



Agenda

Florida School for the Deaf and the Blind Board of Trustees Meeting

Moore Hall, Center for Learning and Development
September 29, 2023, at 10:30 a.m.

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I. <u>Call to Order</u>	
II. <u>Pledge of Allegiance</u>	
III. <u>Roll Call</u>	
IV. <u>Public Comments</u> Limited to three minutes per person with a maximum of 45 minutes per meeting for all public comments.	
V. <u>Executive Session</u>	
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Communications & Public Relations – Mr. Johnson	58-61
Deaf Department – Mr. Curran	62-63
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Instructional Services – Mr. Trejbal	65-68
Outreach, Parent Services and Technology Services – Ms. Ardis	69-77
IX. <u>Strategic Plan Update</u> – President Snow	78-81
X. <u>Action Items</u> 1. Surplus Property	82-83
2. 2023-2024 Operating Budget, Revision #1	84-87
3. Adoption of OPP1.43 Monitoring of School Safety	88-91
4. BOT Administrator Salary Schedule	92-93
XI. <u>New Business</u> Enrollment & Outreach Committee Report – Dr. Zavelson Audit Committee Report and Action Items – Mr. Hadley President's Performance Evaluation – Ms. Bucca	
XII. <u>Unfinished Business</u> None	
XIII. <u>Board Comments</u>	
XIV. <u>Adjournment</u>	



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 25, 2023, 1:30 p.m.**

Attendance

Present: Mr. Matthew Kramer, Mrs. JuneAnn LeFors, Mr. Owen McCaul, Dr. Thomas Zavelson.

Absent: Mrs. Christine Chapman, Mr. Terry Hadley.

Call to Order

Mr. Owen McCaul, Board Chair, called to order the meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 1:30 p.m. The meeting was held in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

Pledge of Allegiance

Deaf High School student Logan Cake and Blind High School student Brady Herman lead the Board and audience in the Pledge of Allegiance.

Public Comment

Ms. Ali French introduced herself as the new FSDB Education Association (EA) President. She thanked the administrative leadership team for their cooperation and transparency during negotiations, President Snow for her leadership and willingness to answer questions, and she explained that the EA has unanimously voted to ratify the new contract. They hope that the Board will also vote to approve it as well.

Executive Session

Mr. McCaul adjourned the Board meeting for the Executive Session at 1:37 p.m.

The Board returned at 2:10 p.m. Mr. McCaul closed the Executive Session and reconvened the Board of Trustees meeting, and he requested a motion to consider the matter discussed during the Executive Session.

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

Approval of Meeting Minutes

Dr. Zavelson moved to approve the minutes from the Regular Board of Trustees Meeting held on May 18, 2023. The motion was seconded by Mr. Kramer and approved unanimously by the Board.

President's Report

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

- She explained that we had another fantastic convocation this year.
- Our PBiS ice cream social kickoff took place this week, and it was a very successful event organized by Karen Kolkedy. We had over 90 people volunteers who helped make the event a success.
- Provided a tour to the leadership team from Alabama Institute for the Deaf and the Blind. It was an opportunity to meet and network with them, and there is a possibility of partnering with them for a Robotics summer camp.
- Introduced Mr. Don Curran, the new Deaf Department Principal.

Department Updates

Deaf Principal

Mr. Curran introduced himself and gave a brief review of his experience. He was a teacher at FSDB, then moved to Texas, where he held many positions with the Texas Education Agency, the Texas Department of Education, and the Texas School for the Deaf. He is excited to be back here in Florida and at FSDB.

Business Services

Dave Hanvey, USB Financial Advisor, provided an update on the FSDB Endowment Funds I & II. He stated that both accounts have outperformed the benchmark because of the conservative investments.

Strategic Plan Updates

Michael Johnson, Executive Director of Communications and Public Relations; Scott Trejbal, Administrator of Instructional Services; Julia Mintzer, Administrator of Business Services, and President Snow updated the Board on the various ways the Strategic Planning team is working on their specific and combined strategic planning goals.

Action Items

Action Item #1 - Surplus Property

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

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

Action Item #2 – 2023-2024 Operating Budget

Board approval was requested for the fiscal year 2023-2024 Operating Budget.

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

Discussion: Ms. Alison Crozier, Executive Director of Budgets and Grants, answered Mr. Kramer's question regarding the 30% expense increase. These expenses were due to increased costs for utilities, fuel, travel, and attractive items.

Action Item #3 – Gregg Hall Construction – Revised

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

Note: Revisions to the August 12, 2022, action item may be found below via stricken and underlined new language.

This project was estimated at \$5,661,625 in alignment with the Public Education Capital Outlay Legislative Budget Request, ~~and the Campus-Facilities Master Plan, and the Federal State Fiscal Recovery Fund – Deferred Building Maintenance Program.~~ The 2023-2024 escalation costs of ~~\$2,338,375~~ \$3,588,375 have been estimated based on current market conditions for demolition and construction. The budgeted amount for ~~this project~~ demolition and construction will not exceed ~~\$8,000,000~~ \$9,250,000. Additional costs related to this project, as represented in the 2023-2024 operating budget include:

<u>Professional Services – Design Criteria Package and Owner's Representatives</u>	<u>\$175,340</u>
<u>Drapery</u>	<u>\$70,000</u>
<u>Furniture</u>	<u>\$430,000</u>
<u>Appliances</u>	<u>\$10,000</u>
<u>Fencing</u>	<u>\$6,250</u>

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

Discussion: Ms. Julia Mintzer, Administrator of Business Services, explained the reasons for the revision of the Action Item from August 2022.

Action Item #4 – Bullying and Harassment Policy

Board approval was requested for the revised Bullying and Harassment Policy (OPP 10.29).

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

Action Item #5 – Student Progression Plan: Changes and Additions for 2023-2024

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 2023-2024 school year.

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

Action Item #6– 2023-2024 Professional Learning Plan (NEFEC)

Board approval was requested for the 2023-2024 Professional Learning Plan (PLC) developed by North East Florida Educational Consortium (NEFEC).

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

Mr. McCaul recommended that the Committees continue as they were last year. The following committees will continue as listed.

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

Enrollment & Outreach Committee

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

Unfinished Business

No Unfinished Business.

Board Comments

The Trustees were all happy to be back and to see everyone. They appreciated the workshops earlier in the day. Dr. Zavelson expressed his concern for students being bullied, and he would like to see anti-bullying signs posted around campus, like the one he brought as a sample. He recommended that the students be challenged to create anti-bully signs, with the winning signs being produced and posted. Mr. Kramer agreed with Dr. Zavelson on the anti-bullying but added that we must also focus on mental health. He thanked President Snow and her team for their passion and the community of people they are building. Mr. McCaul thanked the Board for their confidence in him. He feels honored to serve as the Board Chair. He thanked Mr. Trejbal and Mr. Kitchen for their presentations at the workshop, and he agreed with Dr. Zavelson and Mr. Kramer regarding our students' anti-bullying and mental health needs.

Adjournment

The meeting adjourned at 3:26 p.m.

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

**Board of Trustees Workshop
Moore Hall – Center for Learning and Development
August 25, 2023, 9:00 a.m.**

Attendance

Present: Mr. Matthew Kramer, Mrs. June Ann LeFors, Mr. Owen McCaul, Dr. Thomas Zavelson.

Absent: Mrs. Christine Chapman, Mr. Terry Hadley.

Call to Order

Mr. Owen McCaul, Board Chair, convened the Workshop of the Board of Trustees of the Florida School for the Deaf and the Blind at 9:00 a.m. in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

Legislative Updates

Scott Trejbal, Administrator of Instructional Services, provided a PowerPoint presentation to review specific portions of House and Senate bills that were signed into law and will affect FSDB students and teachers.

Student Centered Laws

- **House Bill 7039 Student Outcomes – Reading, Writing, Arithmetic**
- (11) STUDENTS WITH READING AND MATHEMATICS DEFICIENCIES. —The parent of any K-3 student who exhibits a substantial reading deficiency or the characteristics of dyslexia pursuant to s. 1008.25(5) or any K-4 student who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia pursuant to s. 1008.25(6) shall be immediately notified of the student's deficiency and consulted in the development of a plan, as described in s. 1008.25(4)(b).

Implementation

- Exceptional Student Education
 - HB 19 – Individual Education Plans
 - SB 290 – Public School Student Progression for Students with Disabilities
- **HB 19 – Individual Education Plans**

18. The information must include the ways in which the student may provide informed consent to allow his or her parent to continue to participate in educational decisions, including:

 - 1. Informed consent to grant permission to access confidential records protected under the Family Educational Rights and Privacy Act (FERPA) as provided in s. 1002.22.
 - 2. Powers of attorney as provided in chapter 709.
 - 3. Guardian advocacy as provided in s. 393.12.
 - 4. Guardianship as provided in chapter 744.
- **SB 290 – Public School Progression for Students with Disabilities**
 - (g) Allow the parent of a student with disabilities who is enrolled in prekindergarten at the age of 4 and is fully funded through the Florida Education Finance Program to retain his or her child in consultation with the individual education plan team.

- **Career and Technical Education/Career Planning**
 - SB 196 – Guidance Services on Academic and Career Planning
 - SB 240 – Education
- **SB 196 – Guidance Services on Academic and Career Planning**
 - Notification of acceleration, academic, and career planning options. —At the beginning of each school year, notify students in or entering high school and the students' parents, in a language that is understandable to students and parents, of the opportunity and benefits of ... career and professional academies, career-themed courses, the career and technical education pathway to earn a standard high school diploma under s. 1003.4282(10), work-based learning opportunities, including internships and apprenticeship and pre-apprenticeship programs, foundational and soft-skill credentialing programs under s. 445.06, and Florida Virtual School courses; options for early graduation under s. 1003.4281; and the contact information of a certified school counselor who can advise students on these options.
- **SB 240 – Education**
 - (c) Beginning with the 2023-2024 school year, each district school board shall require each high school within its jurisdiction to host an annual career fair during the school year and establish a process to provide students in grades 11 and 12 the opportunity to meet or interview with potential employers during the career fair.
 - (3) Each district school board shall ensure that each student enrolled in grades 9 through 12 has access to at least one work-based learning opportunity.
- **Student-Centered Laws**
 - Required Instruction
 - HB 379 – Technology in K-12 Public Schools
 - HB 551 – Required African American Instruction
- **HB 379 – Technology in K-12 Public Schools**
 - 3. Provide and adopt an Internet safety policy for student access to the Internet provided by the school district which:
 - a. Limits access by students to only age-appropriate subject matter and materials on the Internet.
 - b. Protects the safety and security of students when using email, chat rooms, and other forms of direct electronic communications.
 - c. Prohibits access by students to data or information, including so-called "hacking," and other unlawful online activities by students.
 - d. Prevents access to websites, web applications, or software that does not protect against the disclosure, use, or dissemination of students' personal information.
 - 4. Prohibit and prevent students from accessing social media platforms through the use of Internet access provided by the school district, except when expressly directed by a teacher solely for educational purposes.
 - 5. Prohibit the use of the TikTok platform or any successor platform on district-owned devices, through Internet access provided by the school district, or as a platform to communicate or promote any district school, school-sponsored club, extracurricular organization, or athletic team.

- 5.a. For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.
- 1003.32, Teachers must designate an area for wireless communication devices during instructional time.
- 1006.07, A student may not use a wireless communications device during instructional time except when expressly directed by a teacher solely for educational purposes.
- **HB 551 – Required African American Instruction**
 - Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements are met.
 - Operational Laws
 - Multi-Subject Train
 - HB 1537 – Education
 - HB 1 – Education
 - HB 443 - Education
 - Teachers
 - HB 1035 – K-12 Teachers
 - School Safety
 - HB 301 – Emergency Response Mapping Data
 - HB 543 – Public Safety
- **HB 1537 – Education**
 - Nationally recognized high school assessments — Each school district shall, by the 2023-2024 2021-2022 school year and subject to appropriation, select either the SAT, ACT, or Classic Learning Test.
 - (p) A student may possess and use medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches.
 - (i) The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.
 - (3) Beginning in the 2023-2024 school year, middle school and high school students enrolled in the civics education class required by s. 1003.4156 or the United States Government class required by s. 1003.4282(3)(d), respectively, must receive at least 45 minutes of instruction on "9/11 Heroes' Day" topics involving the history and significance of September 11, 2001, including remembering the sacrifice of military personnel, government employees, civilians, and emergency responders who were

killed, wounded, or suffered sickness due to the terrorist attacks on or after that date, including, but not limited to:

- (e) One credit in fine or performing arts, speech and debate, or career and technical education. —A practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination satisfies the one-credit requirement in fine or performing arts, speech and debate, or career and technical education. Eligible practical arts courses are identified in the Course Code Directory.
- (10) Any search of a student's personal belongings, including a purse, backpack, or bookbag, must be conducted discreetly to maintain the privacy of the student's personal items within such belongings. Personal items that are not prohibited on school grounds must be immediately returned to the student's personal belongings.
- (d) In a disciplinary action, there is a rebuttable presumption that the actions of a student who intervened, using only the amount of force necessary to stop a violent act against a student, staff, or volunteer, were necessary to restore or maintain the safety of others.
- The student must complete a program of volunteer service or paid work...which must include 100 hours of volunteer service, paid work, or a combination of both. Eligible paid work completed on or after June 27, 2022, shall be included in the student's total of paid work hours.
- (g) An applicant for renewal of a professional certificate in educational leadership from a Level I program under s. 1012.562(2) or Level II program under s. 1012.562(3), with a beginning validity date of July 1, 2025, or thereafter, must earn a minimum of 1 college credit or 20 inservice points in Florida's educational leadership standards, as established in rule by the State Board of Education. The requirement in this paragraph may not add to the total hours required by the department for continuing education or inservice training.
- For the purposes of this section, the term "professional learning" means learning that is aligned to the state's standards for effective professional learning, educator practices, and leadership practices; incorporates active learning; is collaborative; provides models; and is sustained and continuous.
- **HB 1 – Education**
 - (2) The procedure for transferring and maintaining records of students who transfer from school to school shall be prescribed by rules of the State Board of Education. The transfer of records shall occur within 5 school days.
 - (e) A temporary certificate issued under paragraph (b) is valid for 5 school fiscal years and is nonrenewable.
 - Language regarding the specifics of transportation vehicles was removed, along with the requirement for taking an online course before graduating.
 - (i) For a subject requiring only a baccalaureate degree for which a Florida subject area examination has been developed, documentation of receipt of a master's or higher degree from an accredited postsecondary educational institution that the Department of Education has identified as having a quality program resulting in a baccalaureate degree or higher in the certificate subject area as identified by state board rule.

