.10</p>	<p><u>Donations for September 2022</u> Number of Donors = 231 Number of Gifts = 237 Dollars Received = \$349,128.73</p>
<p><u>Current FY To Date</u> Number of Donors = 807 Number of Gifts = 1006 Dollars Received = \$480,559.86</p>	<p><u>Previous FY to Date</u> Number of Donors = 556 Number of Gifts = 716 Dollars Received = \$446,071.52</p>

Month Comparison of September 2022-2023 to September 2023-2024

We have observed substantial growth in key fundraising metrics:

- The number of donors increased by 110.39%.
- The number of gifts increased by 89.45%.
- Dollars received increased by 179.37% (excluding the Johnson Scholarship Foundation gift of \$337,500).

Prior Year Comparison

Comparing the current fiscal year to the previous one:

- The number of donors increased by 45.14%.
- The number of gifts increased by 40.50%.
- Dollars received increased by 7.73%.

All key fundraising metrics are showing positive trends. We remain committed to advancing our mission and are very grateful for the continued support of our board and our donors!

BUSINESS SERVICES BULLETIN

Julia Mintzer, Administrator of Business Services

Business Services Bulletin: October 10, 2023

Accounting, Budget Management, Purchasing, and Student Bank

A number of service contract requests are currently being processed. Based on the complexity of the services requested and the dollar value thresholds, executing a contract may be a lengthy process. If you require a service contract, please start early in the process. Forms and instructions may be found on the FSDB Intranet in the Purchasing folder. For questions, please contact Kim Whitwam, Director of Purchasing, or John Wester, Comptroller.

The Requisition for Purchase Order document has been updated and may be found on the FSDB Intranet in the Purchasing folder. Soon, we will offer a Purchasing Question and Answer session for campus supervisors and staff members assisting with departmental purchases.

We have more privately funded projects than ever before! Please make sure that Agency Fund Requisitions are submitted to the Student Bank at least ten days in advance so that funds may be made available for your projects and events.

Advancement

The Advancement team successfully provided year-end reports for several foundations. Thank you for writing such quality year-end project reports, as the content you provide allows us to illustrate all of the wonderful value-added initiatives supported by private dollars. Some foundations require proposals well before the FSDB private funding request process. Don't be surprised if the Advancement team reaches out in the coming weeks to gauge interest in continuing current projects for 2024-2025.

Campus Police

Please remember to alert Campus Police if you expect visitors, volunteers, or contractors. It is important that these individuals have their proper credentials, whether that be an ID or contractor badge, to enter campus.

Safety and Facility Operations:

Pardon our dust! That will be the theme for the next couple of years as we tackle a few major projects.

The design/build team is on campus full-time as the demolition and construction phase of the Gregg Hall project begins. The team is conducting some required preliminary work in the building as we prepare for demolition to start the first week of November and be completed by Thanksgiving. This will be an aggressive build with the expectation that we will move the students and staff members back into the new dorm in July.

We hope to be under contract for the Bleacher Project just as football season ends. The new bleachers will be removed in preparation for installing new and improved bleachers. We had hoped to build concrete cast bleachers, but that was cost-prohibitive. The new bleachers will provide spectators with a safe and enjoyable experience and include an announcer's booth.

We have initiated the design for the Kramer Hall renovation. We anticipate advertising for design/build contractors beginning in December based on a 15% schematic design prepared by an architectural firm serving as the owner's representative for this project. This project is anticipated to begin in Fall 2024.

Another architectural firm is preparing the design for the Kids Town Theater and the Settles storefront. These projects will then go out to bid for construction. We anticipate that the theater will be completed before the end of the fiscal year. The Settles storefront is anticipated to be a summer project in an effort to avoid impacts to programming. If the budget allows, we hope to extend the storefront so that the Settles elevator is enclosed with the rest of the building. Stay tuned...

With this amount of construction, the old tennis court area will serve as contractor parking and the storage area for construction materials. This area will no longer serve as overflow parking for the campus. Thank you for your understanding.

Training and Quality Assurance

TQA has launched a new batch of Moodle courses. Happy learning!

Just a friendly reminder: if your CPR or CPI certification has expired, please register for a class as soon as possible. If you are not sure about the status of your certification, please contact your supervisor, as a compliance spreadsheet is maintained to monitor these courses.

Transportation

Please submit field trip requests as early as possible. They are fulfilled on a first come, first serve basis, and resources are limited.

INVESTMENT PERFORMANCE

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

Endowment I

During September, the Endowment I decreased -\$565,602.71 (-2.61%), increased +2.62% Year to Date, and increased +10.05% for the trailing 12 months with a closing portfolio value of \$19,372,139.56. Dividends and interest income totaled +\$38,941.39, and accrued interest increased +\$9,976.35. During the same period, the Benchmark decreased by -3.50%, increased by +4.68% and +11.16%, while the S&P 500 decreased by -4.77%, +13.07%, and +21.62%, respectively. Additionally, \$320,067.18 was deposited during the month.

Endowment II

During September, the Endowment II decreased -\$322,764.74 (-2.60%), +2.88% Year to Date, and 10.34% for the trailing 12 months with a closing portfolio value of \$11,054,447.38. Dividends and interest income totaled +\$23,206.46, and accrued interest increased +\$4,745.11.

SAFETY AND FACILITIES OPERATIONS

Guy Maltese, Executive Director of Safety and Facilities Operations

Project Management

- Roofing inspections have been completed.
- A precast concrete wall has been installed at the cooling tower. It is currently being painted.
- Repairs to the Palm Row entrance continue. The masonry work is 80% complete. The electrical and Honeywell security repairs are complete. The fence panel has been completed and is being held offsite by the fencing contractor for installation after the masonry is completed.
- Negotiations for the stadium bleachers are nearing completion, with the project expected to run concurrently with Gregg Hall.
- The grounds department continues the campus beautification initiative, this includes new beds, unique plantings, window washing, and continued pressure washing.
- SaFO continues to manage projects in alignment with the Campus Facilities Master Plan and Public Education Capital Outlay (PECO) Legislative Budget Request. Project Management meetings are held regularly concerning safety/security, Essential Equipment Maintenance, Technology, and Facility Infrastructure Repairs. Meetings focus on new projects, progress of existing projects, and budget management.

TRAINING AND QUALITY ASSURANCE

Trish McFadden, Executive Director of Training and Quality Assurance

The Training and Quality Assurance Department held or will hold the following training classes between September 29, 2023, and October 26, 2023: two New Employee Onboarding sessions, one CPI full course, two CPI Refresher courses, one CPR course, one AlerT training, one Youth Mental Health First Aid class, one Florida Model Threat Assessment Training, and one QPR course.

TQA welcomed 42 new employees at two New Employee Onboarding sessions held in early October. Members of the President's Advisory Team (PAT) were on hand to meet with groups of staff and share information about their respective areas and how their departments support FSDB's mission, vision, values, and goals. Participants also received an introduction to emergency management and reviewed safety protocols while on campus. The New Employee Onboarding process provides an informative introduction to our school, an opportunity to meet key campus officials, and gain a better understanding of their role in FSDB students' educational experience.

Further, TQA has been working with the School Safety Specialist to identify and enroll staff in the new Florida Threat Management Model Training. This course replaces C-STAG which has been used for the past few years as the threat assessment process. All Florida school districts are required to have staff involved in threat management trained by December 31, 2023, as this new program becomes effective January 1, 2024. FSDB will complete this task by scheduling six course offerings and two "Chair/Vice-Chair" trainings. All staff required to participate in this course will have met the requirement by December 13, 2023.

TRANSPORTATION

Kevin Greene, Executive Director of Transportation

October is an exciting time for the Transportation Department as we celebrate bus safety!

Evacuation Drills are part of the Transportation Department safety initiatives and are required by the Florida Department of Education. During the first six weeks of each semester, students who ride a school bus and people qualified to transport students participate in unannounced evacuation drills.

The drills are designed to educate students about evacuation procedures and their role in the event of an emergency. To pass the drill, staff and students must safely exit the bus in under two minutes. Students are instructed to leave their personal belongings on the bus and staff are required to exit the bus with the route book and their two-way radio. All Day and SHOW Buses passed the evacuation drill successfully.

The department is also preparing for National Bus Safety Week. This annual event is held during the third week of October. The goal of National School Bus Safety Week is to address the importance of school bus safety. The week-long observance offers a reminder to all parents, teachers, students, motorists, and school bus operators about the importance of following the law and implementing school bus safety tips. Parents should be able to trust that when their child gets on the school bus, there is no need to worry about their safety. If everyone follows school bus safety rules, every child will stay safe.

The highlight of the safety week is the poster contest. Students from all classes are invited to participate in the poster contest. The winner of the poster contest will have their artwork placed on a school binder that will be given out to all students to celebrate the week. The overall winner was Jehieli Ortiz Rosa, BES – 3rd Grade. Honorable Mentions went out to Jesabelys Ortiz Rosa, BES—4th Grade, Karmiela Holland, DES—4th Grade, Amaleki Hancock, DES – 4th Grade, Xander St. Gabriel DMS – 7th Grade, Chelsea Bardales, DMS – 7th Grade, Frantz Valbrun, DHS – 10th Grade, and Shane Ferenc, DHS – 10th Grade.

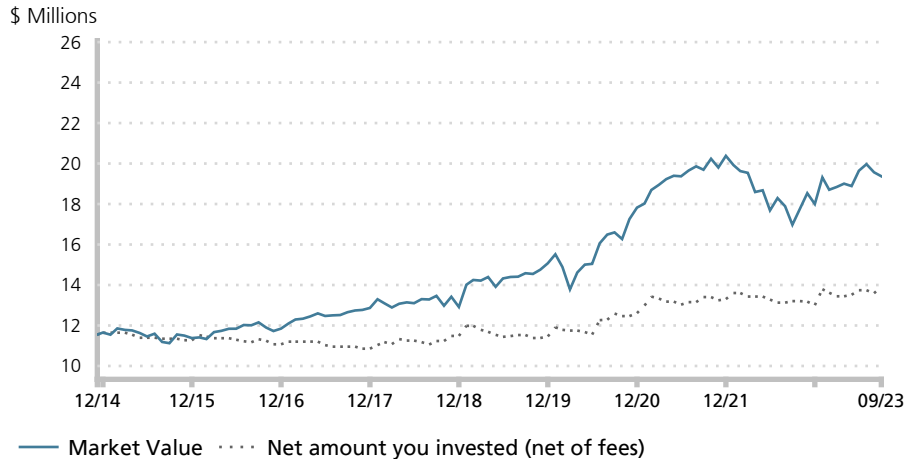
Respectfully Submitted,
Julia Mintzer
Administrator of Business Services



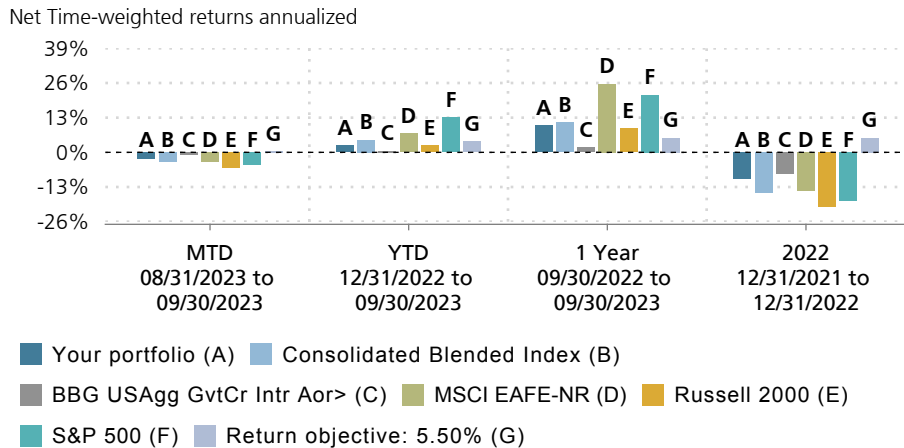
Performance Review

as of September 30, 2023

Sources of Portfolio Value



Portfolio and Selected Benchmark Returns



Consolidated Blended Index: Start - Current: 6% Russell 3000; 9% Russell 2500; 5% Russell 1000 Value; 5% Russell 1000 Growth; 14% Russell 1000; 12% MSCI EAFE-NR; 2% MSCI Emerg Mkt Gwth-NR; 2% BBG US Short TSY (1-3 M); 45% BBG USAgg GvtCr 5-10 Y

Past performance does not guarantee future results and current performance may be lower/higher than past data presented. Board of Trustees Report, October 27, 2023

Report created on: October 02, 2023

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Consolidated report prepared for FSDB Endowment I

^ performance and account start dates differ (see disclosures)

NX XX181 ESG	NX XX187 Fixed Income
NX XX182 Small Cap	NX XX189 Fixed Income
NX XX183 ^ Board Of Trustees For	NX XX190 Global Focused
NX XX185 OEI	NX XX191 Div Ruler
NX XX186 MID CAP	NX XX407 ^ Fixed Income

Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 08/31/2023 to 09/30/2023	YTD 12/31/2022 to 09/30/2023	1 Year 09/30/2022 to 09/30/2023	2022 12/31/2021 to 12/31/2022
Opening value	19,568,757.35	17,999,902.34	16,975,000.64	20,380,179.16
Net deposits/withdrawals	320,067.18	830,208.79	604,642.22	-403,435.85
Div./interest income	38,941.39	352,470.39	452,959.65	429,209.67
Change in accr. interest	9,976.35	22,681.88	46,733.06	11,824.46
Change in value	-565,602.71	166,876.15	1,292,803.99	-2,417,875.10
Closing value	19,372,139.56	19,372,139.56	19,372,139.56	17,999,902.34
Net Time-weighted ROR	-2.61	2.62	10.05	-10.00

Net deposits and withdrawals include program and account fees.

Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 08/31/2023 to 09/30/2023	YTD 12/31/2022 to 09/30/2023	1 Year 09/30/2022 to 09/30/2023	2022 12/31/2021 to 12/31/2022
Your portfolio(%)	-2.61	2.62	10.05	-10.00
Consolidated Blended Index	-3.50	4.68	11.16	-15.16
BBG USAgg GvtCr Intr Aor>	-1.02	0.49	1.76	-7.93
MSCI EAFE-NR	-3.42	7.08	25.65	-14.45
Russell 2000	-5.89	2.54	8.93	-20.44
S&P 500	-4.77	13.07	21.62	-18.11
Return objective: 5.50%	0.44	4.09	5.50	5.50



NX XX181	ESG	NX XX187	Fixed Income
NX XX182	Small Cap	NX XX189	Fixed Income
NX XX183	Board Of Trustees For	NX XX190	Global Focused
NX XX185	OEI	NX XX191	Div Ruler
NX XX186	MID CAP	NX XX407	Fixed Income

Additional Information About Your Portfolio

as of September 30, 2023

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

	Performance	Start date to	ITD
	Start date	09/30/2023	
Consolidated	12/08/2014		4.51%

Benchmark Composition

Consolidated

Blended Index

Start - Current: 6% Russell 3000; 9% Russell 2500; 5% Russell 1000 Value; 5% Russell 1000 Growth; 14% Russell 1000; 12% MSCI EAFE-NR; 2% MSCI Emerg Mkt Gwth-NR; 2% BBG US Short TSY (1-3 M); 45% BBG USAgg GvtCr 5-10 Y



Financial Markets Summary

as of September 30, 2023

Consolidated report prepared for FSDB Endowment I

NX XX181	ESG	NX XX187	Fixed Income
NX XX182	Small Cap	NX XX189	Fixed Income
NX XX183	Board Of Trustees For	NX XX190	Global Focused
NX XX185	OEI	NX XX191	Div Ruler
NX XX186	MID CAP	NX XX407	Fixed Income

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2023 to 09/30/2023	09/30/2022 to 09/30/2023	09/30/2020 to 09/30/2023	09/30/2018 to 09/30/2023	09/30/2016 to 09/30/2023	09/30/2013 to 09/30/2023
Cash Alternatives	US Treasury Bill - 3 Mos	1.34	4.63	1.75	1.71	1.53	1.09
US - Fixed Income	BBG Agg Bond	-3.23	0.64	-5.21	0.10	-0.09	1.13
	BBG Muni 1-10Y 1-12Y	-2.23	2.29	-1.41	1.20	0.97	1.68
	BBG Muni 5 Yr 4-6 TR	-2.03	2.16	-1.71	1.03	0.81	1.44
	BBG Muni 7 Yr 6-8 TR	-2.85	2.23	-1.96	1.27	0.95	1.94
	BBG Muni Bond	-3.95	2.66	-2.30	1.05	0.92	2.29
	BBG US Agg Gvt & CR 1-3 Y	0.73	2.77	-0.72	1.21	0.99	1.02
	BBG US Gov/CorpInter TR	-0.83	2.20	-2.93	1.02	0.62	1.27
Global/International - Fixed Income	BBG GblAgg	-3.59	2.24	-6.93	-1.62	-1.53	-0.44
	BBG GblAgg ex-USD	-4.00	3.39	-8.39	-3.10	-2.77	-1.73
US Equity	Dow Jones Ind Avg	-2.10	19.18	8.62	7.13	11.46	10.79
	NAREIT Equity	-8.33	-1.71	2.68	2.79	3.03	6.16
	NASDAQ Composite	-4.12	25.00	5.78	10.43	13.90	13.35
	Russell 1000	-3.15	21.19	9.53	9.62	11.99	11.62
	Russell 1000 Growth	-3.13	27.72	7.97	12.41	15.63	14.47
	Russell 1000 Value	-3.16	14.44	11.05	6.22	7.91	8.44
	Russell 2000	-5.13	8.93	7.16	2.39	6.62	6.64
	Russell 2000 Growth	-7.32	9.59	1.09	1.55	6.77	6.71
	Russell 2000 Value	-2.96	7.84	13.32	2.59	5.94	6.19
	Russell 2500	-4.78	11.28	8.39	4.54	7.96	7.90
	Russell 3000	-3.25	20.46	9.38	9.14	11.64	11.27
	Russell Mid Cap	-4.68	13.45	8.09	6.38	8.68	8.98
	Russell Mid Cap Growth	-5.22	17.47	2.61	6.97	10.39	9.94
	Russell Mid Cap Value	-4.46	11.05	10.98	5.18	6.83	7.91
	S&P 400 Mid Cap	-4.20	15.51	12.05	6.06	8.77	8.94
	S&P 500	-3.27	21.62	10.15	9.91	12.23	11.91
Global/International - Equity	MSCI AC World - NR	-3.40	20.80	6.89	6.46	8.59	7.55
	MSCI ACWI xUSA-NR	-3.77	20.39	3.74	2.58	4.73	3.35
	MSCI EAFE-NR	-4.11	25.65	5.75	3.24	5.29	3.82



Financial Markets Summary

as of September 30, 2023 (continued)

Consolidated report prepared for FSDB Endowment I

NX XX181	ESG	NX XX187	Fixed Income
NX XX182	Small Cap	NX XX189	Fixed Income
NX XX183	Board Of Trustees For	NX XX190	Global Focused
NX XX185	OEI	NX XX191	Div Ruler
NX XX186	MID CAP	NX XX407	Fixed Income

	Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
	06/30/2023 to 09/30/2023	09/30/2022 to 09/30/2023	09/30/2020 to 09/30/2023	09/30/2018 to 09/30/2023	09/30/2016 to 09/30/2023	09/30/2013 to 09/30/2023
MSCI Emerging Markets-NR	-2.93	11.70	-1.73	0.55	3.22	2.07
MSCI Emerging Markets-PR	-3.71	8.79	-4.15	-1.88	0.76	-0.36
MSCI World	-3.36	22.58	8.60	7.80	9.88	8.84
Commodities						
DJ UBS Commodity	4.71	-1.30	16.23	6.13	4.68	-0.75
Goldman Sachs Commodity	15.98	10.93	29.49	5.56	7.32	-2.53
Non-Traditional						
HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
HFRX Eqty Hdg-EqMktNeu	0.93	3.16	2.00	-1.14	-0.82	0.13
HFRX Event Driven	2.15	-2.89	-1.30	0.66	1.08	0.58
Balanced						
S&P 500 40% /BBG Agg 60%	-3.23	8.81	0.93	4.30	4.97	5.57
S&P 500 50% /BBG Agg 50%	-3.23	10.90	2.47	5.30	6.22	6.66
S&P 500 60% /BBG Agg 40%	-3.24	13.01	4.01	6.27	7.45	7.73
Miscellaneous						
Consumer Price Index	0.63	3.44	5.66	3.99	3.49	2.75



Disclosures Applicable to Accounts at UBS Financial Services Inc.

