

Agenda

Florida School for the Deaf and the Blind Board of Trustees Meeting Moore Hall, Center for Learning and Development September 25, 2026, 10:45 AM

I.	Call to Order	
II.	Pledge of Allegiance	
III.	Roll Call	
IV.	Public Comment	
	Limited to three minutes per person, with a maximum of 45 minutes per meeting for all public comments.	
V.	Consideration and approval of Meeting Minutes, August 28, 2026.....	2
VI.	Committee Reports	
	• Enrollment and Outreach Committee	
	• Audit Committee	
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XI.	New Business	
	• President's Performance Evaluation – Lexi Bucca	
XII.	Unfinished Business	
XIII.	Board Comments	
XIV.	Adjournment	



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Board of Trustees Meeting Minutes Moore Hall, Center for Learning and Development August 28, 2026, 8:30 a.m.

Attendance

Present: Ms. Christine Chapman, Mr. Matthew Kramer, Mr. Terry Hadley, Ms. JuneAnn LeFors, Dr. Thomas Zavelson. Mr. Owen McCaul arrived at 8:48 a.m.

Call to Order

Mr. Ralph 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 8:34 a.m. The meeting was held in Moore Hall at the Center for Learning and Development (CLD) on the FSDB campus. When Mr. Owen McCaul, Board Chair, arrived, he assumed the gavel.

Pledge of Allegiance

Deaf Elementary student Zenia Partlow and Blind Elementary student Sylvia Pascarella led the Board and audience in the Pledge of Allegiance.

New Supervisor Introductions

President Snow introduced the new supervisors:

- Ryan Johnson, Deaf Department Principal
- Candi Milcznski, Deaf High School Assistant Principal, Student Services
- Terri Samson, Deaf High School Assistant Principal, Instructional Services
- Amy Lane, Administrator of Allied Health Services
- Richard Gentry, Chief of Police
- Shelley Joyner, Director of Accounting

Public Comment

No Public Comments were presented during the meeting.

Special Agenda item

Mr. McCaul recognized President Snow for her 30 years of continuous service to FSDB. He presented her with her certificate and her gift.

Approval of Meeting Minutes

Dr. Zavelson moved to approve the minutes of the Regular Board of Trustees Meeting held on May 21, 2026. The motion was seconded by Ms. Chapman and approved unanimously by the Board.

President's Report

In lieu of a formal workshop, New Legislative Updates and Government in the Sunshine will be covered today during this Regular Meeting of the Board of Trustees. Ms. Tracie Snow, President, read an overview of *Florida's Government in the Sunshine* prepared by Damon Kitchen, Board Counsel.

- The Government in the Sunshine Act requires three (3) things: (1) Meetings of public boards and commissions must be open to the public; (2) Reasonable notice of such meetings must be given; and (3) Minutes of such meetings must be taken.
- The Florida School for the Deaf and the Blind's Board of Trustees is a public board that is subject to the requirements of the Government in the Sunshine Act.
- Outside of a properly noticed public meeting, members serving on public boards and commissions in Florida cannot lawfully communicate with each other about matters and business that foreseeably could come before their public board or commission.
- For purposes of the Government in the Sunshine Act, a "meeting" of a public board or commission takes place each and every time two or more board or commission members communicate with each other about matters and business that foreseeably could come before their public board or commission. The mere fact that no quorum of that board or commission exists when such communications occur does not matter. A meeting has still occurred. Simply stated, the Government in the Sunshine Act does not distinguish between legitimately conducted meetings and illegitimately conducted ones.
- Unilateral communications by individual board members directed to other board or commission members do not violate the Government in the Sunshine Act, as long as those communications are truly one-way, and the other board or commission members are free to accept or disregard those communications; **but**, if even one other board or commission member responds to a unilateral communication, a violation of the law occurs.
- The Government in the Sunshine Act not only applies to members of public boards and commissions within the State, but it also applies to committees (and the members of such committees) to which that board or commission has delegated its decision-making authority. If a public board or commission has delegated its decision-making authority to a committee, that committee and its members are subject to the requirements of the Government in the Sunshine Act.
- Similarly, the Government in the Sunshine Act applies to committees of public boards and commissions that provide the public board or commission with recommendations and advice.
- **However**, committees created by a public board or commission that: (1) engage in purely fact-finding functions; and/or (2) whose decision-making authority is limited to day-to-day operational matters that the board or commission does not perform, are not subject to the Government in the Sunshine Act.
- The Government in the Sunshine Act is broadly and expansively interpreted by courts in favor of the requirement that public board and commission business be conducted during properly noticed, public meetings. All efforts by public boards and commissions to avoid or "end-run"

the requirements of the Government in the Sunshine Act are dimly viewed by the judiciary in Florida.

Legislative Update

Ms. Patsy Eccles, Legislative Specialist, stated that the legislature is currently focused on the upcoming election and the transition of the executive office. More information will be shared after the November 17th Organizational Session.

Department Updates

New Legislative Updates

Mr. Scott Trejbal, Administrator of Instructional Services, explained each Senate and House bill and how it will affect FSDB. He took questions, provided answers, and provided additional feedback. President Snow added additional context when needed.

FLORIDA VIRTUAL SCHOOL (FLVS) Senate Bill 124

- Requires school districts to provide seats and Test Administrators for required assessments for students enrolled in FLVS.

ATHLETICS IN PUBLIC K-12 SCHOOLS Senate Bill 178

- Florida High School Athletic Association (FHSA) to adopt rules around coaches' personal funds for student needs.

EDUCATION Senate Bill 182

- Patriotic Displays
 - George Washington and Abraham Lincoln portraits to be displayed in a conspicuous place.
- Cursive writing
 - Instructions will take place in grades 3-5
 - Proficiency must be demonstrated by 5th grade

DIPLOMA REQUIREMENTS House Bill 453

- PE and Performing Arts requirements
 - Two years of marching band will satisfy the PE and Performing Arts requirement.
 - As determined by the IEP team, Special Olympics may also be used to meet this requirement.

EXTRACURRICULAR ACTIVITIES Senate Bill 538

- Athletic eligibility
 - Private/charter school students may participate at their local high school.
 - An activity fee may be charged.
- Accommodation
- Coach and Sponsor Compensation
 - Sets compensation limits

EDUCATOR CERTIFICATION House Bill 561

- Educator Proficiency Institute (EPI) enrollment with only a statement of eligibility
- Temporary certification for educators with an expired professional certificate.
 - Certification exam retakes removed.

- DOE must develop a system for tracking points for educators outside of the school district.

SCHOOL COUNSELORS House Bill 753

- Performance evaluation criteria must be based on indicators from the Florida School Counseling Standards.
- School Counselors are not required to pass the General Knowledge (GK) or Professional exam for certification; however, the school may require it.

PROFESSIONAL LEARNING House Bill 851

- Provide at least one autism-specific professional learning opportunity each year.
- Developed with the Center for Autism and Related Disabilities (CARD).

STUDENT HEALTH AND SAFETY House Bill 1201

- Epilepsy/seizure training for staff who work daily with students.
- A poster must be displayed that shows how to respond to a seizure. Posters will be provided by FDOE.

EDUCATION House Bill 1279

- FDOE to create a CAPE digital tools certificate list.
- Epinephrine may be delivered in methods other than auto-injection.
- FDOE to develop mathematics pathways (applied algebra).
- Parents/Guardians must be notified within 10 days of missing a related service.

INSURANCE LICENSING House Bill 1343

- Pathway for high school graduates to obtain jobs in the insurance industry

RECORDS Senate Bill 7022

- Expansion of the public records exemption for examination and assessment instruments, including related developmental materials and workpapers, by applying the exemption to instruments held by additional records custodians, including public schools.

Business Services

Arline Lagassee, School Safety Specialist, stated that preparations are underway for completing the 26-27 District Best Practices Assessment, which will be discussed at the September or October Board meeting. Trustees will have an opportunity to submit recommendations regarding policy changes or funding needed to facilitate continued school safety planning and improvement. Responses will be provided for consideration by the district school board and forwarded by the Department of Education to the Governor, the Florida Legislature, and the State Board of Education.

Dave Hanvey, USB Financial Advisor, provided an update on the FSDB Endowment Funds I & II and commentary on current geopolitical events and the upcoming elections.

Strategic Plan Updates

President Snow stated that we are in the fifth year of our current strategic plan. The team has done a great job. We are looking at what we wanted to accomplish at the beginning of the five years, and what we still have left to accomplish. We will review our strengths, weaknesses, opportunities, threats,

and conduct surveys this year to prepare for the next five years. We are also preparing for accreditation, and Scott Trejbal is leading us through the process.

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

Action Item #2 – 2026-2027 Operating Budget

Board approval was requested for the fiscal year 2026-2027 Operating Budget.

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

Discussion: The board requested that additional backup information be provided each year that the operating budget is presented for approval.

Action Item #3 – Florida Harm Prevention and Threat Management Policy

Board approval was requested for the revised Florida Harm Prevention & Threat Management Policy (OPP 10.51).

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

Action Item #4 –McClure Hall Demolition and Construction - REVISED

Board approval was requested to enter into a contract exceeding \$2,000,000 for the demolition and new construction of McClure Hall.

Note: Currently, CPH is engaged in the 15% design and the preparation of the design criteria package in preparation to select a design/build team through the competitive procurement process. The cost for ~~demolition and~~ new construction will not exceed ~~\$11,285,073~~ ~~\$11,310,145~~. The design/build advertisement will be shared with the Board when it is posted. Once a team has been selected and a guaranteed maximum price has been negotiated, an updated action item will be prepared for Board approval.

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

Action Item #5 – Student Progression Plan: Changes and Additions for 2026-2027

Board approval was requested for the following changes and additions made to FSDB’s Student Progression Plan, which are a result of Legislative decisions and State Board Rule. The changes listed below are effective for the 2026-2027 school year.

<u>Topic</u>	<u>Pages</u>
Updated Table of Contents	2-5
Grammatical and punctuation errors	throughout
Updated statute for Educational Options	49
• This statute referenced was corrected.	
Updated Requirements for St. Johns River State College Attendance	56
• This section was updated to clarify requirements to participate in coursework.	
• Clarified language on the GPA required for career/vocational coursework	
• Additional language was added to require the Administrator of Instructional Services to determine continued eligibility for Dual Enrollment if a student earns a failing grade.	
Updated School Counselor Contact Info	59
• The new School Counselor information was added for Blind High School.	

Note: Due to the State Board of Education rule, during the 2026-2027 school year, sections of this document may need to be updated again.

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

Action Item #6 – 2026-2027 Professional Learning Plan

Board approval was requested for the 2026-2027 Professional Learning Plan (PLC) developed by North East Florida Educational Consortium (NEFEC).

The changes to the 25-26 NEFEC Professional Learning Catalog apply to the 26-27 version.

- Continue to change verbiage to comply with FDOE and legislative requirements. This includes all endorsements.
 - Update and receive approval for the ESOL Add-On Endorsement (26-31).
 - Collapse UF Math Micro-Credential into 60 points instead of separate components.
-

Mr. Hadley moved to accept Action Item #6, as presented. The motion was seconded by Mrs. LeFors and carried unanimously by the Board.

New Business
Election of Officers

Chair – *Dr. Zavelson nominated Mr. McCaul as Chair of the Board of Trustees. The nomination was seconded by Ms. Chapman and carried unanimously by the Board.*

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

The names of current Committee members were read aloud; Mr. McCaul recommended that the committees remain as they are. He asked whether anyone would like to be added to or removed from a committee. There were no objections.

Audit Committee

Mr. Terry Hadley – Chair
Mr. Owen McCaul
Mrs. Christine Chapman

Endowment & Investment Committee

Mr. Terry Hadley – Chair
Mr. Matt Kramer
Mrs. JuneAnn LeFors
Dr. Tom Zavelson
Mrs. Christine Chapman

Enrollment & Outreach Committee

Dr. Tom Zavelson – Chair
Mrs. Christine Chapman
Mrs. JuneAnn LeFors
Mr. Matt Kramer

Unfinished Business

There was no unfinished business.

Board Comments

The Trustees were happy to be back and to see everyone. They thanked Mr. Trejbal for the Legislative updates and for answering all their questions. They congratulated President Snow on her 30 years of service. They welcomed the new school leaders. Mr. Hadley thanked the Board for re-electing him as Board Vice Chair. Mr. McCaul thanked the Board for their confidence in him and for re-electing him as Board Chair.

Adjournment

The meeting adjourned at 10:44 a.m., on a motion by Mr. Hadley and seconded by Ms. Chapman and carried unanimously by the Board.

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

Tracie C. Snow
President

Owen B. McCaul
Board Chair



Florida School for the Deaf & the Blind

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President's Report
Tracie C. Snow
Board of Trustees Meeting
September 25, 2026

FINAL YEAR OF THE 2022–2027 STRATEGIC PLANNING CYCLE

This school year marks the final year of FSDB's five-year strategic planning cycle. Since beginning this work in 2022, our Strategic Planning Team has remained focused on three priorities: **Success for Students; Employee Recruitment, Retention, and Engagement; and Everyone Knows Our Name.** As we complete this final year, the team is reviewing our progress to ensure we have accomplished the goals and objectives established at the beginning of the cycle while also looking ahead to FSDB's next five years.

This year, our leadership discussions have centered on **Strategic Communications and Branding.** This work grew from the professional learning Michael Johnson, our Executive Director of Communications and Public Relations, and I participated in this summer through the Northeast Florida Educational Consortium (NEFEC). One of the most important reminders from that experience was that a brand is more than a logo, tagline, or communication campaign. It is the experience people have with an organization or school and what comes to mind when they hear its name.

This past month, the Strategic Planning Team completed its discussion of **FSDB's brand and the President's leadership brand.** The team identified FSDB as an accessible, trusted, student-centered community that creates opportunity, belonging, independence, and positive outcomes. Strong alignment from the team emerged around access and inclusion, trust and integrity, continuous improvement, student success, and community. The President's leadership brand was described as visible, engaged, honest, supportive, consistent, and focused on continuous improvement.

The discussion also identified an important opportunity as we plan for the next strategic planning cycle: We must always clearly define the FSDB story so our employees, families, students, alumni, and community partners can tell it consistently. We also want that story to move beyond simply describing the services we provide. It should demonstrate how access and opportunity lead to student confidence, independence, meaningful relationships, successful transitions, and preparation for college, careers, and life.

Next month, the Strategic Planning Team will focus on **our story.** We will discuss the stories currently being told about FSDB, the stories that best represent our mission and strategic priorities, and how we can more intentionally share examples of student success, employee commitment, family connection, innovation, and community impact. Our goal is not simply to tell more stories. It is to tell the right stories, stories that build trust, strengthen relationships, and help others understand the value and impact of FSDB.

As we complete the current strategic plan and prepare for the next planning cycle, this work will help bring together what we have accomplished, what we have learned, and what we want for FSDB's future. **Everyone Knows Our Name** has never been only about recognition. It is about ensuring that

when people hear the name FSDB, they understand who we are, trust the work we do, recognize the opportunities available to students, and feel connected to our mission.

EMPLOYEE ENGAGEMENT: REIMAGINING TEACHER RECOGNITION

In support of our Employee Recruitment, Retention, and Engagement priority, Lexi Bucca, our Executive Director of Human Resources, and I redesigned the Teacher of the Year and Rookie Teacher of the Year nomination and selection process to involve the entire FSDB community. For the first time, all FSDB employees, along with parents and guardians, are invited to nominate an outstanding teacher or specialist from any of our schools. Nominators will provide specific examples of the educator's positive impact on student learning and the ways the educator demonstrates professionalism, collaboration, leadership, mentorship, family partnership, innovation, or a positive school culture. Employees may also volunteer to serve on a selection committee, where they will review anonymous nominations from a school other than the one in which they work. The overall FSDB Teacher of the Year will then be selected by a special committee that includes our current Teacher of the Year and two retired FSDB educators.

This new approach responds directly to feedback that the previous process could feel like a popularity contest and that teachers may not always see one another's work in action. At FSDB, however, the influence of a teacher or specialist is often visible far beyond a single classroom. Colleagues across academics, boarding, transportation, food service, interpreting, business services, maintenance, health care, grounds, police services, and other areas see educators supporting students before school, throughout the day, after school, in meetings, at activities, and across campus. Families also see firsthand how teachers and specialists help students learn, grow, build confidence, and develop important skills. Broadening participation, protecting the anonymity of nominations during committee review, and inviting community members to describe what they have actually observed will make the process more engaging, meaningful, and representative. It is an innovative step toward recognizing excellence, strengthening trust in the process, and reinforcing a culture in which employees know their contributions are seen, valued, and celebrated.



Florida School for the Deaf & the Blind

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Allied Health
Board of Trustees
September 25, 2026

The Allied Health Services team is pleased to report on our activities and accomplishments since the August Board of Trustees meeting. Allied Health Services is a remarkably diverse team with a wide range of disciplines represented. We are united around the common goal of providing the services and supports students need to thrive while they're on campus and to benefit from the multitude of opportunities available to them at FSDB.

In my short tenure, I have been struck by the interconnectedness of Allied Health Services with the other departments on campus. The opportunities for collaboration and continuous learning have resulted in a highly refined team with a remarkable breadth of expertise. It is a privilege to be a part of FSDB and Allied Health Services and to grow in my understanding of the complexities of the students and the preparations that create great days at FSDB.

Amy Lane, Administrator
Allied Health Services

Health Care Center

- In August, the Health Care Center served 553 students. The majority of those services (466) were provided in the Acute Care Unit through both walk-ins and scheduled appointments. The Transitional Care Unit cared for 56 students in August.
- Health Care Center staff collaborated with the Admissions Department by participating in 16 admissions interviews.
- The Pediatric Development Clinic treated 10 students, and 3 students were seen in the Psychiatry Clinic. Two services were provided off campus (ER visits and Ophthalmology visits), and no students were seen in the Eye Clinic during August.
- Returning to school created numerous opportunities to share germs! Nurses conducted 59 strep tests and 20 flu tests.
- Eighteen students were seen for dental services provided by hygienists contracted through the University of Florida. There were 10 hygiene appointments and 6 emergency appointments. One student received X-rays, and one received an unspecified intervention.

Occupational Therapy/Physical Therapy

We have had a thrilling beginning to the school year! A dull moment was not to be found anywhere! Every school year starts off with a bang, but this year seems to be extraordinarily eventful. We have seen a significant increase in OT/PT students from new admissions and end-of-school-year referrals. The caseloads have exploded, and there has been an influx of students referred for evaluations as well. We love the opportunity to meet so many new and existing students. They are extremely sweet and a joy to work with.

Amid all the activity, we have been carrying on as usual, providing educationally relevant Occupational and Physical Therapy services. The students are being reacquainted with their goals and reminded of the routines for coming to therapy and the fun that takes place in our department.

Physical Therapy will have a new Physical Therapy Assistant (PTA) joining us this month. Her name is Jodi Wise, and she comes courtesy of our contract with Next Step Therapy Services. We are excited to meet Ms. Jodi and welcome her to the team. We will update you on her progress in the next board report.