- **HB 443 – Education**
 - (k) Instructions on emergency first aid for choking. — Require a poster that contains step-by-step instructions on how to provide emergency first aid for choking on conscious individuals to be posted in each public school cafeteria within the school district. The poster must be easily visible and prominently placed.
- **HB 1035 – Education**
 - Teacher's Bill of Rights
 - (3) A teacher may send a student to the principal's office to maintain effective discipline in the classroom and may recommend an appropriate consequence consistent with the student code of conduct under s. 1006.07. After determining that the student has violated the student code of conduct, the principal shall respond either by employing the teacher's recommended consequence or by imposing a more serious disciplinary action if the student's overall behavioral history warrants it.
 - If the principal determines that disciplinary action other than that recommended by the teacher is appropriate, the principal should consult with the teacher before taking disciplinary action. If the principal determines that the student has not violated the student code of conduct, the principal may not impose any discipline. The principal shall notify the teacher of any decision regarding discipline, or lack thereof, and interventions provided to a student to address the behavior. If the principal deviates in any way from the teacher's recommendation, the principal must provide the reasons for any such deviation in writing to the teacher.
 - The office [OIG] may investigate allegations or reports of suspected violations of a student's, parent's, or teacher's rights.
 - This section and ss. 1015.02-1015.06 may be cited as the "Teachers' Bill of Rights."
 - 1015.02 Legislative findings.
 - 1015.03 Rights of employment.
 - 1015.04 Right to continuing education.
 - 1015.05 Right to control the classroom.
 - 1015.06 Right to direct classroom instruction.
- **1015.05 Right to Control the Classroom**
 - (1) In accordance with state board rules and general law, a teacher has the authority to control and discipline students in his or her classroom and in other places in which the teacher is assigned to be in charge of students. Pursuant to s. 1003.32, and in order to provide an orderly and safe learning environment for students, a teacher may:
 - (a) Establish classroom rules of conduct.
 - (b) Establish and implement consequences, which are designed to change behavior, for infractions of classroom rules of conduct.
 - (c) Have disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students removed from the classroom for behavior management intervention.
 - (d) Have violent, abusive, uncontrollable, or disruptive students directed to appropriate school or district school board personnel for information and assistance.

- (e) Assist in enforcing school rules on school property, during school-sponsored transportation, and during school-sponsored activities.
- (f) Request and receive information relating to the disposition of any referrals to administration for a violation of classroom rules of conduct or school rules.
- (g) Request and receive immediate assistance in classroom management if a student becomes uncontrollable or in the case of an emergency.
- (h) Request and receive training and other assistance to improve his or her skills in classroom management, violence prevention, conflict resolution, and related areas.
- (i) Press charges if there is a reason to believe that a crime has been committed on school property, during school-sponsored transportation, or during school-sponsored activities.
- (j) Use reasonable force, according to standards adopted by the State Board of Education, to protect himself or herself or others from injury.
- (2) For purposes of this section, in cases in which a teacher faces litigation or professional practices sanctions for an action taken pursuant to subsection (1), there is a rebuttable presumption that a teacher was taking necessary action to restore or maintain the safety or educational atmosphere of his or her classroom.
- **1015.06 Right to Direct Classroom Instruction**
 - (1)(a) In accordance with general law and State Board of Education rules, a teacher has the right to direct his or her classroom instruction. If a teacher is directed by his or her school district or school to violate general law or state board rules, he or she may request the Commissioner of Education to appoint a special magistrate who is a member of The Florida Bar in good standing and who has at least 5 years of experience in administrative law. The special magistrate shall determine facts relating to the dispute over the school district procedure or practice, consider information provided by the teacher and the school district, and render a recommended decision for resolution to the state board within 30 days after receipt of the request by the teacher.
 - (b) The state board must approve or reject the special magistrate's recommended decision at its next scheduled board meeting. The costs of the special magistrate must be borne by the school district.
 - (c) If the school district is found in violation of general law or state board rules, the state board may withhold the salary of the superintendent until the violation is corrected.
 - (2) Pursuant to s. 1008.25, a teacher has the right to receive student assessment data in a timely manner in order to assist in instruction.
- **HB 301 – Emergency Response Mapping**
 - (a) School mapping data must be provided in an electronic or a digital format to assist first responders in responding to emergencies at schools.
- **HB 543 – Public Safety**
 - (7) THREAT MANAGEMENT ASSESSMENT TEAMS —Each district school board and charter school governing board shall establish a threat management team at each school whose duties include the coordination of resources and assessment and intervention with students.

- **Operational Laws**
 - Technology
 - SB 662 – Student Online Personal Information Protection
 - SB 258 – Prohibited Applications on Government-Issued Devices
 - Educational Requirements
 - HB 1069 – Education
 - HB 1521 – Facility Requirements Based on Sex
- **SB 662 – Student Online Personal Information Protection**
 - (1) As used in this section, the term (a) "Covered information" means personal identifying information or material of a student or information linked to personal identifying information or material of a student in any media or format that is not publicly available and is any of the following:
- **SB 258 – Prohibited Applications on Government-Issued Devices**
 - (e) "Government-issued device" means a cellular telephone, desktop computer, laptop computer, computer tablet, or other electronic device capable of connecting to the Internet which is owned or leased by a public employer and issued to an employee or officer for work-related purposes.
 - (2)(a) A public employer shall do all of the following:
 1. Block all prohibited applications from public access on any network and virtual private network that it owns, operates, or maintains.
 2. Restrict access to any prohibited application on a government-issued device.
- **SB 190 – Interscholastic Extracurricular Activities**
 - (18) EXTRACURRICULAR ACTIVITIES. —In accordance with the provisions of s. 1006.15:
 - (c) Charter school students. —Charter school students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities at the public school to which the student would be assigned or could choose to attend according to district school board policies or may develop an agreement to participate at a private school unless such activity is provided by the student's charter school.
- **HB 1069 – Education**
 - 1000.071 states, "a person's sex is an immutable biological trait and that it is false to ascribe to a person a pronoun that does not correspond to such person's sex."*
 - *This section does not apply to individuals born with a genetically or biochemically verifiable disorder of sex development, including, but not limited to, 46, XX disorder of sex development; 46, XY disorder of sex development; sex chromosome disorder of sex development; XX or XY sex reversal; and Ovotesticular disorder.
 - An employee, contractor, or student of a public K-12 educational institution may not be required...
 - An employee or contractor of a public K-12 educational institution may not provide to a student...
 - A student may not be asked by an employee or contractor of a public K-12 educational institution to provide...
 - ...if such preferred personal title or pronouns do not correspond to his or her sex.
 - Sexual Orientation and gender identity instruction may not occur in prekindergarten through grade 8 except when required by SS. 1003.42(2)(n)3 and 1003.46.

- If provided in grades 9 through 12, the instruction must be age-appropriate or developmentally appropriate for students and in accordance with state standards.
- Objection of specific materials - Any material used in a classroom, made available in a school or classroom library, or included on a reading list contains content which:
 - (I) Is pornographic or prohibited under s. [847.012](#);
 - (II) Depicts or describes sexual conduct as defined in s. [847.001\(19\)](#), unless such material is for a course required by s. 1003.46, s. 1003.42(2)(n)1.g., or s. 1003.42(2)(n)3., or identified by State Board of Education rule;
 - (III) Is not suited to student needs and their ability to comprehend the material presented; or
 - (IV) Is inappropriate for the grade level and age group for which the material is used.
- **HB 1521 – Facility Requirements Based on Sex**
 - (1) This section may be cited as the "Safety in Private Spaces Act."
 - (2) The Legislature finds that females and males should be provided restrooms and changing facilities for their exclusive use, respective to their sex, in order to maintain public safety, decency, decorum, and privacy.
 - (I) "Sex" means the classification of a person as either female or male based on the organization of the body of such person for a specific reproductive role, as indicated by the person's sex chromosomes, naturally occurring sex hormones, and internal and external genitalia present at birth.

Mr. Trejbal and President Snow answered several questions from the Board regarding these new laws.

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

Mr. Damon Kitchen, Board Counsel, reviewed his presentation and answered questions as they were posed by board members.

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

Collectively, the Board has the power to:

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

What does the Sunshine Law Require?

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

How Broad is the Sunshine Law's Coverage?

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

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

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

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

However, there are exceptions to this general rule when:

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

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

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

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

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

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

Unilateral Communications by Board Members

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

What Types of Meetings Must Be Conducted in the Sunshine?

1. Formal Board Meetings and Workshops.
2. Informal Discussions.
3. Meetings to Consider Confidential Material.
Two narrow exceptions:
 - A. Executive Sessions to discuss settlement negotiations or strategies related to litigation expenditures.
 - B. Executive Sessions to discuss collective bargaining strategy.
4. Collective Bargaining Negotiations.
5. Complaint Review Board hearings, grievance hearings, and disciplinary hearings, if conducted by the Board.
6. Performance evaluations, if conducted by the Board.
7. Candidate interviews for individuals or entities hired by the Board.

To whom Does the Sunshine Law Apply?

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

But the Sunshine Law Does Not apply to:

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

What Notice Requirements Must Be Met?

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

What Should the Notice Contain?

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

Where Should Meetings Be Held?

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

Voting in Public Meetings

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

Penalties for Violating the Sunshine Law

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

Adjournment

The workshop adjourned at 12:01 p.m.

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

Tracie C. Snow, President

Owen B. McCaul, Board Chair



Despite the unexpected challenge posed by Hurricane Idalia early in the school year, our dedicated staff demonstrated remarkable resilience, vigilance, and dedication to the safety and well-being of our campus community. We are profoundly grateful for the unwavering commitment of our staff members who monitored weather conditions, secured our campus, swiftly adapted to ensure students' safe departure, and patiently stood by as we braced for the potential impact of severe weather on our campus and the greater FSDB community. A special note of gratitude is extended to our exceptional leadership team, transportation department, safety and facilities staff, and our dedicated mental health professionals who checked on families who may have been impacted by the storm. I am delighted to share that our campus emerged unscathed, and our students were able to return to their studies with minimal disruption.

I am pleased to report on the productive and insightful second Strategic Planning Leadership team meeting this school year. During this meeting, our dedicated team took the time to reach out to staff members in their departments and reflect on the fundamental question: "Why do you work at FSDB? Why are you still working at FSDB? or Why FSDB?" As we continue to chart our course with a focus on recruitment, retention, and engagement, as well as ensuring the success of our students while ensuring that "everyone knows our name," it is vital that we remain rooted in our shared purpose. The responses we received from our staff members across campus were both heartwarming and inspiring, highlighting common themes such as a strong sense of belonging, the feeling of being part of a community, the positive impact they have on our students' lives, the work stability our school offers, the opportunity to give back as alumni – come back and give back to future generations, continuous learning, and professional growth, valuable state benefits, work that is aligned with the school's mission, the flexibility we provide, and the privilege of participating in our outreach efforts. These insights reaffirm our collective dedication to FSDB's mission and remind us of the importance of our work as we move forward with our strategic priorities.

As the school year progresses, I am truly excited and energized for the months ahead. We are on the brink of witnessing our students' active participation in athletic competitions, artistic endeavors in music and theater, academic triumphs, and journeys toward acquiring essential life skills and workforce opportunities. Our staff will have numerous engagement opportunities, and we eagerly anticipate celebrating our staff's and students' achievements. Moreover, parent engagement, community involvement, professional learning opportunities, and our valued partnerships with school districts and the Florida Department of Education will further enrich our educational landscape. Additionally, our ongoing building and construction projects and the hiring of new staff members signify progress, and we are committed to fostering continued growth for our entire FSDB community. We are ready for a year of growth, success, and positive impact.



Since the August report to the FSDB Board of Trustees, the Legislature has added another interim committee week to its schedule. It is for the week of September 18-22. The meeting week is only for the House of Representatives and only for September 19 and 20. On the first day, the House will designate the incoming Speaker of the House, Representative Daniel Perez, to serve from November 2024 through November 2026 (the 2025-26 Legislative Sessions). Committee meetings are scheduled for the second day, with three committees holding presentations. None of these meetings are with committees or issues impacting the school.

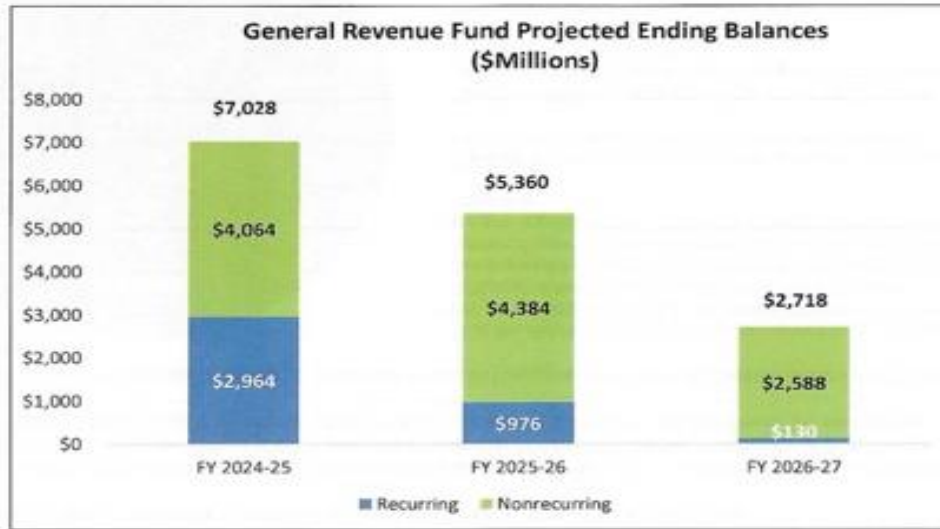
The St. Johns County Legislative Delegation will meet on October 13 in St. Augustine. President Tracie Snow will present FSDB legislative requests for this session. I will accompany her to the meeting. Before the meeting, I will meet with the newest and fourth member of the delegation, Representative Bobby Payne, to give him background on FSDB.