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

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

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

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

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

Client Accounts: This report may include all assets in the accounts listed and may include eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such securities will distort the actual performance of your accounts and does not reflect the performance of your accounts in the fee-based program. As a result, the performance reflected in this report can vary substantially from the individual account performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. When shown on a report, the risk profile and return objectives describe your overall goals for these accounts. For each account you maintain, you choose one return objective and a primary risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your account records.

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

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

Time-weighted Returns for accounts / SWP/AAP sleeves (Daily periods): The report displays a time weighted rate of return (TWR) that is calculated by dividing the portfolio's daily gain/loss by the previous day's closing market value plus the net value of cash flows that occurred during the day, if it was positive. The TWR gives equal weighting to every return regardless of amount of money invested, so it is an effective measure for returns on a fee based account. Periods greater than one day are calculated by linking the daily returns. All periods shown which are greater than 12 months are annualized. For reports generated prior to 01/26/2018, the performance calculations used the account's end of day value on the performance inception (listed in the report under the column "ITD") and all cash flows were posted at end of day. As a result of the change, the overall rate of return (TWR) and beginning market value displayed can vary from prior generated reports. This applies to all performance for all assets on or after 09/30/2010, Advisory assets on or after 12/31/2010, SWP/AAP sleeves on or after 04/30/2018 as well as all Asset Class and Security level returns.

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

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

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

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

Benchmark/Major Indices: The past performance of an index is not a guarantee of future results. Any benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your



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

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 may be 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 its holdings.

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

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

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

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

provided by the issuer.

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

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

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

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

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

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

Concentrated Equity Solutions (CES) managers are not involved in the selection of the underlying stock positions. The Manager will advise only on the options selection in order to pursue the strategy in connection with the underlying stock position(s) deposited in the account. It is important to keep this in mind when evaluating the manager's performance since the account's performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly



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

during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

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

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

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

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

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

of this information.

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

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

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

1) Have there been any changes to your financial situation or investment objectives?

2) Would you like to implement or modify any restrictions regarding the management of your account?

If the answer to either question is "yes," it is important that you contact your Financial Advisor as soon as possible to discuss these changes. For MAC advisory accounts, please contact your investment manager directly if you would like to impose or change any investment restrictions on your account.

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

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

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

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

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



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

Important information about brokerage and advisory services. As a firm providing wealth management services to clients, UBS Financial Services Inc. offers investment advisory services in its capacity as an SEC-registered investment adviser and brokerage services in its capacity as an SEC-registered broker-dealer. Investment advisory services and brokerage services are separate and distinct, differ in material ways and are governed by different laws and separate arrangements. It is important that clients understand the ways in which we conduct business, that they carefully read the agreements and disclosures that we provide to them about the products or services we offer. For more information, please review client relationship summary provided at ubs.com/relationshipsummary.

UBS Financial Services account protection

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

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

Neither the SIPC protection nor the supplemental protection apply to:

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

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



Performance Review

as of September 30, 2023

Consolidated report prepared for FSDB Endowment II

^ performance and account start dates differ (see disclosures)

NX XX184 Invesco

NX XX519 F2 OEI

NX XX188 ^ Div Ruler 2

NX XX520 F2 Small Cap

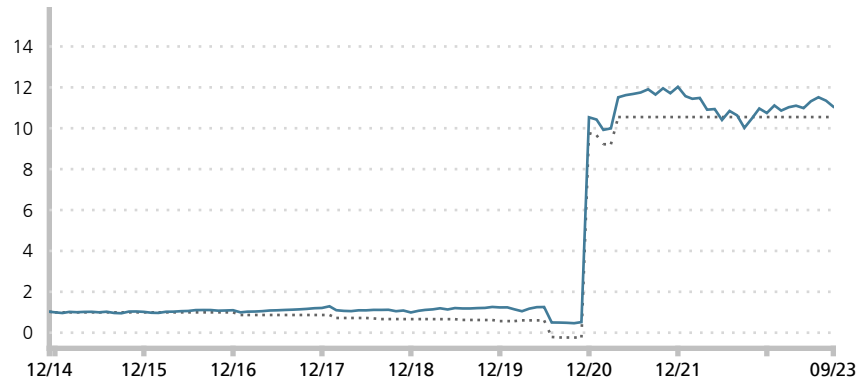
NX XX516 F2 Fixed Income

NX XX517 F2 ESG

NX XX518 F2 LT Themes

Sources of Portfolio Value

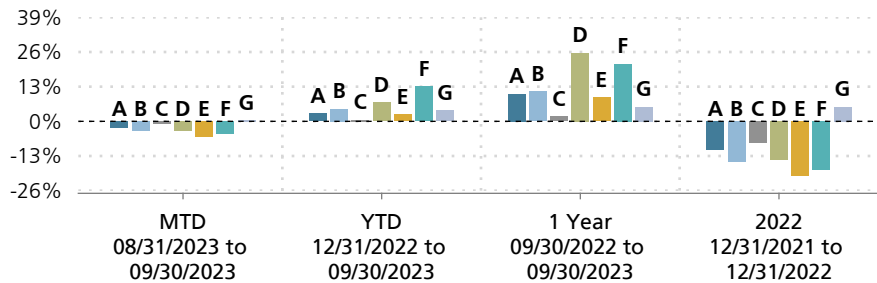
\$ Millions



— Market Value ···· Net amount you invested (net of fees)

Portfolio and Selected Benchmark Returns

Net Time-weighted returns annualized



■ Your portfolio (A) ■ Consolidated Blended Index (B)
 ■ BBG USAgg GvtCr Intr Aor> (C) ■ MSCI EAFE-NR (D) ■ Russell 2000 (E)
 ■ S&P 500 (F) ■ Return objective: 5.50% (G)

Portfolio Value and Investment Results

Performance returns (annualized > 1 year)

	MTD 08/31/2023 to 09/30/2023	YTD 12/31/2022 to 09/30/2023	1 Year 09/30/2022 to 09/30/2023	2022 12/31/2021 to 12/31/2022
Opening value	11,349,260.56	10,745,307.02	10,018,191.63	12,027,125.37
Net deposits/withdrawals	0.00	-38,682.31	-50,705.24	-51,648.36
Div./interest income	23,206.46	217,732.49	271,793.77	256,387.50
Change in accr. interest	4,745.11	-5,232.57	16,152.85	15,697.99
Change in value	-322,764.74	135,322.75	799,014.37	-1,502,255.48
Closing value	11,054,447.38	11,054,447.38	11,054,447.38	10,745,307.02
Net Time-weighted ROR	-2.60	2.88	10.34	-10.66

Net deposits and withdrawals include program and account fees.

Time Weighted Rates of Return (Net of Fees)

Performance returns (annualized > 1 year)

	MTD 08/31/2023 to 09/30/2023	YTD 12/31/2022 to 09/30/2023	1 Year 09/30/2022 to 09/30/2023	2022 12/31/2021 to 12/31/2022
Your portfolio(%)	-2.60	2.88	10.34	-10.66
Consolidated Blended Index	-3.50	4.68	11.16	-15.16
BBG USAgg GvtCr Intr Aor>	-1.02	0.49	1.76	-7.93
MSCI EAFE-NR	-3.42	7.08	25.65	-14.45
Russell 2000	-5.89	2.54	8.93	-20.44
S&P 500	-4.77	13.07	21.62	-18.11
Return objective: 5.50%	0.44	4.09	5.50	5.50

Consolidated Blended Index: Start - Current: 6% Russell 3000; 9% Russell 2500; 5% Russell 1000 Value; 5% Russell 1000 Growth; 14% Russell 1000; 12% MSCI EAFE-NR; 2% MSCI Emerg Mkt Gwth-NR; 2% BBG US Short TSY (1-3 M); 45% BBG USAgg GvtCr 5-10 Y

Past performance does not guarantee future results and current performance may be lower/higher than past data presented. Board of Trustees Report, October 27, 2023

Report created on: October 02, 2023

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Additional Information About Your Portfolio

as of September 30, 2023

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

	Performance	Start date to	ITD
	Start date	09/30/2023	
Consolidated	12/08/2014		7.92%

Benchmark Composition

Consolidated

Blended Index

Start - Current: 6% Russell 3000; 9% Russell 2500; 5% Russell 1000 Value; 5% Russell 1000 Growth; 14% Russell 1000; 12% MSCI EAFE-NR; 2% MSCI Emerg Mkt Gwth-NR; 2% BBG US Short TSY (1-3 M); 45% BBG USAgg GvtCr 5-10 Y



Financial Markets Summary

as of September 30, 2023

Consolidated report prepared for FSDB Endowment II

NX XX184 Invesco
 NX XX188 Div Ruler 2
 NX XX516 F2 Fixed Income
 NX XX517 F2 ESG
 NX XX518 F2 LT Themes
 NX XX519 F2 OEI
 NX XX520 F2 Small Cap

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2023 to 09/30/2023	09/30/2022 to 09/30/2023	09/30/2020 to 09/30/2023	09/30/2018 to 09/30/2023	09/30/2016 to 09/30/2023	09/30/2013 to 09/30/2023
Cash Alternatives	US Treasury Bill - 3 Mos	1.34	4.63	1.75	1.71	1.53	1.09
US - Fixed Income	BBG Agg Bond	-3.23	0.64	-5.21	0.10	-0.09	1.13
	BBG Muni 1-10Y 1-12Y	-2.23	2.29	-1.41	1.20	0.97	1.68
	BBG Muni 5 Yr 4-6 TR	-2.03	2.16	-1.71	1.03	0.81	1.44
	BBG Muni 7 Yr 6-8 TR	-2.85	2.23	-1.96	1.27	0.95	1.94
	BBG Muni Bond	-3.95	2.66	-2.30	1.05	0.92	2.29
	BBG US Agg Gvt & CR 1-3 Y	0.73	2.77	-0.72	1.21	0.99	1.02
	BBG US Gov/CorpInter TR	-0.83	2.20	-2.93	1.02	0.62	1.27
Global/International - Fixed Income	BBG GblAgg	-3.59	2.24	-6.93	-1.62	-1.53	-0.44
	BBG GblAgg ex-USD	-4.00	3.39	-8.39	-3.10	-2.77	-1.73
US Equity	Dow Jones Ind Avg	-2.10	19.18	8.62	7.13	11.46	10.79
	NAREIT Equity	-8.33	-1.71	2.68	2.79	3.03	6.16
	NASDAQ Composite	-4.12	25.00	5.78	10.43	13.90	13.35
	Russell 1000	-3.15	21.19	9.53	9.62	11.99	11.62
	Russell 1000 Growth	-3.13	27.72	7.97	12.41	15.63	14.47
	Russell 1000 Value	-3.16	14.44	11.05	6.22	7.91	8.44
	Russell 2000	-5.13	8.93	7.16	2.39	6.62	6.64
	Russell 2000 Growth	-7.32	9.59	1.09	1.55	6.77	6.71
	Russell 2000 Value	-2.96	7.84	13.32	2.59	5.94	6.19
	Russell 2500	-4.78	11.28	8.39	4.54	7.96	7.90
	Russell 3000	-3.25	20.46	9.38	9.14	11.64	11.27
	Russell Mid Cap	-4.68	13.45	8.09	6.38	8.68	8.98
	Russell Mid Cap Growth	-5.22	17.47	2.61	6.97	10.39	9.94
	Russell Mid Cap Value	-4.46	11.05	10.98	5.18	6.83	7.91
	S&P 400 Mid Cap	-4.20	15.51	12.05	6.06	8.77	8.94
	S&P 500	-3.27	21.62	10.15	9.91	12.23	11.91
Global/International - Equity	MSCI AC World - NR	-3.40	20.80	6.89	6.46	8.59	7.55
	MSCI ACWI xUSA-NR	-3.77	20.39	3.74	2.58	4.73	3.35
	MSCI EAFE-NR	-4.11	25.65	5.75	3.24	5.29	3.82



Financial Markets Summary

as of September 30, 2023 (continued)

	Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
	06/30/2023 to 09/30/2023	09/30/2022 to 09/30/2023	09/30/2020 to 09/30/2023	09/30/2018 to 09/30/2023	09/30/2016 to 09/30/2023	09/30/2013 to 09/30/2023
MSCI Emerging Markets-NR	-2.93	11.70	-1.73	0.55	3.22	2.07
MSCI Emerging Markets-PR	-3.71	8.79	-4.15	-1.88	0.76	-0.36
MSCI World	-3.36	22.58	8.60	7.80	9.88	8.84
Commodities						
DJ UBS Commodity	4.71	-1.30	16.23	6.13	4.68	-0.75
Goldman Sachs Commodity	15.98	10.93	29.49	5.56	7.32	-2.53
Non-Traditional						
HFR1 Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
HFR1 FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
HFRX Eqty Hdg-EqMktNeu	0.93	3.16	2.00	-1.14	-0.82	0.13
HFRX Event Driven	2.15	-2.89	-1.30	0.66	1.08	0.58
Balanced						
S&P 500 40% /BBG Agg 60%	-3.23	8.81	0.93	4.30	4.97	5.57
S&P 500 50% /BBG Agg 50%	-3.23	10.90	2.47	5.30	6.22	6.66
S&P 500 60% /BBG Agg 40%	-3.24	13.01	4.01	6.27	7.45	7.73
Miscellaneous						
Consumer Price Index	0.63	3.44	5.66	3.99	3.49	2.75



Disclosures Applicable to Accounts at UBS Financial Services Inc.

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

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

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

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

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

Client Accounts: This report may include all assets in the accounts listed and may include eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such securities will distort the actual performance of your accounts and does not reflect the performance of your accounts in the fee-based program. As a result, the performance reflected in this report can vary substantially from the individual account performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. When shown on a report, the risk profile and return objectives describe your overall goals for these accounts. For each account you maintain, you choose one return objective and a primary risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your account records.

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

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

Time-weighted Returns for accounts / SWP/AAP sleeves (Daily periods): The report displays a time weighted rate of return (TWR) that is calculated by dividing the portfolio's daily gain/loss by the previous day's closing market value plus the net value of cash flows that occurred during the day, if it was positive. The TWR gives equal weighting to every return regardless of amount of money invested, so it is an effective measure for returns on a fee based account. Periods greater than one day are calculated by linking the daily returns. All periods shown which are greater than 12 months are annualized. For reports generated prior to 01/26/2018, the performance calculations used the account's end of day value on the performance inception (listed in the report under the column "ITD") and all cash flows were posted at end of day. As a result of the change, the overall rate of return (TWR) and beginning market value displayed can vary from prior generated reports. This applies to all performance for all assets on or after 09/30/2010, Advisory assets on or after 12/31/2010, SWP/AAP sleeves on or after 04/30/2018 as well as all Asset Class and Security level returns.

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

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

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

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

Benchmark/Major Indices: The past performance of an index is not a guarantee of future results. Any benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your



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

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 may be 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 its holdings.

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

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

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

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

provided by the issuer.

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

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

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

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

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

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

Concentrated Equity Solutions (CES) managers are not involved in the selection of the underlying stock positions. The Manager will advise only on the options selection in order to pursue the strategy in connection with the underlying stock position(s) deposited in the account. It is important to keep this in mind when evaluating the manager's performance since the account's performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly



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

during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

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

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

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

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

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

of this information.

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

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

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

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

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

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

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

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

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



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

Important information about brokerage and advisory services. As a firm providing wealth management services to clients, UBS Financial Services Inc. offers investment advisory services in its capacity as an SEC-registered investment adviser and brokerage services in its capacity as an SEC-registered broker-dealer. Investment advisory services and brokerage services are separate and distinct, differ in material ways and are governed by different laws and separate arrangements. It is important that clients understand the ways in which we conduct business, that they carefully read the agreements and disclosures that we provide to them about the products or services we offer. For more information, please review client relationship summary provided at ubs.com/relationshipsummary.

UBS Financial Services account protection

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

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

Neither the SIPC protection nor the supplemental protection apply to:

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

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



Dual Enrollment Update for the Blind High School

St. Johns River State College (SJRSJ)

Enrollment

11 students are enrolled in the Fall Semester

Students by grade level:

1 Continuing Ed, 6 seniors, 3 juniors, 1 sophomore

1 new dual enrollment student will enroll and register for the Spring semester.

Course Registration

Students are registered in 20 full-term courses.

1 student is registered in a mini-semester (half-term full-credit) course.

All students participate in at least one online course.