Mental Health Department

The Mental Health Department has had a strong and productive start to the school year. Since August, the team has been actively supporting Assistant Principals, teachers, and Boarding Program staff through goal-setting initiatives and Trauma-Informed Care trainings designed to strengthen student support across educational and residential settings. In addition, August and early September have been particularly busy with student admissions. Our team of psychologists, social workers, and mental health counselors has managed the increased demands exceptionally well while maintaining their ongoing responsibilities and services. Kudos to the entire team for their dedication, flexibility, and commitment to supporting students during this busy time.

Our Allied Health Administrator conducted the first session of a two-part Trauma-Informed Care training for all teachers in the Deaf Department on August 28, with the second session scheduled for September 11. Following the completion of these trainings, members of the Mental Health team will provide ongoing refresher trainings and serve as a resource for teachers seeking support in implementing trauma-informed strategies and effective classroom management practices.

For the 2026-2027 school year, the Early Learning Center Deaf Department is implementing a new social-emotional learning curriculum, *Feeling Buddies: A Self-Regulation Curriculum*. This semester-long program teaches foundational self-regulation skills and helps children practice these skills through the use of Feeling Buddies, small stuffed figures that represent eight different emotions. Dan Binder has been leading the implementation of these activities and supporting staff in the curriculum rollout.

Mrs. Ruiz has launched a High School Boys Support Group focused on trauma-informed support and emotional well-being. This closed group meets bi-weekly on Tuesday evenings. Current participants include three students who have experienced significant trauma while living overseas in orphanages and two students facing serious health challenges. Snacks are provided to create a welcoming and supportive environment.

Dee Stoddard supported several initiatives to address student needs and strengthen staff capacity. Two students received eyeglasses through Student Assistance Funds, helping to remove barriers to learning and support academic success. Within the Deaf Elementary School (DES) dormitory program, Dee coordinated McKinney-Vento (MV) training and a budget analysis activity to increase staff understanding of the challenges faced by students experiencing housing instability. At the Deaf Middle School (DMS), Dee coordinated Trauma-Informed Care training and practical strategy sessions for dormitory staff to strengthen supportive residential practices and responsiveness to students' social-emotional and behavioral needs.

Food Services Department

The Food Service Department continues to improve the meal experience for students and families by expanding access to menu information, promoting nutrition awareness, and strengthening communication about school meals. We have started implementing Meal Viewer for students, parents, and staff. This resource will provide easy access to the following:

- View of what is being served each day
- View the nutritional information for each meal
- See if any specific allergens are being served
- Get notified when your student's favorite meal is being served

FSDB will be celebrating National Guacamole Day on 9/16/26 by adding fun guacamole foods into each meal. For breakfast, we will offer the students avocado toast; for lunch, a turkey bacon guacamole sandwich; and for dinner, a side of guacamole bites with their spaghetti tacos!

As the holiday season approaches, I am pleased to share the schedule for our upcoming holiday dinners and staff celebrations.

- Thanksgiving Dinner: **Date** November 19, 2026, **Time** 4:30 pm
- Christmas Dinner: **Date** December 17, 2026, **Time** 4:30 pm
- Staff Holiday Party **Date** December 11, 2026, **Time** 2:00 pm

Speech & Audiology Department

The Speech and Audiology department has completed scheduling and is busy seeing students for their IEP-driven services. As new students continue to arrive, schedules are adjusted, and the therapists work hard to make students feel welcome!

We are excited to welcome a new member to the department! Diane Diculescue is the new speech-language pathologist assigned to the Deaf Middle School. Diane brings a wealth of experience to the department with 23 years of experience working with deaf/hard-of-hearing students in the New York area. She is busy seeing students and is thrilled to be working at FSDB.

Unfortunately, we have not been able to hire an audiologist to fill our vacant position. We will continue to advertise through various avenues and via social media.

Amy Lane

Amy Lane

Administrator, Allied Health Services



Florida School for the Deaf & the Blind

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**Boarding Program
Board Report
September 25, 2026**

Apartment Program

Young Ladies

The first shopping experiences of the new school year were successful and provided valuable learning opportunities for our students. Despite a few scheduling challenges and unexpected changes, the girls demonstrated flexibility, teamwork, budgeting skills, and a willingness to learn throughout the process.

Students Luhanna and Paige in Collins Hall worked together effectively, taking advantage of Publix BOGO offers and Winn-Dixie discounts to maximize their budget and purchase everything they needed. Natasha in Wartmann Hall encountered heavy rain during a trip to Aldi. She maintained a positive attitude and completed her trip successfully. Ja’Niyah and Jaylene from Wartmann asked many questions during their trip. They demonstrated a willingness to learn and took opportunities to seek clarification. Overall, the first round of shopping was a positive experience for all participants.

Young Men

The young men started the year showing great progress as staff introduced them to new skills. Most targeted skills are time management, sanitation, cooking, and overall kitchen safety. We encouraged the students to start advocating for themselves and take the initiative to communicate. Independent Step applications became available this month. The students are excited about the opportunity to see Step 4 – Modeling Independence. Life skills will continue to be a heavy focus within our program.

Blind Department

Kramer Hall

Kramer Hall students had a wonderful start to the school year. We began the year with fun icebreaker activities, giving students an opportunity to get to know each other and feel comfortable in their new surroundings. Due to unexpected electrical issues, we needed to temporarily relocate to Cary White. While the transition was certainly an adjustment, our students have shown tremendous resilience and adaptability. They are settling in well, supporting one another, and continuing to do well despite the change.

The students are already enjoying the interactive gaming program led by staff member Mr. Noah. The program has been a great way for students to engage, have fun, and connect with each other. We are very proud of the progress the students have made so far. Their positive attitudes and willingness to adjust have helped make the first month successful.

Cary White

We have several new students in Cary White this year. We are helping them get oriented and adjusting to dorm life. All of the students are learning about time management and the benefits of punctuality. They’ve learned that being punctual is also about showing respect and valuing other people’s time. In addition, we’ve started working on hygiene, dental care, dressing appropriately, and even laundry skills.

Koger Hall

Koger Hall welcomed five new students at the beginning of this year. The students are adjusting well, forming friendships, and developing the skills needed to become more independent and successful members of the

campus community. All of our students are excited to be back on campus and are looking forward to a productive and successful year.

MacWilliams Hall

MacWilliams has welcomed three new students at the start of this year. They are learning the level system and getting acquainted with dorm life. We're all looking forward to the annual Kick-Off party to be held early next month. We've also started community service—our own staff member, Mr. Gabriel, is currently deployed with the National Guard, and the students have decided to make a care package for him. We are looking forward to him returning in a few months.

Deaf Department – Elementary & Middle School

Vaill Hall

It has been a great start to the school year in Vaill Hall. Two of our Vaill Hall boys' groups recently earned a special water activity as a reward for improved behavior. The boys demonstrated positive behavior, teamwork, and followed the rules and expectations of their pod for a week to earn this fun reward. The water activities included a slip-and-slide and sponge ball games. They had a great time playing in the water and cooling off on a hot afternoon. We plan on continuing this incentive-based activity with the kids to encourage cooperation, respect, and responsibility—all while keeping them active and having a good time.

The 2nd Floor West boys participated in emergency preparedness drills to reinforce safety procedures and ensure readiness in the event of an emergency. The staff reviewed what to do during fire alarms, lockdown situations, and tornado warnings, walking them through each step of the process step by step.

The groups have been participating in a variety of activities to promote social interactions, creativity, and skill development. Students enjoyed group games such as Connect Four and Uno, as well as other activities that promote positive peer relationships. They have also been involved in creative activities like group coloring and drawing. Some students participated in basic cooking lessons, such as learning how to make pancakes. These activities create a fun and positive dorm environment that fosters teamwork and positive behavior.

Gregg Hall

This month, our independent living skills lessons focused on laundry, budgeting, and appropriate behavior while traveling off campus.

Students practiced sorting laundry by color. Using clothing from the dorm clothes closet, students took turns separating items into dark, bright, and white loads. They learned that different colors may be washed at different temperatures.

Staff planned grade-level trips to the Alpha Omega thrift store and Culver's for shopping and dinner. The goal of these trips is to teach students about different types of stores, comparing prices, distinguishing needs from wants, shopping within a budget, and independently interacting with hearing store and restaurant staff.

We offered a variety of activities in Gregg Hall this past month. Students who were not involved in sports participated in various art projects after school. They worked with polymer clay, explored different painting techniques, and began learning how to use a sewing machine. These activities not only encourage students to experiment with different art media but also support our goal of reducing student PED (personal electronic devices) usage.

We held our annual dorm house (team) sorting ceremony. Staff and students spent two days creating decorations to transform the 2nd Floor North wing into a magical setting. We are very proud of how well they decorated and the pride and enthusiasm they demonstrated. Staff sorted students into houses through our traditional cupcake ceremony. Each girl received a cupcake, and the color of the frosting inside corresponded to a house color, determining her house for the year. The girls also enjoyed a photo booth featuring Harry Potter-themed props.

McLane Hall

McLane Hall students have had a positive start to the 2026-27 school year. Throughout August, the boys transitioned well to the boarding routine and have been excited to return to campus, reconnect with old friends, and build new relationships. Students have also adjusted well to the temporary housing arrangements in Bloxham Hall and Vaill Hall Annex while McLane Hall undergoes window installation and other construction work. Staff have worked hard to maintain a consistent, supportive, and structured residential environment throughout the transition.

The boarding curriculum during August focused on reviewing dormitory rules, behavioral expectations, student responsibilities, accountability, and safety procedures. Staff used interactive activities, including Kahoot trivia, to reinforce expectations and encourage student participation. Students have also participated in community-building activities, including group birthday celebrations, which have strengthened relationships among students and staff and promoted a positive boarding environment.

As the school year continues, McLane Hall staff will remain focused on student safety, accountability, relationship-building, consistency, and student success. Continued collaboration among boarding staff, families, teachers, and other campus personnel will be essential in supporting the students' academic, social, and personal development. Overall, the boys have been doing well, and the staff is encouraged by their engagement.

Deaf Department – High School

James Hall

James Hall is growing. Since the start of school, we have welcomed five new students to our dorm. The returning students have helped our new students get acclimated to the dorm. They've taught the new students the rules, shown them around campus, and made sure they got to their classes. The transition to a new school and dormitory environment can be challenging, so we've been working with our new students on resilience and on making the dorm feel like home.

Our students are learning independent living skills. We've covered topics such as emergency procedures and off-campus rules. We teach our students that while off campus, they represent FSDB and the Deaf community, and that they need to take pride in their community and demonstrate positive, respectful behavior in public. We split into groups for community service projects this month. One group made survival kits for the middle school girls' dormitory. Another group picked up trash along San Marco Avenue. Yet another group went to the elementary dorm to read books to the elementary kids, and the staff taught them all how to make bracelets. We also made thank-you cards for the campus police to show our appreciation for their protection of our campus.

Rhyne Hall

The boys adjusted smoothly into dorm life this month as they returned from summer break. They quickly got back into their routines, balancing sports practices, homework, and dorm activities. On rainy days, they stayed engaged with indoor activities such as card games and board games. It's been great hearing about all their different adventures from summer break.

Since Recreation activities do not begin until September, the boys have been participating in a variety of activities, including time in the gym, pavilion outings, and fishing. These activities help keep them engaged and connected with their peers.

Recent independent living skills (ILS) lessons focused on budgeting, healthy eating, hurricane preparedness, off-campus expectations, following rules, and learning about the responsibilities that come with having a family. This included managing finances, providing support, and balancing household responsibilities. The boys also practiced banking skills such as writing checks and signing their names. This week, they will learn about the cost of college and discuss the differences between community colleges and universities.

Other activities included making cookies and brownies during a cooking lesson, participating in Character of the Month activities, and attending a campus safety presentation by the FSDB Police Department. Overall, the boys had a positive month, stayed busy, and continued building important life skills while adjusting back to the school-year routine.

Recreation and Special Programs

The students have settled into a routine and are ready to come and participate in the recreation program.

Activities began September 8 with a wide variety for the students to participate in. Activities include, but are not limited to: team games, fitness/weight training, swimming, arts/crafts, and a special welcome-back Ice Cream Social.

Youth Sports

Youth sports began August 24, with wrestling as the first clinic to be offered in the 2026-27 school year. There are approximately 21 K-5 students registered for the clinic. It will run for 10 weeks.

REDS

The REDS (Recreation for Elementary Day Students) program began September 1 with 27 K-5 day students registered. The students will participate in team sports, arts/crafts, and general play. There will also be time for them to work on homework assignments under the guidance of the REDS afterschool assistants.

Dance

The dance program began on September 13 with 38 students—up from last year's number of 32. The students are very excited to begin a new year of dance, as are all the dance staff.

Staff Training and Independent Living Skills

The Education and Training Department of Residential Services partnered with the FSDB Police Department to provide the students with emergency preparedness training. Officers led five presentations and covered the following topics:

- Fortify Florida app and posters
- Lockdowns
- Fire alarms
- Strobes
- Shelter in place warnings
- Weather conditions – tornadoes, etc.
- ALERT training

The FSDB Police Department provided students with an understanding of what the different emergency lights mean. The officers also explained the different voice messages they would hear during an emergency. Students asked in-depth questions concerning the different situations that could possibly happen during an emergency.

Respectfully submitted by:

Kathleen Grunder

Administrator of Residential Services



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

ADMINISTRATOR OF BUSINESS SERVICES
BOARD REPORT
BOARD OF TRUSTEES MEETING
SEPTEMBER 25, 2026

ACCOUNTING

John Wester, Comptroller

Accounting

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

Surplus Property

As the Accounting and Budget Management departments continue to engage in the transition to the new Florida accounting system, PALM, FSDB recently learned that tangible personal property will not require DMS approval, as originally directed, in addition to Board approval, prior to the disposition of surplus property. Vehicles will still require DMS approval prior to disposition.

ADVANCEMENT

Traci Anderson, Executive Director of Advancement

Donations for August 2026

Number of Donors = 141

Number of Gifts = 148

Dollars Received = \$17,700.00

Donations for August 2025

Number of Donors = 187

Number of Gifts = 191

Dollars Received = \$273,694.75

Current FY to August 31, 2026

Number of Donors = 393

Number of Gifts = 492

Dollars Received = \$63,426.35

Previous FY Year to August 31, 2025

Number of Donors = 381

Number of Gifts = 455

Dollars Received = \$319,048.99

August Takeaways

Year-to-date donor participation and gift activity remain strong, with both donors and the number of gifts exceeding the same period last year. While dollars received are currently below the prior year, the comparison is impacted by a \$221,071.63 estate gift received in August 2025. Advancement will continue monitoring year-over-year performance as additional campaigns and giving activity occur throughout the fiscal year.

AUDIT

Julia Mintzer, Administrator of Business Services

Endowment Audit – Carr, Riggs, & Ingram has audited the financial statements of the Endowment Fund for the year ended June 30, 2026. The audit report will be reviewed during the September meeting of the Audit Committee.

Internal Audit – Carr, Riggs, & Ingram has completed the risk assessment and has developed a proposed internal audit plan. The assessment and draft plan will be reviewed during the September meeting of the Audit Committee.

INVESTMENT PERFORMANCE

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

During August, **Endowment I** increased by \$126,915.75 (+0.58%) and by 5.62% Year-to-date and 10.00% over the trailing 12 months, with a closing portfolio value of \$22,081,870.90. Dividends and interest income totaled \$32,005.59, while accrued interest increased by \$17,268.17. Additionally, \$243,936.37 was withdrawn during the month. Comparatively, the benchmark increased by 1.06% for the month, 6.11% year-to-date, and 9.33% for the trailing 12 months. Meanwhile, the S&P 500 increased +2.72%, +13.14%, and increased +20.38%, respectively, while the Aggregate Bond index increased +0.39%, decreased by -0.31%, and increased +1.89% during the same period.

Endowment II outperformed during the month, increasing by \$121,992.31 (+0.80%). Furthermore, the endowment rose by 6.38% Year-to-date and 11.09% over the past 12 months, with a closing portfolio value of \$15,422,412.42. Additionally, \$348.42 was deposited, and dividends and interest income totaled +\$39,489.08; accrued interest decreased by -\$7,714.81.

As discussed at our last board meeting, expectations for Federal Reserve policy have shifted materially. Earlier in 2026, many forecasters anticipated two additional rate cuts. Since then, persistent inflation, higher oil prices, and the conflict involving Iran have changed the outlook. According to CME FedWatch data reported by The Wall Street Journal, markets now assign a 70% probability to a 25-basis-point rate increase at the Federal Reserve's September 15–16 meeting, up from 37% one week earlier. Current market pricing also reflects the possibility of

another increase in December 2026 or January 2027. These probabilities are market-implied estimates and may change as new economic data become available.

Markets are likely to remain volatile as investors assess developments in the Middle East, rising oil prices, persistent inflation, the long-term implications of artificial intelligence, and the upcoming midterm elections. September has historically been the weakest month for U.S. stocks: the S&P 500 and Dow Jones Industrial Average have each declined about 1.1% on average, finishing higher only 44.5% and 42.6% of the time, respectively. While seasonal patterns can provide context, they do not reliably predict near-term returns. Midterm-election years have also tended to bring greater volatility before uncertainty begins to recede. We therefore expect both stock and bond markets to remain sensitive to incoming inflation data, Federal Reserve guidance, geopolitical developments, and election-related uncertainty.

Against this backdrop, we continue to emphasize broad diversification to help manage risk. High-quality bonds offer attractive income and may help stabilize portfolios during periods of market volatility. UBS recently raised its central S&P 500 target to 8,400 in June 2027, implying approximately 9.3% price appreciation from the index's August 31, 2026, closing level of 7,686.14. This forecast is not guaranteed and remains subject to economic, market, and geopolitical risks.

CAMPUS POLICE

Richard Gentry, Chief of Police

The FSDB Campus Police Department was well prepared and enthusiastically welcomed our students for an amazing 2026-2027 school year. Over the past months:

- The department was trained in case preparation, interviews, and interrogations by subject matter experts.
- An online software application was renewed and continues to be implemented as a valuable resource to ensure all members of our team have complete required and relevant training opportunities.
- Campus Police directives were reviewed to ensure alignment with best practices and compliance with law enforcement standards.
- The Chief met regularly with staff and supervisors to foster open communication and strengthen collaboration.

We are honored to serve every member of FSDB and are committed to maintaining the highest standards of safety and security for our students, staff, parents, and visitors.

SAFETY AND FACILITIES OPERATIONS

Guy Maltese, Executive Director of Safety and Facilities Operations

Project Management

Buildings

- McClure Hall's new build continues in the deep foundations phase. This project will continue through the Academic year.
- The Hogle parking lot repave project is almost complete. Currently, the asphalt is in the curing stage. Temporary striping is in place, but once the asphalt has sufficiently cured, permanent striping will be laid down. Further impact to stakeholders is not expected.
- Alumni Hall roof is completed.
- McLane Hall window replacement is underway and will be performed in phases through completion.
- Cary White Hall sunshade remains in procurement.
- Wilson Music Center auditorium upgrades are in the earliest stages of procurement for "owners project representative." At this early stage, no project timeline is expected (student programs are always considered in timeline development).
- The Walker Hall Annex renovation is in its final stages of procurement for design-build professionals. Presentations occurred on September 1; the committee forwarded evaluations on September 2.
- HVAC rooftop unit replacement for Memorial Hall remains in procurement; updates to follow award.
- MacWilliams Hall's stand-alone generator serving the cafeteria remains in procurement; updates to follow.
- Phase II of the Hogle boiler replacement has entered procurement; this will replace the final two boilers in the building.