The Florida Long-Range Financial Outlook was presented to the Joint Legislative Budget Commission on September 8 by The Florida Legislature Office of Economic and Demographic Research. The summary indicates that for the coming fiscal year, the state is projected to have a surplus of \$7.03 billion but with only \$3.0 billion of this to be recurring. This surplus is a calculation of the total revenue anticipated minus projected expenditures identified as continuing expenses, increases in critical and high-priority needs, and the holdback of revenues for mandatory reserves. The \$7 Billion surplus can be allocated for improved or new programs and additional reserves.

The balance significantly declines when the outlook is projected for the following two years. By fiscal year 2025-27, the surplus is projected to be \$2.7 billion, most of which is non-recurring dollars. This will only happen if the Legislature does not spend the first-year surplus on recurring programs. If the full surplus anticipated this year is all appropriated this session, especially on recurring programs, the following two years will see a deficit in the state budget.

The following chart is provided by the Office of Economic and Demographic Research in their report to the Legislature, Florida: Long-Range Financial Outlook.

FY 2023-24 Balance Significantly Declines...



The state's projected balance on the Long-Range Financial Outlook for June 2024 is \$8.5 billion. The plan significantly reduces this balance throughout the three years—the third year is only 31.9% of Fiscal Year 2023-24. If the entire ending balance is spent in the first year of the plan (with the recurring on recurring programs and the nonrecurring on one-time investments), both the second and third years of the Outlook show significant negative ending balances of \$-4.6 billion and \$-5.6 billion, respectively.

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Image text provided for the blind and visually impaired:

The state's projected balance on the long-range financial outlook for June 2024 is \$8.5 billion. The plan significantly reduces this balance throughout the three years—the third year is only 31.9% of Fiscal Year 2023-24. If the entire ending balance is spent in the first year of the plan (with the recurring on recurring programs and the non-recurring on one-time investments), both the second and third years of outlook show significant negative ending balances of \$-4.6 billion and \$-5.6 billion, respectively.

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

- The Legislative Budget Commission issues the Long-Range Financial Outlook.
- State Agencies submit their 2023-24 Legislative Budget Requests.
- The Legislature reviews the agencies' budget requests and receives status reports on prior session issues.
- The Governor makes his budget recommendations 30 days before the onset of the legislative session.
- House & Senate committees workshop the budget.
- Each chamber passes an independent appropriations bill.

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

Submitted by:

Patsy Eccles

Legislative Specialist



Health Care Center Report

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

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

Physicians/ Specialists	Total	Aug 2023 (12 days)	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
Physician Assistant	31	31									
Medical Director/ Pediatrician	0	0									
Ophthalmologist	0	0									
Psychiatry	0	0									
	31	31	0	0	0	0	0	0	0	0	0

Dental Report

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

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

OT/PT

What an eventful first month of school! There was much to contend with: a hurricane, testing, and a long holiday weekend. We managed to see all of our kids despite all of the disruptions. It is incredible how much they grew and changed over the summer. We have a new intern, Olivia Long, from the University of Florida, who started this month. She is a lovely and bubbly breath of fresh air in our department. The students have taken to her quickly, and she has great plans for them. Olivia is working on her doctorate in Occupational Therapy and plans to work as a school-based therapist.

Occupational Therapy: We are brimming with new students! The new enrollment over the summer has brought many new faces to our department. We have been enjoying getting to know all of our new students. We have completed all evaluations and created goals for our new kids. There is no shortage of work to be done, and we look forward to having fun while achieving student goals.

Physical Therapy: Following the summer break, kids have been reassessed for the school year - many were active over the summer and showed more independence with their gross motor skills. We have other students who have progressive disorders - we help them to work through their unique daily challenges so that they can attend and participate as well, to the fullest of their ability. PT has ongoing communications with principals and teachers/staff to facilitate travel and transitions around campus, classroom participation, and even PE games and sports modification.

We are excited about the upcoming Fall season. We have all kinds of activities planned for next month. Things are going to get a bit batty in OT/PT!!

Speech & Audiology

Therapy sessions have begun! The Speech and Audiology Department is off to a great start this year!

In Deaf Elementary, Sharon Griffiths (speech teacher) reports that her students have been introduced to fun activities such as "Letter Oops," a simple, fun game where they practice their speech or vocabulary development skills. Lizzy Owens and Rosemary Brigham (speech-language pathologists) have been working closely to develop new therapy approaches for their students.

In Deaf Middle School, Nancy Pye and Melissa Johnson (speech-language pathologists) have established rapport with students and obtained therapy baselines. They have been developing and planning to incorporate seasonal-themed material and activities that address their students' IEP objectives.

As always, it has been a pleasure for the Deaf High School speech-language pathologists (SLPs) to get to know the new freshmen and to provide speech and/or language therapy for them as they take one step closer to adulthood. SLP Sally Satin is using both her professional background and her personal experience as a student of foreign languages to support the development of Standard

English grammar skills. Author Alfred Mercier said, “What we learn with pleasure, we never forget.” Ms. Satin tries to live by those words, constantly searching for new ways to make her therapy sessions meaningful and enjoyable.

SLP Paige Barber has been re-familiarizing students with IEP goals and supporting students with understanding semantic relationships and vocabulary. Mrs. Barber encourages students to become familiar with context clues to help identify the meaning of unknown words, such as definition/explanation and inference/general context clues. Students are motivated, eager to learn, and excited for the new school year.

Donna Huffstetler (speech-language pathologist) is working to assist a Blind High School Senior in learning tips to gain confidence during the interview process and write appropriate, concise letters of gratitude to donors to fulfill requirements to be selected for Ski Club this year. These skills are necessary for getting a future job or developing a career post-graduation. This student exhibits articulation challenges; however, he reached out for additional guidance, demonstrating self-advocacy growth. He requested that Mrs. Huffstetler read his writing and help him with his spoken language to prepare for his upcoming interview.

Mrs. Huffstetler also uses technology such as a smart board to adapt materials for the visually impaired and large print readers. She uses music videos to develop vocabulary and phonemic awareness in her younger students. She has been utilizing the iPad to supplement articulation, language, and auditory memory skills with her students of all ages.

Mental Health Department

The Mental Health Team and Boarding have worked together to support students and staff proactively. Laura Pamer and Erica Wortherly recently completed training with boarding supervisors and QPR (Question, Persuade, Refer) Specialists to review the policies and processes and practice with role play and scenarios. We also began monthly mini-workshops with the dorms in September at the supervisor’s request. Each mental health team member will have an opportunity to lead the workshops to strengthen relationships with boarding staff. Options for topics include Connecting Generations, Connecting with Families, Developmental Stages, Emotional Intelligence, Executive Functioning, Restorative Practice, Self-Management (Staff Detachment-Emotional Regulation), Strengthening Work Relationships-Interpersonal Communication, Team-Building Activity, Understanding Personalities, and Zones of Regulation.

Dan Binder has initiated training and facilitating Zones of Regulation in the ELC-D and Deaf Elementary School. Zones have been in Deaf Middle School for two years, so as students transition, they will already be familiar with the curriculum. Zones of Regulation is a curriculum designed to increase self-regulation and emotional control. The Zones uses four colors to help students visually and verbally self-identify how they are functioning, given their emotions and states of alertness. Lessons are designed to help students understand their different internal emotions, sensory needs, and thinking patterns, resulting in each student shifting from one zone to another. Students explore a variety of tools (sensory support, calming techniques, and thinking

strategies) that they can use to regulate what zone they are in and are taught when, why, and how to use their tools.

Dr. Fernande Fortun has joined the Mental Health Team as a behavior specialist in the Blind Department. We now have three behavior specialists who support students and staff to increase engagement in the educational environment.

Stan Gustetic

Stan Gustetic
Administrator Allied Health Services



Apartment Program

Young Men

- We are extremely excited about this school term. The apartment program for young men houses 43 students and eight team members – all starting fresh. The young men are new to independent living and extremely excited about this new adventure. They understand the apartment rules and expectations of the program, and they are learning to complete their daily chores, such as taking out the trash and cleaning their bedrooms and bathrooms.
- We like to involve the students in decision-making, so we agreed upon weekly Sunday family meetings to discuss any updates, concerns, or activities they would like to modify. We have addressed the Level 2 requirements regarding setting their alarms to get up for class. We have also explained our Steps to Independence process and when the students can apply for promotion to the next level if they meet all requirements. We help the students shop for groceries every two weeks, and we also brief students on cooking skills, navigating the kitchen, and being careful of hazardous items like a hot stove, hot dishes out of the microwave, etc.
- This coming month, we will work with students individually and as a group, developing daily living skills and better time management. We will have general daily living skills discussions that will primarily be peer-led about budgeting, opening a checking and/or savings account, determining the best rates for loans, etc.
- Our new team members are being introduced, and our seasoned team members continue to utilize the '2x10' approach. Staff members pick two students every day and socialize with them for 10 minutes. This helps staff to personally learn each Student's abilities, likes and dislikes, things that inspire them, goals, etc. What a wonderful way to build rapport and relationships!
- We will be shopping in the next few weeks, so we will be cutting out coupons and learning ways to save money. We are continuing to strive for success.
- Recently, we planned several outings within proximity of our campus. One of our goals this school term is to get out more into the local community. This will encourage students to learn how to navigate independently.

Young Ladies

- This year brought an exciting group of seniors into the apartment program. Students and staff members were excited to see each other. On registration day, many parents brought their young adults to school, and it was nice for staff and parents to meet and match faces with names. The most popular question with parents was, "Are you really going to allow them to cook alone?" We assured our concerned parents that we start by teaching, then reteaching, and gradually provide less assistance as students show us they can do tasks independently. We also reassured parents that we do not leave them alone while cooking. You could see the relief on the parents' faces. The large parent turnout was fantastic, and we look forward to communicating and collaborating with parents this year.
- Adjusting to apartment life is always exciting and fun. Students had two weeks to adjust to their new environment and learn the rules. We had our first shopping trip and home-cooked meal before going home due to Hurricane Idalia. The eagerness among students to shop was

interesting for staff, and we had to explain to students that everyone in the apartment could not shop at once. Some students got the opportunity to cook their first meal and were excited to show what they could do. The students prepared a large variety of foods: chicken pasta salad, chicken alfredo, and chicken stir fry. Keinesia, who is brand new to FSDB, remembered that CeCe said staff can try food, but you must ask. Keinesia asked staff members to try her chicken stir fry and had a staff contact CeCe to cover the area. She praised Keinesia – her food was delicious, and she followed instructions well.

- We look forward to an exciting year of cooking and trying new recipes!
- We will continue to have our Empowerment Hour this year. Last year, we held events where students put their phones away and engaged in an activity with peers. We held a 'Paint and Sip Juice' event on September 20. It was interesting to see the portraits that the girls created.

Blind Department

Kramer Hall

- For the first year in more than 30 years, Vickie Plummer will not be here to greet students with: "Hey, sweetie pie!" or "There's my boogaloo!" She is truly missed, and we wish her joy in her retirement. It's difficult to replace a legend, but incoming supervisor Alicia DeJesus is certainly up to the task and extremely excited about the wonderful opportunity. Kramer will not miss a beat!
- The Kramer students have settled into the new school year, acclimating to the dorm routine and participating in fun dorm activities.
- We're thrilled to share that we've already begun creating memorable experiences for our students. Our recent game night was a success, fostering social skills and laughter among the children. We've enjoyed cool treats on the playground: ice cream, popsicles, and lemonade. We had our first movie night of the year. We watched Yogi Bear and had popcorn and drinks. We are currently planning our anticipated "Glowstick Freeze Dance Party" – it will surely light up the dorm with joy.
- Growth and independence will be our focus throughout the school year as we encourage our students to "Do more, Be More, and Achieve More!"
- We aim to make this year exceptional, marked by both success and fun. Kramer has dedicated staff and a focus on guidance; we're here to ensure that our students thrive, learn, and build lasting memories. You're only in elementary once!

Cary White

- The first week of school, we held a meet-and-greet event with refreshments. Each Student stood and gave their name, how many years they have attended FSDB and one fun fact about themselves. We celebrated Lily's birthday and her making the FSDB swim team. This young lady trained extremely hard to achieve this goal. We are so proud of her perseverance and determination!
- We had another birthday celebration for the staff member Laronda, including music, dancing, food, and socialization. The students enjoyed themselves.
- Stability is the new word in Blind Middle School boarding! Ms. Cynthia Terry is the new supervisor in Cary White, and she brings a wealth of knowledge and longevity to our boarding program – 33 years, to be exact! We are thrilled to have her supervising our blind middle school dorm!

Koger Hall

- Koger Hall started the new school year with two new staff members:
 - *LaTanya* says that she is excited about working at FSDB because she loves helping people. In her free time, LaTanya enjoys spending time with her fiancé, grandson, and family. She also enjoys going to church, shopping, and traveling.
 - *Ryana* is a student at St. Johns Community College. Ryana comes from a retail background and applied to work at FSDB because she wanted something different and rewarding as a career. In her free time, Ryana enjoys shopping, reading, spending time with her family, and just enjoying life.
- Both ladies fit in nicely in Koger Hall, and each brings their contribution to the dorm. LaTanya is always volunteering to help with whatever needs to be completed. If she sees that something needs to be done, she is on it. Ryana is very outgoing and loves socializing with the students. This has helped our 9th graders, who were quite nervous about their move to high school.