4 students attend at least one in-person class at the SJRSJ St. Augustine Campus.

First Coast Technical College (FCTC)

3 students are in Automotive Brakes and Suspension (2nd year)

1 student is in Welding Assistant (2nd year)

2 students are in Early Childhood Education (1st year)

Angi McCutcheon – Off Campus Facilitator and Braille Specialists

Blind Awareness Month

October is Blindness Awareness Month, and October 15 is White Cane Day! To celebrate, the Blind Department is creating "The Blind Duck Project." This Project is a student-led venture to bring awareness about the Visually Impaired Community to the City of St. Augustine and surrounding areas. Small rubber ducks holding a cane and a QR code necklace are distributed throughout the community to capture the recipients' attention and encourage them to learn more about the Blind Community. When individuals scan the QR code on the duck, they will be taken to an FSDB webpage filled with information about Blindness Awareness and our amazing students! The webpage includes student testimonials, information about the White Cane Law, tips for drivers and community members, pictures of students in the community, informational Orientation and Mobility videos, and so much more! The Blind Department is also hosting a Duckie Day filled with fun water games and activities for BEMS and Blind ELC to go along with our Duck theme. We will round out our celebration with a campus-wide Duck March, where all students from the Blind Department will parade around campus and show off what makes them so incredible. "

Teresa Lukic – Orientation and Mobility and ECC Specialists

21st Annual Tactile Art Show

OCT 6 – 29, 2023

St. Augustine Art Association

Submitted by Angi McCutcheon and Lori Hall

October is National Sensory Processing Awareness Month. From October 6 -29, the St. Augustine Art Association (STAAA) is once again hosting the Tactile Art Show with collaboration from the Florida Deaf-Blind Association and FSDB. Unlike most art exhibits, viewers -- blind, visually impaired, or sighted -- are invited to touch the artwork! The Tactile Art Show is produced each October as part of the Art Beyond Sight global awareness campaign to enhance arts accessibility for the blind and visually impaired. Touchable art that is both visually appealing and engaging for the blind includes sculptures, assemblages, ceramics, figures, textiles, and more. The Tactile Art Show features works created by local artists and Braille signage prepared through collaboration with the Blind High School. Braille Signs identify the name of the piece, artist name, art medium, and price for each work of art on display.

This year, FSDB student work is also featured in the Tactile Art Show, with 22 pieces created by Blind High School art students selected for display. Mixed media sculptures and tactile 2D pieces by students in Sculpture 1 & 2 and 2D Art Studio classes include various materials, such as paper mâché, wire, clay, wood, and fabric, demonstrating a range of techniques. The multi-textured works are designed to be touched to engage the hands and the mind. Each one also tells a piece of a student's story: a moment captured, a dream shared, a memory preserved, or a peek at an imagination running wild. BHS art students will visit the museum this month in small groups as part of their O&M/ECC experience.

(Information for this article was taken from the St Augustine Art Association website and the Touch St. Augustine brochure.)

Submitted by Lori – Art Teacher, and Angi McCutcheon, Off Campus Facilitator and Braille Specialists

Middle School Students' Hands-on History Project

During History classes in the BMS, students engaged in a STEM activity that involved constructing models of various types of buildings. Using wooden blocks and trays, they built ziggurats, temples, and housing units, paying close attention to the structural integrity of their projects. The projects allowed students to focus on spatial concepts, including position, form, and scale, while they worked cooperatively to build their structures. Importantly, our middle schoolers realized you are never too old to learn while having fun playing with blocks!

Edith Stein – BMS Social Studies Teacher

Positive Behavior (interventions) and Support, Building Resiliency & Character Education Programs Continue at FSDB.

Students continue participating in a campus-wide Positive Behavior (interventions) Support, Building Resiliency and Character Education Program. This month, all across campus academic departments presentations on school resources took place. For example, Karen Newton, Assistant Principal in the Deaf Middle School, shared the following information on how DMS provided this

training: In the Deaf Middle School, students were shown a video of the Assistant Principal seeking different types of support. The mental health staff would then pop into the video after each scenario, explaining the types of support they provide. To follow up, each class played a Jeopardy game, reviewing the information on how to seek support from our staff on campus.

In the Blind Elementary school as well as Blind Middle School and soon Blind High School, Teachers, I.A.s, and Associate Teachers were acknowledged as valuable resources for students. Then, the Principal and Assistant Principals were introduced and discussed their role in the school. The Executive Mental Health Director introduced the Mental Health Counselor, Social Worker, Behavior Specialist, and Psychologist. Each staff member talked about their responsibilities. Next, the FSDB Safety Specialist presented vital information about how we keep students safe. Finally, the School Counselors were introduced and discussed how they work with students. These presentations brought awareness of the support resources in each department. It was important for students to have a visit from staff members and put faces to the names. Blind Middle and Blind High Schools even had a Jeopardy Game to close out and review the information. All had fun during the Jeopardy Game competitions.

Building Resilience and Character Education continue to be emphasized in conjunction with PBIS. Every month, each school and dorm area emphasizes and provides learning opportunities on the Building Resiliency/Character Trait of the Month.

This past September, the trait was Empathy and Compassion, and activity with this focus happened all over campus. In the blind elementary third-grade class, students engaged in discussion and incredible journal writing regarding empathy and compassion. We were so proud of these students! They took their conversations and journal writings to heart.

The Blind High School students and staff participated in an "Empathy Walk." BHS teacher Kim McCombs and O&M specialist James Crozier helped to organize this event. During this walk, students and staff members walked in a pair of someone else's shoes; everything from slippers to high heels, fireman's boots, and tap-dancing shoes were available! One student even chose to complete the lap in the wheelchair. The Walk-A-Lap in My Shoes event culminated in the Empathy and Compassion month of September. Students and staff participated in getting to know each other better by walking and talking around the track. Conversational questions were provided to engage students in getting to know each other better and building bonds. This was a collaborative effort between the PBIS team, BHS staff, the Student Leadership Council (SLC), dorm staff, and the Art Club, with support from the Health Care Center, Safety Department, PE department, Technology department, and the communications department.

In October, the month's character will be perseverance and success skills with a focus on Grit, Self-motivation, Resilience, Pride, identifying your strengths, setting goals for personal growth, and Feeling good about accomplishments.

Bully Prevention Education: Encouraging Kindness, Compassion, and Respect Sessions are also in focus across the campus during October. Students were taught at a developmentally appropriate level how to define, identify, respond to, and report incidents of bullying according to our School Policy. October is also National Bullying Prevention Month, and we are gathering entries for Bullying Prevention: Encouraging Kindness, Compassion, and Respect to recognize this month. We will collect Posters/Technology (Video, PPT, Word Documents) entries from Academic and Boarding

Areas. We are also having our traditional Unity Day on Thursday, October 26. All staff and students across campus are encouraged to wear orange to raise awareness about this issue and promote kindness, compassion, and respect.

Karen Kolkedy – School Counselor

BHS Students on ACCESS Points Update

Students on ACCESS points will be celebrating Halloween with music and poetry. Students may tell some spooky stories along with some punch and treats. Their World History class has been reading some of Act 2 Scene 1 of Julius Caesar by William Shakespeare, which is part of their study of the Roman Empire. In Earth Space Science, we will study rocks and minerals soon. Everyone was working hard, and our freshmen smoothly transitioned to high school. It is nice to have some new faces in our Access classes.

Barbara Kirkpatrick

BHS Teacher's Updates

Personal Financial Literacy Class: Students took mystery money envelopes to open a student account with the help of Jen and Maria. Students will use these accounts throughout the semester as part of the game of "Life." Students will make deposits and withdrawals based on life scenario cards while balancing their bank accounts for a realistic, fun adventure into checking and savings accounts. We had a visually impaired guest speaker, one of FSDB's very own (Fabien Quintanilla), come and engage the students in a question-and-answer session regarding banking, checking, and savings.

Psychology Class: Students explored the various specialty areas of Psychology and the various avenues of study. We had two guest speakers again, FSDB's very own Dr. Fortun and Dr. Douglas, who came to speak to the students about their schooling, the career paths that led them to FSDB, and their responsibilities here on campus. Students will explore famous psychologists and share those findings through a research project over the next few weeks.

Access Algebra 1 & 2 Class: These students are solving Algebraic equations with variables utilizing Lego Braille blocks this semester. Students have been learning through Braille bricks provided by the Lego Foundation as part of their Learning-through-play approach to learning. Students have been working on the pre-braille skills of manipulation, orientation, and constellation, along with the algebraic skills of pattern recognition and algebraic substitution.

Earth/Space Science: Students learned about the subsystems of Earth and how they impact each other. Students learned how human impact can have lasting effects on Earth's systems. Students engaged in a fun C.E.R. research assignment regarding Skittles, and as we head towards Halloween, will be conducting their very own Halloween Candy Research project utilizing the Scientific Method.

Future Events: The Blind High School will have a Vystar financial Wellness presentation on November 14 for the Juniors and Seniors. At least one ATM display pad will be available for students to explore and possibly Braille banking materials.

Kim McComb – BHS TEacher

Physical Education and Health Update

Elementary (K-2): The students are making tremendous progress during their warmup exercises and crawling movements. We recently introduced an obstacle course, which the students enjoy and are just getting faster and faster. All students successfully performed an underhanded role and enjoyed the minigames we created. We're reinforcing that same movement and have begun teaching the students about an underhanded throw. This week, we have activities/tasks working on the underhanded motion with a slightly different release point. Speaking of points, we incorporate math into the lessons and have the students add up their pts. They enjoy helping others add up their points, too! Also, every other Friday, we discuss health topics and how they apply to today's students and families.

Elementary (3-5): We have been teaching them underhanded rolling, which they have almost mastered. In this unit, we're using the same cues for rolling/throwing and are starting to play games with underhanded throwing. These games are typically some of the students' favorites, but I won't spoil it and provide the names of the games just yet. All the students are having a blast during their PE classes, and they continue to amaze me, both with their personal skill level and the positive interactions with other students/staff. Also, every other Friday, we discuss health topics and how they apply to today's students and families.

Blind Middle School: During the week, Blind PE Middle school students have been learning and participating in under the net volleyball. Students have learned the court's dimensions, scoring, positioning, and team strategy. Students have learned to work well together in the large group activity. On Thursdays, we walk/jog at the track and catch up with a health lesson and choice activity on Fridays.

HOPE Class: Students in HOPE class created short- and long-term health/fitness goals for the school year. Students were open to creating a personal goal to work towards throughout the school year. They created a plan to work towards achieving their goal. HOPE class has also used our activity days for Cobraball, Under the Net volleyball, and track.

Weight Training: The students have learned their way around the weight room and can perform all the exercises on the machines with proper form. They have learned the difference between aerobic and anaerobic activities and understand the importance of a warmup and cool-down. I have shown dynamic warmups, bodyweight, and cable exercises for various muscle groups. I look forward to teaching them about the planes and stages of exercise and how much time should be spent at each phase to increase muscle hypertrophy, strength, and power and then repeating the same sequence to avoid plateaus. Watching the students interact with each other and other staff members is a pleasure.

Anna Tutak, Scott Adolf, and Keith Young – Physical Education Teachers

Early Learning Center: We have been bringing the zoo to PE! No, we don't mean dozens of real wild animals. The little ones have been acting like animals to practice gross motor skills. Here are some of their favorites: Bear walk, Elephant swing, Penguin walk, Crab walk, Snake slither (like an army crawl), Horse run, Kangaroo jump, Frog jump, and Gorilla walk.

Deaf Elementary: Kindergarten and first grade students engaged in parachute play. This play promotes cooperation and develops gross motor skills as large muscles are used to shake the parachute. Also, there are many games to get all students involved and have fun! Second graders worked on their throwing and catching skills. They learned how to perform a self-toss, a wall toss, student-on-student, and targeted skills. This week, students will be divided into two teams and learn to perform throwing and catching skills, using the lower net to pass over. Third grade finished a learning unit on underhand throwing and catching using bean bags and various-sized balls. Now, we are working on the skills of rolling a ball, overhand throwing, and catching. Fourth graders began learning about a lead-up football activity this past week. They learned a variety of skills required to play football, including footwork, throwing, catching, and defense. They also learned the basic rules, regulations, and strategies and played the game of modified football. 5th grade students are learning about different adapted net games, which are great for all levels of play. We started with a volleyball game called Under the Net Volleyball. Next, they will learn to play Mini Beach Volleyball with an enlarged lightweight ball.

Deaf Middle School: Students learned about different adapted net games, great for all levels of play. They started with a volleyball game called Under the Net Volleyball. Next, they will learn to play Mini Beach Volleyball with an enlarged lightweight ball. Other classes had a volleyball unit & learned the fundamentals of striking, setting, positioning, & teamwork. This coincided with the current girls' volleyball team season. Modifications with rules, such as Middle Ball game & larger/softer balls, were used. The unit finished with a daily tournament on a small team, with the deaf high school officiating class refereeing the games. The next unit will be football.

Deaf High School: HOPE students learned about nutrition and reading food labels. Sports Officiating students started learning how to officiate slow-pitch softball. Weight Training students continued working on their BFS logs and developing agility and explosive power. Classes learned how to do a proper dynamic warmup with court runs to increase their heart rate, use an agility ladder for coordination, & exercise bands for weight training technique prep. They first did a unit with circuit machines, then moved to dumbbell exercises for upper-body & lower body routines. Students also learned the importance of active rest & recovery using foam rollers. The next unit will be using barbells & the squat rack for heavier lifting.

Lanya Roberts, Jerry Heider, Eric Lefors, Brain Baell, and Keith Young – Physical Education Teachers

Athletics

FSDB hosted the National Deaf Prep Cross Country Championship on campus from September 29 - October 1. Five Deaf schools participated in the meet: Arizona School for the Deaf, Texas School for the Deaf, Maryland School for the Deaf, Oregon School for the Deaf, and Indiana School for the Deaf. There were two 5K runs—one on Friday evening and one on Saturday afternoon. The highlight was the Vilano Bridge run. The runners had to cross the bridge and return to the FSDB campus. We also had a course on the campus where the runners had to run around the campus twice. Our girls placed third on both courses. Overall, everyone had a great time.

Upcoming Athletic events:

- Senior Night
 - Cross Country - (Gia Garcia) – 10/5
 - Volleyball (Katrina Kalis & Dyonna Doizer)- 10/11
 - Swimming Team (Allen Davis) – 10/12
 - Football Team (Joseph Seppala, Roud Valcin, Ajani Zahira) – 10/21 or 10/26
 - Cheerleading Team (Ashton Bartok, Jazmin Camacho-Reyes, Gia Garcia, Katrina Kalis, Ja'Niyah Hicks, Alexis Ray, Aliveya Nixon) 10/21 or 10/26

- DHS Homecoming Week
 - 10/19 - Skit Night from 6:00 PM to 8:00 PM
 - 10/20 - Red & White Day, HC Parade from 9:15 AM to 9:45 AM, and Pep Rally at 9:45 AM to 10:30 AM
 - 10/21 - Football Game vs. Mississippi School for the Deaf at 2:00 PM

Board of Trustees, you are welcome to join and celebrate with us!

Billy Lange – Athletic Director

Respectfully Submitted by:

Carol Bogue

Blind Department Principal



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Communications & Public Relations – Board of Trustees Report October 2023

This report summarizes department activities and accomplishments, working in collaboration with campus personnel during September 2023.

National Deaf Prep Cross Country Championships

Created a webpage for the 2023 National Deaf Prep Cross Country Championships (<https://www.fsdbk12.org/2023ndpccc>) that allowed fans to follow the event. We posted team photos, maps of the courses, schedule of events, and awards. We livestreamed the Opening and Awards Ceremonies and took photos and videos of the races.

Public Service Announcements

391 PSA radio spots (totaling 16,620 seconds).

Aired by Cox Media on WAPE-FM, WEZI-FM, WJGL-FM, WOKV-AM and WXXJ-FM, voiced by FSDB alums Trent Ferguson and Marcus Roberts. August metrics will be provided in the next board report.

School-Level Newsletters

12 newsletters issued in September engaged a total of 1,302 campus and external stakeholders:

- ELC – no newsletters
- BEMS – four issues/579 views
- BHS – three issues/316 views
- DES – no newsletters
- DMS – three issues/108 views
- DHS – two issues/299 views

Marketing Collateral

Videography – Videotaped BEMS and BMS School Resource PBiS presentations at Cary White Library. Students were introduced to and became acquainted with key administrators, teachers, social workers, and behavioral specialists. Assisted with videotaping a Black History segment featuring Dorothy Smith at the museum, to be released in February. Editing in progress on two additional O&M Blindness Awareness Month modules for October.

Graphic Design – Created logo for FSDB O&M team. Designed FSDB Museum Staff T-Shirts. Created plaques for the annual FSDAA Hall of Fame Inductees for 2023. Designed new official FSDB Business Cards for staff.

Designed branded print and digital collateral for the following departments:

- Athletics– Designed logos for the Girls Basketball team for embroidered polo shirts, warm up suits and shirts. Completed senior posters for Cross Country, Football, Volleyball and Swim teams. posts and schedules and other marketing material for athletics. Created Dragon and Cobra logo for Wrestling team.
- Outreach/ECC – Monthly workshop flyers.
- Parent Services – Parent University, Parent Engagement Workshop and Parent Chat flyers.
- PBiS–Flyers for Bully Prevention Week

Designed and implemented daily posts for yearlong social media campaign (explained above) recognizing students, staff, departments, history and more.

Photography – Team photos for Middle, Junior Varsity and Varsity Volleyball, Cross Country, Swimming and Football teams. First Football Home Game of the 2023-2024 season, New Staff and Staff Promotions, National Deaf Prep Cross Country Championships,

Social Media

Website

7,435 visitors (5,849 new), with 11,765 page-views with an average viewing time of 5:25 minutes. Most viewed page other than home page was the Careers page with 1,868 pageviews.

Facebook

15,518 likes (73 new), 39 posts with a reach of 167,189-, and 12,002-page visits. The top post was a photo about our after-school music classes that reached 197,374 people with 1,180 reactions (917 likes, 82 comments and 68 shares).

Instagram

2,958 followers, 39 posts, 2,124 accounts reached, 2,000 profile visits, and 40,248 impressions (2,061 likes, 22 comments, 22 shares). Top post with 193 likes a photo of our Cheerleaders during a football game.

YouTube

No new video uploads, 18,394 channel views, 712 hours watched, 21 new subscribers, 22,611 impressions and 11,267 unique viewers. The top video was the Star-Spangled Banner in ASL with 5,482 views.