Safety Department

- Safety department's upgrade to campus fire alarm systems has entered the procurement stage.
- Exterior door project remains in procurement and is expected to be awarded shortly. Updates to follow.
- Procurement process is underway for select entry door replacements at Pope, Coleman, and Memorial.
- Regular building safety inspections, drills, and State Fire Marshal inspections continue to be performed.

Grounds Department

- The Castro Interfaith Chapel's landscape beautification project remains in the procurement process.

Campus

- Palm Row repave procurement is complete, and award is in process; this project is expected to be underway in September and continue through spring.
- The running track and field enhancement project continues and is in the final stages, with the track surface being applied.
- Kids town "spruce up" remains in progress - pavers, play surface, and sunshades are in place. Currently, benches are being installed, and punch list items are being addressed.
- Hospital Creek bridge rehabilitation continues to move at a good pace and remains on schedule.

- Perimeter fencing project is in the earliest stages of procurement. The proposed timeline is vague at this point, but is expected to be completed within the FY. This project is not expected to be multi-phased any longer, but is expected to be a single phase.
- Phase I of the bulkhead lighting project remains in procurement. Updates to follow as project is awarded.
- Lighting in the vicinity of Walker and McLane halls remains in procurement, updates to follow.
- Interior fire door replacement remains in procurement. Updates to follow award.
- Phase I of the campus irrigation upgrade (football field) has entered procurement.
- Settles gym “spruce up”, design phase completed and has been upgraded to procurement stage. This project is expected to begin in February 2027 and be completed June 2027.
- Fuel Station upgrades remain in early planning stage. Procurement is expected shortly for design. This project is expected to begin FY2026-2027 with completion FY2027-2028.
- Engineering has been procured to upgrade campus HHWS/R and CHWS/R. This upgrade will create redundancy for the west campus and west portion of the south campus.

TRAINING AND QUALITY ASSURANCE

Trish McFadden, Executive Director of Training and Quality Assurance

Training

Between August 31 and September 24, 2026, the Training and Quality Assurance (TQA) Department held, or is scheduled to hold, a variety of training opportunities for staff, including two CPI Full and Refresher courses, three CPR courses, one AlerT training, one Youth Mental Health First Aid class, one Organizational Management course, one Florida Model Threat Management Training (Chair/Vice-Chair) class, one Student Bank Training, and one QPR course.

The TQA team is also in the final stages of developing two new soft-skills programs, *Communication and Relationship Skills* and *Using the Microsoft Platform at FSDB*, both of which are scheduled to launch in October 2026. Expanding our training portfolio to provide meaningful professional development opportunities for staff remains a key strategic priority for the department.

Operational Policies and Procedures

The TQA Department oversees the development and maintenance of Operational Policies and Procedures (OPPs). In recent months, several new OPPs have been finalized, and updates to existing policies have been completed to support organizational effectiveness and compliance. Staff can access all current OPPs on the Intranet under FYI from the President.

Julia Mintzer

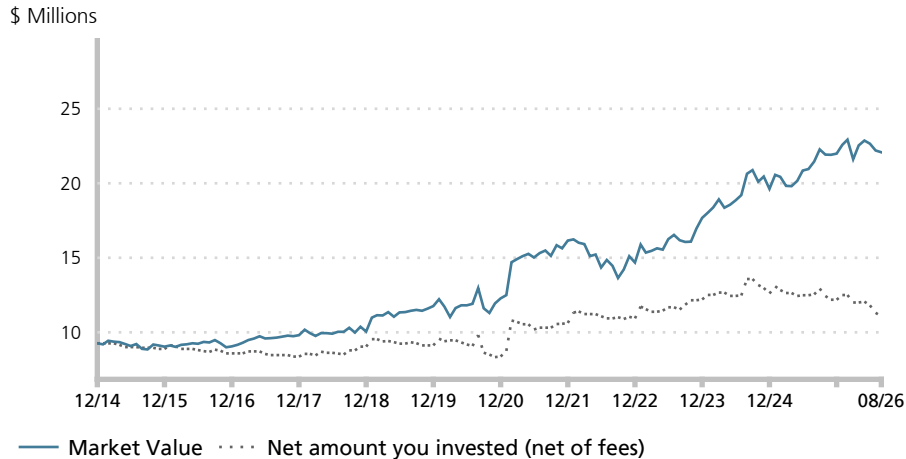
Administrator of Business Services



Performance Review

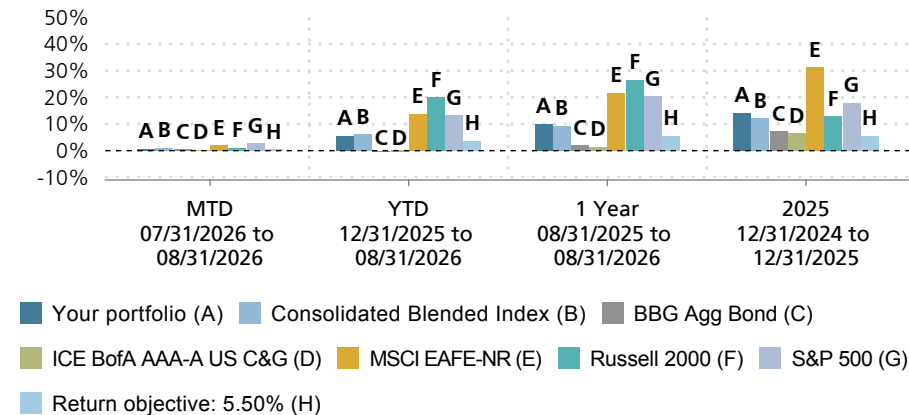
as of August 31, 2026

Sources of Portfolio Value



Portfolio and Selected Benchmark Returns

Net Time-weighted returns annualized



Consolidated Blended Index: Start - Current: 1% BBG US Short TSY; 49% BBG USAgg GvtCr 5-10 Y; 1% BBG US Agg Sect MBS; 10% Russell 1000; 4% Russell 2500 Equal Wtd; 3% Russell 2000 Growth; 12% MSCI EAFE Curr (USD); 1% MSCI Emerging Markets-NR; 5% Lipper Large Cap Growth; 14% Russell 1000 Value

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

Board of Trustees Meeting, September 25, 2026

Report created on: September 02, 2026

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Consolidated report prepared for Board Of Trustees For

NX XX189 Fixed Income

NX XX181 ESG

NX XX191 Div Ruler

NX XX185 OEI

NX XX190 Energy

Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 07/31/2026 to 08/31/2026	YTD 12/31/2025 to 08/31/2026	1 Year 08/31/2025 to 08/31/2026	2025 12/31/2024 to 12/31/2025
Opening value	22,198,891.52	21,989,316.86	21,459,019.17	19,623,161.55
Net deposits/withdrawals	-243,936.37	-1,207,925.69	-1,598,687.89	-527,040.41
Div./interest income	32,005.59	445,720.59	659,783.00	591,019.29
Change in accr. interest	17,268.17	-5,571.98	-1,088.67	15,419.99
Change in value	77,641.99	860,331.11	1,562,845.29	2,286,756.44
Closing value	22,081,870.90	22,081,870.90	22,081,870.90	21,989,316.86
Net Time-weighted ROR	0.58	5.62	10.00	14.23

Net deposits and withdrawals include program and account fees.

Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 07/31/2026 to 08/31/2026	YTD 12/31/2025 to 08/31/2026	1 Year 08/31/2025 to 08/31/2026	2025 12/31/2024 to 12/31/2025
Your portfolio(%)	0.58	5.62	10.00	14.23
Consolidated Blended Index	1.06	6.11	9.33	12.00
BBG Agg Bond	0.39	-0.31	1.89	7.30
ICE BofA AAA-A US C&G	0.33	-0.42	1.36	6.54
MSCI EAFE-NR	1.99	13.81	21.62	31.22
Russell 2000	0.98	20.01	26.46	12.81
S&P 500	2.72	13.14	20.38	17.88
Return objective: 5.50%	0.46	3.63	5.50	5.50



Additional Information About Your Portfolio

as of August 31, 2026

Net Time Weighted Returns (annualized > 1 year)

	ITD	
	Performance Start date	Start date to 08/31/2026
Consolidated	12/08/2014	6.50%

Benchmark Composition

Consolidated

Blended Index

Start - Current:

1% BBG US Short TSY; 49% BBG USAgg GvtCr 5-10 Y; 1% BBG US Agg Sect MBS; 10% Russell 1000; 4% Russell 2500 Equal Wtd; 3% Russell 2000 Growth; 12% MSCI EAFE Curr (USD); 1% MSCI Emerging Markets-NR; 5% Lipper Large Cap Growth; 14% Russell 1000 Value



Financial Markets Summary

as of August 31, 2026

Consolidated report prepared for Board Of Trustees For

NX XX189 Fixed Income
NX XX181 ESG
NX XX191 Div Ruler
NX XX185 OEI
NX XX190 Energy

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2026 to 08/31/2026	08/31/2025 to 08/31/2026	08/31/2023 to 08/31/2026	08/31/2021 to 08/31/2026	08/31/2019 to 08/31/2026	08/31/2016 to 08/31/2026
Cash Alternatives	US Treasury Bill - 3 Mos	0.63	3.84	4.64	3.73	2.83	2.41
US - Fixed Income	BBG Agg Bond	-0.92	1.89	4.08	-0.29	0.68	1.40
	BBG Muni 1-10Y 1-12Y	-0.78	2.32	3.29	1.09	1.52	1.82
	BBG Muni 5 Yr 4-6 TR	-0.39	1.67	3.44	1.03	1.48	1.72
	BBG Muni 7 Yr 6-8 TR	-0.88	1.97	3.40	0.85	1.45	1.89
	BBG Muni Bond	-2.08	4.12	3.39	0.54	1.32	1.91
	BBG US Agg Gvt & CR 1-3 Y	0.41	2.69	4.51	2.17	2.13	2.05
	BBG US Gov/CorpInter TR	-0.22	1.80	4.51	1.05	1.61	1.90
Global/International - Fixed Income	BBG GblAgg	-0.08	0.60	3.62	-1.74	-0.41	0.34
	BBG GblAgg ex-USD	0.59	-0.48	3.15	-2.95	-1.38	-0.60
US Equity	Dow Jones Ind Avg	1.85	18.62	17.27	10.55	12.69	13.52
	NAREIT Equity	-0.35	12.52	10.44	2.33	4.97	5.81
	NASDAQ Composite	0.60	22.91	23.37	11.56	18.64	17.59
	Russell 1000	2.46	19.77	20.77	12.09	16.23	15.12
	Russell 1000 Growth	-1.21	10.82	21.08	11.87	18.33	17.94
	Russell 1000 Value	5.93	29.72	19.75	11.83	13.36	11.75
	Russell 2000	-2.08	26.46	17.44	6.84	11.71	10.55
	Russell 2000 Growth	-4.31	23.25	17.00	5.04	10.66	10.65
	Russell 2000 Value	0.31	29.95	17.91	8.51	12.29	10.07
	Russell 2500	-1.49	25.54	17.46	7.86	12.45	11.42
	Russell 3000	2.26	20.10	20.60	11.79	15.96	14.83
	Russell Mid Cap	1.23	17.94	16.83	8.05	12.36	11.66
	Russell Mid Cap Growth	-4.07	-1.16	14.15	4.27	10.85	12.06
	Russell Mid Cap Value	3.13	24.55	17.43	9.55	12.28	10.53
	S&P 400 Mid Cap	-2.24	17.13	14.11	8.08	12.10	10.87
	S&P 500	2.66	20.38	21.02	12.78	16.53	15.37
Global/International - Equity	MSCI AC World - NR	2.75	22.35	20.46	10.88	14.06	12.57
	MSCI ACWI xUSA-NR	2.92	27.35	20.20	9.36	11.29	9.64
	MSCI EAFE-NR	3.99	21.62	18.23	9.35	11.12	9.53

Board of Trustees Meeting, September 25, 2026

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Financial Markets Summary

as of August 31, 2026 (continued)

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2026 to 08/31/2026	08/31/2025 to 08/31/2026	08/31/2023 to 08/31/2026	08/31/2021 to 08/31/2026	08/31/2019 to 08/31/2026	08/31/2016 to 08/31/2026
	MSCI Emerging Markets-NR	0.19	39.25	23.21	8.18	10.83	9.28
	MSCI Emerging Markets-PR	-0.21	36.62	20.57	5.61	8.29	6.76
	MSCI World	3.15	20.83	20.59	11.71	15.00	13.55
Commodities	DJ UBS Commodity	15.48	42.79	15.11	12.21	12.21	8.11
	Goldman Sachs Commodity	19.39	50.55	17.22	17.60	13.76	10.20
Non-Traditional	HFRI Equity Hedge	-2.12	13.13	13.54	6.96	10.02	8.48
	HFRI FOF Diversified	-1.76	11.41	9.53	5.66	6.61	5.66
	HFRX Eqty Hdg-EqMktNeu	-0.27	1.59	5.36	3.36	2.13	0.95
	HFRX Event Driven	-0.39	3.86	4.48	0.57	2.89	2.08
Balanced	S&P 500 40% /BBG Agg 60%	0.51	9.12	10.73	4.97	7.03	7.04
	S&P 500 50% /BBG Agg 50%	0.86	10.97	12.42	6.28	8.62	8.44
	S&P 500 60% /BBG Agg 40%	1.22	12.82	14.12	7.59	10.21	9.84
Miscellaneous	Consumer Price Index	-0.01	3.07	2.84	4.07	3.83	3.32



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. For accounts in options overlay strategies, the Mandate amount will be applied to previous day's closing market value when calculating performance. The Mandate amount will not be applied to the calculation if the option overlay account performance shown in this report aggregated with reporting for assets held in other UBS accounts.

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



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

benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data may be subject to review and revision. The benchmark index is selected from among the indices for which UBSFS has licensing agreements with the index provider. UBSFS does not have licensing agreements for all available indices. The benchmarks may vary from those used by the Money Manager or those listed in the prospectus. 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 alternative investments and 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 including assets transferred to or from other UBS accounts. 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.

Net Deposits/Withdrawals (external): 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, excluding assets transferred to or from other UBS accounts after 12/31/2010. 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.

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

Deposits (external): When shown on a report, this information represents the net value of all cash and securities contributions added to your accounts from the first day to the last day of the period, excluding assets transferred from other UBS accounts after 12/31/2010. On Client Summary Report and/or Portfolio Review Report, this may exclude the Opening balance. For security contributions, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

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

Withdrawals (external): When shown on a report, this information represents the net value of all cash and securities withdrawals subtracted from your accounts from the first day to the last day of the period, excluding assets transferred to other UBS accounts after 12/31/2010. On Client summary and/or portfolio review report Withdrawals may not include program fees (including wrap fees). For security withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Net Transfers (Internal): When shown on a report, this information represents the net value of all cash and securities transferred between your UBS accounts from the first day to the last day of the period.

Transfers In (Internal): When shown on a report, this information represents the net value of all cash and securities transferred to your UBS accounts from the first day to the last day of the period.

Transfers Out (Internal): When shown on a report, this information represents the net value of all cash and securities transferred from your UBS accounts from the first day to the last day of the period.



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

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 programs fees (including wrap fees) and other fees.

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

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

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

Important information on options-based strategies:

Risk: 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): 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 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.

Options Overlay: In order to enroll in an Options Overlay Strategy, you will be required to specify a "Mandate" amount for the Strategy. The Mandate size will determine the market exposure in the strategy. Unlike other advisory strategies where your Program Fee is typically determined on the value of eligible assets in an account, billing for the MAC Options Overlay Strategy is based on the selected Mandate amount, which may be significantly more than the account's asset value.

The Mandate amount is a nominal figure which determines the number of option positions a client will have in his or her account. The mandate amount, and in turn the number of options will determine the nominal, or market, exposure that a client has in the strategy. You may view the actual value of your Account in your UBS Online Services Account and UBS Account Statements. While the actual value of assets in your account will fluctuate over time, your Mandate will be a fixed value established by you in your Manager's Investment Management Agreement. You may increase or decrease the Mandate at any time by providing an updated signed copy of this agreement to your Financial Advisor provided that with the new mandate amount, the account remains in compliance with UBS policies. UBS FS may lower the Mandate at their discretion to ensure compliance with UBS policies. If UBS lowers your Mandate, you will receive notice. This practice of billing on the Mandate amount will result in higher compensation to UBS FS, your Financial Advisor, and the Portfolio Manager than if the Program Fee was based on the value of eligible assets in your MAC Options Overlay Strategy account. Options Overlay accounts may have separate minimums, and are not eligible to be included in the household when calculating assets for fee calculation purposes. As a result, the pricing of your other assets may be higher than if these assets were eligible to be included.

There is no assurance that the performance of your advisory accounts will exceed the Program Fees and any margin interest that might be incurred if the strategy is maintaining a debit. In evaluating the performance statistics of your advisory accounts, you should consider that the interest expense incurred for margin loans will increase the fees to be applied to your account and reduce the overall performance of your advisory accounts. As a result, the interest expense must be deducted from the overall returns in order to determine the actual net performance of your accounts. You should note that the percentage return reported on your Quarterly Performance Report will NOT have been reduced by the amount of the interest expense paid and, accordingly, actual percentage return will be lower than the reported percentage return.

Cash-settled index options do not relate to a particular number of shares. Rather, the underlying instrument of an index option is usually the value of the underlying index of stocks times a multiplier, which is generally \$100. Purchasing an index option does not give the investor the right to purchase or sell all of the stocks that are contained in the underlying index. Because an index is simply an intangible, representative number, you might view the purchase of an index option as buying a value that changes over time as market sentiment and prices fluctuate. Selling options involves a high degree of risk and is not suitable for all investors. Suitability requirements include financial sophistication and the ability to withstand losses.

Portfolio: For purposes of this report "portfolio" is defined as all of the accounts presented on the cover page



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

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 the account is a donor advised fund account, the assets in those accounts are owned by the Sponsoring Charitable Organization, and not the donor. You and your financial advisor have procured the appropriate authorization to view the assets in the donor advised fund account. 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.

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.



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

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.