MacWilliams Hall

- We are excited to return to school and look forward to a great 2023-24 school year. It's not just MacWilliams staff, but our young men are also excited to get this year started. Here's some of what is going on and what we have planned for the next few weeks:
- This year, we have seven full-time and three part-time juniors in our Jr. Apartment Program. We made our first shopping trip and started our cooking program on Tuesday, Sept. 5th – a minor delay due to Hurricane Idalia.
- We're incredibly excited to have five new students joining us this year in MacWilliams Hall (three freshmen and two sophomores).
- We're excited to have rewritten our behavior program, which is now geared toward restorative interventions and less quick to consequential solutions. This should provide more options for instruction and help build a great foundation for positive behaviors.
- On September 14, MacWilliams Hall boys and Koger Hall girls celebrated our Positive Behavioral Intervention and Supports program (PBIS) Character Counts kick-off event with hot eats and tasty treats. September's character traits are Empathy and Compassion.

Deaf Department Elementary and Middle SchoolVaill Hall

- We are excited to welcome two new staff to Vaill Hall this year. Heidi has been creating crafts for her students daily to keep them busy during the hot weather. Also, Sydney remembers ASL quickly after three years of high school classes. She is a natural; our students enjoy having her as their residential instructor.
- We are planning several trips this year, and the first will be National Night Out. Our students will meet St. Augustine first responders and have dinner outside at St. Augustine Beach Pier on October 3. The students who went last year are excited and looking forward to returning this year.
- We have started our new behavior system in Vaill using a token system with Dragon Dollars and a behavior calendar that students stamp themselves. We have a dorm store where students can spend tokens, and Vaill staff have come up with some fun ideas for special privileges that may be earned. I hope to share once we get them into place.

Bloxham Hall

- Bloxham had a busy start to the year. Our students spent the first two weeks settling in and returning to their school routine. Staff introduced/reviewed PBiS, Dragon Dollars, the level system, and the House Points program. Our girls tried out for volleyball, swimming, cheer, and cross country and are excited about their upcoming games and meets.
- We also introduced our first character and resilience education trait for the year: Character. Staff discussed what 'character' means and why it is important. Thanks to PBiS funding, two students will be recognized each month for highlighting that trait at its best. This is also being tied in with our PBiS Dragon Dollars, providing staff another opportunity to recognize a student when they display these positive traits.
- We have also started awarding House Points to our students. Unfortunately, Hurricane Idalia forced us to postpone our sorting ceremony, but we decided to give out points before students get sorted.

McLane Hall

- McLane Hall boys had a great start to the school year. We started with the dorm-wide meeting, where we introduced ourselves and the dorm rules. Then, we had a campus-wide boarding meeting with Mat Ward and Mel Goodall at Kirk Auditorium to explain FSDB expectations for our students.
- This year, we had something new in McLane Hall for our boys, and when it was unveiled to our students, they were thrilled. We opened the game room where our boys could socialize and make new friends over the table tennis and foosball tables. We also had a Nintendo Switch set up in the room and a seating area where boys could sit together and chat. In the kitchen in the same pod, we have a dorm store where the students can purchase snacks, drinks, and toys with their Dragon Dollars. We recently went over the game room rules and how they can help keep the room clean and open with their continued cooperation and respect for the room and each other.
- The boarding program held a great PBiS/Recreational kick-off celebration, and our students look forward to many more recreational activities in the coming months.

Deaf Department High School

James Hall

- All the James Hall students were excited to get back to see their friends. Our new students are making friends and enjoying FSDB and dorm life.
- We continue with our Student of the Week and Student of the Month accolades. The Students of the Week are recognized for good behavior, helping others in need, and showing PBS. For the first week of school, the staff chose Jalene and Annalei. Both girls were noticed going above and beyond to help other students. In the second week, the staff chose Juliana and Kyra. Again, these two young ladies went above and beyond to help their peers.
- Our Student of the Month will be picked on the last dorm day. To earn Student of the Month, the Student will show PBS, help others without prompts, always show a positive attitude, and always show good behavior. Those students will receive a \$10 Domino's Pizza gift card from Mechelle and will have their picture taken for the newsletters.
- For community service during August, the girls did several things. We made survival kits for middle school girls, posted positive quotes on the walls in the dorm, and made welcome-back posters for Campus Police.
- We are excited and looking forward to another great year in James Hall.

Rhyne Hall

- The 9th,10th, and 11th grade boys have returned to Rhyne Hall and settled into campus life well. The students have had a full orientation schedule, sports tryouts, and catching up with friends. In Kirk Auditorium, Mel Goodall and Mathew Ward met with James and Rhyne Hall's students to introduce staff, cover the rules, and discuss high school students' expectations.
- The boys have been very active outside after school, particularly playing basketball. They also enjoy socializing and playing ping pong in the living rooms. The students are very active in after-school activities like sports and different clubs.
- The Rhyne Hall staff are using our teachable moments for the curriculum. Every day includes a dorm curriculum for our boys. The staff explain how to do laundry, cook and read the directions, make sure they clean up after their mess and order food.
- Many new students in Rhyne Hall and staff are pleased to see how they are adjusting well and making new friends.
- This year, Rhyne Hall would like to welcome two new staff, Anthony and Thomas. Both are alumni of FSDB.
- We will select one Student for each floor monthly as the Student of the month. Staff will choose them for their good behavior and for showing CR2 (cooperation, respect, and responsibility). The students' pictures will be displayed on the Student of the Month board. They will receive a certificate award and a \$10 gift card to one of the local stores or restaurants.
- Staff will be taking the students off campus this week to show them the boundaries and teach the students how to be safe when going off campus. Now that the level system has started, the boys will be allowed to go off-campus to various restaurants. Staff teach them how to read street signs and use the crosswalk, what to do in an emergency while off campus, and show them the allowed areas.

Recreation Department

The Recreation Department is gearing up for the school year. A welcome back bash was held on September 6. The students were treated to Italian ice, popcorn, and fun water games.

We look forward to a great year!

FSDB Elementary Dance Program

Dance classes will begin on September 11.

Learn to Swim

We are in the process of identifying students who would benefit from the Learn to Swim program.

Summer Programs

Summer programs were very successful this year. The school has had four students enroll, with another two scheduled for admissions meetings in the coming weeks.

Respectfully submitted by:

Kathleen Grunder

Administrator of Residential Services



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.

ADVANCEMENT
Traci Anderson, Executive Director of Advancement

<p><u>Donations for August 2023</u> Number of Donors = 182 Number of Gifts = 184 Dollars Received = \$404,072.26</p>	<p><u>Donations for August 2022</u> Number of Donors = 280 Number of Gifts = 280 Dollars Received = \$22,561.38</p>
<p><u>Current FY To Date</u> Number of Donors = 422 Number of Gifts = 505 Dollars Received = \$447,981.76</p>	<p><u>Previous FY to Date</u> Number of Donors = 402 Number of Gifts = 479 Dollars Received = \$96,942.79</p>

Comparison of 2022-2023 to 2023-2024

All key fundraising metrics are showing positive trends.

Large Gifts in August

- \$335,000.00 Johnson Scholarship Foundation
- \$25,000 Private Donor
- \$13,000 Lions Club

AUDIT
Julia Mintzer, Administrator of Business Services

Endowment Audit: Carr, Riggs, & Ingram completed the Endowment Audit and will present their report at the September 29th Audit Committee meeting.

Internal Audit: Mauldin & Jenkins completed the risk assessment and will present that report, along with a proposed audit plan, at the September 29th Audit Committee meeting.

Financial Statement Audit: The Auditor General is expected to initiate the financial statement audit this Fall. The Administrator of Business Services has requested a date for the required entrance conference.

BUDGET MANAGEMENT
Alison Crozier, Executive Director of Budgets and Grants

The Risk Management Casualty Insurance Realignment (EOG Memo #24-006) and appropriation is utilized to transfer the annual payments to the Division of Risk Management for workers' compensation, general liability, civil rights, and auto liability insurances.

Fund	FY 2023-24 Original Operating Budget, Risk Management	EOG Memo #24-006 Realignment	Operating Budget, Revision #1
Fund 1000	262,168	115,652	377,820
Fund 2021	37,602	5,895	43,497

The Pay Increase Distributions (EOG Memo #24-008) are utilized to support statewide increases that were effective July 1, 2023. The State Employee Retirement Adjustments (EOG Memo #24-009) are utilized to support the increased employer retirement contributions for FTE positions. As authorized in Section 8(2)(a), Chapter 2023-239 Laws of Florida, FSDB submitted an Agency Discretionary Pay Plan for consideration to the Executive Office of the Governor on July 31, 2023. On September 8, 2023, the Legislative Budget Commission approved budget amendment EOG #A2024-FP7. This action includes FSDB's plan to address recruitment and retention issues by implementing a 3.33% pay increase, effective October 1, 2023, for impacted positions.

Salaries and Benefits:

Fund	FY 2023-24 Original Operating Budget: Salaries and Benefits	EOG Memo #24-008 Pay Increase Distribution	EOG Memo #24-009 Retirement Adjustment	EOG #A2024-FP7 Agency Discretionary Pay Plan	Operating Budget, Revision #1
Fund 1000	44,095,754	1,748,051	512,892	509,636	46,866,333
Fund 2261	1,340,711	54,012	15,848	25,857	1,436,428
Fund 2339	1,039,590	35,090	10,296	-	1,084,976

The Human Resources Services Adjustment (EOG Memo #24-010) and appropriation is utilized to transfer payments to the Department of Management Services for the agency's proportional share of People First System invoice.

Fund	FY 2023-24 Original Operating Budget, People First Assessment	EOG Memo #24-010 Adjustment	Operating Budget, Revision #1
Fund 2021	39,327	4,021	43,348

BUSINESS SERVICES BULLETIN

Julia Mintzer, Administrator of Business Services

On September 12, 2023, the Business Services Bulletin was shared with campus stakeholders via Viva Engage, formerly Yammer. In this issue, feedback was shared related to the results of the most recent climate and employee engagement surveys. Topics included: calendar, campus drills/incidents, campus police/school safety, employee engagement, grounds/facilities, purchasing, training, transportation, and volunteers. Stakeholder feedback is important to the Business Services Department, and we value the opportunity to respond, clarify, educate, and action plan.

INVESTMENT PERFORMANCE

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

Endowment I

During the month of August, the Endowment I decreased -\$290,223.25 (-1.24%), increased +5.37% Year to Date, and increased +6.81% for the trailing 12 months with a closing portfolio value of \$19,568,788.41. Dividends and interest income totaled +\$42,506.42 and accrued interest decreased -\$2,261.56. During the same period, the Benchmark decreased -1.70%, increased +8.48%, and +7.16% while the S&P 500 decreased -1.59%, +18.73%, and +15.94% respectively. The average 60/40 portfolio (60% in equities and 40% in bonds) according to Bloomberg increased +7.20% Year to Date, as of 8/28/23. Additionally, \$150,000.00 was distributed during the month.

Endowment II

During the month of August, the Endowment II decreased -\$189,381.10 (-1.45%), +5.62% Year to Date, and 6.77% for the trailing 12 months with a closing portfolio value of \$11,349,284.88. Dividends and interest income totaled +\$34,830.35 and accrued interest decreased -\$12,742.42.

SAFETY AND FACILITIES OPERATIONS

Guy Maltese, Executive Director of Safety and Facilities Operations

Project Management

- Roofing inspections are completed.
- Gregg Hall project meetings and negotiations continue after BOT approval to increase project funding. Guaranteed Maximum Price is expected this month.
- Fully executed professional services (architectural and engineering) contracts are in place.
- The paving of Hogle compound and Cary White north lots are completed.
- Painting of the Hogle compound has begun.
- New goal posts have been procured; installation is expected shortly.
- The elevator modernization project continues.
- Repairs to the Palm Row entrance continue; masonry is expected to begin the week of 9/5.
- The grounds department continues the campus beautification initiative. This includes new beds, unique plantings, window washing, and continued pressure washing.
- Hurricane Idalia came and went with no impact on the campus.

- SaFO continues to manage projects in alignment with the Campus/Facilities Master Plan and Public Education Capital Outlay (PECO) Legislative Budget Request. Project Management meetings are held regularly concerning safety/security, Essential Equipment Maintenance, Technology, and Facility Infrastructure Repairs. Meetings focus on new projects, the progress of existing projects, and budget management.

SAFE SCHOOLS

Lt. Arline Lagasse, School Safety Specialist

The Florida Safe Schools Assessment Tool (FSSAT) for the 2022-2023 school year has been completed. The FSSAT is a comprehensive questionnaire that includes categories of assessments to reflect the status of the school's compliance and hardening in school safety. There are several departments that participated in this assessment which included Business Services, SaFO, Academics, Allied Health, Human Resources, Campus Police, and Parent Services. Each year SaFO plays a large contributing role with the completion of the risk assessment questionnaire. FSDB is appreciative of their continued support, as well as the other departments, in ensuring the campus remains compliant with safe school legislation.

Highlights for the 2022-2023 School Year

For the 2022-2023 school year, FSDB implemented the Centegix mobile panic alert system to comply with Senate Bill 70 "Alyssa's Law." With Alyssa's Alert, all staff wear a mobile badge that empowers them to request help easily and discreetly from anywhere on campus.

The School Safety Specialist coordinated with the Public Information Officer, Michael Johnson, to include a "campus safety" page on the FSDB website quick links. This page provides information regarding emergency management, practice drills, alerting systems, staying connected, call/text, and helpful information when visiting the campus.

FSDB hosted a multi-jurisdictional reunification/public safety tour on June 8, 2023. This tour is mandated every three years (Senate Bill 7026) to allow first responders to provide recommendations related to school safety. Representatives from the Saint Johns County Sheriff's Office, St. Augustine Police Department, St. Augustine Fire Department, St. Johns County Fire and Rescue, FSDB Campus Police, and select FSDB administrators attended this tour. FSDB discussed its updated reunification plan and provided an overview of the emergency management plan with the attendees.