Vimeo/Livestreaming

18 video uploads, 1,848 views, 601 unique viewers, 13,878 impressions and 355 hours watched: 12 streamed events (Football and Volleyball games, and the Board of Trustees meeting).

Museum

143 people visited the museum, which included 20 coaches and players during the National Deaf Prep Cross Country Championships. Eight FSDB ASL classes, totaling 75 staff members, visited the museum to learn about FSDB history, athletics, women's' history and the HCC.

Museum staff changed out new displays, continue doing research on projects, and received new artifacts and donations from visitors.



Deaf High School

DHS Homecoming is approaching, and we're unleashing our inner Barbie and Kens. It's not just a typical week -- It's an epic saga of questionable fashion decisions. Students are working within their classes to build the best banners and create the funniest skits! This is a Homecoming we won't forget.

A representative from Gallaudet's admissions office presented to our high school students about all the spectacular things they have to offer our students. She met with individual students throughout the day. She shared information about college life, how to apply for college, and the requirements for acceptance into Gallaudet.

Our teachers love getting students out of their seats and enjoy providing hands-on learning opportunities. In Algebra 2, students catapulted M&Ms while writing and graphing the quadratic equations modeling height over time. Another learning experience involved students designing an escape room using algebra and environmental science knowledge.

Deaf Middle School

Professional Learning Communities

Our teachers have started their professional learning for the school year. We chose the topics based on a survey of teacher's needs. This semester, we offer Differentiated Instruction for Tier 2 and Tier 3 students, a Bilingual Grammar Curriculum, and Analyzing Tier I Results in Mathematics. These are monthly meetings led by specialists and peer teachers. We can't wait to see how growing our teachers in these areas impacts student growth.

Character Education and Resiliency

This month, we focused on Compassion, Empathy, and Mental Health resources. Students participated in a variety of activities, such as leaving kind post-it notes on the lockers of their peers.

PBiS Store

Students in DMS earn dragon dollars for showing expected behaviors. We had our first PBiS Store where students could use their hard-earned money for rewards. It was a hit!

Deaf Elementary School

Deaf Elementary is having its first PBiS Activity Day of the year this Friday, where our students will have opportunities to partake in Perseverance and Success Skills. We look forward to the second quarter, where we will introduce the Bilingual Grammar curriculum and the English

components into our classrooms. Our Language Lab staff has worked hard to implement this during quarter 1. Our Zones of Regulation instruction is going great at our school. Our students are learning to express their feelings, indicating whether they feel blue, green, yellow, or red. During the 2nd semester, we will focus on tier 2 and 3 instructions on zones for our students who may need additional instructions on Zones of Regulation.

Deaf ASL Specialist

ASL Specialist Lenore Boehner has completed ASL Comprehension and ASL Expressive Assessments with K-12 students. Lenore has worked with Janelle Berry to do the ASL Expressive Assessment on 42 students who are two years behind their grade level. We have completed 42 students, with the most significant delays. Teresa Smith, Cally Traetto, Janelle Berry, and I have met to discuss the significantly delayed (Tier three) to do ASL push-in classroom and ASL tutors.

Lenore has worked ASL push-in with several students and tutored several students. She will have more students to work with after MTSS meetings. Additionally, she is working with one student at ELC for the ASL push-in classroom twice a week.

Lenore would like to work/discuss emerging signer that she worked with Angela Wallace last year. Lenore has shared this project with Don Curran and is working to acquire training from Gallaudet University for the interpreters and some staff.

Lenore is also a Jr NAD sponsor. There will be a Jr NAD conference in Frederick, Maryland, on November 8-12. Richard Fromberg (Jr NAD co-sponsor) and Lenore will pick two students who will be the best candidates to attend the conference with them. She will also bring information to campus for JR NAD, National Association for the Deaf, FSD officers and members.

Deaf Off-Campus Coordinator

The coordinator is working with First Coast Technical College to ensure our students are receiving instruction with accommodations and modifications. We have several students who attend classes there and are thriving.

Respectfully Submitted by:

Don Curran

Principal, Deaf Department



Class Code Count

Board of Trustees Administrator Positions	73
Teacher Positions	106
Specialist Positions	60
Select Exempt Service Positions	37
Career Service Positions	404

General Revenue Positions **647**

Grant Funded Positions **33**

Add/Delete

None

Service Awards

20 Years

Tammie McDowell

15 Years

Joel Bartholomew

Ineabelle Diaz

10 Years

Katrina DeSue

Walter O’Neill

5 Years

Ronald Weinman

Jan “Randy” Van Kirk

New Hires/Internal Moves

- 8 new hires from September 15, 2023 – October 12, 2023.
- 1 Internal move from September 14, 2023 – October 12, 2023
 - (Internal move includes promotions, lateral reassignments, and/or reassignments, etc.)



Career and Workforce Development Department

Submitted by Jessie Girton, Executive Director of Career Development

Priority 1: Employee Retention, Recruitment, and Engagement

- Through targeted initiatives and strategic programs, the Career Development Center has not only retained valuable talent within our organization but has also successfully attracted new, skilled professionals who align with our mission and values. Our emphasis on creating a dynamic and inclusive workplace culture has led to increased engagement levels, fostering a collaborative and motivated team. We look forward to continuing these efforts to ensure a thriving and fulfilling work environment for all our employees.

Priority 2: Success for Students

- September has been a successful month for D&B Garden Center as they have been actively involved in propagating a variety of plants for their upcoming opening on October 9, 2023. The students at the Garden Center have been diligently growing a diverse collection of flowers, herbs, and vegetables suitable for the Fall and Winter seasons in Florida. Alongside horticulture efforts, the students have been pursuing their Occupational Safety and Health Administration (OSHA) certification, with notable progress as two students have already passed their OSHA certification exam. The entire class remains dedicated to ensuring every student successfully achieves this certification to gain a competitive edge in the labor market. Moreover, D&B Garden Center has collaborated with Ms. Shellhorn, a highly respected fourth grade Deaf Elementary School teacher. Under her guidance, the fourth-grade students are enjoying gardening activities, such as preparing garden boxes, planting broccoli, and harvesting eggplants from previous years. This collaborative effort enhances the students' knowledge and experience in the garden, contributing to an exceptional experience for all students and customers at the garden center.
- The Dragon's Lair (DL) provides on-campus employment opportunities for students during 2nd, 3rd, and 4th blocks. Students engage in salad and deli preparation, serving customers in different stations, and learning food storage and cleaning techniques. The DL is open exclusively for dorm students two nights a week, allowing them to purchase food and enjoy leisure time. The DL is intricately connected to the Culinary Arts classes, where students bake cookies and prepare chef specials. The recent opening of the Night DL has been successful, with a record number of students patronizing the menu and setting a positive tone for the school year.

- Student workers in the afterschool work program played a crucial role in organizing the successful National Deaf Cross-Country Tournament at FSDB. Students in the D&B Design classes created tournament shirts and plaques, sold D&B Designs merchandise, and future plans include inviting blind and deaf dorm students to workshops on Photoshop and custom t-shirt creation. Ms. Betancourt deserves appreciation for her dedication to hiring and supervising the student workers. Additionally, Ms. Ramos, a postgraduate student, collaborating with Mr. Winogradow from the Communications and Public Relations department has been a valuable and encouraging experience as she pursues a career in graphic design.
- In the Building Construction class, a group of students successfully completed a project for the Director of Student Living Office by constructing an iPad storage bin. This project was notable as it provided the students with the opportunity to use an airless paint spray technique, resulting in a high-quality and professional paint job that showcased a glossy finish like that of a well-waxed car. In addition, another group of students took on the task of assembling a simulated restroom structure that incorporated framing standards to create wall sections. This endeavor required a significant application of mathematical concepts and principles to ensure accurate and precise construction.
- The After School Work Program has been busy reviewing a total of ninety-one job applications, resulting in twenty-two students being interviewed for sixteen open positions. Currently, eight students have been hired for these roles. The interviews are conducted by Ms. Gilmore and the supervisor of each position, with students receiving feedback concluding their interviews, which has been beneficial for students, as those who applied for multiple positions and received feedback were more successful in their other interviews. Additionally, to align the After School Work Program with the working world outside of FSDB, a resignation process has been implemented for students who may need to resign for any reason. This process was introduced because it was recognized that students were not previously required to follow a specific process when resigning. The resignation process aims to teach students about proper resignation procedures, such as writing resignation letters, maintaining open communication, and honoring commitments. To ensure compliance with the process, a written document has been developed, which will be signed by all students and supervisors. By implementing this process, the After School Program aims to provide valuable real-world experience to teach the students important skills for their future endeavors.
- In our culinary classroom with both middle and high school focus on learning Fire Safety and Kitchen workflow. They engaged in practical activities such as baking chocolate chip cookies to be sold in the Dragon's Lair. Simultaneously, the students continue to study for their Safe Staff Certification assessment they will take at the conclusion of the Fall semester. The culinary classroom continues to be a hub of learning, collaboration, and delightful gastronomic experiences.

- In Culinary Arts, students have engaged in a diverse range of cooking methods, creating menus that reflect their learning. Featured dishes included Jamaican meat patties, bammys, and mango cheesecake, along with special Oktoberfest menu comprising of Jäegerschnitzel boiled potatoes, pretzels and apfelstrudel. These culinary endeavors involved techniques such as baking, sautéing, pan-frying, simmering, blanching, sweating, and boiling. Kyra Hollerman, leading the junior class, utilizes Microsoft Office Suite tools for menu coordination, employing OneNote for event planning, WORD for menu stylization, and Excel for food order and cost calculations. As students' progress in their ServSafe Food Safety Manager training, they are currently delving into chapter 7 of 15, focusing on Safe Food Handling and the Flow of Food. Additionally, 2-minute soft skill lessons are integrated into the curriculum, highlighting the students' impressive work ethic and enthusiasm for practical skills and food safety.
- Within the Campus Work Program, students have been actively engaged in their respective roles, simultaneously cultivating a deeper understanding of workplace ethics. Notably, two students have successfully transitioned to positions more closely aligned with their future career interests, making a significant stride in their professional development. Additionally, the program has successfully integrated a new work site in collaboration with the Occupational Therapy (OT) department, presenting exciting opportunities for students to broaden their on-campus experiences. In the classroom setting, students have been immersed in lessons on work ethics and appropriate workplace behavior. Emphasis has been placed on digital etiquette and understanding job expectations related to the use of company-provided equipment. As part of their educational journey, students undertook a research project delving into their dream jobs required for their envisioned careers. This comprehensive approach ensures that students not only gain practical experience in their current roles, but also develop the foundational knowledge and skills necessary for their future endeavors.
- In the Animation and Art program, achievements thrive among the 1st Block Deaf High School (DHS) students. Noteworthy accomplishments include the successful completion of projects in Perspective Art and Character Design Flipbooks. These students have further embarked on initiatives involving 3D printing and the creation of Papier Mâché masks. Concurrently, one student is immersed in the Early College Credit Course, focusing on Photoshop, while others continue to showcase their digital art prowess using Procreate. Meanwhile, during the 5th and 6th periods at Deaf Middle School (DMS), FSDB students have concluded both Color Theory and Perspective Art projects and are presently engrossed in the creation of Papier Mâché masks. Their commitment to refining digital art skills through Procreate persists. Additionally, the DHS Animation class is actively engaged in Adobe Animate tutorials and venturing into the realm of 3D modeling, complemented by hands-on 3D printing projects.
- Mr. Towle, a dedicated postgraduate student at FSDB, aspires to pursue a career in journalism or a related writing field upon leaving FSDB. Due to his keen interest in writing,

securing a position aligned with his passion posed a unique challenge. Nevertheless, he successfully interviewed and is currently working within the Communications and Public Relations department under the guidance of Ms. Taylor and Mr. Johnson. In this role, he is actively engaged in tasks such as article editing, staff interviews, and offering invaluable support for the school's social media initiatives behind the scenes.

Priority 3: Everyone Knows our Name.

- Continuing the successful collaboration established in the previous school year, the Career Development Center is delighted to announce the initiation of internships for two students at Northrop Grumman. One student from the Deaf department and one student from the Blind department were two of eight interns selected. These students are recognized for their ability to effectively represent FSDB. This opportunity not only empowers our students to make meaningful contributions to Northrop Grumman, but also facilitates collaboration with interns from diverse institutions across Northeast Florida. It serves as a testament to the high caliber of talent nurtured at FSDB.

Curriculum and Professional Development Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- The Literacy Specialists have been collaborating with consultants from the American Reading Company (ARC) to plan for a professional learning opportunity for both new and veteran teachers. It has been several years since we have had a professional learning opportunity with how to best utilize our Independent Reading Level Assessment (IRLA) data to promote student growth.

Priority 2: Success for Students

- The Literacy and Math Specialists have been providing support to teachers and students to successfully complete all baseline testing. In addition, the Literacy Specialists and Math Specialists for elementary collaborated with the district assessment coordinator and teachers in grades K-2 to administer the STAR reading assessment for the first time.
- The Literacy Specialists, Math Specialists, and Bilingual Specialists have been meeting with teachers one-on-one for coaching to use baseline assessment data or in small group Professional Learning Communities (e.g. IRLA, MAP, FAST, Achieve3000, ASL Comprehension etc.) to guide and differentiate instruction.
- The Literacy Specialists and Math Specialists participated in our second full-day literacy coaching endorsement professional learning opportunity. Our focus included learning more about pedagogy, andragogy, and planning for professional learning.

- Literacy Specialists and Math Specialists have been collaborating with Assistant Principals to plan for the professional learning community topics and complete the coaching contract agreement.
- The Literacy Specialists have collaborated with the ELA teachers and tutoring coordinators to make recommendations for students using baseline assessment data.
- Bilingual Specialists and Literacy Specialists are working collaboratively on Bilingual Grammar Curriculum and implementation of the tools. The Specialists are working together on the data collected and the organization of the information to better support teachers.
- Bilingual Specialist assessed students on their expressive language with the ASL Specialists to support tiered instruction in the classroom.
- Bilingual Specialists provided information for Deaf Awareness content to assist teachers in facilitating discussions with their students.

Priority 3: Everyone Knows our Name

- Bilingual Specialists GLOSSED and created videos for ESOL department to provide ASL access for Hispanic Heritage Month.
- Bilingual Specialists worked with the Executive Director of PE & Health to prepare for the opening ceremony for Deaf Cross Country National Prep Championships.

English Language Learners Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- The ESOL department is currently seeking two Language Facilitators and two Translators for Written documents. The jobs are posted on People First, and we are looking forward to hiring and welcoming new part-time ESOL staff!

Priority 2: Success for Students

- Two ESOL students in BEMS came in first and second for the Transportation bus safety poster contest! Jehieli Ortiz-Rosa earned first place, and her sister, Jesabelys, came in as runner-up! Congratulations!
- ESOL students have spent the past two weeks integrating culture education about the country of Venezuela in honor of Hispanic Heritage Month. Students completed interactive map activities, read and answered questions about a letter written by a young Venezuelan girl, created cultural art from Venezuela, and learned about important places, food, and music.

Priority 3: Everyone Knows our Name

- The ESOL department has completed 70 written translation requests from FSDB staff, and 30 phone calls to ELL and non-ELL Spanish-speaking families from 9/7 through 9/30. Communicating with Spanish and foreign-language-speaking families is what we do best! It is a joy to provide this level of service to the staff and families of FSDB!

Respectfully submitted by:

Scott Trejbal

Administrator of Instructional Services



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Technology, Outreach, and
Parent Services Departments
Board Report October 27, 2023

*Admissions,
Executive Director Pauline Wagner*

Total On-Campus Enrollment 510 as of 10/10/23

- 20 ELC
- 325 Deaf Department
- 165 Blind Department

Withdrawals since school started - 3

Admissions in Process - 44

*Parent Services,
Executive Director Pauline Wagner & Parent Liaison Misty Porter*

On Friday, September 29, FSDB's Pineapple PD and Parent University collaborated to bring Amy Lane to campus for a presentation on building family-friendly schools. Amy Lane is a Training Specialist with the Neurodevelopmental Pediatrics Department of UF Health in Jacksonville. She had visited before, and the teachers gave her a warm return welcome. Kirk Auditorium was festively decorated to evoke a family carnival with fresh-popped popcorn, lemonade, cotton candy, and other carnival treats. This attention to detail provided a colorful and relaxing background, a perfect way to end the week and begin the weekend.

Lane opened her presentation with a story about milkshakes that was a case in point for the usefulness of data. In fact, the data regarding students is very clear and consistent. Students come to school for two reasons: to experience success and to develop a sense of social belonging. The sweet spot for success, data-wise, is 80%. Lane emphasized that if teachers refer to one of these data-proven aims, it can improve/bolster communication and, ultimately, relationships between teachers and parents.

On October 5, Parent Services partnered with the Recreation Department and Dorms to offer an Open House. Day students were invited to join dorm students in their respective dorms while parents met with our Recreation Coordinator. After the meeting, parents joined their students in the dorm to meet with dorm staff. Both day and dorm parents were impressed to see just how busy the campus is when the academic day ends. Families repeatedly expressed how appreciative they

are that the school provides opportunities such as this for their students. This event was well received, and we look forward to hosting an additional Dorm & Recreation Open House in February. October is a busy month for FSDB parents and staff alike. Parent University events are often scheduled jointly with other departments to support attendance at multiple events on campus when parents travel.

Let's Talk About Fall Fun, a Parent University class on October 11, offered parents, students, & their siblings an opportunity to brush up on their signing skills just in time for the Fall holidays. During this class, we learned Fall vocabulary words, enjoyed a yummy meal, and practiced using classifiers to describe different items. This event was held the evening after our FSDB Open House—some families of students in the performance arranged to attend.

Our Orientation & Mobility class on October 12 addressed the lingo used when providing sighted guide and using assistive technology to increase independence. This event was scheduled for the evening prior to the White Cane Independence Walk on October 13. Parents were encouraged to attend both events.

We look forward to our first Parent Chat of the school year on October 20. This event is scheduled in collaboration with the Deaf Department Homecoming week, Blind High School SubSAC meeting, and FSDB School Advisory Council meeting. FSDB recognizes that family involvement positively impacts student success and encourages parents/legal guardians to take an active and supportive role to enhance the student learning environment. During this event, we will review the Parent Climate Survey outcome from the 22/23 school year and discuss campus strategies in place to address concerns. The Dorm & Recreation Open House held earlier this month was a suggestion made by this group during the 21/22 school year.

We look forward to the Parent Engagement Workshops (PEW) on November 9, 2023. These events are typically well attended and received by our families.