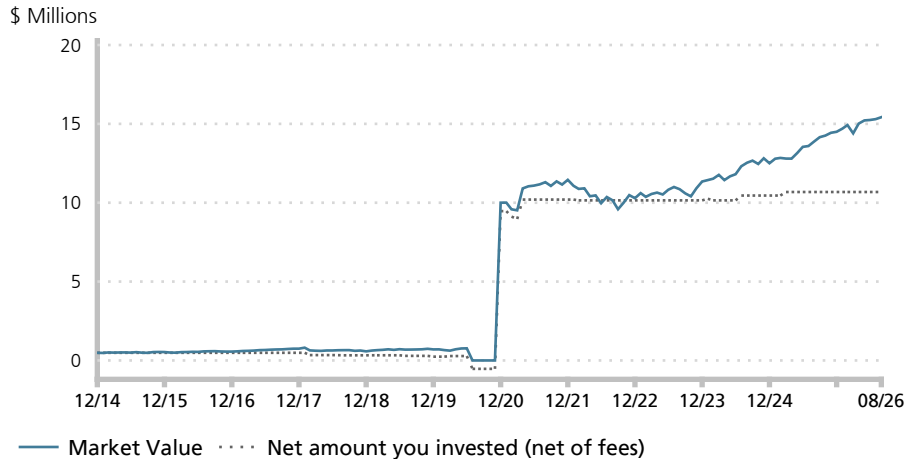
The SIPC protection and the supplemental protection do not apply to these assets even if they otherwise appear on your statements. The SIPC protection and the supplemental protection do not protect against changes in the market value of your investments (whether as a result of market movement, issuer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



Performance Review

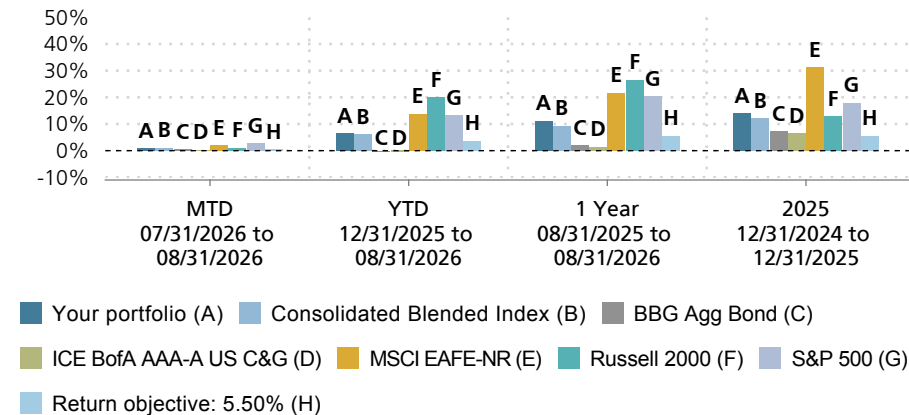
as of August 31, 2026

Sources of Portfolio Value



Portfolio and Selected Benchmark Returns

Net Time-weighted returns annualized



Consolidated Blended Index: Start - Current: 1% BBG US Short TSY; 49% BBG USAgg GvtCr 5-10 Y; 1% BBG US Agg Sect MBS; 10% Russell 1000; 4% Russell 2500 Equal Wtd; 3% Russell 2000 Growth; 12% MSCI EAFE Curr (USD); 1% MSCI Emerging Markets-NR; 5% Lipper Large Cap Growth; 14% Russell 1000 Value

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

Board of Trustees Meeting, September 25, 2026

Report created on: September 02, 2026

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Consolidated report prepared for Board Of Trustees For

^ performance and account start dates differ (see disclosures)

NX XX516 F2 Fixed Income

NX XX517 F2 ESG

NX XX519 F2 OEI

NX XX188 ^ Div Ruler 2

NX XX518 GSE Pwr

Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 07/31/2026 to 08/31/2026	YTD 12/31/2025 to 08/31/2026	1 Year 08/31/2025 to 08/31/2026	2025 12/31/2024 to 12/31/2025
Opening value	15,300,071.70	14,497,828.18	13,883,279.33	12,502,516.95
Net deposits/withdrawals	348.42	-47,505.86	-62,609.27	167,261.32
Div./interest income	39,489.08	301,286.85	423,844.10	382,463.68
Change in accr. interest	-7,714.81	-14,225.35	4,380.60	9,238.56
Change in value	90,218.04	685,028.60	1,173,517.66	1,436,347.67
Closing value	15,422,412.42	15,422,412.42	15,422,412.42	14,497,828.18
Net Time-weighted ROR	0.80	6.38	11.09	13.92

Net deposits and withdrawals include program and account fees.

Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 07/31/2026 to 08/31/2026	YTD 12/31/2025 to 08/31/2026	1 Year 08/31/2025 to 08/31/2026	2025 12/31/2024 to 12/31/2025
Your portfolio(%)	0.80	6.38	11.09	13.92
Consolidated Blended Index	1.06	6.11	9.33	12.00
BBG Agg Bond	0.39	-0.31	1.89	7.30
ICE BofA AAA-A US C&G	0.33	-0.42	1.36	6.54
MSCI EAFE-NR	1.99	13.81	21.62	31.22
Russell 2000	0.98	20.01	26.46	12.81
S&P 500	2.72	13.14	20.38	17.88
Return objective: 5.50%	0.46	3.63	5.50	5.50



NX XX516 F2 Fixed Income
NX XX517 F2 ESG
NX XX519 F2 OEI
NX XX188 Div Ruler 2
NX XX518 GSE Pwr

Additional Information About Your Portfolio

as of August 31, 2026

Net Time Weighted Returns (annualized > 1 year)

		ITD
	Performance	Start date to
	Start date	08/31/2026
Consolidated	12/04/2020	N/A

Benchmark Composition

Consolidated

Blended Index

Start - Current: 1% BBG US Short TSY; 49% BBG USAgg GvtCr 5-10 Y; 1% BBG US Agg Sect MBS; 10% Russell 1000; 4% Russell 2500 Equal Wtd; 3% Russell 2000 Growth; 12% MSCI EAFE Curr (USD); 1% MSCI Emerging Markets-NR; 5% Lipper Large Cap Growth; 14% Russell 1000 Value



Financial Markets Summary

as of August 31, 2026

Consolidated report prepared for Board Of Trustees For

NX XX516 F2 Fixed Income
NX XX517 F2 ESG
NX XX519 F2 OEI
NX XX188 Div Ruler 2
NX XX518 GSE Pwr

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2026 to 08/31/2026	08/31/2025 to 08/31/2026	08/31/2023 to 08/31/2026	08/31/2021 to 08/31/2026	08/31/2019 to 08/31/2026	08/31/2016 to 08/31/2026
Cash Alternatives	US Treasury Bill - 3 Mos	0.63	3.84	4.64	3.73	2.83	2.41
US - Fixed Income	BBG Agg Bond	-0.92	1.89	4.08	-0.29	0.68	1.40
	BBG Muni 1-10Y 1-12Y	-0.78	2.32	3.29	1.09	1.52	1.82
	BBG Muni 5 Yr 4-6 TR	-0.39	1.67	3.44	1.03	1.48	1.72
	BBG Muni 7 Yr 6-8 TR	-0.88	1.97	3.40	0.85	1.45	1.89
	BBG Muni Bond	-2.08	4.12	3.39	0.54	1.32	1.91
	BBG US Agg Gvt & CR 1-3 Y	0.41	2.69	4.51	2.17	2.13	2.05
	BBG US Gov/CorpInter TR	-0.22	1.80	4.51	1.05	1.61	1.90
Global/International - Fixed Income	BBG GblAgg	-0.08	0.60	3.62	-1.74	-0.41	0.34
	BBG GblAgg ex-USD	0.59	-0.48	3.15	-2.95	-1.38	-0.60
US Equity	Dow Jones Ind Avg	1.85	18.62	17.27	10.55	12.69	13.52
	NAREIT Equity	-0.35	12.52	10.44	2.33	4.97	5.81
	NASDAQ Composite	0.60	22.91	23.37	11.56	18.64	17.59
	Russell 1000	2.46	19.77	20.77	12.09	16.23	15.12
	Russell 1000 Growth	-1.21	10.82	21.08	11.87	18.33	17.94
	Russell 1000 Value	5.93	29.72	19.75	11.83	13.36	11.75
	Russell 2000	-2.08	26.46	17.44	6.84	11.71	10.55
	Russell 2000 Growth	-4.31	23.25	17.00	5.04	10.66	10.65
	Russell 2000 Value	0.31	29.95	17.91	8.51	12.29	10.07
	Russell 2500	-1.49	25.54	17.46	7.86	12.45	11.42
	Russell 3000	2.26	20.10	20.60	11.79	15.96	14.83
	Russell Mid Cap	1.23	17.94	16.83	8.05	12.36	11.66
	Russell Mid Cap Growth	-4.07	-1.16	14.15	4.27	10.85	12.06
	Russell Mid Cap Value	3.13	24.55	17.43	9.55	12.28	10.53
	S&P 400 Mid Cap	-2.24	17.13	14.11	8.08	12.10	10.87
	S&P 500	2.66	20.38	21.02	12.78	16.53	15.37
Global/International - Equity	MSCI AC World - NR	2.75	22.35	20.46	10.88	14.06	12.57
	MSCI ACWI xUSA-NR	2.92	27.35	20.20	9.36	11.29	9.64
	MSCI EAFE-NR	3.99	21.62	18.23	9.35	11.12	9.53



Financial Markets Summary

as of August 31, 2026 (continued)

Consolidated report prepared for Board Of Trustees For

NX XX516 F2 Fixed Income
NX XX517 F2 ESG
NX XX519 F2 OEI
NX XX188 Div Ruler 2
NX XX518 GSE Pwr

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2026 to 08/31/2026	08/31/2025 to 08/31/2026	08/31/2023 to 08/31/2026	08/31/2021 to 08/31/2026	08/31/2019 to 08/31/2026	08/31/2016 to 08/31/2026
	MSCI Emerging Markets-NR	0.19	39.25	23.21	8.18	10.83	9.28
	MSCI Emerging Markets-PR	-0.21	36.62	20.57	5.61	8.29	6.76
	MSCI World	3.15	20.83	20.59	11.71	15.00	13.55
Commodities	DJ UBS Commodity	15.48	42.79	15.11	12.21	12.21	8.11
	Goldman Sachs Commodity	19.39	50.55	17.22	17.60	13.76	10.20
Non-Traditional	HFRI Equity Hedge	-2.12	13.13	13.54	6.96	10.02	8.48
	HFRI FOF Diversified	-1.76	11.41	9.53	5.66	6.61	5.66
	HFRX Eqty Hdg-EqMktNeu	-0.27	1.59	5.36	3.36	2.13	0.95
	HFRX Event Driven	-0.39	3.86	4.48	0.57	2.89	2.08
Balanced	S&P 500 40% /BBG Agg 60%	0.51	9.12	10.73	4.97	7.03	7.04
	S&P 500 50% /BBG Agg 50%	0.86	10.97	12.42	6.28	8.62	8.44
	S&P 500 60% /BBG Agg 40%	1.22	12.82	14.12	7.59	10.21	9.84
Miscellaneous	Consumer Price Index	-0.01	3.07	2.84	4.07	3.83	3.32



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. For accounts in options overlay strategies, the Mandate amount will be applied to previous day's closing market value when calculating performance. The Mandate amount will not be applied to the calculation if the option overlay account performance shown in this report aggregated with reporting for assets held in other UBS accounts.

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



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

benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data may be subject to review and revision. The benchmark index is selected from among the indices for which UBSFS has licensing agreements with the index provider. UBSFS does not have licensing agreements for all available indices. The benchmarks may vary from those used by the Money Manager or those listed in the prospectus. 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 alternative investments and 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 including assets transferred to or from other UBS accounts. 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.

Net Deposits/Withdrawals (external): 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, excluding assets transferred to or from other UBS accounts after 12/31/2010. 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.

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

Deposits (external): When shown on a report, this information represents the net value of all cash and securities contributions added to your accounts from the first day to the last day of the period, excluding assets transferred from other UBS accounts after 12/31/2010. On Client Summary Report and/or Portfolio Review Report, this may exclude the Opening balance. For security contributions, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

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

Withdrawals (external): When shown on a report, this information represents the net value of all cash and securities withdrawals subtracted from your accounts from the first day to the last day of the period, excluding assets transferred to other UBS accounts after 12/31/2010. On Client summary and/or portfolio review report Withdrawals may not include program fees (including wrap fees). For security withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Net Transfers (Internal): When shown on a report, this information represents the net value of all cash and securities transferred between your UBS accounts from the first day to the last day of the period.

Transfers In (Internal): When shown on a report, this information represents the net value of all cash and securities transferred to your UBS accounts from the first day to the last day of the period.

Transfers Out (Internal): When shown on a report, this information represents the net value of all cash and securities transferred from your UBS accounts from the first day to the last day of the period.



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

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 programs fees (including wrap fees) and other fees.

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

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

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

Important information on options-based strategies:

Risk: 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): 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 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.

Options Overlay: In order to enroll in an Options Overlay Strategy, you will be required to specify a "Mandate" amount for the Strategy. The Mandate size will determine the market exposure in the strategy. Unlike other advisory strategies where your Program Fee is typically determined on the value of eligible assets in an account, billing for the MAC Options Overlay Strategy is based on the selected Mandate amount, which may be significantly more than the account's asset value.

The Mandate amount is a nominal figure which determines the number of option positions a client will have in his or her account. The mandate amount, and in turn the number of options will determine the nominal, or market, exposure that a client has in the strategy. You may view the actual value of your Account in your UBS Online Services Account and UBS Account Statements. While the actual value of assets in your account will fluctuate over time, your Mandate will be a fixed value established by you in your Manager's Investment Management Agreement. You may increase or decrease the Mandate at any time by providing an updated signed copy of this agreement to your Financial Advisor provided that with the new mandate amount, the account remains in compliance with UBS policies. UBS FS may lower the Mandate at their discretion to ensure compliance with UBS policies. If UBS lowers your Mandate, you will receive notice. This practice of billing on the Mandate amount will result in higher compensation to UBS FS, your Financial Advisor, and the Portfolio Manager than if the Program Fee was based on the value of eligible assets in your MAC Options Overlay Strategy account. Options Overlay accounts may have separate minimums, and are not eligible to be included in the household when calculating assets for fee calculation purposes. As a result, the pricing of your other assets may be higher than if these assets were eligible to be included.

There is no assurance that the performance of your advisory accounts will exceed the Program Fees and any margin interest that might be incurred if the strategy is maintaining a debit. In evaluating the performance statistics of your advisory accounts, you should consider that the interest expense incurred for margin loans will increase the fees to be applied to your account and reduce the overall performance of your advisory accounts. As a result, the interest expense must be deducted from the overall returns in order to determine the actual net performance of your accounts. You should note that the percentage return reported on your Quarterly Performance Report will NOT have been reduced by the amount of the interest expense paid and, accordingly, actual percentage return will be lower than the reported percentage return.

Cash-settled index options do not relate to a particular number of shares. Rather, the underlying instrument of an index option is usually the value of the underlying index of stocks times a multiplier, which is generally \$100. Purchasing an index option does not give the investor the right to purchase or sell all of the stocks that are contained in the underlying index. Because an index is simply an intangible, representative number, you might view the purchase of an index option as buying a value that changes over time as market sentiment and prices fluctuate. Selling options involves a high degree of risk and is not suitable for all investors. Suitability requirements include financial sophistication and the ability to withstand losses.

Portfolio: For purposes of this report "portfolio" is defined as all of the accounts presented on the cover page



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

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 the account is a donor advised fund account, the assets in those accounts are owned by the Sponsoring Charitable Organization, and not the donor. You and your financial advisor have procured the appropriate authorization to view the assets in the donor advised fund account. 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.

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.



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

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).



Science of the Senses: Non -Newtonian fluids

During Sensory Science Lab, students discovered the fascinating world of non-Newtonian fluids through an experiment with Oobleck, a fluid that behaves like both a solid and a liquid! Students learned about viscosity (how thick or thin liquids are) and shear stress (the force that makes liquids flow) by experiencing Oobleck firsthand. They hit it to see if it acted solid, then watched it drip like liquid when touched gently.

Through this activity, students learned how these concepts apply to real-world experiences like the need to shake a ketchup bottle so it flows better, or why your feet will sink into wet beach sand if you stand still, but feel firm if you run on it.

Samantha Lang – BMS Science Teacher

CompTIA Tech+ Course at FSDB

This school year, the Blind High School is conducting the **CompTIA Tech+ course** in collaboration with Daytona State College's Center for Business and Industry (CBI). Five students from the Blind High School are currently enrolled. Through this experience, students are building foundational information technology skills while preparing for an industry-recognized certification. Students use official CompTIA courseware that includes instructional modules, videos, lesson reviews, accessible labs, quizzes, and practice exams. The course includes accessibility options for students with visual impairments, such as keyboard navigation, screen reader access, audio support, and accessible lab versions.

Students are currently working on the first section of the course, which introduces technology as a resource, the computing cycle, and the roles of technology users and IT administrators. Throughout the course, students study computer hardware and internal components, operating systems and software, networking and wireless technologies, cybersecurity, databases and data management, troubleshooting, artificial intelligence, and introductory programming concepts. The course prepares students for the **CompTIA Tech+ FC0-U71 certification**, an industry-recognized, pre-professional credential that validates foundational knowledge in computing, IT infrastructure, software, networking, databases, and security. Earning Tech+ can also provide a strong starting point for students who want to continue building their IT skills and pursue more advanced certifications.

After completing Tech+, students may choose to pursue the CompTIA A+ certification, a widely recognized industry credential that builds on the foundational knowledge gained in the Tech+ course. Earning the CompTIA A+ certification can open the door to entry-level IT support positions, as many employers recognize A+ as a valuable qualification for technical support roles. Students who want to continue developing their skills can later pursue more specialized certifications such as **CompTIA Network+**, which focuses on networking concepts and infrastructure, and **CompTIA Security+**, which focuses on cybersecurity fundamentals and security practices. I am grateful to work with our students on this course, and excited about the opportunities for them.

Kateryna Perekopska

Student Leadership Council

Student Leadership Council gives students the opportunity to develop leadership skills while serving as role models and ambassadors for their school. They strive to make a positive impact on campus culture. Members provide input on school programs, activities, and improvement efforts. They collaborate with advisory teams and help plan special events such as Homecoming. Members participate in community service and support their fellow students. The Student Leadership Council is open to any student in good academic and behavioral standing. The council values teamwork and ensures every member's voice is heard and respected.

James Crozer – O&M ECC Specialists and Student Leadership Council sponsor

Yearbook Club

BHS Yearbook Club members strive to maintain a presence at all BHS events. They help write articles about events and happenings around BHS, and they make sure to include photos and important details. Club members help plan and design the yearbook layout, editing/revising as necessary. They work to ensure the yearbook is accessible for all students when it is released in May of each year. Yearbook Club is open to all BHS students.

Brooke Carr - BHS ELA Teacher and Yearbook Sponsor

Book Club

A special thank you to Mrs. Mary Lorraine for compiling our Book Club voting results.

At the beginning of the year, Book Club members reviewed the 2026-2027 Sunshine State Young Readers Award (SSYRA) book list and voted on their interest level for each title. These votes help determine the order in which books are read and allow us to narrow the list to a manageable number of books for the school year.

This process gives students a meaningful voice in their reading experience. By evaluating titles and book summaries, expressing their preferences, and participating in group decision-making, students practice self-advocacy and learn that their opinions and interests matter. Student choice increases engagement and encourages ownership of their reading journey.

While students help shape our reading list, we also strive to expose them to a variety of genres, including realistic fiction, fantasy, mystery, historical fiction, and nonfiction. Reading across genres helps students broaden their perspectives, develop critical thinking skills, discover new interests, and build confidence as readers.