FSDB added FortifyFl and suicide hotline information on the back of all staff and student IDs.

FSSAT Findings for the 2022-2023 School Year

Findings from the 2021-2022 FSSAT were incorporated into the 2022-2023 Safe School Action Plan. FSDB is pleased to report the action plan was executed with fidelity, efficacy, and efficiency. However, due to vendor delays, there are two carry-over items that have been included in the 2023-2024 Safe Schools Action Plan.

A comprehensive lighting assessment of the campus is required for the 2022-2023 FSSAT. The School Safety Specialist conducted this lighting assessment on August 4, 2023. Eight areas of opportunity

were identified and distributed to the Safe Schools team. As of September 5, 2023, all areas have been assessed and have been repaired or are in their final stages of repair.

District Best Practices Assessment and Recommendations

In section 5.11 of the School Security Risk Assessment, emergency training is discussed. Safety-related training provided to school faculty and staff includes active assailant procedures, bleeding control, bomb threats, evacuation, hostage situations, reunification, severe weather, suspicious activity reporting, and 911 procedures. A review of the 2022-2023 After Action Reports was facilitated on April 26, 2023, and revealed an area of opportunity to update emergency management training. An updated emergency preparedness video will be produced and slated for release in the Spring of 2024. Alyssa's Alert information will be included in this emergency preparedness video and will be released annually for staff review.

The areas identified in the lighting assessment have been slated for completion for the 2023-2024 school year. Much of this project has already been completed as of September 5, 2023.

Due to vendor delays, there are two carry-over items identified from last year's risk assessment findings. These items include added camera surveillance to the fuel pump area by Transportation, and the Cary White and Walker Annex libraries, as well as upgrades to the walk gates at Collins House and the Ray Charles/Ted Johnson apartments on San Marco Avenue. This has been added to the 2023-2024 Safe Schools Action Plan for completion this school year.

FSDB remains in good standing with legislative requirements and best practices for safe school measures.

TRAINING AND QUALITY ASSURANCE

Trish McFadden, Executive Director of Training and Quality Assurance

The Training and Quality Assurance Department held or will hold, the following training classes between August 25, 2023, and September 28, 2023: one CPI full course, one CPI Refresher course, two CPR courses, one AlerT training, two Youth Mental Health First Aid classes, and one QPR course.

Nine staff members who are certified Crisis Prevention Intervention (CPI) Trainers will participate in a hybrid recertification program this month in Jacksonville. CPI Instructors will take an online course and participate in an eight-hour content and skills refresher session. This recertification program is critical to learning and practicing new content which will be presented to staff in upcoming programs. In addition, TQA will send a new instructor candidate to participate in a three-day CPI Instructor Training Program. Completion of this training will prepare this staff member to facilitate CPI Staff Training programs.

As we progress into the fall semester, TQA will launch 14 Moodle Courses that address student safety and compliance issues which will be available in September 2023. Course development will begin immediately after the launch of these online courses for the spring Moodle modules.

In addition to staff professional development, Operational Policies and Procedures are now part of the TQA Department. Several new operational policies and procedures (OPPs) as well as updates to

current policies have been under development and finalized. All OPPs can be found on the Intranet/Documents & Forms.

TRANSPORTATION

Kevin Greene, Executive Director of Transportation

The Transportation Department welcomed the bus drivers and chaperones back to campus on August 7, 2023, for three days of training, route reviews, and to drive their assigned bus routes. This practice assists staff in gaining the required job-related training. It also allows them to drive their new bus routes prior to school, address any obstacles or issues that may interfere with their bus route, and get acclimated with their route prior to transporting students.

During the August 2023 board meeting the BOT gave approval to dispose of thirteen golf carts and one police vehicle. The replacement vehicles for those that were disposed of have been received and placed in service.

With the start of the new school year, the Transportation Staff has kicked off the PBIS program on our buses. Our chaperones and drivers will evaluate the behavior of the students and provide feedback through a leaderboard on each bus. At the end of each quarter, a top performer will be selected from each of our Yellow and SHOW buses. Those top performers will be recognized with an award appropriate for their grade level.

For the Transportation Staff, our 30-Minute Education and Training sessions have started and will cover compliance, safety, administrative information, teambuilding, and professional development areas for department Staff Members. These sessions are held twice per month for all Day Bus and Operations Staff Members.

Staffing has been a big focus in Transportation. Since the beginning of the school year, we have hired two new Chaperones. They will begin their training on September 1 and complete training on September 15. These hires will fill all vacancies for chaperones in the department. There are still two Bus Operator vacancies. We are working hard on advertising, attending job fairs, and using word of mouth to attract potential candidates. We are working to fill these vacancies quickly.

Respectfully Submitted,
Julia Mintzer
Administrator of Business Services



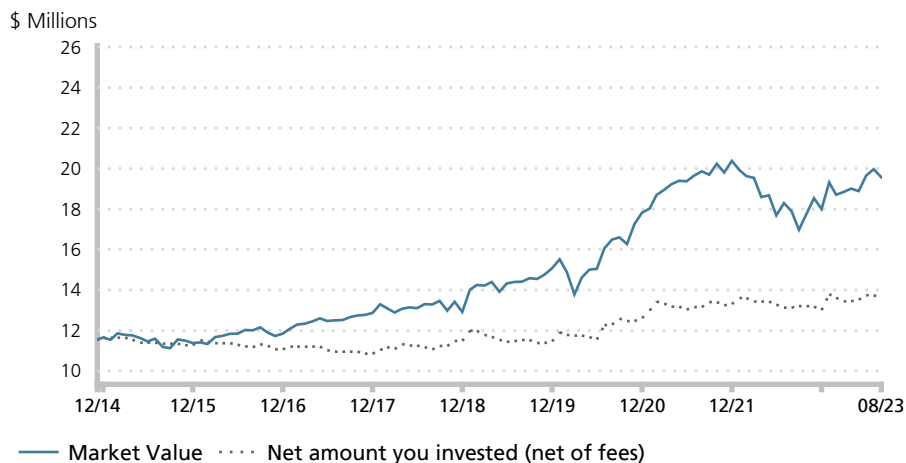
Performance Review

as of August 31, 2023

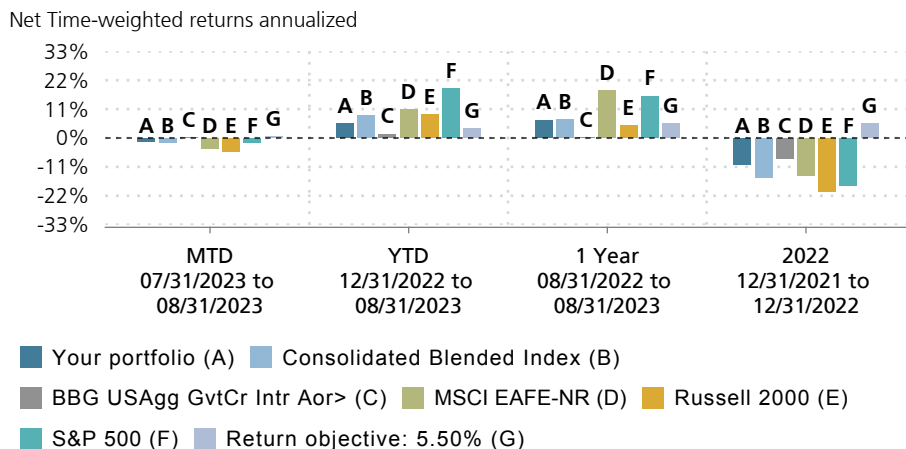
Consolidated report prepared for FSDB Endowment I
 ^ performance and account start dates differ (see disclosures)

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

Sources of Portfolio Value



Portfolio and Selected Benchmark Returns



Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 07/31/2023 to 08/31/2023	YTD 12/31/2022 to 08/31/2023	1 Year 08/31/2022 to 08/31/2023	2022 12/31/2021 to 12/31/2022
Opening value	19,968,766.80	17,999,902.34	17,891,234.38	20,380,179.16
Net deposits/withdrawals	-150,000.00	510,141.61	359,658.98	-403,435.85
Div./interest income	42,506.42	313,560.06	466,896.74	429,209.67
Change in accr. interest	-2,261.56	12,705.54	30,266.48	11,824.46
Change in value	-290,223.25	732,478.86	820,731.83	-2,417,875.10
Closing value	19,568,788.41	19,568,788.41	19,568,788.41	17,999,902.34
Net Time-weighted ROR	-1.24	5.37	6.81	-10.00

Net deposits and withdrawals include program and account fees.

Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 07/31/2023 to 08/31/2023	YTD 12/31/2022 to 08/31/2023	1 Year 08/31/2022 to 08/31/2023	2022 12/31/2021 to 12/31/2022
Your portfolio(%)	-1.24	5.37	6.81	-10.00
Consolidated Blended Index	-1.70	8.48	7.16	-15.16
BBG USAgg GvtCr Intr Aor>	0.01	1.52	0.21	-7.93
MSCI EAFE-NR	-3.83	10.87	17.92	-14.45
Russell 2000	-5.00	8.96	4.65	-20.44
S&P 500	-1.59	18.73	15.94	-18.11
Return objective: 5.50%	0.46	3.63	5.50	5.50

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

Past performance does not guarantee future results and current performance may be lower/higher than past data presented.
 Board of Trustees Meeting, September 29, 2023



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

Additional Information About Your Portfolio

as of August 31, 2023

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

	Performance	Start date to	ITD
	Start date	08/31/2023	
Consolidated	12/08/2014		4.87%

Benchmark Composition

Consolidated

Blended Index

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



Financial Markets Summary

as of August 31, 2023

Consolidated report prepared for FSDB Endowment I

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

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2023 to 08/31/2023	08/31/2022 to 08/31/2023	08/31/2020 to 08/31/2023	08/31/2018 to 08/31/2023	08/31/2016 to 08/31/2023	08/31/2013 to 08/31/2023
Cash Alternatives	US Treasury Bill - 3 Mos	0.90	4.38	1.61	1.65	1.47	1.05
US - Fixed Income	BBG Agg Bond	-0.71	-1.19	-4.41	0.49	0.27	1.48
	BBG Muni 1-10Y 1-12Y	-0.43	1.43	-0.78	1.47	1.19	1.99
	BBG Muni 5 Yr 4-6 TR	-0.37	0.98	-1.10	1.26	1.00	1.71
	BBG Muni 7 Yr 6-8 TR	-0.64	1.15	-1.18	1.61	1.25	2.35
	BBG Muni Bond	-1.05	1.70	-1.32	1.52	1.28	2.81
	BBG US Agg Gvt & CR 1-3 Y	0.78	1.57	-0.70	1.21	1.01	1.05
	BBG US Gov/CorpInter TR	0.25	0.55	-2.58	1.15	0.79	1.46
Global/International - Fixed Income	BBG GblAgg	-0.68	-0.09	-6.12	-1.21	-1.03	0.06
	BBG GblAgg ex-USD	-0.72	0.65	-7.54	-2.66	-2.16	-1.12
US Equity	Dow Jones Ind Avg	1.36	12.58	9.08	8.30	11.95	11.42
	NAREIT Equity	-1.39	-7.71	4.26	3.79	3.89	7.30
	NASDAQ Composite	1.79	18.78	6.03	11.59	15.19	14.60
	Russell 1000	1.63	15.40	9.93	10.77	12.78	12.55
	Russell 1000 Growth	2.44	21.94	8.25	13.80	16.62	15.62
	Russell 1000 Value	0.72	8.59	11.59	7.11	8.49	9.14
	Russell 2000	0.81	4.65	8.12	3.14	7.71	7.96
	Russell 2000 Growth	-0.77	6.78	2.67	2.46	8.04	8.17
	Russell 2000 Value	2.37	2.17	13.54	3.17	6.87	7.36
	Russell 2500	0.85	6.64	9.52	5.43	8.92	9.13
	Russell 3000	1.59	14.76	9.81	10.24	12.44	12.23
	Russell Mid Cap	0.36	8.38	9.25	7.34	9.51	10.03
	Russell Mid Cap Growth	-0.37	13.00	3.84	7.95	11.17	11.02
	Russell Mid Cap Value	0.66	5.65	12.07	6.12	7.69	8.92
	S&P 400 Mid Cap	1.11	10.71	12.83	6.97	9.51	10.09
	S&P 500	1.57	15.94	10.52	11.12	13.02	12.80
Global/International - Equity	MSCI AC World - NR	0.76	13.95	7.23	7.45	9.35	8.55
	MSCI ACWI xUSA-NR	-0.63	11.89	3.99	3.33	5.40	4.38
	MSCI EAFE-NR	-0.72	17.92	6.05	4.13	6.00	4.93



Financial Markets Summary

as of August 31, 2023 (continued)

Consolidated report prepared for FSDB Endowment I

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

	Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
	06/30/2023 to 08/31/2023	08/31/2022 to 08/31/2023	08/31/2020 to 08/31/2023	08/31/2018 to 08/31/2023	08/31/2016 to 08/31/2023	08/31/2013 to 08/31/2023
MSCI Emerging Markets-NR	-0.32	1.25	-1.39	0.98	3.80	2.99
MSCI Emerging Markets-PR	-0.92	-1.39	-3.81	-1.47	1.33	0.53
MSCI World	0.96	16.21	8.93	8.87	10.66	9.85
Commodities						
DJ UBS Commodity	5.44	-8.67	15.18	6.68	5.25	-0.93
Goldman Sachs Commodity	11.40	-1.77	26.19	5.53	7.33	-3.26
Non-Traditional						
HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
HFRX Eqty Hdg-EqMktNeu	0.15	3.35	1.46	-1.46	-0.88	0.05
HFRX Event Driven	2.04	-3.25	-1.21	0.54	1.07	0.78
Balanced						
S&P 500 40% /BBG Agg 60%	0.21	5.61	1.58	5.00	5.50	6.13
S&P 500 50% /BBG Agg 50%	0.44	7.32	3.08	6.08	6.78	7.27
S&P 500 60% /BBG Agg 40%	0.67	9.04	4.57	7.13	8.05	8.40
Miscellaneous						
Consumer Price Index	0.19	3.21	5.56	3.92	3.46	2.71



Disclosures Applicable to Accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data may be subject to review and revision. Further, there is no guarantee that an investor's account will meet or exceed the stated benchmark. Index performance information has been obtained from third parties deemed to be reliable. We have not independently verified this information, nor do we make any representations or warranties to the accuracy or completeness of this information.