*L. Daniel Hutto Early Learning Center,
Executive Director, Pauline Wagner*

"Within the child lies the fate of the future." Maria Montessori

Enrollment as of 10/10/2023 – 20 children

ELC Blind – 9 students

ELC Deaf – 11 students

Month in Review

We are already halfway through October. It is amazing how quickly the year is flying by. Our ELC students have been busy learning school routines and how to care for the environment, colors, and shapes. October has been full of learning centered on spiders, pumpkins, bats, and monsters. This month's stories included *Where's My Mummy, Please Mr. Panda, Are You My Monster, and*

Spookly the Square Monster. ELC students are learning new vocabulary, practicing new skills, and learning to work in the classrooms.

Monthly Highlight

ELC Deaf and Blind classes are busy planning for our trip to Amazing Grace Crop Farm. Students, Staff, and Parents are looking forward to an opportunity to put our learning into practice. We have been busy learning about pumpkins, bats, spiders, and monsters. Our learning themes and activities included opportunities to count to 10, trace and write letters, and practice learning colors, shapes, and numbers. We have been busy learning about food preparation, too. Food prep lessons allow practice opportunities to increase our daily learning skills. We are learning to spread butter on bread, make orange juice, and make pumpkin pie.

Our ELC-B class will participate in Duckie Day, White Cane Day Parade, and Hispanic Heritage celebration, with students and families sharing a meal together. ELC-B class trip to the Fire Station was a wonderful opportunity for our blind students. Firefighters helped students learn about safety and firefighter equipment. Students were able to explore the station fire trucks. Our visit allowed the local firefighters to have experiences with kids with vision impairments and learn how to support them better in the community. Our O&M Instructors accompanied the kids on this trip to support transferring and using their new skills in different areas.

Upcoming Activities

The ELC Department is looking forward to planning a Montessori Night to share the department's philosophy of education for our preschool with parents and families. We will communicate through teacher presentations and books for parents to increase understanding and knowledge in supporting our youngest population of students. Later in the month, we will share a gathering time with staff, students, and parents. We plan to share in a Thanksgiving Potluck with our families during November.

Director Jennifer Cato

Early Intervention Programs

31 Referrals since the last report

Stay and Play and Baby Bunch

- 15 children with hearing concerns/identification are in attendance regularly in the Stay and Play Program, and 7 of those are pending applications for ELC admission.
- Three infants/toddlers regularly attend the Baby Bunch sessions.

Parent Leader Program cohort 4 is currently wrapping up training on October 17. Five new parent leaders from this cohort will join our team to support families in areas of need. Our goal is to align one parent leader with each of the 15 Early Steps Regions. One more training group is anticipated as hiring is completed to reach our goal.

Snapshots Program: Parent Leaders receive training and coaching to tap into Snapshots Resources for families. Our goal for each family referred from the state EHDI office is to have a newly identified infant with hearing differences receive at least 3 Snapshot Provider sessions with a variety of D/HH adults.

Deaf Mentor Program: Deaf Mentors receive training on aligning services with best practices in Early Intervention. There is an ongoing demand for this from families birth-6.

Family Focused Events/Series:

- **Pre-Literacy:** Caps for Sale 9/30
 - English attendance was 3 families out of 15 RSVPs
 - Spanish attendance was 0 families of 3 RSVPs
- **Regional Events:**
 - Our Bodies Rock at We Rock the Spectrum in Tequesta, FL- 9/16
 - 3 families were in attendance
- **Book Chat:**
 - Parenting from the Inside Out- 11 families participated between 9/10 and 10/15

Outreach/Information Sharing Activities:

- It's a Deaf Thing held October 7, Sonia Garcia Denight represented FSDB. Two applications for enrollment were shared with families. Positive comments from the Deaf community regarding early intervention services offered for families with D/HH infants, toddlers, and preschoolers. One professional was interested in Parent Advisor work.
- EHDI Advisory Board presentation- pending 10/26 per CMS contract requirements. Early Intervention program staff will present on grant-funded activities.

*Parent Infant Program Blind/Visually Impaired,
Director Kim Carr*

Early Intervention Enrollment – Parent Infant Program Blind

- 272 children as of 10/10/23
- Stay and Play Toddler Program: Four toddlers have started in this program.

Outreach for Families

- Play Social at the Library- The Librarian provided musical, art, and Texture activities as well as a story for the children. She provided each child with a copy they could examine at their best distance.
- Sensory Story Time: Family training for creating sensory/tactile elements to storybooks for children with vision impairment.

Outreach/Information Sharing Activities: PIP-Blind/VI **presented** information to promote awareness and to provide information regarding hearing loss to increase the knowledge and skills of related service professionals, teachers, paraprofessionals, educational leaders, and other staff working with students, as well as family caregivers.

- DD Shoptalk: Information sharing meeting among organizations that serve individuals with disabilities. Information was given to The Arc, The Family Care Council, APD, and other local care providers.
- Invited Early Steps to speak at the Family Care Council for Parents and Professionals of Children with Disabilities.
- Alachua County Interagency meeting
- Tri-county interagency meeting
- Duval County TATs meeting
- FDLRS-PAEC - shared information about the FSDB PIP program

*Outreach Services Department,
Statewide Outreach Specialist Jennifer Valdarrama*

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

- Fall 2023 Online ASL classes started the week of September 20, and we welcomed three new instructors. There are 37 attendees participating.
- We also launched the Community Ed ASL class on campus on September 27. We have 16 community members participating.

Conference Exhibits: FSDB Ambassadors provide representation at various external events.

- FSDB exhibited It's a Deaf Thing in Lakeland, Florida, on October 7. This event brings alumni, community, potential families, and educators together.
- FSDB will be represented at the COSB/APH Leadership Forum and annual meeting in Louisville, KY, at the APH headquarters. This event took place October 3rd – 6th.
- FSDB was represented by our Teacher of the Year, Justyn Keller, at the FL NFB annual conference in Tampa, October 6th – 8th.
- Upcoming events include:
 - Florida Educators of Deaf/Hard of Hearing Students Conference (FEDHH)
 - Florida Association for Education and Rehabilitation of the Blind and Visually Impaired (FAER)
 - Getting in Touch with Literacy

Expanded Core Curriculum (ECC) Interactive Learning Series: The Interactive Learning Series is specially designed for students in Florida ages 6-14 who are deaf/hard of hearing (D/HH) or blind/visually impaired (B/VI) or dual sensory impaired (DSI).

- FSDB co-hosted a regional event with The Lighthouse of Broward County and the Florida Low Vision Initiative, FLVI – "Sensational Pathways for 21st Century Learners" in Ft. Lauderdale, for students and families from three different counties in South Florida on September 30.
 - More than 65 participants attended

Campus Tours: Campus tours are scheduled daily throughout the week for families of prospective students and other FSDB stakeholders.

- 118 requests for tours have come through since July 1, 2023.
- In the first quarter, tour participants included prospective students and their families, family members of enrolled students, professionals, alumni, and community members.
- Tours were also provided to professionals from Vocational Rehabilitation, the Florida Inclusion Network, and NTID Regional STEM Center (NRSC).

FSDB Expo and Open House Events: Campus events featuring FSDB programs.

- Fall Open House is on October 11 in Kirk Auditorium. We are excited to host more than 430 participants, including students, educators, and community members, to campus to learn more about programs at FSDB. Participants came from Clay, Duval, Miami-Dade, and St. Johns Counties. Participants included individuals from private, charter, and home school programs as well as public school ASL class programs.
- The event included performances from the Blind Elementary Choir, Dance Troupe, Cadence Drum Line, and the Blind High School Show Choir.

Professional Partnerships:

- DeafTEC Algebra Basics in ASL through Khan Academy
- Investigating a STEM Camp partnership with NRSC
- Planning a regional event for families in Broward County in partnership with Hands & Voices, the Commission on Hearing and Communication, and the Broward County Library.

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

RMTC-D/HH created, updated, and/or **disseminated materials, resources, and information** regarding effective best practices, programs, and services through the following mediums:

- Tech Notes - September 2023 "High-Leverage Practices (HLPs) 11-13: Goals"
- Just In Time News & Information - 1 Volume during September
- RMTC-D/HH Special Announcement - 1 volume during September
- Social Media Presence - RMTC-D/HH uses social media, Facebook and Twitter, to share events and information pertaining to deaf education from the project, the state, and national levels. RMTC-D/HH posted to their social media accounts a total of 4 times during the 1st Quarter (July through September)
- High-Leverage Practices LiveBinder - The High-Leverages Practices in Special Education (HLP) LiveBinder was distributed at a TA-Live! Event on September 13, 2023. The last

time it was distributed was August 2023, with 5,399 views. The current views are 6,045 (an increase of 646).

- A total of 129 training materials were distributed to participants in book studies, PLCs, and trainings during the 1st Quarter (July through September)
- A total of 164 informational items were distributed at training events and conferences during the 1st Quarter (July through September)

RMTC-D/HH **produced/updated** or assisted in the production of the following instructional products to support professional learning for all staff working with students who are deaf/hard of hearing at the request of the Bureau of Exceptional Education and Student Services (BEES) or as indicated by needs assessments.

- New - *TA-Live! HLPs 11-13: Goals* (video) - (statewide)

RMTC-D/HH **presented** information to promote awareness and provide information regarding hearing loss to increase the knowledge and skills of related service professionals, teachers, paraprofessionals, educational leaders, and other staff working with students and family caregivers.

- FTE, Scheduling, and Caseload Management - New Teacher of the Deaf/Hard of Hearing PLC (statewide)
- Principle 1: Each Student is Unique - New Teacher of the Deaf/Hard of Hearing PLC (statewide)
- IEP Present Levels - New Teacher of the Deaf/Hard of Hearing PLC (statewide)

RMTC-D/HH offered the following **professional development** opportunities to school district personnel working with students who are deaf/hard of hearing for the purposes of providing in-depth instruction through online courses, webinars, virtual trainings/meetings, and in-person instruction.

- *Coffee with the Contacts* - virtual (statewide)
- *Deafness 101* - virtual (district-wide; Union County)
- *TA-Live! High-Leverage Practices (HLPs) 11-13: Goals* - virtual (statewide)
- Passport to Learning Sensory Journey - virtual (statewide)
- **Districts participating in PLCs:**
 - New Teacher of the Deaf and Hard of Hearing Professional Learning Community
 - Alachua, Bay, Brevard, Duval, Hardee, Nassau, Palm Beach, Pasco

RMTC-D/HH responded to requests from school districts and other stakeholders and provided **technical assistance** through coaching and mentoring, consultation, support, and/or the sharing of information and resources, as well as through PLCs and materials borrowed from the RMTCD/HH Media & Materials FREE Loan Library:

- **Districts/Agencies receiving coaching and mentoring, consultation, and/or support:**
 - **Districts:**
 - Alachua, Brevard, Bradford Columbia, Dade, Duval, Flagler, FLVS, Hardee, Highlands, Hillsborough, Lake, Levy, Martin, Nassau, Okeechobee, Okaloosa, Orange, Osceola, Palm Beach, Pinellas, Polk, Putnam, Seminole, St. Lucie, Sumter, Union, UCP Charter

- **Other Agencies/States**
 - Clarke Schools for Hearing and Speech, DHH Connect Virtual Contract agency, University of Miami Debbie School, Virginia
- District staff utilizing the RMTC-D/HH Media & Materials Free Loan Library created **2 new accounts** and **returned 3 borrowed materials**:
 - **Districts:** Lee and Union

Leadership responsibilities of RMTC-D/HH include engaging in activities to support the needs of the project, school districts, and the Florida Department of Educational/Bureau of Exceptional Education and Student Services (FLDOE/BEESS). Activities include the following:

Conference or Meeting Attendance

- *FDLRS NEFEC Parent and Family Services Roundtable*
- *FDLRS NEFEC Parent Specialists TA Meeting*
- *Florida Educators of Students who are DHH (FEDHH) Board Meeting*
- *Florida Family Leaders Network (FFLN) Planning Meeting*
- *FIN Statewide Family Series meeting*
- *Fall Technology and Learning Connections (TLC) AT/AEM/UDL PLC*
- *TCEA AI for Educators*
- *FDOE Bias and Sensitivity Review Committee, September 11-15, In-person*
- *Florida Diagnostic Learning Resources System (FDLRS) Differentiated Instruction Train-the-Trainer, September 26-27*

Collaborative Efforts

- **TA-Live! Instructional HLPs Collaboration with Florida Problem Solving and Response to Intervention Project (PS/RtI)**

RMTC-D/HH and PS/RtI staff collaborated on the instructional high-leverage practices (HLPs) video for HLPs 11-13 produced for RMTC-D/HH's technical assistance live (TA-Live!) event. PS/RtI provided input for the video developed for viewing before the discussion session. PS/RtI also participated in the live discussion session in September to provide technical assistance to stakeholders supporting students who are DHH and in need of information and support for instructional strategies.
- **Johns Hopkins University (JHU) Collaboration**

JHU asked an RMTC-D/HH specialist to sit in on the practice session where the team will be presenting a meta-analysis on evidence-based literacy practices for students who are DHH. The JHU team asked for feedback and suggestions on the presentation.
- **Passport to Learning Sensory Strand Collaboration**

RMTC-D/HH, with TLC and FIMC-VI, collaborated to plan a three-part series specific to the sensory needs of students who are DHH, *Passport to Learning*, for delivery in September. Through this collaboration, stakeholders throughout Florida were able to participate in this collaborative journey to explore and learn about assistive technology to promote the success of students who are Deaf/hard of hearing and/or blind or visually impaired in the K-12 academic setting.
- **University of Central Florida**

RMTC-D/HH collaborated with members of the University of Central Florida Communication Sciences and Disorders department to develop a plan for delivering a professional learning opportunity on listening and spoken language strategies for students who are DHH for statewide stakeholders supporting this population of students.

- **University of Miami: Debbie School and Children's Hearing Clinic, and Early Steps**
RMTC-D/HH collaborated with the University of Miami Debbie School, the University of Miami Hearing Clinic, and a participant from Early Steps to develop a presentation for the upcoming Mailman Center Innovations and Connections Conference, planned for December 6, 2023.
- **Family Event (Broward) Planning**
FSDB Outreach, RMTC-D/HH, Florida Hands and Voices, Center for Hearing and Communication - RMTC-D/HH participated in a collaboration for a family event planned for December.

Workgroup/Committee Participation

- **Family Cafe Planning Committee Meeting** - representatives from Family Cafe, BEES, FDLRS, various parent groups, and other organizations discuss the status and planning for the Family Cafe Conference in June 2024.
- **Passport to Learning Planning Meetings** (whole program) - RMTC-D/HH, PS/Rtl: TLC, FIMC-VI, Access Project, RMTC-D/HH participates as a member of the workgroup for developing assistive technology tracks for vision and hearing in collaboration with the PS/Rtl TLC Passport to Learning professional learning communities. Other projects represented in the planning include Florida's Access Project and the Florida Instructional Materials Center for the Visually Impaired (FIMC-VI). Participation in these meetings increases awareness of the needs of students who are D/HH and ensures content related to this highly specialized population is timely, relevant, and accurate.

Technology Services Department

Technology Services Projects:

- NEFEC Student Sub-committee meeting is attended by information systems staff to learn about new changes issued by the state and what impacts this has on our platforms, data collection, and state reporting.
- The Florida Department of Education Staff and Student Survey 2 will be transmitted in mid-October. Data collection changes are being programmed in compliance with new changes issued by the state.
- The information systems team improved the application sign-in process for our internally created and used apps. The team is also in the design phase for the development of data dashboards to improve access to student and staff information.
- Staff members participated in Cybersecurity and incident management meetings at NEFEC and follow-up meetings to work on our systems and documentation.
- IT Request Metrics

	Number of Tickets	Ticket Status 10/12/23	
July	126	Duplicate or Void	20
August	434	In Progress	54
September	308	New	126
October	164	Complete/Closed	832
July - September 30	868		
Total since 7/1/23	1032		

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

STRATEGIC PLANNING

**Submitted by Trish McFadden, Executive Director of Training and Quality Assurance
October 2023**

The 2022-2027 Strategic Planning has now entered into Year Two of this plan and the champions for each Strategic Priority have been working with their teams to review and plan action items for the 2023-2034 school year.

The summaries below are for the areas that have been addressed this past month and plans for this plan year are listed below.

2022-2027 Strategic Plan	
<i>CORE VALUES</i> <ul style="list-style-type: none">● Integrity and Respect● Safety and Security● Innovation● Trust	<i>PRIORITY GOALS</i> <ul style="list-style-type: none">● Employee Recruitment, Retention, and Engagement (ERRE)● Success for Students● Everyone Knows Our Name

Strategic Priority 1: Employee Recruitment, Retention, and Engagement (ERRE) (Champions: Lexi Bucca, Trish McFadden, and Julia Mintzer)

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

The first job fair of the 2023-2024 school year was held on Saturday, September 23, from 9:00 AM to 12:00 PM. Staff representatives from Allied Health, Boarding, Business, Instructional, and Outreach/Technology Services welcomed 23 participants. With 95% of FSDB positions filled as of October 9, we hope to ignite the enthusiasm of potential candidates in the effort to fill the few remaining vacancies.

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

The ERRE Champions created a cohort of campus supervisors to participate in a multidisciplinary team to refine the objectives for an organizational management course. The members are as follows: Instructional: Ellen Fertsch, Joy Fraychineaud; Boarding: Cynequa Elmore, Mathew Ward; Business Services: Jerry Chandlee; Allied Health: Ron Gilbertson; and Outreach/Technology: Jen Cato.

The Cohort participated in a “kick-off” meeting and used a SWOT analysis to identify areas for the initial development for the Organizational Management Training and Succession Planning programs. At the conclusion of this meeting, team members were provided with a series of

questions and tasked with conducting at least five interviews with supervisors, both on campus and in other industries.

At a follow-up meeting, members shared their interview research data with the committee and discussed how this information would be used to finalize the program objectives. The data collected will be integrated into a plan, and the team will perform a final review before sending the proposal to the Strategic Leadership Team for adoption.

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

The Internal Community Involvement Committee met on September 13 to discuss the next steps to enhance employee engagement during the 2023-2024 school year. This includes the development and launch of a survey related to engagement activities in an effort to ensure that the committee is planning initiatives that are meaningful to staff members. The committee also established a date for more in-depth planning of employee engagement projects supported by private funding. The annual employee engagement survey will be distributed to staff members in the new calendar year. This survey allows departments to analyze data to enhance strengths and address areas of opportunity in the interest of maintaining an engaged workforce.