You may notice that our author visits books ranked among the most popular selections. To help students prepare for these special opportunities, those books have been scheduled for the month prior to each author's visit so the story will be fresh in their minds, and they can engage more fully with the author's experience.

Reading Order:

September – **Secrets of the Broken House** by Taryn Souders

October – **The Last Dragon on Mars** by Scott Reintgen

November – **I.R.L.** by Jenny Goebel

December – **Valor Wings** by Sam Subity

January – **The Myth of Monsters: Medusa** by Katherine Marsh

February – **The Tenth Mistake of Hank Hooperman** by Gennifer Choldenko

March – **The Legend of the Last Library** by Frank L. Cole

Popularity Ranking:

1st – (Genre - Mystery) **Secrets of the Broken House** by Taryn Souders

2nd – (Genre - Dystopian Fiction) **The Legend of the Last Library** by Frank L. Cole

3rd – (Genre - Mythology Fiction) **The Myth of Monsters: Medusa** by Katherine Marsh

4th – (Genre - Science Fiction) **The Last Dragon on Mars** by Scott Reintgen

5th – (Genre - Horror) **I.R.L.** by Jenny Goebel

6th – (Genre - Realistic Fiction) **The Tenth Mistake of Hank Hooperman** by Gennifer Choldenko

7th – (Genre - Fantasy) **Valor Wings** by Sam Subity

Hillary Norman – Assistive Technology Teacher & Book Club Sponsor

Mindful Movers: Learning Through Movement

Our K-2 students have been actively participating in Mindful Movers, a fun and engaging class that combines movement, body awareness, orientation and mobility skills, and self-regulation strategies. During lessons, students explored positional concepts, directionality, and personal space awareness while following verbal directions to move their bodies in specific ways. They practiced a variety of yoga poses and demonstrated their understanding by accurately completing movement activities. Students also learned and practiced belly breathing techniques and other calming strategies designed to increase body awareness, promote relaxation, and support self-regulation skills.

In addition to movement activities, students worked on important independent living and organizational skills by locating, unrolling, cleaning, and properly storing their yoga mats each session. These routines help build responsibility, organization, and independence.

Students also strengthened their orientation and mobility skills by traveling the route between the Cary White Building and the Copeland Gym. Along the way, they identified directional turns and used environmental cues to navigate successfully.

The students demonstrated great participation and enthusiasm throughout each lesson. We look forward to continuing to build their breathing techniques, yoga skills, independence, and travel abilities throughout the school year!

Jenny Enache – O&M ECC Specialists

Physical Education Update

Pre-K - Kindergarten Students

Our Pre-K – Kindergarten students are practicing their classroom entrance procedures, warm-up exercises, stretching routines, and animal crawls. Through these activities, students develop tactile exploration skills, spatial awareness, balance, and auditory tracking abilities. Most importantly, they are having fun while building these foundational movement skills. As we begin our next unit on ball rolling, students will continue strengthening their spatial awareness and auditory tracking skills through engaging, hands-on activities.

Grades 3-5

Students completed their quarterly fitness assessments during the first week of each quarter. These assessments provide valuable baseline data that allows students to monitor their progress and celebrate growth throughout the school year.

Students began learning to play Cobraball, an engaging game that requires participants to track and strike an auditory object, such as a bell ball or bag ball. Cobraball remains a student favorite for its fast-paced action, opportunities for teamwork, and social interaction. The activity promotes auditory tracking, coordination, communication, and physical fitness in a fun and inclusive environment.

Grades 6-8

Students participated in an under-the-net volleyball unit designed specifically for students who are blind or visually impaired. This team sport focuses on auditory ball tracking, spatial awareness, communication, and cooperative team play. By using an audible ball and modified rules, students develop their ability to track moving objects through sound while improving reaction time, coordination, and teamwork skills. The unit has been an excellent opportunity for students to build confidence, fitness, and social connections through active participation.

HOPE Class

HOPE classes focused on the three components of the Health Triangle: physical, mental/emotional, and social health. Students learned the characteristics of a health-literate individual and emphasized the importance of making informed decisions that support overall well-being.

Students engaged in group games, including Cobraball and Under the Net volleyball. These activities help students evaluate their current fitness levels, set personal goals, and track improvements over time.

Lifestyle Fitness Design Class

Each week, Mondays are dedicated to classroom instruction and assignments. Students develop weekly schedules that promote effective time management while incorporating all aspects of the Health Triangle into their personal plans. These activities encourage students to make intentional choices that support physical activity, mental and emotional well-being, and positive social interactions.

Students learned proper weight room safety procedures, equipment identification, and exercise techniques. They participated in workouts while enjoying a class-created playlist, helping to create a positive and motivating fitness environment. They enjoyed Cobraball, Under the Net volleyball, and bowling. These games promote fitness, auditory tracking, teamwork, communication, cooperation, and social engagement while encouraging students to stay active and have fun.

Anna Tutak – Physical Education and Health Teacher

Respectfully Submitted by:
Carol Bogue
Blind Department Principal

Communications & Public Relations

Board of Trustees Report September 25, 2026

This report summarizes department activities and accomplishments, working in collaboration with campus personnel, August 2026.

School-Level Newsletters

A total of **5 newsletters** were created in August, resulting in **925 total views**.

School-level newsletters included administrative announcements, school-level updates and student highlights, along with content from athletics, boarding/recreation, parent services and other campus departments.

Marketing Collateral

Videography

Published Videos

- Nicole Jones Athletic Department Welcome Back videos:
 - [Nicole Jones Welcome Back - Deaf](#)
 - [Nicole Jones Welcome Back - Blind](#)
- [Revised Richard White Museum interview to include Tina Jones addendum](#)
- [FSDB Fall Open House 2026](#)

Videotaped Event

- FSDB Family Open House 2026 – Scenes across campus. Parent, student interviews.
- Nicole Jones welcome back message in studio with green screen, and at FSDB pool.
- Scenes from FSDB Cross Country meet.

Graphic Design

FSDAA (Florida School for the Deaf Alumni Association)

- Award Plaque Design for Hall of Fame (15 quantity)

Marketing

- Expo Card Designs for Conventions (6 Designs)

Campus Branding

- Settles Gym Vinyl Graphics for Large Windows & Glass Entry Doors (Still in Progress)

Parent Services

- Parent Engagement Workshop Flyer
- Virtual Parent ASL Classes Flyer
- Student Life Open House Flyer

Athletics

- Varsity Football Season Schedule Poster
- Varsity Volleyball Season Schedule Poster
- Cross Country Season Schedule Poster Design
- Swimming Season Schedule Poster Design
- Varsity Football Senior Posters (QTY 7)
- Varsity Volleyball Senior Posters (QTY 5)
- Swimming Senior Posters (QTY 2)
- Cross Country Senior Posters (QTY 6)
- Cheerleading Senior Posters (QTY 2)

Student Workers

- Two student workers from D&B Designs will be shadowing the C&PR Department this semester (1 from Deaf High School & 1 from Blind High School) to learn skills and industry standards of Graphic Design.

Photography

- FSDB Campus Police – Took Individual photos of all Campus Police Services staff and added American Flag backgrounds to be placed on the Campus Police Website.
- Athletics – Took photos of all fall sports teams, including senior photos, marketing photos, roster photos for website, and team photos.

Social Media

Website

9,960 visitors (9,032 new), with 32,104 page views and an average time of 1m 06s. The most viewed page other than the home page was the Careers page with 2,052 pageviews.

Facebook

26,000 page likes, 63 posts, 2 stories, 20,632 page visits, 682 new likes and follows, and 11,299 interactions.

Instagram

4,250 followers, 55 posts, 4 stories, 13,782 profile visits, 59,987 viewers and 341,141 views.

YouTube

No new videos uploaded, 8,839 channel views, 360 hours watched, 13 new subscribers, and 71,262 impressions. The top video was the Star-Spangled Banner in ASL with 2,110 views.

Vimeo/Livestreaming

57 video uploads, 2,411 views, 1,141 unique viewers, 19,049 impressions, and 150 hours watched; 1 event (Board of Trustees meeting) was livestreamed.

Museum

35 people visited the museum, which included 18 UNF students. Six tours were requested.

The museum was closed for the summer while the roof of Alumni Hall was being replaced. Staff moved operations to Moore Hall over the summer to continue research, organize the archive room, and scan photos. They moved back to Alumni Hall at the beginning of August.



Deaf High School

Positive Behavioral Interventions and Supports (PBIS) Kickoff: Building Resilience

DHS launched the school year with a PBIS kickoff focused on **resilience**, encouraging students to develop the skills needed to persevere through challenges, adapt to change, and continue striving toward their goals. Through engaging activities and discussions, students explored the importance of resilience in their academic, social, and personal growth.

Student Leadership, Clubs, and Organizations

Student organizations and clubs are now underway, providing students with meaningful opportunities to connect, lead, and engage beyond the classroom. With more than 10 active clubs and organizations, students are building friendships, exploring interests, developing leadership skills, and participating in enriching experiences that support their overall growth and success.

Strengthening MTSS Supports DHS has also begun implementing a revamped Multi-Tiered System of Supports (MTSS) process and structure. These enhancements are designed to strengthen data-based decision-making, improve collaboration among staff, and ensure students receive timely academic, behavioral, and social-emotional support. The revised MTSS framework reflects our commitment to meeting students' individual needs and promoting positive outcomes for all learners.

Together, these initiatives support DHS's ongoing commitment to fostering a positive school culture where students are empowered to learn, lead, connect, and thrive.

Terri Samson
Assistant Principal- Teachers & Staff

Candi Milcznski
Assistant Principal- Student Service

Deaf Middle School

Unique Skill Revamp

DMS is excited to have launched a comprehensive revamp of our Unique Skills intervention program. To support successful implementation, we have provided weekly professional learning sessions for teachers, equipping them with the tools and strategies needed to facilitate a high-quality, data-driven intervention period. During intervention, students are engaging in Tier 2 mathematics instruction to reinforce and support concepts taught in their core math classes. Additionally, students are strengthening their language development skills through ASL composition and the Bilingual Grammar Curriculum. These targeted interventions are designed to promote academic growth while addressing individual student needs.

Resiliency Florida

As part of the Resiliency Florida initiative, students are introduced to a new character trait each month. We began the year by focusing on the definition and importance of resiliency. To ensure these traits

remain a consistent part of our school culture, we launched a new recognition program that reinforces the monthly focus throughout the year.

Teachers can nominate students each week who demonstrate the featured trait in their daily actions. Winners are announced every Friday and receive special rewards and privileges, such as transportation to their CTE class on the golf cart, permission to wear a hood or hat, and other fun incentives. The program has generated tremendous enthusiasm among students, who are excited to be recognized for exemplifying positive character traits and contributing to our school community.

Dragon Dollars Bank

As part of our Positive Behavioral Interventions and Supports (PBIS) program, DMS has traditionally used physical Dragon Dollars to recognize and reward students who demonstrate expected behaviors. This year, we have enhanced the program by transitioning to a school-based banking system that adds a financial literacy component to our behavior support efforts.

Students continue to earn Dragon Dollars for demonstrating positive behaviors; however, they now complete deposit slips and deposit their earnings into a student bank that operates during lunchtime. Each student has been issued a debit card and personal identification number (PIN), which they will use to access and spend their funds. Through this innovative approach, students are not only being recognized for positive behavior but are also gaining practical experience with banking concepts, money management, and financial responsibility. We are excited to connect our PBIS program with real-world financial literacy skills while continuing to promote a positive school culture.

Karen Newton
Assistant Principal

Deaf Elementary School

Eyes Alive

We are excited to begin the *Eyes Alive Project* this fall instead of spring. Starting earlier will provide students with more time to develop their skills, collaborate with peers, and create a high-quality final product. This adjusted timeline will allow the film to be completed and released by the end of the school year.

Character Education

This year, we are increasing our focus on *Character Education* by recognizing students monthly on our bulletin board and during quarterly Honor Roll celebrations. By highlighting positive character traits and resilience, we hope to encourage strong citizenship, positive decision-making, and a supportive school culture.

PM 1 Data Review

Students have completed *PM 1 testing*, and staff will soon participate in a data walk to analyze student performance and identify areas for growth. Using this data, teachers will adjust instruction and implement targeted supports to help students make meaningful progress and demonstrate growth by PM 2.

Jessica Waldbillig
Assistant Principal

PE Department

Physical Education Report

During the first quarter, students in Grades 2 through 12 participated in the FitnessGram physical fitness assessment as part of our comprehensive Physical Education program. The purpose of this assessment is to establish baseline fitness data for each student and help them develop individualized goals for growth throughout the school year.

The FitnessGram measures key components of health-related fitness, including aerobic capacity (1-mile run or 1-mile walk), muscular endurance and strength (push-ups and curl-ups), muscular endurance (plank and flexed-arm hang), flexibility (sit-and-reach), and body composition (weight and height). By identifying their current fitness levels, students gain a better understanding of their strengths and areas for improvement.

Throughout the year, Physical Education classes will focus on helping students achieve their personal fitness goals through regular physical activity, skill development, and healthy lifestyle practices. Progress will be monitored, and students will have opportunities to reflect on their growth and celebrate improvements in their overall fitness and well-being.

We look forward to supporting our students as they work towards healthier, more active lifestyles and develop lifelong habits that contribute to their physical and personal success.

Athletics Report

The fall athletics season is off to a good start. We recently hosted our first home contests in volleyball, swimming, and cross country, marking an exciting beginning to the season. Our coaches and student athletes have dedicated significant time and effort to preparation, and their hard work has been evident in both practices and competitions. They continue to make improvements after their first contests.

Due to ongoing construction of the track and field facility, we had to reschedule our first home football game to October 22. Additionally, Merritt Island Christian School graciously hosted us for our scheduled matchup. We appreciate their hospitality and look forward to welcoming our community to our campus for our first home football game later this season.

Our Goalball teams will travel to Savannah, Georgia, to participate in the Invitational Goalball Tournament. This event will provide valuable competitive experience and an opportunity for our student-athletes to represent the school against strong regional competition.

Looking ahead, the athletic calendar remains very busy. The Indiana School for the Deaf will travel to our campus for a football game on October 3. During the same period, our volleyball and cross country teams will travel to the Maryland School for the Deaf to compete in the annual Spike Out Tournament. We are also excited to host our Homecoming celebration on October 17. Our football team will play against the Maryland School for the Deaf.

We are proud of the commitment, sportsmanship, and dedication demonstrated by our student-athletes and coaches and look forward to an exciting and successful season ahead.

Joy Fraychineaud
Executive Director of PE & Health

Deaf Principal

During the first four weeks of the school year, we have made a strong start, focusing on supporting students academically, socially, and emotionally. Across our schools, we continue to look at ways to strengthen our programs, improve intervention services, promote resilience and positive behavior, expand leadership opportunities, and connect learning to real-world skills. Students are also actively engaged in clubs, athletics, and other activities that help them build relationships, develop new skills, and enjoy being part of our school community. A big part of the positive start is thanks to the hard work of our assistant principals and executive directors, who spend the opening weeks of school building a strong foundation for the year and ensuring students and staff have the support they need to be successful. We look forward to continuing this work as we grow and strengthen our programs throughout the year.

Ryan Johnson

Principal, Deaf Department



Class Code Count

Board of Trustees Administrator Positions	78
Teacher Positions	106
Specialist Positions	61
Select Exempt Service Positions	26
Career Service Positions	409

General Revenue Positions **649**

Grant Funded Positions **31**

Add/Delete

08676, Behavioral Program Associate-Summer, Career Service, 10 months to
Driver/Chaperone-Summer

Service Awards

25 Years: Laura McDonald, Preston Hull III

20 Years: Tiffany Meharg

10 Years: Meridith McLean, Robert Brown, Harry Burns, Carla Ferber, Virginia Keller

5 Years: Jennifer Pascarella, Michelle Hanson, Patricia King-Weed, Mary Lorraine Yetter,
Zuleyka Delgado Singh, Elizabeth Etheridge



Career and Workforce Development Department

Submitted by Jessie Girton, Executive Director of Career Development

Priority 1: Employee Retention, Recruitment, and Engagement

- With some new staff members joining the Career Development team this year, the Executive Director of Career Development has established weekly meetings to provide consistent support, address questions, and foster a strong and collaborative team environment.

Priority 2: Success for Students

- The Garden Center has been buzzing with activity as students work to prepare for its reopening while building their skills and progressing through their industry certification pathways. After sitting unused over the summer, students have dedicated their time and effort to bringing the space back to life by weeding, cleaning, and taking inventory throughout the facility. The program is especially grateful to the Mechanical team for repairing the irrigation system, making it exciting to see the sprinklers running again and helping the plants thrive. At the same time, Agriscience students have begun working toward their OSHA-Agriculture certification, while Horticulture students are immersed in learning plant identification, a key part of their certification exam. To earn certification, students must accurately identify more than 200 plant species, making this an important and challenging step in their learning journey.
- The Dragon's Lair opened for the Fall semester on August 17, staffed entirely by new student employees who began their roles the same day. The students have quickly adapted to their responsibilities and are eager to learn café operations. Second-block students assist with opening procedures, including setup, cash drawer preparation, order fulfillment, and point-of-sale (POS) transactions; third-block students support peak service hours through customer transactions and order processing; and fourth-block students manage closing procedures, including cleanup and cash reconciliation. Through these responsibilities, students continue to develop valuable customer service and workplace skills.
- The Art and Animation program has started the semester with strong momentum, as students have quickly engaged in creative projects and foundational skill development. Students are building their visual storytelling abilities, exploring both digital and traditional animation techniques, and learning how to transform original ideas and character designs

into engaging visual works. The program looks forward to showcasing student artwork and animation projects as the semester progresses and their skills continue to develop.

- The Culinary Arts program began the semester with students learning classroom and laboratory procedures, reviewing course expectations, and discussing their academic and career goals. Following orientation, students explored the importance of industry certifications and participated in introductory lab activities focused on bread preparation. Culinary Arts II and upper-level students have since begun ServSafe Food Safety Manager certification training, with participating students completing additional assessments to prepare for the certification exam. In the laboratory, students have been developing foundational culinary skills through egg cookery instruction, learning a variety of preparation methods. The Culinary Instructor has observed strong technical skills, positive collaboration, and a healthy sense of camaraderie among students across all class blocks.
- The Deaf Department Career Experience course began the semester with a large number of new students, creating opportunities for students to explore a variety of workplace experiences and job placements. Under the guidance of the instructor, students have been placed in diverse learning environments, including the Dragon's Lair Cafe, the Print Shop, the Garden Center, D&B Designs, the Deaf High School, Deaf Middle School, Deaf Elementary School, and the Early Learning Center, among others. In the classroom, students have been completing interest inventories to help identify career pathways that align with their strengths and interests. Students are also concluding their Dream Job project, which requires them to research a career of interest and present their findings to their classmates, further developing their career awareness, research, and presentation skills.
- In the Blind Department Career Experience course, students have been actively exploring their interests, strengths, and career goals through interest inventories, classroom discussions, and hands-on learning activities. In addition, students are gaining valuable workplace experience through various campus-based job placements: students work in the library, and students serve as Teacher Assistants. Additional student placements are underway, providing expanded opportunities for work-based learning and career exploration. Students are also completing presentations for their Perfect Job projects, which require in-depth research into a career of interest. Through these presentations, students are demonstrating their understanding of job responsibilities, required skills and education, salary expectations, and the reasons their chosen career aligns with their interests and strengths.
- The D&B Designs program has had a strong start to the semester, with students actively learning production processes and, for some, gaining their first experience in a workplace environment. The instructor has observed that each student has found an area in which to excel, whether in customer service, graphic design using Photoshop, t-shirt production, vinyl weeding, or point-of-sale operations. Students have designed personalized book covers and are currently working on their first-semester project by creating custom T-

shirts. In addition, students have been assisting with replacing name decals throughout the building to accommodate new staff members and office relocations. This task requires attention to detail and precision to ensure decals are properly centered and level, and students have demonstrated these skills with great success.