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

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

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

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

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

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

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

provided by the issuer.

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

of this information.

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

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

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

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

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

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

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

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

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



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

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

UBS Financial Services account protection

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

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

Neither the SIPC protection nor the supplemental protection apply to:

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

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



Performance Review

as of August 31, 2023

Consolidated report prepared for FSDB Endowment II

^ performance and account start dates differ (see disclosures)

NX XX184 Invesco

NX XX519 F2 OEI

NX XX188 ^ Div Ruler 2

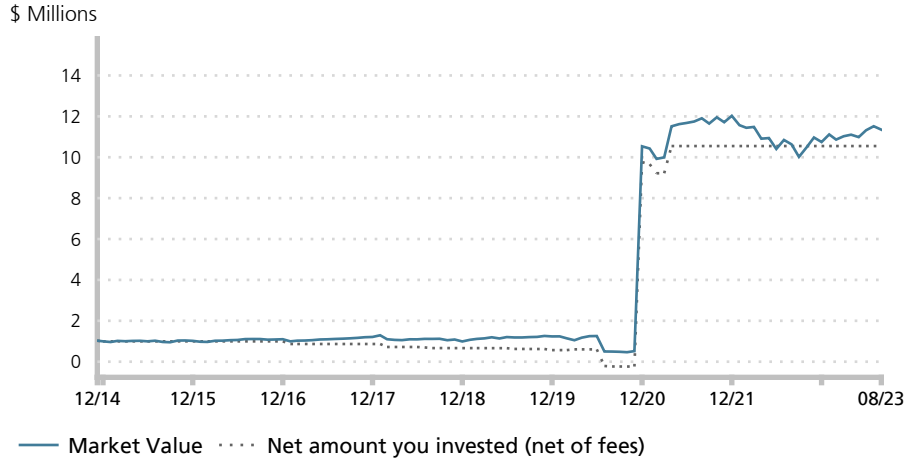
NX XX520 F2 Small Cap

NX XX516 F2 Fixed Income

NX XX517 F2 ESG

NX XX518 F2 LT Themes

Sources of Portfolio Value

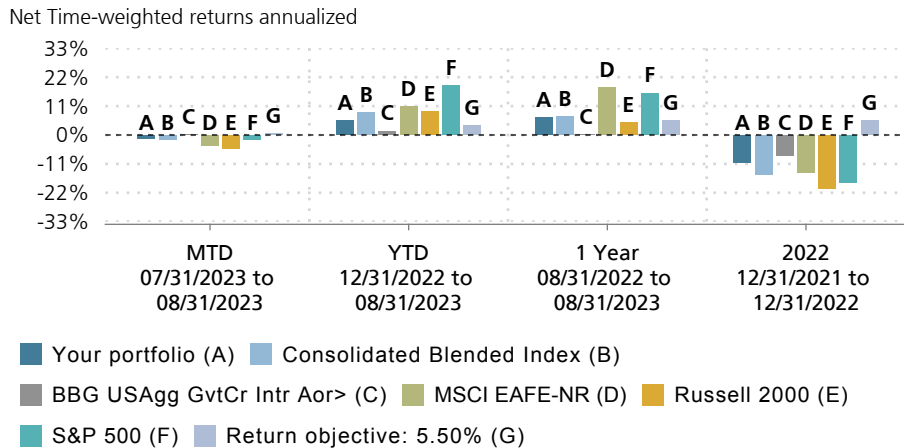


Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 07/31/2023 to 08/31/2023	YTD 12/31/2022 to 08/31/2023	1 Year 08/31/2022 to 08/31/2023	2022 12/31/2021 to 12/31/2022
Opening value	11,516,578.05	10,745,307.02	10,629,716.79	12,027,125.37
Net deposits/withdrawals	0.00	-38,682.31	-50,723.44	-51,648.36
Div./interest income	34,830.35	194,550.35	279,218.63	256,387.50
Change in accr. interest	-12,742.42	-9,977.68	9,445.58	15,697.99
Change in value	-189,381.10	458,087.49	481,627.32	-1,502,255.48
Closing value	11,349,284.88	11,349,284.88	11,349,284.88	10,745,307.02
Net Time-weighted ROR	-1.45	5.62	6.77	-10.66

Net deposits and withdrawals include program and account fees.

Portfolio and Selected Benchmark Returns



Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 07/31/2023 to 08/31/2023	YTD 12/31/2022 to 08/31/2023	1 Year 08/31/2022 to 08/31/2023	2022 12/31/2021 to 12/31/2022
Your portfolio(%)	-1.45	5.62	6.77	-10.66
Consolidated Blended Index	-1.70	8.48	7.16	-15.16
BBG USAgg GvtCr Intr Aor>	0.01	1.52	0.21	-7.93
MSCI EAFE-NR	-3.83	10.87	17.92	-14.45
Russell 2000	-5.00	8.96	4.65	-20.44
S&P 500	-1.59	18.73	15.94	-18.11
Return objective: 5.50%	0.46	3.63	5.50	5.50

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

Past performance does not guarantee future results and current performance may be lower/higher than past data presented. Board of Trustees Meeting, September 29, 2023



Additional Information About Your Portfolio

as of August 31, 2023

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

	Performance	Start date to	ITD
	Start date	08/31/2023	
Consolidated	12/08/2014		8.32%

Benchmark Composition

Consolidated

Blended Index

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



Financial Markets Summary

as of August 31, 2023

Consolidated report prepared for FSDB Endowment II

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

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2023 to 08/31/2023	08/31/2022 to 08/31/2023	08/31/2020 to 08/31/2023	08/31/2018 to 08/31/2023	08/31/2016 to 08/31/2023	08/31/2013 to 08/31/2023
Cash Alternatives	US Treasury Bill - 3 Mos	0.90	4.38	1.61	1.65	1.47	1.05
US - Fixed Income	BBG Agg Bond	-0.71	-1.19	-4.41	0.49	0.27	1.48
	BBG Muni 1-10Y 1-12Y	-0.43	1.43	-0.78	1.47	1.19	1.99
	BBG Muni 5 Yr 4-6 TR	-0.37	0.98	-1.10	1.26	1.00	1.71
	BBG Muni 7 Yr 6-8 TR	-0.64	1.15	-1.18	1.61	1.25	2.35
	BBG Muni Bond	-1.05	1.70	-1.32	1.52	1.28	2.81
	BBG US Agg Gvt & CR 1-3 Y	0.78	1.57	-0.70	1.21	1.01	1.05
	BBG US Gov/CorpInter TR	0.25	0.55	-2.58	1.15	0.79	1.46
Global/International - Fixed Income	BBG GblAgg	-0.68	-0.09	-6.12	-1.21	-1.03	0.06
	BBG GblAgg ex-USD	-0.72	0.65	-7.54	-2.66	-2.16	-1.12
US Equity	Dow Jones Ind Avg	1.36	12.58	9.08	8.30	11.95	11.42
	NAREIT Equity	-1.39	-7.71	4.26	3.79	3.89	7.30
	NASDAQ Composite	1.79	18.78	6.03	11.59	15.19	14.60
	Russell 1000	1.63	15.40	9.93	10.77	12.78	12.55
	Russell 1000 Growth	2.44	21.94	8.25	13.80	16.62	15.62
	Russell 1000 Value	0.72	8.59	11.59	7.11	8.49	9.14
	Russell 2000	0.81	4.65	8.12	3.14	7.71	7.96
	Russell 2000 Growth	-0.77	6.78	2.67	2.46	8.04	8.17
	Russell 2000 Value	2.37	2.17	13.54	3.17	6.87	7.36
	Russell 2500	0.85	6.64	9.52	5.43	8.92	9.13
	Russell 3000	1.59	14.76	9.81	10.24	12.44	12.23
	Russell Mid Cap	0.36	8.38	9.25	7.34	9.51	10.03
	Russell Mid Cap Growth	-0.37	13.00	3.84	7.95	11.17	11.02
	Russell Mid Cap Value	0.66	5.65	12.07	6.12	7.69	8.92
	S&P 400 Mid Cap	1.11	10.71	12.83	6.97	9.51	10.09
	S&P 500	1.57	15.94	10.52	11.12	13.02	12.80
Global/International - Equity	MSCI AC World - NR	0.76	13.95	7.23	7.45	9.35	8.55
	MSCI ACWI xUSA-NR	-0.63	11.89	3.99	3.33	5.40	4.38
	MSCI EAFE-NR	-0.72	17.92	6.05	4.13	6.00	4.93



Financial Markets Summary

as of August 31, 2023 (continued)

	Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
	06/30/2023 to 08/31/2023	08/31/2022 to 08/31/2023	08/31/2020 to 08/31/2023	08/31/2018 to 08/31/2023	08/31/2016 to 08/31/2023	08/31/2013 to 08/31/2023
MSCI Emerging Markets-NR	-0.32	1.25	-1.39	0.98	3.80	2.99
MSCI Emerging Markets-PR	-0.92	-1.39	-3.81	-1.47	1.33	0.53
MSCI World	0.96	16.21	8.93	8.87	10.66	9.85
Commodities						
DJ UBS Commodity	5.44	-8.67	15.18	6.68	5.25	-0.93
Goldman Sachs Commodity	11.40	-1.77	26.19	5.53	7.33	-3.26
Non-Traditional						
HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
HFRX Eqty Hdg-EqMktNeu	0.15	3.35	1.46	-1.46	-0.88	0.05
HFRX Event Driven	2.04	-3.25	-1.21	0.54	1.07	0.78
Balanced						
S&P 500 40% /BBG Agg 60%	0.21	5.61	1.58	5.00	5.50	6.13
S&P 500 50% /BBG Agg 50%	0.44	7.32	3.08	6.08	6.78	7.27
S&P 500 60% /BBG Agg 40%	0.67	9.04	4.57	7.13	8.05	8.40
Miscellaneous						
Consumer Price Index	0.19	3.21	5.56	3.92	3.46	2.71



Disclosures Applicable to Accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data may be subject to review and revision. Further, there is no guarantee that an investor's account will meet or exceed the stated benchmark. Index performance information has been obtained from third parties deemed to be reliable. We have not independently verified this information, nor do we make any representations or warranties to the accuracy or completeness of this information.

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

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

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

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

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

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

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

provided by the issuer.

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

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

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

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

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

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

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



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

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

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

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

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

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

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

of this information.

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

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

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

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

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

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

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

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

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



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

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

UBS Financial Services account protection

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

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

Neither the SIPC protection nor the supplemental protection apply to:

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

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



High School Math is Fun!

Algebra 1 classes have practiced solving one-step, two-step, and multi-step equations and problems involving absolute value in spatial arrangement. Algebra 2 classes have been practicing transforming various functions, including linear and absolute value functions. Finally, math for college algebra classes practiced their arithmetic incorporating integers, fractions, order of operations, and exponent rules. Our Braille students use the Braille Nemeth math code.

All classes are progressing at a good pace despite some interruptions, such as the recent hurricane. Timely homework completion rates have also increased, and students are preparing for their first exam. We are hoping to start class projects after Thanksgiving break.

Brigit Jensen – High School Math Teacher

Utopia! Developing a Society in Middle School Social Studies

Having studied U.S. Government and World History, 8th grade students were asked to design their idea of a Utopian society. Their reports answered questions such as: What form of government will your utopia have? How will your society address education, transportation, health, and economics? Students were encouraged to be creative and have fun with the project. The utopian Worlds included a robotic world, a horror world, a transformer world, an animal kingdom, and a music world, among others. Laws, holidays, and ideology were essential to developing their utopias. Finally, students wrote advertisements to entice people to live in their utopias.

Here are some examples:

Shawn: In our kingdom, we trade bitcoin and eat rabbit stew. Join our Medieval times and enjoy your stay.

Gordon: Are you tired of paying for healthcare, schooling, and multiple crimes? Come to Anna Maria. This country is known for its peace, free health and education, and bees! Be a part of a community where the government wants to help. Anna Maria, home of the bees and what a normal country could be.

Abhi: Don't miss the chance to be part of this extraordinary community, which has the highest soccer field where you can play soccer every day, have fun, and be challenged!

Lily: Critterlandia! Wanna sleep in trees? Would you like the freshest water? Safest place in the WORLD! Critterlandia is a safe zone for all animals, and humans ARE welcome!

Edith Stein- Middle School Social Studies Teacher

What Is Positive Behavior (interventions) and Support, Building Resiliency & Character Education?

Students at FSDB participate in a campus-wide, school-wide, and dorm-wide Positive Behavior (interventions) Support, Building Resiliency, and Character Education Program. PB(i)S is a tiered

system where challenging behavior and behaviors of concern are addressed, and positive, appropriate behaviors are modeled, taught, recognized, acknowledged, and reinforced. The behavioral expectations across campus are the Big 3: Be Cooperative, Be Responsible, and Be Respectful. All students are actively taught what behavior is expected of them. If a student makes a behavioral error, this moment becomes a teachable moment. Acknowledging students for good and appropriate behavior is encouraged. Consequences are still used in this program, as well as Incentives and rewards. Students put effort into being well-behaved and successful students. Character Education has also become an area of greater focus at FSDB in conjunction with PB(i)S. Each month, the FSDB community focuses on specific elements of good character. Each school and dorm provides learning opportunities and materials on the Building Resiliency/Character Trait of the Month.

In August, RESILIENCE & CHARACTER were emphasized. Concepts addressed included coming back after challenges and setbacks, being kind and caring, understanding that actions impact self and others, respect, the value of service to others, and a positive attitude.