Strategic Priority 2: Success for Students

(Champions: Scott Trejbal and Randi Mitchell)

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

The look-for document that was developed in tandem with the Florida Department of Education has been shared with staff school-wide. School administrators met with FDOE Staff to discuss what support they will provide, and a second campus visit has been scheduled for November 6-7, 2023. The Northeast Florida Education Consortium (NEFEC) will provide training on learning goals, which is part of the look-for document, supporting the strategic goal of student success.

The Curriculum Maps for English Language Arts and Math continues to be worked on and used as a tool to develop lesson plans and make decisions based on tiered instruction. Once the Social Studies Instructional Materials are adopted, then the work on the Curriculum Maps will start.

Priority Goal 2: FSDB will increase career readiness at all grade levels to prepare students with the skills and experiences necessary to enter the workforce.

The Executive Director continues to work with teachers to focus on industry certification exams. A lot of exciting work is being focused on enhancing the CTE program, which will

provide additional support to students in passing their certification exams, maintaining work portfolios, and receiving assistance in addressing their skill gaps, ensuring progress. The Administrator of Instructional Services has been meeting with various stakeholders to develop an interest in creating additional pathways for postgrads and currently enrolled students.

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

Training for new staff continues. A Skyward issue with rolling classes over into the new school year has been resolved. High School staff are beginning to plan for large group classes and presentations that will include day students.

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

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

The schedule for newsletters was established at the start of the year, and we are in the process of developing the 5th newsletter for each school to be disseminated October 13, 2023. The first Outreach Newsletter for the year is set to be distributed October 18, 2023. Registrations for our on-campus and outreach activities have led to a waitlist for each activity.

In the month of September, 15,518 people liked our Facebook page, and we had just over 12,000 page visits. We had 39 posts that reached 169,189 accounts, with the top post about our afternoon music classes garnering 1,180 reactions. On Instagram, we gained 48 new followers (2,958 total). Our account was visited 2,000 times, and we had 39 posts with over 40,000 impressions.

The inventory of print-based informational and promotional materials is underway, and teams will be reviewing contents in preparation for any updates needed. New program sheets will also be designed as needed.

Priority Goal 2: FSDB will utilize comprehensive and cohesive communication platforms to strategically share events, programs, and news to engage and inform to increase internal stakeholder satisfaction.

Project management documents were created to facilitate the work to be performed related to our communication platforms updates. An initial inventory of communications by department and their associated audiences has been completed.

Priority Goal 3: As a trusted resource and leader in educating students who are deaf/hard of hearing, blind/visually impaired, and deafblind, FSDB will increase positive engagements with local, state, and national partners.

A variety of stakeholders within our local area have signed up for our Community Education ASL Classes, which are held on campus. There have been requests to expand this opportunity and have more than one class per week.

FSDB Outreach staff collaborated with the Lighthouse of Broward to facilitate a regional event for children who are blind/visually impaired and their families on October 30. More than 65 participants attended the event.

FSDB Outreach staff are in planning stages with Hands and Voices, the Center for Hearing and Communication, and the Broward Library to cohost an event in Broward County in December.

Planning is underway to engage a variety of experts for the spring *Evenings with the Experts* series. Two evenings will focus on topics specific to blindness, and two will focus on topics specific to deafness.

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

SUBJECT: Surplus Property

PROPOSED BOARD ACTION

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

Attachments: Surplus Property List

Presenter/Department: John Wester, Comptroller

Attention: Julia Mintzer, Administrator of Business Services

10/4/2023

Subject: Surplus Review Board Report

Line No.	FSDB Property Item No.	Property Description	Age	Acquisition Cost
1	56948	macbook pro	5 yrs.	\$1,550.00
2	56614	macbook pro	6 yrs.	\$1,406.00
3	56618	macbook pro	6 yrs.	\$1,406.00
4	56641	macbook pro	6 yrs.	\$2,017.00
5	56644	macbook pro	6 yrs.	\$2,017.00
6	56651	macbook pro	6 yrs.	\$1,918.00
7	56625	macbook pro	6 yrs.	\$1,406.00
8	56613	macbook pro	6 yrs.	\$1,406.00
9	56615	macbook pro	6 yrs.	\$1,406.00
10	56619	macbook pro	6 yrs.	\$1,406.00
11	56628	macbook pro	6 yrs.	\$1,406.00
12	56632	macbook pro	6 yrs.	\$1,406.00
13	56298	macbook pro	7 yrs.	\$1,310.00
14	56639	macbook pro	6 yrs.	\$2,017.00
15	56630	macbook pro	6 yrs.	\$1,406.00
16	56873	macbook pro	5 yrs.	\$1,600.00
17	56629	macbook pro	6 yrs.	\$1,406.00
18	56245	macbook pro	7 yrs.	\$2,479.00
19	52775	my reader	15 yrs.	\$2,995.00
20	45660	air compressor	27 yrs.	\$1,375.00
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In accordance with FSDB guidelines, the above list of surplus items exceeding \$1,000.00 have been reviewed by the Surplus Review Board and have been deemed to be outdated, obsolete, irreparable, and of no further use to this school. This list is being submitted for approval for proper disposal and removal from FSDB campus grounds.

Review Board Members:

Signed: _____
Kim Whitwam Director of Purchasing

Signed: _____
Shelley Ardis Administrator of Outreach and Technology

Signed: _____
Corbett Owens Technology Resource Coordinator

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

SUBJECT: Reunification Plan

PROPOSED BOARD ACTION

Board approval is requested of the revised FSDB Reunification Plan.

Attachment: FSDB Reunification Plan

Presenter/Department: Julia Mintzer, Administrator of Business Services

Florida School for the Deaf and the Blind

Emergency Management Plan: Reunification Plan

Reunification: Emergency Response Procedures

Policy

This Reunification Plan is designed to provide for the safe reunification of students and staff members with their families after a critical incident.

Definitions

Reunification is the means for the safe, orderly, and documented reunion of students, staff members, and their families in the event of an emergency evacuation or school closing.

Unified Command derives from the Incident Command System and describes the authority structure during a critical incident where several agencies/organizations respond and coordinate for an effective response. This includes but is not limited to coordination among the FSDB Incident Command Team, Police, Fire, and the Emergency Operations Center.

School Incident Commander means the school's on-site representative during a critical incident. The President is designated as the primary Incident Commander with the Administrator of Business Services serving as the alternate. The school Incident Commanders deploy the Incident Command System, as appropriate. The Chief of Campus Police serves as the tactical Incident Commander for the law enforcement response to a critical incident.

Secure Assembly Site means the pre-determined location on campus, or within walking distance of the campus, where students will be evacuated to as a preliminary site until transportation to the reunification site is arranged.

Reunification Site means a pre-determined location with the capacity to accommodate a full-scale reunification event. This site will be coordinated by a **Reunification Site Incident Commander** and staffed by the **FSDB Reunification Team**. The site will be divided into pre-designated areas for student assembly, parent check-in, parent waiting, interview rooms, student-parent reunification, and reunification site incident command. All required equipment for this purpose will be contained in the FSDB Reunification Kits, which will be made available upon deployment of the FSDB Reunification Team.

Mitigation and Prevention Procedures

Maintain a secure campus.

Require all staff members, and students in middle and high school, to display their FSDB issued photo ID badges at all times, in both the school and boarding programs. Elementary school staff members will manage student ID badges. This requirement for staff members and students will aid law enforcement with identification in the event of an emergency.

Maintain accurate student attendance rosters and staff member schedules.

Participate in emergency preparedness drills.

Maintain staff vigilance in reporting suspicious activities via a call to Campus Police ([904-827-2911](tel:904-827-2911)), a call/text to 911, and/or a report to FortifyFL.

Response Procedures

In the event of a critical incident that requires reunification, **all staff members** shall:

Stay calm and follow directions to reunify students and staff members with their families.

Report student/staff accountability.

Monitor the crisis communication messaging being shared by the Incident Command Team.

If directed to lockdown, staff shall remain locked down until directed to proceed to the **Secure Assembly Site (on-campus – bus loops; off-campus – Davenport Park near the library on the corner of San Marco and San Carlos) in preparation for transportation to the Reunification Site (Saint Johns River State College).**

Staff members without students shall follow the guidance of their supervisor, in alignment with the directives of the Incident Commander, in preparation to offer assistance as needed for response and recovery.

Staff members with visitors shall guide them through the emergency management protocols.

Staff members with students already outside of the campus, will not return but make their way to the designated Secure Assembly Site at Davenport Park. They will remain at that location until they have been directed to return to campus or until transportation arrives to relocate them to the Reunification Site.

Staff members shall remain with their students while being transported to the Reunification Site.

Upon arrival to the Reunification Site, staff members shall check-in with members of the FSDB Reunification Team located in the Student Assembly Area. After being checked-in, students will receive a green band, with their name written on it, to indicate that they have been checked-in and are waiting for parent pick-up.

If any student or staff member has information related to the investigation, they will also be given a red band and will not be released for parent pick-up until they have spoken with a law enforcement investigator. Students and staff members with red bands will be moved to an investigation holding area. After the interview has been completed and/or evidence collected, the student will be escorted back to the Student Assembly Area.

Students that are 18 years of age or older may check themselves out of the Reunification Site Student Assembly Area.

Staff members, ~~and~~ students, and any other stakeholder on the campus will not be permitted to return to campus to retrieve their personal belongings or vehicles until the scene has been released by law enforcement.

Reunification: Incident Command Team Protocols

Incident Commander

- Disseminate the FSDB Emergency Management Plan to the Incident Command Team (ICT) and the President’s Advisory Team (PAT) for an annual review of protocols to determine if any revisions are necessary. The Emergency Management Plan shall include a well-developed Reunification Plan.
- Confirm reunification locations in advance, for both on-campus and off-campus reunification. Work with the Liaison to establish agreements with community resources for an off-campus reunification. When selecting an off-campus location, consider accessibility issues, meaningful traffic patterns, and clear routes for pedestrian traffic within the facility.
- Identify a clear chain of command and maintain a roster of ICT members, to include alternates for each position on the team. This roster shall be published annually and be included in the Emergency Management Plan. The Incident Commander shall make immediate revisions to team assignments in the event of changes in personnel or restructuring of the campus organizational chart.

- Collaborate with the School Safety Specialist to communicate and practice the staff response and incident command protocols outlined in the Reunification Plan.
- Activate the Incident Command Post, at an announced location based on the nature of the incident, to initiate a threat assessment and determine the appropriate course of action based on the information available from law enforcement.
- Once a determination is made that reunification will occur, ensure that the reunification event has been initiated via deployment of the Incident Command Team and crisis communications messaging. Confirm that Campus Police has notified the Saint Augustine Police Department (SAPD) and the Saint Johns County Sheriff's Office (SJSO) of the decision to conduct a reunification off-campus at Saint Johns River State College (SJRSC).
- Work with law enforcement to facilitate the release of students from campus buildings to the on-campus Secure Assembly Site (bus loops) through coordination with department administrators and Transportation staff members.
- Confirm if students and staff members are waiting at the off-campus Secure Assembly Site (Davenport Park).
- Work with the Incident Command Team to implement the Reunification Plan calmly and efficiently.
- Exercise authority for the overall management responsibility for the incident and obtain periodic updates from deployed ICT Officers and Chiefs.
- Reassign personnel within the Incident Command System organization, based on the needs of the incident.
- Ensure incident safety.
- Ensure that a system is in place to collect and share data to support decision-making around campus community lifelines.
- Set priorities and determine incident objectives and strategies to be followed.
- Approve the Incident Action Plan to include the determination of critical versus non-critical recovery functions.
- Approve resource requests and use of volunteers and auxiliary personnel.
- Approve Situation Reports in collaboration with the Public Information Officer.

- Authorize information release to the media.
- Work with the Planning Chief to conduct an after action assessment and prepare a report to document strengths, opportunities, and any proposed revisions to the plans and protocols.
- Order demobilization as needed.

Public Information Officer

- Monitor and take action to enable the continuous operation of the campus community lifeline associated with communications.
- Maintain and implement the FSDB Crisis Communications Plan (**Appendix A**).
- Develop and publish Situation Reports in collaboration and consultation with the Incident Commander.
- Assess the need for a Joint Information Center (JIC) to coordinate with responding agencies to support the development, verification, coordination, and dissemination of accurate, accessible, and timely information.
- Determine any limits on information release according to direction from the Incident Commander.
- Clearly notify the parents of the reunification site and the process for checking in to the site.
- Notify the community of the emerging incident in a timely manner.
- Develop accurate, relevant, accessible, and timely information for use in press/media briefings.
 - In all communications, convey a single focus of supporting families and survivors.
 - Deliver only unequivocal, accurate information to the families.
 - Guide family and survivor expectations from the beginning of the operation.
 - Accommodate family and survivor requests, to the maximum extent possible and recognize that some requests cannot be met.
- Establish communications points of contact at the media staging area, reunification site, and hospitals.
- Work with the Emergency Operations Center to establish a call center.

- Serve as the campus spokesperson when deemed appropriate.
- Obtain the Incident Commander’s approval of news releases and holding statements.
- Make information and key messaging about the incident available to incident personnel.
- Conduct periodic media briefings and arrange for media tours and interviews, as deemed appropriate.
- Monitor and forward media information to the ICT that may be useful to incident planning.
- Closely monitor social media and respond appropriately, if deemed necessary.
 - Monitor if students are posting their locations on social media for accountability purposes.
 - Monitor posts documenting photography and videography capturing the incident, response, and initial recovery.
 - Update the community in a timely manner.
- Participate in planning meetings.

Safety Officer

- Monitor and take action to enable the continuous operation of the campus community lifeline associated with safety/security.
- Maintain communication with the Incident Commander and Operations Chief to monitor the safety of all involved in the operation. This is not intended to duplicate the law enforcement presence but to supplement the effort.
- Initiate roving safety assessments paying close attention to, but not limited to the following:
 - Crowd safety and the evolving potential need for intervention.
 - Possible traffic concerns that could result in danger.
 - The need for relief as campus and community responders perform their roles throughout the incident.
- Collaborate with the Chief of Campus Police and the Public Information Officer to develop and periodically review the Mass Notification Protocol (**Appendix F**).
- Conduct preventative maintenance of all safety systems, to include lockdown alarms, located in tandem with fire alarm pulls stations at each point of egress.
- Maintain well-stocked Safety Stations (**Appendix D**) and lockdown buckets.

- Participate in planning meetings.
- Review the Incident Action Plan for safety implications.
- Ensure safety messages and briefings are made.

Liaison Officer

- Act as a point of contact for agency representatives.
- Maintain a list of assisting and cooperating agencies and their representatives.
- Coordinate donation management and assistance.
- Facilitate and maintain mutual aid agreements and memorandums of understanding.
- Monitor incident operations to identify current or potential organizational problems.
- Provide agency-specific demobilization information and requirements.
- Be prepared in this event to receive contact from the Governor's Office, State Legislators, and State and Federal Agency heads sending their PIOs and teams for support and to provide immediate resources and assistance (i.e., the Florida Attorney General offering victim advocates). Be prepared to be notified of the Governor and his Cabinet to be on their way to the reunification site, as well as many other dignitaries and City or County Officials. Media will call in from all over the country once the incident is reported out. This has occurred in several active shooting incidents in Florida (i.e., Parkland and the Pulse Nightclub Shooting.) Consider establishing an area reserved and designated for high ranking elected and public officials to congregate and assemble.

Planning Chief

- Participate in planning meetings, providing current resource status, including limitations and capabilities of agency resources.
- [Distribute checklists to identified ICT roles for emergency response/recovery implementation.](#)
- Collect and manage all incident-relevant operational data.
- Supervise preparation of the Incident Action Plan.

- Provide input to the Incident Commander and Operations in preparing the Incident Action Plan.
- Incorporate Transportation, Medical, Communications plans, and other supporting materials into the Incident Action Plan.
- Conduct and facilitate planning meetings.
- Compile and display incident status information.
- Establish information requirements and reporting schedules for units.
- Determine need for specialized resources.
- Assemble and disassemble task forces that are not already assigned to Operations or Logistics.
- Establish specialized data collection systems as necessary (e.g., weather).
- Assemble information on alternative strategies.
- Provide periodic predictions on incident potential.
- Report significant changes in incident status.
- Oversee preparation of the Demobilization Plan.

Operations Chief – Campus Police, Facilities, Transportation, Allied Health, School Safety Specialist/Reunification

- Monitor and take action to enable the continuous operation of the campus community lifelines associated with safety/security, food/water/shelter, health/medical, energy, transportation, and hazardous materials.
- Manage tactical operations associated with Campus Police, Facilities/Staging, Transportation, Allied Health Services, and Reunification.
- Assure safety of tactical operations.
- Collaborate with the Planning Chief to develop the operations portion of the Incident Action Plan.

- Supervise execution of operations portions of the Incident Action Plan.
- Request additional resources to support tactical operations.
- Approve release of resources from active operational assignments.
- Make or approve expedient changes to the Incident Action Plan.
- Maintain close contact with Incident Commander, the Planning Chief, and other agencies involved in the incident.
- Maintain communications with on-site law enforcement officials providing reunification site, perimeter, and traffic control.
- Set-Up Team at Reunification Site:

Deploy the Set-Up Team by disseminating detailed diagrams showing set-up parameters and design for each location.

- Building Designations:
 - **Building J – Parent Check-In.**
 - Building J, the Criminal Justice Workforce Center, will be designated as the check-in area. This location includes ample parking for the arrival of parents, space to establish an exterior parent waiting area while parents complete check-in documentation, and a lobby area to welcome parents for check-in and guide them out the separate northwest door to direct parents to the reunification location. This location also includes additional space (J0149) to house the accountability management team to communicate with the check-in team. This will be crucial for maintaining updated student accountability/status information (technology, parent services, student accountability staff, representatives from law enforcement, fire, and the hospital). This building also houses classroom space where parent services designees may prepare parents with information and next steps prior to be sent to the family waiting area.
 - **Buildings A, S and V – Family Waiting/Counseling.**
 - Building A, the administration area, will serve as the primary location for family members waiting for more information. Building S, the science building, will serve as an overflow for family waiting and will serve as the primary waiting area for parents of students engaged in investigative interviews. Building V, student services, will serve as the comfort station to provide meals for waiting family members.