- The Construction program began the semester with orientation, safety training, and student-centered discussions focused on safety-related case studies. To reinforce classroom instruction and provide hands-on learning opportunities, students participated in a two-day "Woodshop Circus" experience, where they explored a variety of tools and machinery commonly used in the construction industry. One featured activity introduced students to operating a wood turning lathe, allowing them to gain practical experience in shaping a rectangular block of wood into a cylinder. These hands-on activities have helped students build foundational technical skills while fostering engagement and enthusiasm for learning in a safe and structured environment.
- The Blind Department's Off-Campus Work Experience Program has begun the school year with a continued focus on preparing students for greater independence in the workplace. Students currently participating in work experience placements are building upon previously developed skills while working toward increased responsibility and self-reliance in their respective job settings. The program's primary goal is to support each student's success at their work site while fostering the confidence, workplace competencies, and independence necessary for long-term employment success. Throughout the year, staff will continue to monitor student progress, celebrate achievements, and provide guidance as students expand their workplace responsibilities and strengthen their independence and self-sufficiency.
- The Deaf Department's Off-Campus Work Experience Program has started the school year with great enthusiasm as students prepare to engage with the local business community and develop valuable workplace skills. Several new potential work sites have been identified for this school year, including Maison Louis, McKenzie Mutts, and Zaxby's, creating additional opportunities for hands-on learning and career exploration. Each student has been matched with a work site based on their interests and goals and is eager to begin working toward individual employment objectives. Staff look forward to supporting students throughout their placements and are confident that they will demonstrate continued growth, achievement, and success in their work experiences.
- The After School Work Program (ASWP) is preparing for a successful new school year and is actively recruiting students for available employment opportunities. The program is currently advertising open positions and updating age requirements for select roles, creating additional opportunities for students aged 14 and 15 to participate in on-campus employment. Student interest has been strong, with many already inquiring about available positions and several younger students expressing interest in applying. Current openings include Warehouse Worker, A/V Production Technician, Boarding Program Assistant, Boutique Associate, Design Associate, Recycling Associate, and Museum

Assistant. Two students have already been hired as Concession Stand Assistants and are awaiting final approval to begin work. Additional students have been approved to start positions in Recycling, Food Service, and Warehouse operations after being hired at the conclusion of the previous school year. The program has received a high number of applications for current openings, reflecting increased student awareness of and interest in the valuable after-school work opportunities available on campus.

Priority 3: Everyone Knows our Name

- The Executive Director of Career Development successfully established a new community business partnership with Maison Louis. As the year progresses, the Executive Director will continue expanding relationships with community partners to create additional opportunities for collaboration and student success.

Curriculum and Professional Development Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- Math and Literacy Specialists are working with their assigned Assistant Principal to develop the 2026-2027 coaching contract. The coaching contract identifies the roles and responsibilities of all parties regarding academic coaching. The coaching contract is communicated to teachers, as well as the protocol for how teachers can receive coaching through their own request or be appointed by the Assistant Principal.
- Math, Literacy, and Bilingual Specialists have established regular meetings with Assistant Principals to discuss academic data, coaching data, and look-for data. The meetings were used to determine the Professional Learning Community (PLC) Plan for the year. Each school has PLCs led by an academic specialist to support our teachers' learning and growth, grounded in the evidence-based PLC model. At the meeting, they also selected the dates of the first data walks to review baseline data with teachers.

Priority 2: Success for Students

- At the start of the school year, the academic specialists met with teachers to ensure they had all the instructional materials and manipulatives needed for the 2026-2027 school year. Meetings were held formally and informally to provide support.
- The Bilingual Specialist began preparing ASL assessments and conducted the assessments for Deaf departments (Elementary, Middle, High Schools, and SOAR).
- Math and Literacy Specialists are supporting the academic programs as School-Based Assessment Coordinators to ensure teachers have what they need to assess students for the FAST and MAP assessments. They work with the Assistant Principal to ensure students have the appropriate accommodations, teachers have the training, and all materials are distributed in a timely manner.

- The look-for document was updated this year by incorporating the instructional focus of corrective feedback and aligning to three overarching priorities: student ownership over learning, high-quality instruction, and feedback and check for understanding guide instruction.

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 to fill the position of ELL & Staff Translator. The job is posted, and we look forward to interviewing some outstanding candidates!

Priority 2: Success for Students

- ELL students will be honoring the country of Argentina for Hispanic Heritage Month which begins on September 15th and continues through October 15th.

Priority 3: Everyone Knows our Name

- The ESOL department has completed **14** written translation requests from FSDB staff, and **27** phone calls to ELL and non-ELL Spanish-speaking families from 8/13 through 9/1. Facilitating communication with Spanish and foreign-language-speaking families is what we do best! It is our pleasure 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 September 25, 2026

Admissions – Parent Services

Director Dawn Zamot & Executive Director Paula Wagner

Current On-Campus Enrollment 488- as of 09/08/2026

- 11 ELC
- 331 Deaf Department
- 146 Blind Department

Withdrawals since school started – 5

- 3 in-state
- 1 out-of-state
- 1 graduated/accepted diploma
- 0 ineligible

Total Admissions in Process

- 1 ELC
- 14 (3DSI) Deaf Department
- 4 Blind Department

States applicants are from: Alabama, Georgia, Illinois, Indiana, Ohio, Minnesota, South Carolina, Virginia, Wisconsin, Wyoming, Vermont

Total enrollment 2025-2026 was 548

Total withdrawals for 2025-2026 were 115, with 77 students accepting their diplomas, 22 students separating during the school year, and 16 students separating over the summer.

Parent Services

Executive Director Pauline Wagner & Parent Liaison Misty Porter

Parent Information Office

Parent Engagement Workshops (PEW)

The first PEW, held on September 4th, was a huge success. During the event, families received training on how to set the stage for a stellar school year. During the *Mission Control* presentation, families were provided instruction on the many opportunities available to connect as valued

stakeholders and were informed about the school's various communication platforms, including the school website and app, Skyward, social media, and school newsletters. This session was designed to help families access information, stay connected, and make the most of available school support.

The Florida Diagnostic and Learning Resources System (FDLRS) presented *Executive Functioning Strategies*, defining key terms and providing practical strategies to use at home. During the *Academic Overview*, Scott Trejbal, FSDB Administrator of Instructional Services, reviewed curriculum and instruction, assessment and progress monitoring, and School Improvement Plan data.

FSDB President Snow led families in an engaging game that connected concepts from the presentations to their personal lives. The lively activity was enjoyed by everyone, and families left with a variety of tools and strategies to support implementation of what they learned with their students at home.

Parent University:

The Student Life Open House was held on September 3rd, the evening prior to the Parent Engagement Workshop (PEW). This event provided families with an opportunity to learn about the programs, activities, and support that enrich students' experiences beyond the classroom. Families heard presentations from Athletics, Arts, Recreation, Mental Health Services, School Clubs, and Residential Life.

Following the presentations, families visited the dorms to see student life in action, connect with staff, and gain a better understanding of the residential experience at FSDB

Strategic Plan Update:

As part of our ongoing efforts to increase family engagement and strengthen communication with our FSDB families, the Parent Services Department shared a family-interest questionnaire with enrolled families. Responses will guide presentation topics at future Parent University events.

L. Daniel Hutto Early Learning Center

Director Catherine Bailey & Executive Director Pauline Wagner

Early Learning Center**Monthly Highlight – August 2026**

The students in the Early Learning Center spent the month of August adjusting to the rituals and routines of the classroom and the overall school day. Throughout the day's routines, the students practiced spelling their names, pushing in their chairs, lining up for transitions, and the skill of using “walking feet.” They learned how to set up their workspace, complete a task independently, and clean up after themselves, so the materials were ready for the next student.

The Blind ELC worked on their *All About Me* books, where they measured their height, traced their handprint, and noted the color of their eyes and hair. Ms. Kallie begins each day with a morning yoga routine to promote movement and help the students wake up for the day. We welcomed one new student this month and now have three little cobras in the Blind Class.

The Deaf ELC invited Dan Binder to implement weekly lessons using the *Feeling Buddies* curriculum. These lessons focus on identifying emotions, developing, and using coping strategies for managing big feelings. The students are learning breathing techniques such as “smell the flower and blow the pinwheel.” Several students have successfully utilized the resources that Dan has provided to assist with self-soothing and regulation skills. We also welcomed one more student in the Deaf ELC, bringing out class total to eight little dragons.

Monthly Highlight – September 2026

Both Deaf and Blind Classes are focusing on “Community Helpers” as their monthly theme. This week students will participate in a field trip planned to the St. Augustine Fire Department, where they will meet firefighters and tour the station and fire trucks. During the second week of September, the ELC was invited to the FSDB Police Department Lobby to meet officers and explore their patrol cars.

This opportunity is especially exciting for the class because many of the officers can use American Sign Language to communicate directly with our students and build stronger connections with the community helpers right here on campus.

The ELC will host its annual “Montessori Night,” the first family engagement event of the school year. Both classes will participate together, giving parents an opportunity to build relationships and connect with each other. The ELC team will offer parent education on the five curriculum areas of the Montessori Method: Mathematics, Sensorial, Practical Life, Culture & Science, and Language/Emerging Literacy. The students will have the opportunity to showcase their work and demonstrate what they have been learning.

*Early Intervention Programs, Deaf/Hard of Hearing
Director Melissa Basic & Executive Director Jennifer Canfield*

Early Intervention Programs

626 children are enrolled as of 9/4/2026

40 Referrals in August

4 Parent Infant Program

36 Parent Empowerment Program

Referrals are from (cumulative count):

Bay, Brevard, Broward, Escambia, Gilchrist, Hernando, Hillsborough, Holmes, Leon, Levy, Miami-Dade, Palm Beach, Pinellas, Polk, Sarasota, Seminole, and Volusia

Stay and Play and Baby Bunch

Two families attended Stay and Play, and two families attended Baby Bunch on a regular basis. OPS staff are advertising across the state; flyers shared on social media.

Parent Leader Program, Snapshots Program, and Deaf Mentor Program

- Two English Parent Support Network sessions were held in August.
- A total of 15 families served through PSN
- Spanish office hours were available upon request. No service hours were delivered.
- One Snapshots Spotlight was offered this month at the Parent Support Network session on Sunday, August 23rd.

Family Focused Events/Series

- August ASL Literacy occurred online on 08/01/2026.
- August Listening and Language Series occurred online on 08/15/2026.
- August Northeast Regional event at BravoZ was held in St. Augustine on 08/06/26.
- August West Regional Event, Safety on Scene, held in collaboration with the Polk County Sheriff's Department on 08/28/26.

Outreach/Information Sharing Activities:

On Saturday, August 29th, the Parent Infant Program participated in the Ready to Read Expo presented by the Early Learning Coalition of Marion County. Two providers attended, Cathy Glass and Patricia (Niki) Clancy. They interacted with families to share information about the program and related resources. They also interacted with stakeholders to pave the way for future collaboration.

- The West Regional Event in Bartow, Florida, was a collaborative event with the Polk County Sheriff's Office. The Regional Team Leader, Heidi Shank-Bridges, worked with the department to create an event that showcased police vehicles and officers and provided families with the opportunity to interact with the staff and learn ASL signs related to safety. Families saw a police K9 demonstration as well as various vehicles such as a helicopter and a police car. The families received two booklets called, "100 Signs for Parents" and "100 Sign for Emergencies". The officers witnessed the power of language access and expressed interest in ordering those resources for their officers to use when needed. This event was successful in connecting families and establishing a collaborative relationship with the department for future events.

Early Intervention Program Blind/Visually Impaired
Director Kim Carr & Executive Director Jennifer Canfield

Early Intervention Enrollment – Parent Infant Program Blind

- 237 children as of 9/4/26

Leadership Activities

- Completed and submitted monthly reports to the Division of Blind Services (DBS), ensuring all required documentation was reviewed for accuracy and compliance. Followed up on outstanding items with staff and families as needed to maintain adherence to DBS reporting requirements and timelines.
- Met with Regional Coordinators to discuss upcoming events, Parent Advisor (PA) meetings, regional needs, and strategies to support family engagement and program consistency across service areas.
- Conducted virtual observations with multiple Parent Advisors (PAs) to provide real-time feedback, coaching, and professional support. These observations strengthened fidelity of service delivery, enhanced assessment and intervention practices, promoted reflective supervision, and fostered collaborative problem-solving in a virtual environment.

Outreach for Families

- Niceville Children's Park – Picnic & Play Panhandle - Large pavilion overlooking the splash pad was reserved. The Park staff had balloons at the pavilion entry. Children played at the splash pad and multiple play structures throughout the park, as well as on blankets in the pavilion with balloons and books. The event was also open to children in the DHH program. Families were encouraged to bring picnic lunches or snacks to eat alongside other families in the pavilion. The pavilion was large, providing shade and space to get away from the crowds.
- Sensory Pirate Play – Jacksonville - This event featured sensory play using some of our traveling sensory room supplies, a sensory bin, bubbles, and lots of instruments for the kids to feel and play. The highlight of this session was a Music Therapy session with Caroline Anderson from Joyful Notes Music Therapy. Her session featured interactive songs and sensory play, which she adapted to each child's level in the group.
- Teddy Bear Picnic – Sarasota - Event with two local families. We met at the Duck Donut coffee shop, had a casual conversation, and then walked together along a boardwalk to an accessible park. We then explored the sound-making experiences and the accessible swing.

Outreach/Information Sharing Activities - *PIP-Blind/VI presented information to promote awareness and to provide information regarding vision 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.*

- Ready to Read Expo – The Regional Coordinator participated in the Ready to Read Expo at the Marion County Library. This is an annual event we have participated in for five years. A table was set up with materials to share about our Early Intervention services. We also offered vision screenings. Network with fellow providers and community organizations to gather and share resources, information, and opportunities for support for families and Parent Advisors.
- Back to School Bash – The Palm Beach County School District held a Back-to-School Resource Fair at four locations. The Regional Coordinator actively networked with

providers and community resources to obtain valuable information, services, and support, ensuring that families and Parent Advisors have access to current, relevant resources.

- Marion County Interagency – Regional Coordinator participated in collaborating with local providers, building community partnerships, and identifying resources that support children and families.
- Family Care Council – Regional Coordinator participated in collaborating with local providers, building community partnerships, and identifying resources that support children and families.

Outreach Services Department
Statewide Outreach Specialist Jennifer Valdarrama &
Executive Director Jennifer Canfield

Community ASL Classes: Online American Sign Language (ASL) classes serve parents and school district staff members of deaf/hard-of-hearing students across the state of Florida, as well as business partners, community members, and families.

- In-person American Sign Language classes will start on September 14, 2026. We will offer two class sessions with 42 registrants coming to campus to learn ASL.
- Virtual ASL classes are filled to capacity with 70 registrants. There are a variety of sessions with options including Part A-Beginners, Part B, Part C, and Part D.

Campus Tours: Campus tours are offered to provide prospective students, alumni, and community members and opportunity to visit the campus and learn about programs.

- June 22 tours were offered.
- July 13 tours were offered.
- August 14 tours were offered. One tour was provided for 23 UNF students who are members of their ASL Learning Community.
- September 12 tours are scheduled.

Community Student Showcase: Campus events featuring FSDB student performers.

- The Fall Student Showcase is scheduled for October 26, 2026. We anticipate up to 500 attendees.

Conference Exhibits: FSDB Ambassadors serve as representatives at various external events.

- FSDB was represented at the Annual Pinellas County Deafest in Largo, FL. This full-day event, hosted by the Family Center on Deafness, provided numerous community and educational resources to families in the area.

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

- The 2026-2027 series of events are being planned, and we will offer both online and in-person regional events. The first event will take place on October 24, 2026.

Mentors & Models: This program is designed to provide families and their students with insights drawn from the lived experiences of our Mentors and Models.

- A series of activities for families who have children who are blind/low-vision and those who have children who are deaf/hard of hearing are being planned. We are planning family weekends to bring students from around the state to campus to learn, collaborate, and understand what happens here. Schedule to be released soon!

Statewide Community Braille by Sight Course: This course is specially designed for non-enrolled families with prospective FSDB students. Participants include family members, community members, and professionals in the field across Florida.

- Community Braille Course sessions are offered each semester for educators and support staff from around the state so they can learn the basics of braille and braille by sight. This course is intended for sighted people to learn enough to assist their child, student(s), or someone they know.
- Fall Community Braille Class starts October 5, 2026.

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

Communications and Informational Media, Resources, and Materials Staff developed and disseminated accessible informational products highlighting effective practices, professional learning opportunities, resources, and project services. Communications addressed instruction and assistive technology, school-based interpreting, communication access, family engagement, personnel recruitment, and available support for students who are deaf/hard of hearing or have dual sensory impairments.

Just In Time News & Information

- Miami Disability Resources Fair, Educational Interpreter Workshop and Resources, Learn ASL Webinar - 8/18/26
- DCMP app, EIPA training, free ASL classes - 8/28/26

Tech Notes

- Back to School - 8/5/26

[Instructional Resources, Professional Learning Resources, and Implementation Tools](#)

Staff developed and updated accessible instructional resources, professional learning materials, and implementation tools addressing identified statewide and LEA needs. These classroom-ready resources supported effective practices in instruction, language and literacy, communication access, assistive technology, assessment, school-based interpreting, and family engagement for students who are deaf/hard of hearing or have dual sensory impairments.

- TA-Live! Part 1: Foundations of Quality IEPs for Teachers of the DHH (slide deck)

Dissemination of Instructional and Professional Learning Resources

Instructional resources were actively disseminated this month through professional learning events, digital platforms, and collaborative networks. Key events such as virtual collaborative learning communities (VCLCs) and professional learning opportunities related to evidence-based practices or specially designed instruction allowed the project to extend its reach while ensuring educators have the tools necessary for classroom implementation.

Instructional Materials

- What's New with RMTC-DHH? Collaborative Notes - 8/6/26
- Topical Office Hours - Evidence-Based Literacy Practices for Students who are Deaf/Hard of Hearing Collaborative Notes - 8/7/26
- Topical Office Hours - Living That Itinerant Life Collaborative Notes - 8/13/26
- Topical Office Hours - Eligibility for Students who are Deaf/Hard of Hearing and Dual Sensory Impaired Collaborative Notes - 8/14/26

LiveBinder Dissemination

- Fingerspelling Our Way to Reading LiveBinder - 8/24/26

Professional Learning Events

The RMTC-DHH facilitated professional learning experiences addressing high-priority instructional needs. Offerings such as TA-Live! and specialized multi-day learning opportunities were delivered via in-person and virtual formats. These sessions directly support district improvement efforts and align with state-identified indicators.