During September, EMPATHY & COMPASSION will be emphasized. Concepts addressed include considering how and why others think, feel, and act, being kind and caring, being compassionate, showing others you care, expressing thankfulness, forgiving others, helping others in need, and being charitable and altruistic.

FSDB Students and Staff Participate in an Appreciation Event to Kick Off and Celebrate a Year of Positive Behavior (interventions) and Support, Building Resiliency and Character Education

Event #1 (School Day)

The 14th Annual Ice Cream Social Kicking-Off Positive Behavior (interventions) Support, Building Resiliency, and Character Education took place on Thursday, August 17, 2023. The entire campus was invited to take part in the Social. Over 100 staff and students served up some wonderful ice cream in the Copeland Lobby with treats. We had ice cream with all the toppings, including bananas. There were also sugar-free, lactose-free, low-carb ice cream and sugar-free toppings. We even had all-fruit popsicles (dairy-free!) and coconut dairy-free ice cream. Students and staff gathered outside, dancing to wonderful music, and played many games, from checkers to giant Jenga and a huge connect four. There were hula hoops, parachutes, bubbles, and much more. We were very grateful to all the volunteers and staff for helping to make this a memorable event for everyone!

Event #2 (Boarding Time)

The Annual Boarding Staff and Student Appreciation Kick-Off: Celebrating PBIS, Building Resiliency and Character Ed. through Games, Music, and Water Activities took place on Wednesday, September 6, 2023. Boarding students and staff enjoyed this fun event sponsored by the Recreation Department. Students were respectful, responsible, and cooperative and had an amazing time. Staff and students all enjoyed one another's company and Italian Ice, fun games, music, and dancing. It was a great start to the new school year. We are grateful to the Recreation Department for taking the lead in ensuring the success of this activity.

Each academic and dorm area designed a presentation/training for their students to learn about PB(i)S and Resiliency and an Introduction to Character Education. We want our students to connect that appropriate behavior with great character to help bring about success in their lives.

Music Program Updates

The music program is off to a great start! Classes include Elementary General Music and several High School Music and Arts classes. In elementary music, grades K-3 are learning about the heartbeat of music – a Steady Beat. Grades K-2 are learning some songs for Blindness Awareness Month that help us keep a steady beat and keep that cane swinging. Grades 2-3 are also learning about the recorder. Grade 4 will learn the basics of reading music and playing cooperatively through tone chimes and handbells in a chime choir. Grade 5 started the year with the ukulele! All three instrument groups plan to showcase their new talents at a holiday performance in December. The Blind Elementary Music Theatre program will perform *The Music Man* in the spring.

Music Classes: Our high school piano classes learned to play based on their individual levels and the pace needed. Several students are focusing on jazz piano. This year, we have two separate chorus classes/groups. These groups spent the first two weeks testing vocal ranges and pitch matching for placement within their groups and sections – Soprano, Alto, and Baritone. They began working on our school song, the Alma Mater. With September comes the start of holiday music for our upcoming program, December 14 (mark your calendars!). The band has exploded this year and contains over 20 members! Their first two weeks were spent assigning instrument lockers (with our new addition of lockers in the auditorium) and learning a new warm-up song.

Theater classes began the year by working on presentation skills and speaking in front of the group. Students worked independently to write a 2-minute monologue on their memories, which they presented to the entire class from the stage or the front of the room or to selected individuals based on their comfort and experience in front of a group. The theater class will begin a One-Act play in September to present in November. In the spring, they will perform the *High School Musical* as a full student production, including student-led staging, sound, and marketing. Our Music Theory students have covered a lot of this material previously and can provide assistance and support.

Show Choir: Interested Middle and High School students auditioned for the Show Choir on Monday, September 11, 2023. Show Choir Rehearsals began on Monday, September 17. The Show Choir already has performances scheduled for October 11 (Open House), October 18 (Disabilities Awareness Program at Daytona Beach State College), December 6 (Daytona Beach private show), and December 14 (FSDB Holiday Program).

Drumline: Blind Cadence Drumline members were selected and began practicing after school.

Musical Lessons: Students in all grades are offered the opportunity to take private music lessons after school. Offerings include piano, voice, guitar, and all band instruments. We will also have an opportunity for students to come together in a jam session one day per week starting the spring semester to create their own “Garage Band” style music.

Laurie Wohl and Leslie Costello – Music Teachers

Physical Education and Health

BEMS: Welcome back! Elementary students in grades K-2 have been working on their daily warm-up routine and animal walks/crawls. Students began a unit on the cues for rolling a ball and rolling games/activities. Students in 3rd-8th grade have completed their first round of fitness testing. They were measured for height, weight, and flexibility and timed for a mile on the track, along with sit-ups, pull-ups, and shuttle runs. The fitness tests will be completed four times over the course of the school year, and students can keep track of their progress in Skyward.

Anna Tutak, Scott Adolf & Keith Young - Physical Education Teachers

BHS: HOPE

Students in HOPE learned about the three components of the health triangle and the qualities of a health-literate individual. We have been focusing on fitness testing on set activity days, including shuttle run, sit-ups, pull-ups, flexibility/sit & reach, and the mile.

Anna Tutak - Physical Education Teacher

Weight Training

Both weight training classes have shown the ability to adhere to safety and cleaning protocols in the weight room. They have been using a proper warm-up and cool-down routine and have learned of its importance when resistance training, along with some basic rotations among the equipment. Over the next few weeks, I plan to introduce an upper/lower body dynamic warm-up routine and discuss the importance of adding a flexibility or stretching routine to their workouts as it's significantly increased the recovery process. I will also teach more resistance exercises utilizing a push/pull scheme before showing them more exercise progressions in the future.

Scott Adolf - Physical Education Teacher

Early Learning Center Physical Education: The pre-kindergarteners have been participating in activities to help them grasp the concept of personal and general space. They are learning how to safely warm up, stretch, and cool down.

Jerry Heider & Lanya Roberts - Physical Education Teachers

DES: (K-5) The kiddos in kindergarten and first grade have been practicing routines and expectations. They continue to work on developing body and spatial awareness through safe movement. "Freeze" is their favorite activity. When the teacher turns on the light, students must freeze and hold their position until the lights turn off, then resume walking.

Jerry Heider & Lanya Roberts - Physical Education Teacher

2nd grade: Students reviewed and practiced locomotor skills (e.g., run, skip, slide, jump, gallop) in different pathways, levels, and directions. They will be learning how to roll balls and throw underhand, overhand, and chest passes. They have been working on their personal and social responsibilities. Students need to identify ways to successfully resolve conflicts with peers.

Brian Baell – Physical Education Teacher

Third grade: Students learned and practiced class rules, routines, and expectations. They worked on improving their locomotor skills, practiced personal space, and played cooperative games. They completed their Physical Fitness Testing to help determine their individual areas of growth needed. The first Unit of the year focused on ball skills and teamwork.

Lanya Roberts & Jerry Heider - Physical Education Teachers

Fourth grade students completed fitness testing. This week was supposed to begin Unit 1, the "Under the Net", volleyball lead-up game, but was interrupted by Hurricane Idalia. Unit 1 began when they returned, and students learned the rules, regulations, strategy, and court dimensions. Students will also learn how to perform passing, setting, and attacking skills.

Brian Baell & Jerry Heider Physical Education Teachers

We are off to a great start in Physical Education class. Fifth grade students have participated in cooperative games and worked on improving their locomotor skills. They completed Physical Fitness Testing, which takes place four times a year at the beginning of each quarter. Students will travel through stations working on fitness, strength, and agility.

Lanya Roberts - Physical Education Teacher

DMS (6-8): The first couple of weeks we have reviewed our daily rules, routines, and expectations for our students. Our 6th and 7th grade students participated in cooperative games, team building and fitness activities. They completed their Physical Fitness Testing, which tests their overall fitness levels. The first Unit of the year will consist of station work focusing on overall fitness, strength, and agility. The First Health Topic of the year is Bullying.

Lanya Roberts & Brian Baell Physical Education Teachers

Students successfully completed their first quarter physical fitness testing. They will begin learning a step-by-step plan to set and crush their fitness goals for the second quarter. Students will learn about the five components of physical fitness and its importance for good health. -**Jerry Heider & Keith Young** - Physical Education Teacher

DHS: Eric (HOPE, Weight Training & Sports Officiating)

Our HOPE class has begun learning about the foundations of Personal Fitness and we will be delving into the 5 essential healthy habits. We are also in our volleyball unit.

Sports Officiating is a new class at FSDB this year. We started the journey to becoming referees, and our students have been refereeing Middle School PE activities.

Weight Training class students learned the techniques of lifting safely and completed the first week of their lifting logs.

Eric LeFors - Physical Education Teacher

ATHLETICS

We are excited to start the Athletics program with the new theme - **Unleash Greatness!** Thanks to Michael Johnson and Alex Ribeiro for all their hard work in design, their assistance with voting and much more. They also worked on our new Athletics Website! Parents, students, and fans can now easily access links to schedules, rosters, history, awards, and more. Coaches will add the story to the results and some stories are already posted. Our athletics Website is looking so amazing; please check it out!

We have five fall sports. These sports include Cheerleading, Cross-Country (Boys and Girls), Football (Junior Varsity and Varsity), Swimming (boys and girls), and Volleyball (Middle School, Junior Varsity, and Varsity).

Below are the major upcoming sports events.

- **9.29 and 9.30 - National Deaf Prep Cross Country 5K at FSDB**
 - Other Deaf schools will travel here.
 - We will have the Opening Ceremony in Kirk Auditorium at 6:00 PM. You are welcome to come and watch.
 - We will have three meetings (Friday evening, Saturday morning, and Saturday afternoon).
- **10.6 and 10.7 - Spike Out Volleyball at Model Secondary School Deaf**
 - We will play against the other 6 Deaf schools. Our first game will be at 10:00 a.m. against Indiana.
 - Website: [Spike Out XXIV | Save The Date | Model Secondary School for the Deaf \(MSSD\) \(gallaudet.edu\)](https://www.gallaudet.edu/sports/xxiv/save-the-date/model-secondary-school-for-the-deaf-mssd)
- **10.21 - FSDB Football Homecoming vs. Mississippi School for the Deaf**
 - The game will begin at 2:00 p.m.

Billy Lange – Athletic Director

Golfing Experience

This year we will continue our partnership with the USBGA (United States Blind Golf Association). The USBGA will provide a Fall golf clinic for some of our Blind High School students. On 09/25, ten students will travel to Palm Valley Golf Club to receive direct instruction from both USBGA players and instructors who understand the techniques and skills required for a person who is blind/visually impaired to be successful on the golf course. This will be the 3rd year this Fall clinic has taken place and interest and popularity has grown not only with our students in the blind department, but with our community members who wish to be involved in making the game of golf a high interest sport at FSDB.

Tim Puch - Orientation and Mobility Expanded Core Curriculum Specialists

Respectfully Submitted by:
Carol Bogue
Blind Department Principal



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Communications & Public Relations – Board of Trustees Report September 2023

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

FSDB Athletics Website

The new FSDB Athletics website (fsdbathletics.org) launched in August. We contracted the site with Sidearm Sports, one of the leading athletic website providers for Universities and Colleges. The new website will allow our fans to easily find out what's happening in our Athletics program with schedules, rosters, photos, livestreams, and history.

Public Service Announcements

July: 542 PSA radio spots (totaling 23,910 seconds).

August: 377 PSA radio spots (totaling 16,500 seconds).

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

School-Level Newsletters

Updated the school-level digital newsletters plan for the 2023-24 academic year to reflect new biweekly release dates. Individual schools distributed their first newsletter to parents/guardians on August 18. The newsletters continue to highlight student achievement – academics, athletics, boarding/recreation, extracurricular activities, parent services, and related topics. Newsletters are also shared with the campus community via Yammer and posted on the Parent Services webpage as well as on individual school web pages.

Six newsletters issued in August engaged a total of 515 campus and external stakeholders:

- ELC – one issue/2 views
- BEMS – one issue/167 views
- BHS – one issue/144 views
- DES – one issue/27 views
- DMS – one issue/105 views
- DHS – one issue/70 viewers

Social Media Campaign

Last year, we used hashtag themes for each day of the week, reaching over 1.4 million users. We are continuing the success of last year's social media campaign and will continue to post for each day of the week, along with using the hashtag **#YouBelongHere #YouBelongAtFSDB**. New hashtag days for this school year are:

- #FSDBAcademicMondays
- #FSDBTimeMachineTuesdays
- #FSDBCampusLifeWednesdays
- #FSDBTriviaThursdays
- #FSDBArtsFridays
- #FSDBSpotlightSaturdays
- #FSDBSportsSundays

Social media content and posts are also aligned with the academic calendar, as well as national holidays, observances, and celebrations. Schools can do the same for their newsletters.

Marketing Collateral

Videography – Published highlights and full concert coverage of Marcus Roberts' visiting performance at FSDB. [Video link](#).

Produced four videos in ASL for FSDB Updates on Hurricane Idalia.

Graphic Design – Finalized design and production of pole banners that are displayed throughout the campus. Poster and Ticket designs for employee Welcome Luncheon. Created logo and branding for the Blind Departments "Blind Duck Project" for Blind Awareness Month. Designed and produced large "Now Hiring" vinyl banners for the Transportation Department to be displayed on San Marco Ave, and designed a new logo for the Blind Ski Club.

Designed branded print and digital collateral for the following departments:

- Athletics – Designed logo and branding materials for the National Deaf Prep Cross Country Meet. Created new social media and branding theme for the 2023-24 season to be used on posters, post schedules, and other athletic marketing material. Designed Cobra & Dragon logos for new embroidered shirts for the Athletic Department.
- Outreach/ECC – Monthly workshop flyers.
- Parent Services – Parent University and Parent Engagement Workshop flyers.
- PBiS–Logo design and flyer designs.
- Parent Infant Program (Blind) - Designed regional brochures for each state's representatives.