- Arrange for interpreters.
 - Arrange for victim advocates.
 - Distribute coded cards as we have updated information.
 - Establish a process for additional family members and parents to access parents waiting to learn news so that they may offer support.
 - Protect waiting parents from the media.
 - Provide families with a single point of contact so that they may count on regular updates from a consistent individual.
 - Communicate clearly what families should expect to happen in the coming days.
 - Provide families, who have been notified of a loss, with the appropriate information as they may request to know where their child is located.
- **Building H – Student Assembly Area.**
 - Building H, health sciences, will be designated as the student assembly area. This building is the most suitable location for our special population. It allows for organized student management based on age, sensory, and mobility needs. This space also allows for medical and counseling services. The entire FSDB student body may be housed in this single building based on the available square footage. This building is secured away from the check-in and waiting areas. The location of the building provides perimeter security as it does not have neighboring buildings on three sides. This is the only building with once public access point, enhancing law enforcement’s ability to manage traffic flow to the parent pick-up location. It is near Incident Command. It is situated close to two circular drives/parking lots allowing for easy bus loading and unloading (parking lot 8) and an organized parent reunification/pick-up area (parking lot 5).
 - Maintain updated attendance/accountability.
 - Provide staff members with instructions for maintaining organization, entertainment, nutrition, and the check-out procedure.
 - Maintain mental health/medical support.
 - Designate investigation rooms on the second floor where law enforcement will conduct interviews.
 - **Building C – Staff/Responder Check-In and Resource Staging**
 - Building C, classrooms, will be designated as the Staff/Responder Check-In and Resource Staging. This building is located near the Incident Command and is walking distance from the staff designated parking area. The building provides space to brief staff members (auditorium – C0116), house supplies, and provide staff break/meal areas. This building is not conducive for family waiting or student assembly as it is too close to the parent check-in location (Building J).

- Collaborate with the Safety Officer and the Public Information Officer to develop and periodically review the Mass Notification Protocol (**Appendix F**).
 - Verify the nature of the lockdown alert and contact local law enforcement with guidance regarding the need for additional response. Collaborate with the Incident Commander to make the determination that reunification will occur.
 - Coordinate with the St. Johns County Sheriff’s Office and the Florida Department of Law Enforcement to implement the directives pertaining to death notification.
- Facilities:
- Maintain and implement the Safety and Facilities Operations Incident Response Plan (**Appendix G**). This plan identifies team members and actions associated with assessment, recovery, and evacuation of the campus. It also includes a prioritization of building spaces and a list of tools and materials to be maintained for emergency response and recovery.
- Transportation:
- Maintain and implement protocols for revised bus schedules and protocols due to a lockdown and/or evacuation event.
 - Coordinate with Allied Health to secure mental health professionals to accompany students if they should depart by bus from the Reunification Site to go home.
- Allied Health:
- Coordinate the assignment of medical and mental health staff at each designated location at the Reunification Site as well as hospitals where students or staff members have been transported based on information from Fire/Rescue.
 - Maintain a list of students in the Health Care Center.
 - Maintain a process to have medications available and ready to be transported rapidly.
 - Maintain a list of student medical conditions.
 - Ensure the availability of medical equipment.
 - Maintain and implement medical protocols in response to emergency incidents.
 - Mobilize the appropriate mental health staff members for the purpose of providing support to students.

- Provide available informational materials to staff members on topics such as how to support students with the emotional recovery from a critical incident.
- Identify students who may need long term mental health support or intervention and develop school and community resources to provide these services.
- School Safety Specialist/Reunification:
 - The School Safety Specialist shall coordinate with the appropriate public safety agencies for reunification training/drills.
 - The School Safety Specialist shall coordinate with the appropriate public safety agencies, as defined in Florida Statute 365.171, that are designated as the first responders to a school’s campus to conduct a tour of such campus once every three years and provide recommendations related to school safety. The recommendations by the public safety agencies must be considered as part of the recommendations by the school safety specialist.
 - Provide local first responders with campus maps and the emergency management plan, when necessary, based on revisions to the documents.
 - Coordinate and implement drills to assess the readiness of students and staff members for response to a critical incident.
 - Identify and train an evaluation team to critique all drills.
 - Conduct an after action assessment and prepare a report to document strengths, opportunities, and any proposed revisions to the plans and protocols.
 - Collaborate with the Training and Quality Assurance Department to deliver annual training on the procedures contained in the active assailant response plan, AlerT Training. (Florida Statute 1006.07).
 - Serve as the alternate Reunification Site Incident Commander to maintain and implement the Reunification Plan when regular dismissal has been impacted based on the nature of the emergency. Serve as a direct liaison to the on-site law enforcement agencies and officials at the Reunification Site.

Logistics Chief – Student/Staff Accountability, Outreach/Technology, Instruction, Boarding

- Conduct an immediate student/staff injury assessment and provide for and implement a triage area, if needed.

- Collaborate with the Operations Chief to provide resources for incident personnel (facilities, food, transportation, communication, supplies, equipment, and medical services).
- Maintain management of logistics responsibilities, in collaboration with the Reunification Site Incident Commander, related to site notification, site security, resource staging/supplies, student accountability, staff accountability, check-in, and parent information.
- Provide logistical input to the Incident Action Plan.
- Manage incident logistics.
- Identify anticipated and known incident service and support requirements.
- Request additional resources as needed.
- Student/Staff Accountability:
 - The Incident Command Team member responsible for collecting student and staff accountability information shall communicate, early and often, with the Logistics Chief information pertaining to missing and injured students and staff members.
 - Establish a Missing Person Liaison.
 - Identify school liaisons to work with the accountability team and investigators in identifying/locating students that have self-evacuated, been transported to hospitals, or could be victims still in the school.
- Reunification Site Incident Commander – Notification:
 - Upon deployment by the FSDB Incident Command Team, contact the reunification site to establish the need for the facility and request dismissal of their campus.
 - Contact the Saint Augustine Police Department (SAPD) and the Saint Johns County Sheriff's Office (SJSO) to establish that they are assisting with the dismissal of the reunification site, in preparation for our arrival, and securing the perimeter and traffic flow.
- Reunification Team – Establish Site Security:
 - Coordinate the law enforcement presence, with an assigned interpreter, at every building to provide access control.
 - Prior to site set-up, the SJSO will sweep the site for any hazards, IEDs, etc.
 - Accommodate the traffic plan – SJSO and SAPD.
 - Parent entrance – SR16.

- The parent entrance off SR16 allows for the waiting of cars as they enter the campus, due to the lengthy campus road, preventing congestion on SR16. This also allows for orderly parking direction and management.
 - Parent Parking for Reception – Parking lots 4, 3, 2.
 - Based on the size of our student body, with 30% of our students being day students, parking will be prioritized in the following order: Lots 4, 3, and 2. These parking locations will be ample for our family needs.
 - Parent Parking for Waiting – Parking lot 7.
 - This parking area will be designated for family members awaiting information in Buildings A and V.
 - Parent Parking for Waiting – Parking lot 1.
 - This parking area will be designated for family members awaiting information in Building S (the overflow family waiting area).
 - Parent Pick-Up – Parking lot 5.
 - This parking area will be designated for parent pick-up as it is located near the student assembly area and allows for management of traffic flow and effective student/parent reunification.
 - Parent Exit – Kenton Morrison.
 - This exit allows quick egress for the parents. It is a two-way entrance that still allows for staff members to enter the campus and proceed to staff member parking at lot 8. If necessary, staff members may enter campus through the road near building M.
 - Bus Entrance/Exit – Kenton Morrison.
 - This entrance and exit allow students to be delivered to Building H efficiently, without being routed the same as parents entering the campus from SR16.
 - Staff Entrance/Exit – Kenton Morrison.
 - This entrance and exit allow staff members to enter the campus and efficiently proceed to staff member parking in lot 8. It is sufficiently segregated to allow maximum parking for staff members without impacting designated parent parking.
 - Staff Parking – Parking lot 8, begin with the furthest point from Building H.
 - This parking lot segregates staff parking to single area on campus, thus allowing ample parking and staging for parents and first responders in other lots.
 - Reunification Management Parking/Supply Staging Area – Parking Lot 6.
 - This parking lot and loading dock area may serve as the drop-off area for food supplies to Building V and may serve as a parking location for first responders.
- Lock building doors – SJRSC.
- Building H (student waiting area).

- Buildings A, S, and V (family waiting area).
 - Provide FSDB with key access to the locked buildings.
- Staff/First Responder Check-In and Resource Staging (Building C):
- The resource staging team coordinates the following tasks:
 - Management of supplies.
 - Management, check-in and check-out, of incident command team members and responders. Issue credentials for assigned staff and direct others to resource waiting area.
 - Identify and track resources assigned to and from Staging.
 - Respond to requests for resources.
 - Maintaining Staging Area in an orderly condition.
 - Supply List
 - Attendance rosters
 - Bins/Totes
 - Blankets
 - Building/Campus maps and floor plans
 - Clipboards
 - Computers
 - Cones and caution tape – reception line.
 - Emergency response telephone numbers
 - Extension Cords
 - First aid supplies
 - Flashlights
 - Markers
 - Meals
 - Megaphone and Batteries
 - Mi-Fi devices
 - Name tags
 - Notebooks
 - Parent Reunification Cards
 - Pens and markers
 - Pop-up tents for reception lines and student pick-up area.
 - Portable Printers
 - ~~Porta-potty (Media Staging Area)~~
 - Post-It Chart Paper
 - Power strips
 - Radios – 65 SaFO and 12 NIMS available
 - Rope
 - Signage
 - Smart Phone Chargers
 - Spare batteries and chargers for radios
 - Staff cell phone numbers
 - Staff emergency contact information

- Staplers
 - Student emergency contact information
 - Student health information
 - Student photos
 - Student Rosters – Transportation route books
 - Student/Teacher schedules
 - Supply storage – college and/or FSDB
 - T-shirts identifying members of the ICT/Reunification Team
 - Tape (Scotch and Duct)
 - Tools
 - Umbrellas
 - Water
 - Wi-Fi access codes
- Parent Check-In (Building J):
- Provide interpreters.
 - Provide Spanish translators.
 - Parent Check-In Tables
 - Three tables in U-shape in lobby (J0100)
 - Center Table: Welcome, confirm reunification card is complete, verify that the parent has an ID, provide direction to the appropriate line based on the first initial of the last name of the student.
 - Left Check-In: Last Names A-M
 - Right Check-In: Last Names: N-Z
 - Enter front of building and exit through the courtyard (to the right).
 - Student Information – Skyward/Accountability Folder
 - Reunification Cards - parents fill out cards on clipboards
 - Alphabetized boxes at check-in and reunification to organize release cards.
 - After check-in, staff member will radio reunification team that parent is heading toward parent pick-up
 - Coded Parent Cards – Card Stock
 - Student Pick-Up – Building H
 - Parent Waiting (Unknown Student Status) – Buildings A (Primary) and Building S (Overflow)
 - Parent Waiting (Students in Interviews) – Building S
 - Accountability Management Team – Collecting information from Check-In Informational Support Area (J0149)
 - Law Enforcement
 - Fire/Rescue
 - Mental Health Counselor
 - School Representative – Skyward/Accountability Folder Access
 - Logistics Chief

- Technology Support
 - Stage personnel standing outside to provide direction while waiting in line.
 - Stage personnel standing outside to direct parents once they have been given a coded card.
 - Parents will report to the assigned area and give the name of their child/children.
 - Picture I.D. will be required of the parent/guardian requesting the child/children for pick-up. Individuals, other than the parent/guardian, may only pick-up the child/children once permission has been granted by the parent/guardian via direct contact, and will be required to provide picture I.D.
 - Parents will be provided with card directing them to the correct location – waiting or student pick-up.
 - Reunification Runner will go to the student assembly area and get the child/children requested by the parent or adult, per the staff member at check-in requesting the child over radio transmission. The runner will escort the student back to the pick-up area.
 - Authorized individuals will be asked to sign a form indicating they picked up the child/children. The staff member releasing the students will also sign the form. The date and time will be indicated on the pick-up form.
 - If the child is in the first aid area of Building H the parent will be escorted to that area for reunification with their child/children.
 - If the child is being interviewed by law enforcement, the parent/guardian will be notified and directed to the appropriate waiting area in Building S.
 - Accountability Runner – Building H – Gather parent check-in card and pick-up card, staple, and update Logistics Chief at Building L.
 - Accountability Runner – Buildings A, S, and V – Gather parent check-in card, monitor information, and make notes to be shared with the Logistics Chief.
- Staff/Family Check-In:
 - Human Resources establish guidance for family inquiries/check-in related to staff reunification.
- Outreach and Technology Services:
 - Implement technology protocols to protect and recover technology infrastructure in response to a lockdown emergency. Coordinate with the Logistics Chief and ICT area Chiefs to obtain information specific to the area impacted, stakeholders

impacted, and to communicate with the Chiefs if any network disruptions have occurred.

- Under the direction and in cooperation with the Logistics Chief, implement the IT incident response and disaster recovery process related to lockdown and any related elements of the emergency. If a building or the campus-wide data network/infrastructure is compromised, disaster recovery processes may include initiating access to services from another location on the campus, from off campus, or through the use of the disaster recovery site.
 - Implement plans to provide remote services in the event of an evacuation or if some locations on campus are damaged, requiring staff members to work from alternate locations. If student spaces are impacted, in alignment with the ICT process, prepare and set-up the technologies needed in any spaces which students will occupy.
 - Support the Reunification Site Incident Commander to ensure that technological resources are made available to support the reunification effort.
 - Following an evacuation, when technology recovery processes are permitted, any equipment which may be damaged shall be collected for assessment and use in another location. If any equipment is found to be damaged, provide the information needed about the value of the equipment, impact on service delivery, and other information to the appropriate ICT Chiefs.
- Instruction:
 - Refine and implement the Instructional Continuity Plan (**Appendix J**), if required based on building closures or a campus-wide evacuation.
 - Boarding:
 - Implement protocols to re-assign students to alternate locations on campus, if necessary due to building closures.
 - Implement protocols to establish a boarding environment at an off-campus site, if necessary due to a campus-wide evacuation.

Finance Chief – Procurement/Supplies, Payroll/Accounting

- Manage all financial aspects of an incident.
- Provide financial and cost analysis information as requested.

- Maintain ongoing contact with the Incident Commander on all incident-related financial issues needing attention or follow-up.
- Support the Reunification Site Incident Commander to ensure that fiscal resources are made available to support the reunification effort.
- Provide input on the Incident Action Plan.
- Procurement/Supplies:
 - Upon Declaration of Emergency by the Governor, adjust P-Card limits for identified staff members:
 - President
 - Administrator of Business Services
 - Administrator of Boarding Services
 - Executive Director of Training and Quality Assurance
 - Executive Director of Advancement
 - Coordinator of Gifts and Volunteers
 - Coordinator of Donor Engagement
 - Executive Director of Transportation
 - Executive Director of Safety and Facilities Operations
 - School Safety Specialist
 - Procurement Representative
 - Set up Org/EOs for emergency purchases.
 - Maintain and implement an operating plan for the procurement of supplies and services in support of incident management needs.
 - Procure supplies in support of department needs as requested for advanced incident preparation.
 - Ensure supplies are received and delivered to departments as needs arise.
- Payroll/Accounting:
 - Provide guidance for staff members regarding coding of work hours to ensure that personnel time records are completed accurately.
 - Ensure compensation and claims functions are being addressed relative to the incident.

Scribe

- Obtain deployment instructions from the Incident Commander.
- Maintain a timeline of key events during an incident.
- Document actions and keep track of any follow-up items that will need to be addressed.
- Collaborate with the Planning Chief and Public Information Officer to ensure that information and action items are being monitored and addressed consistently.

Memorials

The President's Advisory Team will coordinate the logistics pertaining to memorial displays and campus services.

Extended Community Response Plan:

- Memorial Services – Communication with local partners to prepare for traffic, social media, VIPs, etc...
- Spontaneous Events – Political assemblies, remembrances, religious ceremonies, and rallies, etc....
- Impromptu Memorial Sites – Flowers, signs, cards, stuffed animals, and candles, etc....

Contacts

American Red Cross
Call Center Resources
Lodging
Health Department
First Responders
Victim Assistance
Elected Officials
Emergency Management
Faith-Based Organizations
Hospitals
Salvation Army
Transportation Carriers
United Way
Community Emergency Response Team (CERT)
County Medical Examiner
State Attorney's Office

Reunification Planning Resources

FEMA – Campus Emergencies Prevention, Response, and Recovery – Customized; Participant Guide for MGT-324; Louisiana State University

FEMA – Post-Disaster Reunification of Children: A Nationwide Approach

FEMA – Sample School Emergency Operations Plan

FSDB Reunification Plan 2012

International Association of Chiefs of Police – Guide for Preventing and Responding to School Violence – 1999

Marjory Stoneman Douglas Commission Hearing – April 10, 2019

Readiness and Emergency Management for Schools (REMS) Technical Assistance Center – Cypress Forest High School Sample Family Reunification Annex

Saint Johns County Emergency Operations Center – Family Reunification Plan

The “I Love You Guys” Foundation – The Standard Reunification Method SRM V2

The Role of Districts in Developing High-Quality School Emergency Operations Plan

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

Subject: Approval of the 2023-24 Uniform Assessment Calendar

Pursuant to Section (s.) 1008.22(7)(c), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C), we are seeking Board approval of the uniform assessment calendar with district-required assessment information included, to provide to the Department of Education by October 1 of each school year.

(FDOE Extension granted changes in the calendar template)

Attachment(s): FSDB 2023-2024 Uniform Statewide Assessment Calendar

Department/Presenter: Instructional Services/Scott Trejbal

2023–24 Uniform Statewide Assessment Calendar

According to Section 1008.22(7)(b), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), the uniform assessment calendar must be published on the Florida Department of Education (FDOE) website by January of each year for, at a minimum, the following two school years. Prior to posting, FDOE will complete sections 1 through 4 with the appropriate information.

Each school district must then complete the uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the FDOE by October 1 of each school year. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information provided by the Department in sections 1 through 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. The FDOE will populate this section with state-level terms in addition to those specified in s. 1008.22(7)(i), F.S. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments but should not modify any FDOE-provided information.