- *What's New with RMTC-DHH?* - 8/6/26
- *Topical Office Hours: Evidence-Based Literacy Practices for Students who are DHH* - 8/7/26
- *Topical Office Hours: Living That Itinerant Life* - 8/13/26
- *Topical Office Hours: Eligibility for Students who are DHH and DSI* - 8/14/26

Technical Assistance

RMTC-DHH responded to multiple technical assistance requests, offering tailored coaching, mentoring, and consultation, as well as resource sharing, to school districts, local education agencies, and agency personnel. The Media & Materials Loan Library continued to see active use, expanding the availability of instructional support across Florida.

Coaching and Mentoring

- Alachua, Bay, Charlotte, Columbia, Hendry, Highlands, Hillsborough, Leon, Marion, Martin, Okeechobee, Sarasota

Consultation and Support

- Alachua, Brevard, Columbia, Highlands, Leon, Manatee, Okeechobee, Palm Beach, Seminole, St. Johns

Information & Referral

- Allied Instructional Services, Duval, Escambia, FCCDHH, FLVS, Just Read, Florida!, Leon, Miami-Dade, Monroe, Orange, Pasco, Pinellas, Virginia

Media & Materials Loan Library Summary

- New Accounts: 17 Clay, Columbia, DeSoto, Escambia, Florida Department of Corrections, Florida Virtual School (FLVS), Florida School for the Deaf and the Blind (FSDB), Hillsborough, Manatee, Martin, Okaloosa, Putnam, Sarasota, St. Johns
- Items Returned: DeSoto

Vacancies Posted Summary

- Teacher of the Deaf/Hard of Hearing - Brevard
- ASL Interpreter - Franklin
- Teacher of the Deaf/Hard of Hearing - Franklin
- Itinerant Teacher of the Deaf/Hard of Hearing - St. Lucie
- Speech-Language Pathologist - St. Lucie
- Teacher of the Deaf/Hard of Hearing - St. Lucie

Leadership, Advisory, and Collaborative Engagement

Team members participated in statewide leadership activities, advisory committees, and operational meetings to represent the needs of students who are deaf/hard of hearing. RMTCDHH also contributed to conference booths and exhibits, enhancing visibility and stakeholder engagement.

Leadership and Strategic Collaborative Planning Meetings

- Florida Educators of Students who are Deaf/Hard of Hearing (FEDHH) Board Meeting - 8/11/26
- Bureau of Exceptional Education and Student Services (BEES) ESE & Student Services Director's Call - 8/18/26

Specialized Workgroups and Roundtables

- FDLRS Network Welcome Back Meeting - 8/21/26
- FDLRS DIEP Update Sessions - 8/26/26
- FDLRS HRD Roundtable - 8/28/26
- FDLRS Tech Roundtable - 8/28/26
- FDLRS Managers Roundtable - 8/28/26

Technology and Resource Evaluation and Professional Learning for Project Staff

Staff engaged in ongoing professional learning and conducted evaluations of new technology and instructional tools. This work ensures that recommendations made to districts and educators reflect current evidence-based practices and technological advancements tailored to the needs of students who are deaf/hard of hearing.

Technology and Accessibility Training

- FDLRS Webmaster Roundtable - 8/14/26

Conferences & Webinars

- Communication Matrix Overview - 8/18/26
- Special Ed Connections Overview - 8/20/26

LEA Leadership Engagement and Regional Service Coordination

Staff engaged with LEA leaders and coordinated with FDOE/BEESS, IDEA-funded state projects, and regional partners to support cohesive and responsive services. This work included responding to leadership-level requests, coordinating services and referrals, clarifying project roles and responsibilities, sharing LEA participation and needs information, and providing reports and substantive updates to LEA and FSDB leadership.

- Hamilton - ESE Coordinator - 8/11/26
- Franklin - ESE Director - 8/21/26

Technology Services Department
Executive Director Jason Marlow & Administrator Shelley Ardis

Technology Services Projects:

- Students and staff have begun the semester with the newly assigned workstations.
- Gaming club computers are being setup and tested in new Pope location.
- Dorm staff are being transitioned from PCs to iPads (with docking stations) for increased mobility.
- New McClure building is in preconstruction with weekly meetings taking place to oversee progress.
- New ticketing system (eBase) is in testing.
- Completed IT General Controls Testing Audit.
- Quarterly maintenance of IT infrastructure completed.
- A total of 525 IT Requests have been entered since July 1, 2026 through August 31, 2026. 434 or 83% have been closed.
- The Florida Department of Education Surveys have been submitted on time.
- Support has been provided to schools' leaders, office staff, and others to update letters and forms within the student information system for the new school year.

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

September 25, 2026

Year five of the 2022-2027 Strategic Planning is well underway and the champions for each Strategic Priority have been working with their teams to review and create action items for the 2026-2027 school year.

The summaries below are for the areas that have been addressed this past month and may include upcoming activity plans for this year.

2022-2027 Strategic Plan

CORE VALUES

- Integrity and Respect
- Safety and Security
- Innovation
- Trust

PRIORITY GOALS

- 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.

Based on job fair attendance, the vacancy rates, and the pool of qualified candidates, the ERRE Committee has scheduled two job fairs for the 2026-2027 school year and will schedule an additional event, if needed.

Wednesday, September 23, 2026, 11:00 AM to 1:00 PM

Wednesday, April 7, 2027, from 4:00 PM to 6:00 PM

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

The Organizational Management Program cohort has one remaining module in the second year of the program, which is scheduled to be completed on September 23, 2026.

Based on decreased demand for the program, the Strategic Leadership Team has determined that future offerings will transition to a biennial schedule, guided by participant eligibility and organizational need.

As part of this transition, the current curriculum will be evaluated and enhanced through a review of participant surveys and other program feedback. These insights will help refine course objectives and strengthen the learning experience for future cohorts.

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

Based on significant survey response rates, an employee engagement rate that exceeds the strategic goal, and the low vacancy rate, campus supervisors will continue to maintain employee engagement at the department level via action planning and collaboration within the Campus Supervisors Team.

Strategic Priority 2: Success for Students

(Champions: Randi Mitchell and Scott Trejbal)

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

A new integrated system for collecting “Look For” data was launched at the beginning of September. This system allows for “Look For” information to be sent directly to the teacher after a record has been entered. Next steps include adding a component for Instructional Coaching to the system. This will allow supervisors to see what instructional practices teachers are working on and allow for more integration and awareness of support to improve student outcomes.

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 of Career Development has developed the weekly student evaluation process and provided training and guidance to both students and staff on its purpose and implementation. Students have successfully completed an initial practice evaluation to familiarize themselves with the process and expectations. Additionally, the Executive Director of Career Development has established weekly meetings with the Off-Campus Work Program team to review data, monitor student progress, address areas of need, and support continuous improvement. These efforts are helping to create a more structured, data-driven approach that promotes student ownership of growth and skill development.

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

As we begin to shift our focus to student behavior, we are in the planning stages to develop a systematic approach to early identification of students who need support which will involve referrals from parents, Boarding Staff, and other student contact staff.

Strategic Priority 3: Everyone Knows Our Name

(Champions: Shelley Ardis and Michael Johnson)

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

Social Media Analytics for August

Website

9,960 visitors (9,032 new), with 32,104 page-views and average time of 1:06. The most viewed pages other than the home page were the Careers page with 2,052 pageviews.

Facebook

26,000 page likes, 63 posts, 2 stories, 92,646 views, 11,299 interactions, 20,632 page visits, and 682 new likes and follows.

Instagram

4,250 followers, 55 posts, 4 stories, 59,987 viewers, 13,782 profile visits, 236 new followers, and 341,141 views.

Livestream

1 event livestreamed (Board of Trustees meeting)

Productions

Worked with the ERRE Committee to develop and produce a new [FSDB “We’re Hiring” 2026 recruitment video](#). We also created an [Open House Highlights](#) video featuring two blind students and their families discussing FSDB and its impact on their children.

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

The data collected during the admissions process from families has been redesigned to gather additional details about where they heard about FSDB. We needed to add more options to our inquiry.

A committee is being established to develop a family-specific communication plan. This team will analyze current practices and desired practices and will develop an implementation plan to align practices across the campus. The committee will also develop an agency-wide parent feedback form to be used after parent engagement activities. Finally, the committee will establish a maintenance plan for the Family Welcome Notebook program. The notebooks were a hit with newly enrolled families and those of currently enrolled students who received them during the Family Open House event.

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.

The Outreach Department Leadership Team met to scope the strategic planning activities for year five. A committee will be established in September to analyze outcomes of the engagements that occurred for years one to four and to prioritize the actions for year five. The committee will also establish inter-departmental processes for data collection and reporting to have an agency-wide impact report.

**September 25, 2026
Action Item Number 1**

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

SUBJECT: Surplus Property

PROPOSED BOARD ACTION

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

Attachments: Surplus Property List

Presenter/Department: John Wester, Comptroller



Attention: Julia Mintzer, Administrator of Business Services

Subject: Surplus Review Board Report

Line No.	FSDB Property Item No.	Property Description	Acquisition Date	Acquisition Cost
1	51571	smartboard	2/2/2006	\$1,249.00
2	56151	electronic mobile cart	9/2/2015	\$1,499.00
3	56786	smartboard	5/16/2018	\$5,471.90
4	56893	smartboard	10/26/2018	\$5,319.90
5	56894	smartboard	10/26/2018	\$5,319.90
6	56895	smartboard	10/26/2018	\$5,319.90
7	56897	smartboard	10/26/2018	\$5,319.90
8	56898	smartboard	10/26/2018	\$5,319.90
9	56899	smartboard	10/26/2018	\$5,319.90
10	56901	smartboard	10/26/2018	\$5,319.90
11	56902	smartboard	10/26/2018	\$5,319.90
12	56907	smartboard	10/26/2018	\$5,319.90
13	56964	ipad	12/18/2018	\$1,099.00
14	57002	cannon copier	4/22/2019	\$8,684.81
15	57091	aed powerheart	6/25/2019	\$1,295.00
16	57093	aed powerheart	6/25/2019	\$1,295.00
17	57094	aed powerheart	6/25/2019	\$1,295.00
18	57096	aed powerheart	6/25/2019	\$1,295.00
19	57098	aed powerheart	6/25/2019	\$1,295.00
20	57099	aed powerheart	6/25/2019	\$1,295.00
21	57101	aed powerheart	6/25/2019	\$1,295.00
22	57102	aed powerheart	6/25/2019	\$1,295.00
23	57103	aed powerheart	6/25/2019	\$1,295.00
24	57104	aed powerheart	6/25/2019	\$1,295.00
25	57105	aed powerheart	6/25/2019	\$1,295.00
26	57116	aed powerheart	6/25/2019	\$1,295.00
27	57117	aed powerheart	6/25/2019	\$1,295.00
28	57118	aed powerheart	6/25/2019	\$1,295.00
29	57119	aed powerheart	6/25/2019	\$1,295.00
30	57135	aed powerheart	8/27/2019	\$1,376.60
31	57138	aed powerheart	8/27/2019	\$1,376.60
32	57141	aed powerheart	8/27/2019	\$1,376.60
33	57144	ipad	10/31/2019	\$1,099.00
34	57146	ipad	10/31/2019	\$1,099.00
35	57147	ipad	10/31/2019	\$1,099.00
36	57149	ipad	10/31/2019	\$1,099.00
37	57151	ipad	10/31/2019	\$1,099.00
38	57152	ipad	10/31/2019	\$1,099.00
39	57154	ipad	10/31/2019	\$1,099.00
40	57157	ipad	10/31/2019	\$1,099.00
41	57158	ipad	10/31/2019	\$1,099.00
42	57159	ipad	10/31/2019	\$1,099.00



Line No.	FSDB Property Item No.	Property Description	Acquisition Date	Acquisition Cost
43	LR202070	earth science	9/9/2019	\$34,911.54
44	LR202071	earth and space science	10/21/2019	\$41,040.58
45	LR202072	anatomy	11/4/2019	\$33,928.48
46	LR201213	science grade4	10/12/2011	\$1,524.00
47	LR201306	social studies	8/30/2012	\$4,180.00
48	LR201308	social studies	8/30/2012	\$3,450.00
49	LR202069	LIFE SCIENCE	7/8/2019	\$16,741.74
50	LR201901	science grade 5	9/4/2018	\$1,669.58
51	lr220001	READ 180	8/3/2021	\$7,558.60
52	LR201937	biology book	3/12/2019	\$1,735.80
53	LR201938	biology book	3/12/2019	\$1,735.80
54	LR201939	biology book	3/12/2019	\$727.65
55	LR201940	biology book	3/12/2019	\$727.65
56				
57				
58				
59				
60				
61				
62				
63				
64				
65				
Grand Total				\$250,359.03

In accordance with FSDB guidelines, the above list of surplus items with FSDB property item numbers have been reviewed by the Surplus Review Board and have been deemed to be obsolete, not worth repairing if broken, and no longer serve a useful function to the school. This list is being submitted for approval for proper disposal and removal from FSDB campus grounds.

Review Board Members:

Signed: _____

Kim Whitwam

Signed: _____

Shelley Ardis

Signed: _____

Corbett Owens

**September 25, 2026
Action Item Number 2**

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

SUBJECT: Reunification Plan

PROPOSED BOARD ACTION

Board approval is requested for the revised FSDB Reunification Plan.

Note: The FSDB Emergency Management Plan is reviewed annually by members of the FSDB Incident Command Team. The revised reunification plan reflects feedback from the team as we enhance our protocols after lessons learned during the 2025-2026 full-scale exercise. The changes are reflected in red font. A clean copy, without tracked changes, has also been provided for a user-friendly review format.

Attachments: FSDB Reunification Plan (Tracked Changes) and FSDB Reunification Plan (Clean Copy)

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), 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 yellow 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 blue band and will not be released for parent pick-up until they have spoken with a law enforcement investigator. Students and staff members with blue bands will be moved to an investigation ~~holding~~ interviewing area. After the interview has been completed and/or evidence collected, the student will be escorted back to the Student Assembly Area.

Students ~~identified as their own legal guardian that are 18 years of age or older~~ may check themselves out of the Reunification Site Student Assembly Area.

Staff members, 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, **as deemed necessary**.

- ☐ 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~~ **emergency responder** 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 pull 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.
 - Maintain an up-to-date list of all donations as well as sources of donations.
 - Ensure that all donations are appropriate for the nature of the incident, in good, clean, hygienic condition and suitable for distribution.
 - Complete appropriate “thank you” communications with all donors.
 - Work with the Planning, Operations, and Finance Chiefs to ensure any extra donations are either stored for future use or distributed to appropriate agencies, entities, or individuals.
- ☐ Coordinate all volunteer efforts in support of incident operations.
 - Initiate and maintain record keeping of all volunteer requests, positions filled, and agencies/entities utilized on behalf of incident operations.
 - Work in conjunction with the Operations Chief to ensure an accurate accounting as well as registration of all volunteers and hours worked.
- ☐ Facilitate and maintain mutual aid agreements and memorandums of understanding.
- ☐ Monitor incident operations to identify current or potential organizational problems.
 - Monitor the need for resources such as food, water, first aid, comfort care, lodging, and transportation. Report anticipated needs to the Planning Chief.
- ☐ 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 Chief 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, or as directed by the Incident Commander.
- ☐ 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 **the Reunification Site Plan (Appendix S) 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, This location will serve as the primary location for family members waiting for more information. Families will be provided with a point of contact so they may count on regular updates. Families will also be provided with supplies from the comfort station. 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 This location allows for organized student management based on age, sensory, and mobility needs. This space also allows for medical and counseling services. Students and staff members will be provided with supplies from the comfort station. The entire FSDB student body may be housed in this single building based on the available square footage. This location 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 This location provides space to brief staff members (auditorium—C0116), house comfort and operational 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).~~

■ ~~Building L~~ **Incident Command.**

- ~~• Building L, the library, will be designated as the Incident Command location. This building location is centrally located to provide easy access to each reunification area to ensure efficient communication and operation. This building has many windows and open spaces on the interior. This layout provides the ability for the incident command to collaborate and visually monitor exterior activity. This layout would not provide the security and privacy needed for family or student staging areas.~~

- **Set up** exterior signage and parking cones, per the established traffic plan.
 - ~~▪ Display directional signage on SJRSC campus and on SR16 and Kenton Morrison. Signs shall be double-sided with reversible arrows, and if possible, reflective.~~
 - ~~▪ Provide directions to the check-in location, parking areas, waiting areas, and pick-up lot.~~
 - ~~▪ Direct the media to the staging area (San Sebastian Church).~~
 - ~~▪ Set up caution tape to visually delineate a boundary between Check-In and Student Assembly Area.~~
- Designate parking/traffic attendants to direct traffic through the campus road from each designated area as parents/guardians first arrive and then to the reunification area for student pick-up.

- Once set up is complete, the Set-Up Team will transition into the role of a Support Team. This team may act as a workforce for any and all functions deemed necessary by the Incident Commander (running food/water/supplies, relieving traffic monitors, student supervision, perimeter monitoring, etc.).
- Campus Police and Local First Responders:
 - FSDB Campus Police serve as the first responders for critical incidents on the campus. Upon notification of a critical incident, Campus Police will reach out to local first responders for assistance with the emergency response.
 - The Chief of Campus Police, or his/her designee, shall immediately notify the Incident Commander of the nature of the event leading to a lockdown, evacuation, and reunification.
 - Campus Police shall implement the following directives found in the Campus Police Departmental Standards Directives Manual: Response to Active Assailant Events 13.14 and Lockdown Response 13.15 (**Appendix Q**), if the need for reunification is due to an active assailant event.
 - 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 as outlined in the Reunification Site Plan (**Appendix S**). ~~—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 Relief – Resource Staging ~~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~~
- ~~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~~) and Student Assembly Area:
 - Provide interpreters.
 - Provide Spanish translators.
 - **Set up Parent Check-In tables (Appendix S).**
 - ~~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~~
 - ~~Right Check-In~~
 - ~~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 Areas (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 **parents are** 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 a card directing them to the correct location – waiting or student pick-up.
 - **Establish teams at the Student Assembly Area (Appendix S).**

- ~~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 at Student Assembly Area – ~~Building H~~ – Gather parent check-in card and pick-up card, staple, and update Logistics Chief ~~at Building L.~~
 - Accountability Runner at Family Waiting – ~~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 will 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 Transportation~~

- ~~Administrator of Allied Health Services~~
- ~~Procurement Representative~~
- ~~Executive Director of Advancement~~
- ~~Executive Director of Safety and Facilities Operations~~

- ~~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 Accounting/Budget Management/Payroll:~~
 - 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.
 - Set up Org/EOs for emergency purchases.

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

FSDB Emergency Management Operational Policy and Procedure 1.44

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

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), 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.**

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

Students identified as their own legal guardian may check themselves out of the Reunification Site Student Assembly Area.

Staff members, 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.
- ☐ 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 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 emergency responder 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 pull 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.
 - Maintain an up-to-date list of all donations as well as sources of donations.
 - Ensure that all donations are appropriate for the nature of the incident, in good, clean, hygienic condition and suitable for distribution.
 - Complete appropriate “thank you” communications with all donors.
 - Work with the Planning, Operations, and Finance Chiefs to ensure any extra donations are either stored for future use or distributed to appropriate agencies, entities, or individuals.
- ☐ Coordinate all volunteer efforts in support of incident operations.
 - Initiate and maintain record keeping of all volunteer requests, positions filled, and agencies/entities utilized on behalf of incident operations.
 - Work in conjunction with the Operations Chief to ensure an accurate accounting as well as registration of all volunteers and hours worked.
- ☐ Facilitate and maintain mutual aid agreements and memorandums of understanding.
- ☐ Monitor incident operations to identify current or potential organizational problems.
 - Monitor the need for resources such as food, water, first aid, comfort care, lodging, and transportation. Report anticipated needs to the Planning Chief.
- ☐ 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. 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 Chief 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, or as directed by the Incident Commander.
- ☐ 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 the Reunification Site Plan (**Appendix S**) showing set-up parameters and design for each location.

- Building Designations
 - **Parent Check-In**
 - ◆ 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 to the reunification location.

- **Family Waiting**
 - This location will serve as the primary location for family members waiting for more information. Families will be provided with a point of contact so they may count on regular updates. Families will also be provided with supplies from the comfort station.
 - **Student Assembly Area**
 - This location allows for organized student management based on age, sensory, and mobility needs. This space also allows for medical and counseling services. Students and staff members will be provided with supplies from the comfort station. This location is secured away from the check-in and waiting areas.
 - **Staff/Responder Check-In and Resource Staging**
 - This location provides space to brief staff members, house comfort and operational supplies, and provide staff break/meal areas.
 - **Incident Command**
 - This location is centrally located to provide easy access to each reunification area to ensure efficient communication and operation.
 - Set up exterior signage and parking cones, per the established traffic plan.
 - Designate parking/traffic attendants to direct traffic through the campus road from each designated area as parents/guardians first arrive and then to the reunification area for student pick-up.
 - Once set up is complete, the Set-Up Team will transition into the role of a Support Team. This team may act as a workforce for any and all functions deemed necessary by the Incident Commander (running food/water/supplies, relieving traffic monitors, student supervision, perimeter monitoring, etc.).
- Campus Police and Local First Responders:
- FSDB Campus Police serve as the first responders for critical incidents on the campus. Upon notification of a critical incident, Campus Police will reach out to local first responders for assistance with the emergency response.
 - The Chief of Campus Police, or his/her designee, shall immediately notify the Incident Commander of the nature of the event leading to a lockdown, evacuation, and reunification.

- Campus Police shall implement the following directives found in the Campus Police Departmental Standards Directives Manual: Response to Active Assailant Events 13.14 and Lockdown Response 13.15 (**Appendix Q**), if the need for reunification is due to an active assailant event.
 - 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.
- 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.
 - Accommodate the traffic plan as outlined in the Reunification Site Plan (**Appendix S**).
 - Lock building doors.
- Staff/First Responder Check-In and Relief – Resource Staging:
 - 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.
- Parent Check-In and Student Assembly Area:
 - Provide interpreters.
 - Provide Spanish translators.
 - Set up Parent Check-In tables (**Appendix S**).
 - Accountability Management Team – Collecting information from Check-In Informational Support Areas
 - 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 parents are 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 a card directing them to the correct location – waiting or student pick-up.
 - Establish teams at the Student Assembly Area (**Appendix S**).
 - 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, 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.
 - Accountability Runner at Student Assembly Area– Gather parent check-in card and pick-up card, staple, and update Logistics Chief.
 - Accountability Runner at Family Waiting – Gather parent check-in card, monitor information, and make notes to be shared with the Logistics Chief.
- Staff/Family Check-In:
- Human Resources will 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.
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- ☐ 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:**
 - 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.
- Accounting/Budget Management/Payroll:
 - 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.
 - Set up Org/EOs for emergency purchases.

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

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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

FSDB Emergency Management Operational Policy and Procedure 1.44

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: 2026 - 2027 School Improvement Plans

PROPOSED BOARD ACTION

Board approval is requested for FSDB's 2026-2027 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 have been submitted to the Bureau of School Improvement's Ungraded School Contact for additional review.

Attachment: The 2026-2027 School Improvement Plans were previously sent to the Trustees as electronic files due to the size of the documents. [2026 School Improvement Plans](#)

Department/Presenter: Scott Trejbal, Administrator of Instructional Services

September 25, 2026
Action Item No. 4

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

Subject: 2026-27 Uniform Assessment Calendar

PROPOSED BOARD ACTION

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.

Attachment(s): FSDB 2026-2027 Uniform Statewide Assessment Calendar

Department/Presenter: Scott Trejbal, Administrator of Instructional Services

2026–27 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
WIDA ACCESS	Assessment to measure English language acquisition of 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.”
ASVAB	Armed Services Vocational Aptitude Battery
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

2026–27 Uniform Statewide Assessment Calendar

Acronym/Term	Definition
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results.
FAA	Florida Alternate Assessment; The FAA—Datafolio is designed to provide meaningful information about students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The FAA—Performance Task is a performance-based assessment for students with the most significant cognitive disabilities aligned to the state’s alternate academic achievement standards.
FACT	Florida Advanced Course Test
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.
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; the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.
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(9)(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(9)(b)3., 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.
VPK	Florida’s Voluntary Prekindergarten Education Program



2026–27 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 they 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
WIDA ACCESS	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
WIDA Alternate ACCESS	Diagnostic	Measure English language acquisition of ELLs with the most significant cognitive disabilities	Rule 6A-1.09432, F.A.C. 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. s. 1009.531, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C. Rule 6A-20.028, F.A.C.
ASVAB	Evaluative	Determine whether a student is qualified to enlist in the military and to assign an appropriate military job	s. 1003.451, F.S. s. 1008.34, F.S. Rule 6A-1.09981, 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. s. 1009.531, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C. Rule 6A-20.028, F.A.C.
CLT10	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements	s. 1007.35, F.S. s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C.
FACT	Summative	Inform course placement; college credit	s. 1007.27, F.S.
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. 1002.68, F.S. s. 1008.25(9), F.S. Rule 6M-8.622, F.A.C.
FCLE	Summative	If passed, exempts students from the postsecondary civic literacy assessment requirement established by s. 1007.25(5), F.S.	s. 1003.4282(3)(d), F.S. s. 1007.25(5)(b), F.S.
B.E.S.T. Writing	Summative	Purpose: statewide, standardized assessments, including FAST PM3, measure student achievement of Florida's state academic	s. 1002.38, F.S.
EOC	Summative		s. 1002.394, F.S.

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

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Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
FAST PM3	Progress Monitoring/Summative	standards	s. 1002.395, F.S.
FAA—Performance Task	Summative	Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement ratings; district grades; School Improvement; Federal Percent of Points Index (FPPI); Value-Added Model (VAM); Scholar designation; Credit Acceleration Program; school improvement plans; school, district, state and federal reporting; assessment provisions for students in scholarship programs and stationed on military bases; New Worlds Reading Initiative; Reading Achievement Initiative for Scholastic Excellence (RAISE) Program	s. 1002.45, F.S.
FAA—Datafolio	Portfolio		s. 1002.68, F.S.
Statewide Science Assessment	Summative		s. 1003.4156, F.S.
			s. 1003.4282, F.S.
		s. 1003.4285, F.S.	
		s. 1003.433, F.S.	
		s. 1003.485, F.S.	
		s. 1004.04, F.S.	
		s. 1008.212, F.S.	
		s. 1008.213, F.S.	
		s. 1008.22, F.S.	
		s. 1008.25, F.S.	
		s. 1008.33, F.S.	
		s. 1008.34, F.S.	
		s. 1008.341, F.S.	
		s. 1008.3415, F.S.	
		s. 1008.345, F.S.	
		s. 1008.365, F.S.	
		s. 1012.34, F.S.	
		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-1.09430, F.A.C.			
Rule 6A-1.09432, F.A.C.			
Rule 6A-1.09963, 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-1.099828, F.A.C.			
Rule 6A-5.0411, F.A.C.			
Rule 6A-6.0212, F.A.C.			
Rule 6A-6.0531, F.A.C.			
Rule 6A-6.0532, F.A.C.			
Rule 6A-10.042, F.A.C.			

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

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Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
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. s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C.
PSAT10	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements	s. 1007.35, F.S. s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C.
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. s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, 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. s. 1009.531, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C. Rule 6A-20.028, 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
FAST PM1	Kindergarten–Grade 1 ELA Reading ¹	August 3–September 25, 2026	August 24–September 11, 2026	CBT ²	10–20 minutes	Immediately following test completion

2026–27 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAST PM1	Grade 2 ELA Reading ¹	August 3–September 25, 2026	August 24–September 11, 2026	CBT ²	15–20 minutes	Immediately following test completion
FAST PM1	Kindergarten–Grade 2 Mathematics ¹	August 3–September 25, 2026	August 24–September 11, 2026	CBT ²	20–30 minutes	Immediately following test completion
FAST PM1	Grades 3–10 ELA Reading	August 10–September 25, 2026	August 24 – September 11, 2026	CBT ²	90 minutes ³	Immediately following test completion
FAST PM1	Grades 3–5 Mathematics	August 10–September 25, 2026	August 24 – September 11, 2026	CBT ²	80 minutes ³	Immediately following test completion
FAST PM1	Grades 6–8 Mathematics	August 10–September 25, 2026	August 24 – September 11, 2026	CBT ²	100 minutes ³	Immediately following test completion
FAA—Datafolio ⁴	Grades 3–10 ELA (Reading and Writing); Grades 3–8 Mathematics; Grades 5 and 8 Science; and Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOCs	Collection Period 1: September–October 2026 <u>August 31–October 9, 2026</u>	N/A	PBT	Varies/Untimed	June 2027
PSAT/NMSQT ⁷	Grade 10 students in districts that selected PSAT/NMSQT	October 2026	N/A	CBT/PBT	134 minutes	4–6 weeks after testing
PreACT ⁷	Grade 10 students in districts that selected PreACT	October 2026–April 2027	November 3-4, 2026 and February 1-5, 2027	CBT/PBT	150 minutes	Approximately 2 weeks after testing
FAA—Datafolio ⁴	Grades 3–10 ELA (Reading and Writing); Grades 3–8 Mathematics; Grades 5 and 8 Science; and Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOCs	Collection Period 2: November–December 2026 <u>November 9–December 11, 2026</u>	N/A	PBT	Varies/Untimed	June 2027
FCLE	Students enrolled in associated courses	November 2–December 18, 2026	November 3-4, 2026	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

2026–27 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
CLT10 ⁷	Grade 10 students in districts that selected CLT10	November 2026–April 2027	N/A	PBT/CBT	120 minutes	Within 3 weeks
FAST PM2	Kindergarten–Grade 1 ELA Reading	November 30, 2026–January 22, 2027	November 30, 2026–January 8, 2027	CBT ²	10–20 minutes	Immediately following test completion
FAST PM2	Grade 2 ELA Reading	November 30, 2026–January 22, 2027	November 30, 2026–January 8, 2027	CBT ²	15–20 minutes	Immediately following test completion
FAST PM2	Kindergarten–Grade 2 Mathematics	November 30, 2026–January 22, 2027	November 30, 2026–January 8, 2027	CBT ²	20–30 minutes	Immediately following test completion
FAST PM2	Grades 3–10 ELA Reading	November 30, 2026–January 22, 2027	November 30, 2026–January 8, 2027	CBT ²	90 minutes ³	Immediately following test completion
FAST PM2	Grades 3–5 Mathematics	November 30, 2026–January 22, 2027	November 30, 2026–January 8, 2027	CBT ²	80 minutes ³	Immediately following test completion
FAST PM2	Grades 6–8 Mathematics	November 30, 2026–January 22, 2027	November 30, 2026–January 8, 2027	CBT ²	100 minutes ³	Immediately following test completion
FAA—Datafolio ⁴	Grades 3–10 ELA (Reading and Writing); Grades 3–8 Mathematics; Grades 5 and 8 Science; and Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOCs	Collection Period 3: February–March 2027 <u>February 22–March 26, 2027</u>	N/A	PBT	Varies/Untimed	June 2027
ACT ⁷	Grade 11 students in districts that selected ACT	February–April 2027	March 23–April 2, 2027	CBT	175 minutes	3–8 weeks after test administration
CLT ⁷	Grade 11 students in districts that selected CLT	February–April 2027	N/A	CBT	120 minutes	Within 8 business days
SAT ⁷	Grade 11 students in districts that selected SAT	March–April 2027	N/A	CBT	134 minutes	2–4 weeks after test administration



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Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAA—Performance Task ⁶	Grades 3–8 ELA and Mathematics; Grades 4–8 Writing; Grades 5 and 8 Science; and Civics EOC	March 1–April 16, 2027	March 1 – April 9, 2027	PBT	Varies/Untimed	June 2027
FAA—Performance Task ⁶	Grades 9 and 10 ELA; Grades 9 and 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 8–April 23 30 , 2027	March 8 – April 16, 2027	PBT	Varies/Untimed	June 2027
B.E.S.T. Writing	Grades 4–10	March 29–April 9, 2027	March 30 – April 9, 2027	CBT ²	120 minutes ⁵	June 2027
FCLE	Students enrolled in associated courses	March 29–May 28, 2027	March 31 – April 13, 2027	CBT ²	160 minutes ⁵	Immediately following test completion
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	Kindergarten ELA Reading ⁸	April 12–May 28, 2027	May 3 – 21, 2027	CBT ²	10–20 minutes	Immediately following test completion
FAST PM3	Grades 1–2 ELA Reading ⁸	April 12–May 28, 2027	May 3 – 21, 2027	CBT ²	15–20 minutes	Immediately following test completion
FAST PM3	Kindergarten –Grade 2 Mathematics ⁸	April 12–May 28, 2027	May 3 – 21, 2027	CBT ²	20–30 minutes	Immediately following test completion
FAST PM3	Grades 3–10 ELA Reading	May 3–28, 2027	May 3 – 21, 2027	CBT ²	120 minutes ³	Immediately following test completion
FAST PM3	Grades 3–5 Mathematics	May 3–28, 2027	May 3 – 21, 2027	CBT ²	100 minutes ³	Immediately following test completion
FAST PM3	Grades 6–8 Mathematics	May 3–28, 2027	May 3 – 21, 2027	CBT ²	120 minutes ³	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs	Students enrolled in associated courses	May 3–28, 2027	May 3 – 21, 2027	CBT ²	160 minutes ³	Immediately following test completion
Statewide Science	Grades 5 and 8	May 3–28, 2027	May 3 – 21, 2027	CBT ²	120 minutes ³	Immediately following test completion
FACT College Algebra	Students enrolled in associated courses	May 3–28, 2027		CBT²	160 minutes³	Immediately following test completion



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

⁷ Each district must choose to administer the CLT10, PreACT, or PSAT/NMSQT for grade 10 and the ACT, CLT, or SAT for grade 11. Complete the row for the assessments 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.

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 ³	Statewide Window	District Window	Mode	Testing Time	Results Expected
ASVAB		August 2026–May 2027	N/A	CBT/PBT	CBT: 198 minutes PBT: 149 minutes	Approximately 2 weeks after testing
FAST Grade 10 ELA Reading Retake		September 8 ⁷ –October 2, 2026	September 8 – 25, 2026	CBT ¹	120 minutes ²	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs		September 8 ⁷ –October 2, 2026	September 8 – 25, 2026	CBT ¹	160 minutes ²	Immediately following test completion
FAA—Performance Task ⁴ Grade 10 ELA and Algebra 1 EOC Makeup		September 21–October 23 ⁹ , 2026	N/A	PBT	Varies/Untimed	December 2026
FAST Grade 10 ELA Reading Retake		November 30–December 18, 2026	November 30 – December 18, 2026	CBT ¹	120 minutes ²	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs		November 30–December 18, 2026	November 30 – December 18, 2026	CBT ¹	160 minutes ²	Immediately following test completion
FACT College Algebra		November 30–December 18, 2026	N/A	CBT ¹	160 minutes ²	Immediately following test completion

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

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Assessment	Students to Be Tested ³	Statewide Window	District Window	Mode	Testing Time	Results Expected
WIDA ACCESS	Kindergarten students currently classified as ELL with “LY” code	January 11–March 12, 2027	January 11 – March 5, 2027	PBT	45 minutes	June 2027
WIDA ACCESS	Grades 1–12 students currently classified as ELL with “LY” code	January 11–March 12, 2027	January 11 – March 5, 2027	CBT	105–245 minutes ¹ (varies by grade-level/tier)	June 2027
WIDA Alternate ACCESS	K–12 students with the most significant cognitive disabilities and currently classified as ELL with “LY” code	January 11–March 12, 2027	January 11 – March 5, 2027	PBT	120 minutes	June 2027
FAST Grade 10 ELA Reading Retake		May 3–28, 2027	May 3 – 21, 2027	CBT ¹	120 minutes ²	Immediately following test completion
FACT College Algebra	Students enrolled in associated courses	May 3–28, 2027	N/A	CBT²	160 minutes³	Immediately following test completion
FAST Grade 3 ELA Reading		June 21–25, 2027 July 12–16, 2027	N/A	CBT ²	120 minutes ²	Immediately following test completion
FAST Grade 10 ELA Reading Retake		June 21–25, 2027 July 12–16, 2027	N/A	CBT ¹	120 minutes ²	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs		June 21–25, 2027 July 12–16, 2027	N/A	CBT ¹	160 minutes ²	Immediately following test completion

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

² Any student 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.

³ 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.

⁴ The FAA—Performance Task is designed for students with the most 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 (MAP)	Grades K – 12; Reading/Mathematics	August 8 – September 11, 2026	CBT	45 minutes per subject/varies	Approximately 1 week after

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

Form ARM 001

Effective August 2025

Updated August 19, 2026



FLORIDA DEPARTMENT OF

EDUCATION

Board of Trustees Meeting, September 25, 2026

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2026–27 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
		November 30 – December 18, 2026 May 3, 2027 – May 21, 2027			testing.

6. Estimates of Total Testing Time by Grade Level

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

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)
VPK	60	N/A	N/A
K	150	405	555
1	150	405	555
2	150	405	555
3	560	405	965
4	680	405	1085
5	840	405	1245
6	740	405	1145
7	900	405	1305
8	900	405	1305
9	740	405	1145
10	580+120/150/134 ¹	405	1119
11	160+175/120/134 ²	405	740
12	160	405	565

¹The amount of time for grade 10 statewide assessments will depend on whether a district selects CLT10, PreACT, or PSAT/NMSQT. If CLT10, use 700 minutes (580 + 120) for the grade 10 Statewide Assessments cell. If PreACT, use 730 (580 + 150) for the grade 10 Statewide Assessments cell. If PSAT/PSAT/NMSQT, use 714 (580 + 134) for the grade 10 Statewide Assessments cell.

²The 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.