Acronym/Term	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)
Accommodation	Per Rule 6A-1.0943, F.A.C., “Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment, and the use of assistive technology or devices to facilitate the student’s participation in a statewide standardized assessment.”
B.E.S.T.	Benchmarks for Excellent Student Thinking
CBT	Computer-Based Test
CLT	Classic Learning Test
Concordant and Comparative Scores	Concordant and comparative scores refer to scores that have been determined by establishing a relationship between assessments that measure similar (but not identical) constructs, such as the Algebra 1 End-of-Course Assessment and the SAT. In statute, concordant refers to scores associated with the ELA assessment and comparative refers to scores associated with the Algebra 1 assessment. A student can meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, F.A.C.
Diagnostic	Assessments that measure students’ understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.
District Window	The selected dates within the statewide window during which a district will administer a given assessment.
District-Required Assessments	Assessments required by the school district for students in a specific grade or course.
ELA	English Language Arts
EOC	End-of-Course
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results.

2023–24 Uniform Statewide Assessment Calendar

Acronym/Term	Definition
FAST	Florida Assessment of Student Thinking
FCLE	Florida Civic Literacy Exam
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student's report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
FSA	Florida Standards Assessments
FSAA	Florida Standards Alternate Assessment
Interim	Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student's ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
NAEP	National Assessment of Educational Progress
PBT	Paper-Based Test
PM1	The baseline administration of FAST Progress Monitoring in the beginning of the school year.
PM2	The midyear administration of FAST Progress Monitoring in the middle of the school year.
PM3	The summative administration of FAST Progress Monitoring at the end of the school year.
Progress Monitoring	The process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been. In accordance with s. 1008.25(8)(b)1., F.S., the progress monitoring assessments for VPK through grade 2 must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the program or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year. In accordance with s. 1008.25(8)(b)2., F.S., the progress monitoring assessments for grades 3 through 10 must be administered at the beginning, middle, and end of the school year.
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida's academic standards at or near the conclusion of the course of instruction.
Statewide, Standardized Assessments	All assessments required by s. 1008.22, F.S.
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment.
Testing Time	The amount of time individual students are each given to respond to test items on each test.
VAM	A Value-Added Model (VAM) is used by some school districts as part of their educator evaluation system. It is also used in the approval process for teacher preparation programs and as part of the criteria to extend an educator's temporary teaching certificate.
VPK	Florida's Voluntary Prekindergarten Education Program

2023–24 Uniform Statewide Assessment Calendar

2. Test, Type, and Purpose/Use

FDOE will populate this section with information related to state-level tests. Districts may add rows as needed to define district-required tests, test type, and their purpose/use in the district but should not modify any FDOE-provided information. If additional types are added, define applicable types in the glossary.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
Alternate ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	Rule 6A-6.0902, F.A.C. Rule 6A-6.09021, F.A.C. Rule 6A-6.0903, F.A.C.
ACT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C.
CLT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C.
FAST PM1 and PM2	Diagnostic/Progress Monitoring	Provides information in mastering the appropriate grade-level standards and provides information on students' progress to parents, teachers, and school and program administrators. Used to provide data for accountability of the Voluntary Prekindergarten Education Program.	s. 1008.25(8), F.S. s. 1008.2125, F.S. s. 1002.68, F.S. Rule 6M-8.601, F.A.C.
FCLE	Summative	If passed, exempts students from the postsecondary civic literacy assessment requirement established by s. 1007.25(4), F.S.	s. 1003.4282(3)(d), F.S. s. 1007.25(4)(b), F.S.
FAST PM1 and PM2	Progress Monitoring	Provide information regarding whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been	
B.E.S.T. ELA Writing	Summative	Purpose: FAST PM3, B.E.S.T., Next Generation Sunshine State Standards assessments measure student achievement of Florida's academic standards/access points. Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; differentiated accountability; VAM; scholar designation; Credit Acceleration Program; school improvement plans; school, district, state, and federal reporting	s. 1002.38, F.S.
B.E.S.T. EOC	Summative		s. 1002.68, F.S.
FAST PM3	Progress Monitoring/Summative		s. 1003.4156, F.S.
FSA	Summative		s. 1003.4282, F.S.
Florida Alternate Assessment— Performance Task	Summative		s. 1004.04, F.S. s. 1004.85, F.S.
Florida Alternate Assessment—Datafolio	Portfolio		s. 1008.22, F.S. s. 1008.25, F.S. s. 1008.33, F.S.
Science/Social Studies EOC	Summative		s. 1008.34, F.S. s. 1008.341, F.S.
Statewide Science	Summative		s. 1012.34, F.S.

2023–24 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
Assessment			s. 1012.56, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. Rule 6A-1.0943, F.A.C. Rule 6A-1.09432, F.A.C. Rule 6A-1.09981, F.A.C. Rule 6A-1.099811, F.A.C. Rule 6A-1.099822, F.A.C. Rule 6A-5.0411, F.A.C.
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S.
PSAT/NMSQT	Summative	Inform course placement; can be used as a concordant or comparative score to meet Algebra 1 assessment graduation requirements	s. 1007.35, F.S. Rule 6A-1.09422, F.A.C.
SAT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C.

3. Required Statewide Assessments

The following assessments are required for students as indicated in the **Students to Be Tested** column. FDOE will complete this section with the required statewide assessments. Districts should then populate the **District Window** column for each assessment in the table but should not modify any FDOE-provided information.

When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
VPK FAST PM1	Students enrolled in VPK	First 30 instructional days after a student's enrollment or the start of a program year or school year	N/A	CBT	10–20 minutes	Immediately following test completion

2023–24 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAST PM1	K–Grade 1 ELA Reading	August 7–September 29, 2023 ¹	N/A**	CBT ²	10–20 minutes	Immediately following test completion
FAST PM1	Grade 2 ELA Reading	August 7–September 29, 2023 ¹	08/28/2023–09/29/2023	CBT ²	15–20 minutes	Immediately following test completion
FAST PM1	K–Grade 2 Mathematics	August 7–September 29, 2023 ¹	08/28/2023–09/29/2023	CBT ²	20–30 minutes	Immediately following test completion
FAST PM1	Grades 3–10 ELA Reading	August 14–September 29, 2023	08/28/2023–09/20/2023	CBT ²	90 minutes ³	Immediately following test completion
FAST PM1	Grades 3–5 Mathematics	August 14–September 29, 2023	08/28/2023–09/20/2023	CBT ²	80 minutes ³	Immediately following test completion
FAST PM1	Grades 6–8 Mathematics	August 14–September 29, 2023	08/28/2023–09/20/2023	CBT ²	100 minutes ³	Immediately following test completion
Alternate Assessment Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 1: September 11–October 13, 2023	N/A	PBT	Varies/Untimed	June 2024
Alternate Assessment Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 2: November 13–December 15, 2023	N/A	PBT	Varies/Untimed	June 2024

2023–24 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FCLE	Students enrolled in associated courses	November 6–December 15, 2023	11/06/2023-12/08/2023	CBT ²	160 minutes ⁵	Immediately following test completion
VPK FAST PM2	Students enrolled in VPK	Midyear	N/A	CBT	10–20 minutes	Immediately following test completion
FAST PM2	K–Grade 1 ELA Reading	December 4, 2023–January 26, 2024	N/A	CBT ²	10–20 minutes	Immediately following test completion
FAST PM2	Grade 2 ELA Reading	December 4, 2023–January 26, 2024	12/11/2023-01/11/2024	CBT ²	15–20 minutes	Immediately following test completion
FAST PM2	K–Grade 2 Mathematics	December 4, 2023–January 26, 2024	12/11/2023-01/11/2024	CBT ²	20–30 minutes	Immediately following test completion
FAST PM2	Grades 3–10 ELA Reading	December 4, 2023–January 26, 2024	12/11/2023-01/11/2024	CBT ²	90 minutes ³	Immediately following test completion
FAST PM2	Grades 3–5 Mathematics	December 4, 2023–January 26, 2024	12/11/2023-01/11/2024	CBT ²	80 minutes ³	Immediately following test completion
FAST PM2	Grades 6–8 Mathematics	December 4, 2023–January 26, 2024	12/11/2023-01/11/2024	CBT ²	100 minutes ³	Immediately following test completion
Alternate Assessment Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 3: February 26–March 29, 2024	N/A	PBT	Varies/Untimed	June 2024

2023–24 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
Alternate Assessment Performance Task ⁶	Grades 3–8 ELA & Mathematics; Grades 4–8 Writing; Grades 5 & 8 Science; and Civics EOC	February 26–April 12, 2024	02/26/2024–04/05/2024	PBT	Varies/Untimed	June 2024
ACT ⁷	Grade 11 students in districts that selected ACT	March–April 2024	March–April 2024	CBT	175 minutes	3–8 weeks after test administration
SAT ⁷	Grade 11 students in districts that selected SAT	March–April 2024	N/A	CBT	134 minutes	2–4 weeks after test administration
CLT ⁷	Grade 11 students in districts that selected CLT	March–April 2024	N/A	CBT	120 minutes	Within 8 business days
VPK FAST PM3	Students enrolled in VPK	The last 30 days of the program or school year	N/A	CBT	10–20 minutes	Immediately following test completion
FAST PM3	K–Grade 1 ELA Reading	April 15–May 31, 2024 ⁸	N/A**	CBT ²	10–20 minutes	Immediately following test completion
FAST PM3	Grade 2 ELA Reading	April 15–May 31, 2024 ⁸	05/01/2024–05/31/2024	CBT ²	15–20 minutes	Immediately following test completion
FAST PM3	K–Grade 2 Mathematics	April 15–May 31, 2024 ⁸	05/01/2024–05/31/2024	CBT ²	20–30 minutes	Immediately following test completion
FAST PM3	Grades 3–10 ELA Reading	May 1–May 31, 2024	05/01/2024–05/31/2024	CBT ²	120 minutes ³	Immediately following test completion
FAST PM3	Grades 3–5 Mathematics	May 1–May 31, 2024	05/01/2024–05/31/2024	CBT ²	100 minutes ³	Immediately following test completion
FAST PM3	Grades 6–8 Mathematics	May 1–May 31, 2024	05/01/2024–05/31/2024	CBT ²	120 minutes ³	Immediately following test completion

2023–24 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
Alternate Assessment Performance Task ⁶	Grades 9 & 10 ELA; Grades 9 & 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 11–April 26, 2024	03/18/2024-04/19/2024	PBT	Varies/Untimed	June 2024
B.E.S.T. ELA Writing	Grades 4–10	April 1–12, 2024	04/12/2024-04/12/2024	CBT ²	120 minutes ⁵	June 2024
FCLE	Students enrolled in associated courses	April 1–May 31, 2024	04/08/2024-05/24/2024	CBT ²	160 minutes ⁵	Immediately following test completion
B.E.S.T. Algebra 1 and Geometry EOCs	Students enrolled in associated courses	May 1–31, 2024	05/01/2024-05/31/2024	CBT ²	160 minutes ³	Immediately following test completion
Biology 1, Civics, and U.S. History EOCs	Students enrolled in associated courses	May 1–31, 2024	05/01/2024-05/31/2024	CBT ²	160 minutes ³	Immediately following test completion
Statewide Science	Grades 5 and 8	May 1–31, 2024	05/06/2024-05/17/2024	CBT ²	160 minutes ³	Immediately following test completion

¹ K–2 FAST assessments for PM1 must be administered within the first 30 instructional days of the school year.

² Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

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

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

⁵ Any student who has not completed the test by the end of the allotted time may continue working up to half the length of a typical school day.

⁶ The Alternate Assessment Performance Task is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

⁷ Each district must choose to administer the ACT, CLT, or SAT. Complete the row for the assessment chosen by your district and then change the background for the assessment not chosen to gray and leave the district window cell blank.

⁸ K–2 FAST assessments for PM3 must be administered within the last 30 instructional days of the school year.

2023–24 Uniform Statewide Assessment Calendar

4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. The FDOE will complete this section with the applicable statewide assessments. Districts should then populate the **District Window** column for the assessments in the table below but should not modify any FDOE-provided information. If an assessment is not being administered in your district, indicate “N/A” in the District Window column.

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

Assessment	Students to Be Tested ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
PreACT	Grade 10	October 2023–April 2024	11/13/2023-11/17/2023	PBT	150 minutes	Approximately 2 weeks after testing
FSA ELA Writing Retake		September 11–29, 2023	09/11/2023-09/22/2023	CBT ¹	120 minutes ²	December 2023
FSA ELA Reading Retake		September 11–29, 2023	09/11/2023-09/22/2023	CBT ¹	180 minutes ²	December 2023
FSA Algebra 1 EOC Retake		September 11–29, 2023	09/11/2023-09/22/2023	CBT ¹	180 minutes ²	October 2023
FAST Grade 10 ELA Reading Retake		September 11–October 6, 2023	09/11/2023-09/22/2023	CBT ¹	120 minutes ³	Immediately following test completion
B.E.S.T. Algebra 1 and Geometry EOCs		September 11–October 6, 2023	09/11/2023-09/29/2023	CBT ¹	160 minutes ³	Immediately following test completion
Biology 1, Civics, and U.S. History EOCs		September 11–October 6, 2023	09/11/2023-09/29/2023	CBT ¹	160 minutes ³	October 2023
FSAA—Performance Task ⁵ Grade 10 ELA and Algebra 1 EOC Makeup		September 25–October 13, 2023	N/A	PBT	Varies/Untimed	December 2023
PSAT/NMSQT	Grade 10	October 2023	N/A	PBT	134 minutes	January 2024
NAEP Mathematics	Select grades 4, 8, & 12 students	January–March 2024	N/A	CBT	120 minutes	Fall 2024 (grades 4 & 8); Spring 2025 (grade 12)
NAEP Reading	Select grades 4, 8, & 12 students	January–March 2024	N/A	CBT	120 minutes	Fall 2024 (grades 4 & 8); Spring 2025 (grade 12)

2023–24 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
NAEP Science	Select grade 8 students	January–March 2024	N/A	CBT	120 minutes	Spring 2025
FAST Grade 10 ELA Reading Retake		November 27–December 15, 2023	12/04/2023-12/15/2023	CBT ¹	120 minutes ³	Immediately following test completion
B.E.S.T. Algebra 1 and Geometry EOCs		November 27–December 15, 2023	12/04/2023-12/15/2023	CBT ¹	160 minutes ³	Immediately following test completion
Biology 1, Civics, and U.S. History EOCs		November 27–December 15, 2023	12/04/2023-12/15/2023	CBT ¹	160 minutes ³	January 2024
ACCESS for ELLs	Grades K–12 currently classified as ELL with “LY” code	January 22–March 15, 2024	01/22/2024-03/01/2024	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2024
Alternate ACCESS for ELLs	Grades 1–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 22–March 15, 2024	01/22/2024-03/01/2024	PBT	80 minutes	June 2024
FSA ELA Grade 10 Retake – Writing		February 19–March 8, 2024	02/20/2024-03/01/2024	CBT ¹	120 minutes ²	May 2024
FSA ELA Grade 10 Retake – Reading		February 19–March 8, 2024	02/20/2024-03/01/2024	CBT ¹	180 minutes ²	May 2024
FSA Algebra 1 EOC Retake		February 19–March 8, 2024	02/20/2024-03/01/2024	CBT ¹	180 minutes ²	May 2024
FAST Grade 10 ELA Reading Retake		May 1–31, 2024	05/01/2024-05/24/2024	CBT ¹	120 minutes ³	Immediately following test completion
FAST Grade 10 ELA Reading Retake		July 15–26, 2024	N/A	CBT ¹	120 minutes ³	Immediately following test completion
B.E.S.T. Algebra 1 and Geometry EOC		July 15–26, 2024	N/A	CBT ¹	160 minutes ³	August 2024
Biology 1, Civics, and U.S. History EOCs		July 15–26, 2024	N/A	CBT ¹	160 minutes ³	August 2024

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

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

Form ARM 001

Effective September 2022

Updated September 19, 2023

2023–24 Uniform Statewide Assessment Calendar

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

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

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

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

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

5. District-Required Assessment Information

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

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
Measures of Academic Progress	Grades K-12; Reading/Mathematics	08/28/2023-09/20/2023 12/11/2023-01/11/2024 05/01/2024-05/24/2024	CBT	45 minutes per subject/varies	Approximately 1 week after testing.
Achieve 3000	Grades K-12	08/21/2023-09/29/2023 11/27/2023-12/15/2023 04/22/2024-05/17/2024	CBT	45 minutes	Approximately 2 weeks after testing

2023–24 Uniform Statewide Assessment Calendar

6. Estimates of Total Testing Time by Grade Level

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

Grade Level	Statewide Assessments ¹			District Assessments ¹			Approximate Total Testing Time (In Minutes)
	Range of Minutes	Median Number of Minutes	% Net Instructional Time ²	Range of Minutes	Median Number of Minutes***	% Net Instructional Time ²	
VPK	30–60	45	0.10%	NA	NA	NA	NA
K	90–150	120	0.28%	405-810	606	1.403%	726
1	95–150	122.5	0.28%	405-810	606	1.403%	728.5
2	105–150	127.5	0.30%	405-810	606	1.403%	733.5
3	560	560	1.30%	405-810	606	1.403%	1166
4	680	680	1.26%	405-810	606	1.122%	1286
5	840	840	1.56%	405-810	606	1.122%	1446

¹ In accordance with Senate Bill 2524 § 45 (Chapter 2022-154, § 45, Laws of Florida), the Department must collect from each school district, by grade level, the range and median number of minutes per school year, including as a percentage of net instructional time, students in prekindergarten through grade 5 spend on district-required assessments and coordinated screening and progress monitoring and state-required assessments and coordinated screening and progress monitoring.

² The percent net instructional time is based on 43,200 instructional minutes per school year for VPK through grade 3 and on 54,000 instructional minutes per school year for grades 4 through 5, per s. [1011.61](#), F.S.

Grade Level	Statewide Assessments	District Assessments***	Approximate Total Testing Time (In Minutes)**
6	740	606	1346
7	900	606	1506
8	900	606	1506
9	740	606	1346
10	580	606	1146
11	160+175/120/134 ¹	606	941
12	160	606	766

¹ The amount of time for grade 11 statewide assessments will depend on whether a district selects ACT, CLT, or SAT. If ACT, use 335 minutes (160 + 175) for the grade 11 Statewide Assessments cell. If CLT, use 280 minutes (160 + 120) for the grade 11 Statewide Assessments cell. If SAT, use 294 minutes (160 + 134) for the grade 11 Statewide Assessments cell. *****Median is 606 minutes**

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

SUBJECT: 2023 - 2024 School Improvement Plans

PROPOSED BOARD ACTION

Board approval is requested for FSDB's 2023-2024 School Improvement Plans

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

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

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

Attachment: The 2023-2024 School Improvement Plans were previously sent to the Trustees as electronic files due to the size of the documents.

[2023-2024 SIP - Google Drive](#)

Department/Presenter: Scott Trejbal, Administrator of Instructional Services