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

Completed design of 2023-24 Printed Academic Calendar featuring artwork from Blind & Deaf Departments, and the TOY signs were created to be displayed throughout campus. Created slide presentation show for Convocation. Completed advertisement printed ads for Orlando Family Magazine First Coast Local Relocation Guide.

Photography – Summer Quest Summer Camp, Blind & Deaf STEM Camps, Employee Convocation, Employee Welcome Luncheon, FSDB Family Open House & PBiS Ice Cream Social

Social Media

Website

July: 5,995 visitors (4,874 new) with 9,129 page views with an average viewing time of 4:36 minutes. The most viewed page other than the home page was the Careers page, with 1,906 page views.

August: 8,842 visitors (7,095 new), with 15,378 page views with an average viewing time of 4:55 minutes. The most viewed page other than the home page was the Alerts page, with 2,444 page views.

Facebook

July: 15,382 likes (41 new), 22 posts with a reach of 69,494, and 9,052-page visits. The top post was a congratulations announcement for Lindsay Stergio that reached 37,118 people with 882 reactions (621 likes, 102 comments, and 24 shares).

August: 15,499 likes (67 new), 40 posts with a reach of 55,266, and 19,068-page visits. The top post was an Alumni update on Christian Miranda that reached 10,182 people with 792 reactions (466 likes, 124 comments, and 63 shares).

Instagram

July: 2,918 total followers, 17 posts, 2,228 accounts reached, 1,533 profile visits, and 30,698 impressions (1,536 likes, 61 comments, 61 shares). The top post with 138 likes was a photo of Don Curran, our new Principal for the Deaf Department.

August: 2,929 followers, 40 posts, 2,827 accounts reached, 3,685 profile visits, and 67,910 impressions (3,890 likes, 51 comments, 234 shares). The top post with 189 likes is a photo of our Staff Welcome Back Luncheon.

YouTube

July: Two videos uploaded, 11,867 channel views, 487 hours watched, 4 new subscribers, 19,248 impressions, and 6,947 unique viewers.

August: No new videos uploaded, 14,494 channel views, 576 hours watched, 27 new subscribers, 23,587 impressions, and 8,292 unique viewers.

The top video for both months was the Star-Spangled Banner in ASL.

Vimeo/Livestreaming

July: One video was uploaded, 751 views, 334 unique viewers, 8,242 impressions, and 199 hours watched; no events were streamed.

August: 17 video uploads, 1,302 views, 608 unique viewers, 13,050 impressions, and 240 hours watched; two streamed events (Convocation and Board of Trustees meeting).

Museum

July: 79 people visited the museum, which included 40 blind alumni during Alumni Reunion Weekend. A student from the College of Mary and William, working on his dissertation, came to the museum for two days to research "Black Deaf and Blind Disability in the 1900s." He donated \$100 to support FSDB and for allowing us to do research in the museum.

FSDB student Katrina Kalis helped in the museum and earned 25 hours of community service.

Museum staff worked in the museum during summer to catch up on projects, change some of the pictures and displays, and also do research on some projects.

August: 93 people visited the museum.

The Museum Staff spent many hours making changes, updating photos, and cleaning displays. Also rearranged pictures and documents in the archive room for the final archive catalog.

FSDB Yearbooks 1972 to 2005 (deaf and blind departments) is now online (classmates.com). Alumni can browse the books and purchase hard or soft-cover books from the website.



Deaf High School

In the Deaf High School, the 2023-2024 Drone Team is led by last year's award-winning captains, Jalrik Alvarez and Clark Ashley. The students are showing discipline and enthusiasm in their morning practice sessions. Student leaders introduce new members to engineering notebooks and flight controls.

Students with woodworking skills have repaired several dining room chairs for a customer. It empowers students' thinking skills while finding solutions and problem-solving. They learn to use hand tools without causing further damage to the chairs.

Culinary Arts students have been learning to prepare Japanese foods, including California roll sushi, yakisoba (choice of chicken, veggie, or shrimp), homemade ice milk, and strawberry mochi.

The math and science hallway had some fun with our high school students. The students worked on an escape room based on algebra and environmental science topics.

Spanish I class students are not only studying the language but also the culture of Spanish-speaking countries. They made old-fashioned cookies from Venezuela, Polvorosas. The students did a fantastic job measuring and mixing the ingredients.

Deaf Middle School

New Dragons Group

To make our new students feel welcomed and acclimated, the mental health team and the AP host New Dragons lunch once a week. We cover topics such as how to get involved, PBiS, emergency drills, how to seek support, and a campus tour. Students seem to be excited to attend.

Bilingual Grammar Curriculum

We have kicked off the Bilingual Grammar Curriculum through the Title I grant. This program instructs students in ASL and then in English, teaching them the skills to develop language and grammar in ASL and English. Our Unique Skills and ELA classes have purposefully planned to ensure skills are taught in the correct order. We have given a baseline test to all students and cannot wait to see how their language grows throughout the year!

Deaf Elementary School

PBiS – Positive Behavior Initiative Supports

We have been working on new ideas of creating and building more on community while welcoming and including our new students in the school. We are in the process of making monthly videos that tie into our new Resiliency and Character Education. We are working on modeling good behavior

with our students and other ideas more important to students than material objects, like time with the Assistant Principal or lunchtime with their favorite teacher, etc.

As for the Bilingual Language Curriculum (BLC), we are implementing strategies similar to the middle school in our language learning lab and English-language arts classes. We like the Deaf Middle School model and cannot wait to see the growth our students will make with BLC!

Respectfully Submitted,

Don Curran
Principal- Deaf Department



Class Code Count

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

General Revenue Positions **647**

Grant Funded Positions **33**

Add/Delete

08562 Administrative Assistant II – Career Service to Staff Assistant - Career Service

Service Awards

20 Years

Shantel Smith
Scott Trejbal

10 Years

Michael Freeman

5 Years

Marie Sisk
Sara Nasukiewicz

New Hires/Internal Moves

- 43 new hires from July 1, 2023 through September 14, 2023.
- 41 Internal moves from July 1, 2023 through September 14, 2023 (this would include promotions, lateral reassignments, and reassignments)



Career and Workforce Development Department

Submitted by Jessie Girton, Executive Director of Career Development

Priority 1: Employee Retention, Recruitment, and Engagement

- The Career Development Department has prioritized cultivating a cohesive and collaborative community. Our dedicated staff members have synergized to address challenges and generate innovative solutions. Leveraging each other's strengths, they have proactively contributed to crafting an enjoyable, engaging workplace for themselves and attractive to potential recruits. Through their shared commitment to teamwork and mutual support, they are fortifying their internal bonds and effectively enhancing the department's overall effectiveness and appeal.

Priority 2: Success for Students

- The Dragons Lair (DL) is pleased to announce the opening of lunch services beginning Monday, August 28, 2023. This year marks an exciting development as they introduce new students to the DL team. They are committed to enhancing the student's learning experience by expanding their menu and ensuring a comprehensive training opportunity in a real café environment. By providing a diverse menu, they aim to equip the students with a versatile skill set, preparing them for future endeavors beyond FSDB. Come and witness their dedication and skill as they prepare a delicious lunch for you.
- Chef Gaynor brings her culinary arts expertise to the level two and three students. These students not only craft the top-tier dishes but also serve them during lunch service. At the start of the school year, level two students dove into the ServSafe training program, mastering food safety terminology and practices through engaging discussions led by their upper-level peers. This year, Ms. Gaynor aims to enhance the student workplace competency by offering alternating weekly specials at the DL, coupled with focused instruction and hands-on demonstrations to deepen their culinary expertise. Throughout the semester, students will continue to expand their knowledge, covering core curriculum content, food safety, nutrition, service excellence, and international/regional cuisine preparation.
- In Deaf High School art classes, the students explored various aspects of art through engaging exercises like gestures, blind contours, and shading. They also covered fundamental concepts like the "Elements of Art" and "Principals of Art." They delved into digital art using Procreate on the iPad Pro and the Apple Pencil. Additionally, one of the students focused on Raster and Vector graphics in the early credit course, Project Fast Forward (PFF). The Deaf Middle School art classes covered similar content but excluded PFF and principles of art. In the Animation class in Deaf High School, the students delved into diverse animation techniques. They used the "RoughAnimator" app on the iPad Pro with the Apple Pencil for frame-based animation,

keyframes, and layers. The students also explored the “Elements of Art” and “Principles of Design” to enhance our animation skills.

- The construction program is off to a remarkable start, marked by a significant influx of new students that has filled the classroom to capacity. In addition to the smaller projects the advanced students will tackle, the novice learners embark on an exciting journey into residential house construction. They will gain hands-on experience in framing, plumbing, electrical work, and masonry. Notably, the students will also participate in an essential online course in woodshop safety, offered in collaboration with CareerSafeOnline and the Occupational Safety and Health Administration (OSHA). The primary objective is to ensure that all students attain certification and receive an OSHA card, providing them with a distinct advantage in pursuing employment within the construction industry.
- D&B Garden Center has had an exciting start, with the support of the Grounds team ensuring our plants thrive this summer. Despite the soil shortage, the Garden Center resorted to water propagation while awaiting the soil order and expanded our plant collection. Fortunately, Hurricane Idalia spared St. Augustine, but the students learned to be prepared for the hurricane season. Currently, they are deep into plant anatomy, propagation, and identification. They’re learning both soil and water propagation techniques. Mr. Podlinsky secured OSHA course seats for October 2023 to give the students a competitive edge on the job market.
- The Deaf Department Career Experience students recently wrapped up their career interest surveys. Each student has been successfully assigned to an on-campus job, closely guided by FSDB dedicated staff members. In the upcoming weeks, the focus will shift to cultivating essential skills in professionalism and appropriate workplace behavior. These valuable lessons will be imparted both in the classroom and through hands-on experience on the job.
- The Blind Department Career Experience has actively guided the students toward their ideal post-secondary training and career paths tailored to their unique skills and passions. As a testament to their progress, many students have secured on-campus job placements under the guidance of our dedicated staff members.
- The students enrolled in the Off-Campus Work Experience have not only found placements but are thriving in their roles. From local restaurants to retail shops, they actively contribute to our community. The department is delighted to share a heartfelt testimonial from a proud parent of a recent graduate. Their child secured a full-time job, and the entire family and the student expressed their gratitude for the program’s unwavering commitment to equipping students with the essential skills not only to land a job but to excel in it.
- Students in the after-school work program are honing their interview skills by actively pursuing and successfully securing various on-campus positions. Within FSDB’s vibrant campus community, they have taken up diverse roles, contributing their skills and dedication in the following positions: D&B Boutique, A/V Production Technician, Athletic Department

Assistant, Dragon's Lair Worker, Food Service Worker, Concession Stand Assistant, Boarding Program Assistant, Raymond Warehouse Assistant, and D&B Design Associate.

Priority 3: Everyone Knows Our Name

- The Career Development Center has continued to nurture its established partnerships from the previous year. The department has forged a new partnership with IHOP this year. As the year unfolds, they actively pursue additional partnership opportunities to enhance their program.

Curriculum and Professional Development Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- Shelley Ardis, Administrator of Outreach and Technology Services, and Randi Mitchell, Executive Director of Curriculum and Professional Development, presented on Technology Topics that are new or updated for the 2023-2024 school year. Teachers and Specialists were given a first look at the Academic Support Center site that supports teachers in finding anything they need to succeed.
- Academic Specialists worked diligently to support teachers, including new teachers, in getting their online curriculum and intervention resources set up and made available.

Priority 2: Success for Students

- The Literacy, Math Specialists and Executive Director of Curriculum and Professional Development participated in session 1 of 5 professional learning opportunities to become literacy coaches endorsed. In September, we will collaborate with our assistant principals to create our coaching contract agreement.
- Literacy and Math Specialists have assisted teachers in administering the computer-based FAST assessment and the paper-based FAST assessment practice session to prepare for our progress monitoring 1 (PM1) session. Literacy and Math Specialists have assisted teachers in administering baseline assessments and interpreting this data. Bilingual Specialists administered the ASL Comprehension Assessment to the Deaf Department, Kindergarten-12th grade, and input data gathered from the ASL Comprehension Assessment on ELA charts and Skyward for each department.
- Literacy Specialists in the blind department have been working with teachers to review students' IEPs to clearly understand classroom and assessment accommodations and how those are essential when planning effective instruction.
- Literacy Specialists have continued updating new IRLA book bins and adding new titles to the spreadsheet. Literacy specialists in the blind department have been planning how to begin transcribing our new titles to be available to our Braille readers.
- Academic Specialists are working on establishing Professional Learning Communities to have meaningful discussions on data, evidence-based strategies, implementation, and reflection on the implementation. Teachers also have the opportunity to participate in coaching cycles with the Specialists.

- The Bilingual Specialist is working closely with teachers to integrate Bloom's taxonomy in lesson planning to support the ASL Comprehension and find supporting materials to support instruction.
- Math Specialists support teachers in specific areas based on grade level needs, such as Nemeth code instruction, Mathematics Formative Assessment System (MFAS), and interactive notebooks.

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 seeking to hire two bilingual (English/Spanish) Language Facilitators in the next month, one of which has a strong foundation in ASL and is well on her way to becoming trilingual (English/Spanish/ASL).
- ESOL Department staff will participate in ongoing Engagement development to ensure that for the 23-24 Engagement Survey, 100% of staff members that complete the survey will report either Strongly Agree or Agree that they would recommend FSDB as a great place to work. The ESOL Department director will share and highlight information about the following: Tuition Waiver for Florida State Employees, MyBenefits website, and the Office of Human Resources.

Priority 2: Success for Students

- ELL students will kick off Hispanic Heritage Month, which begins on September 15 and runs through October 15, participating in various activities to honor the country of Venezuela. Venezuela was chosen to highlight this year because not only is it the country of origin for the families of two students in Deaf High School, but it is also the birthplace of Ms. Verónica Millán-Santeliz, the ELL & Staff Translator.
- ELL students will participate in progress monitoring 1 (PM 1) of the state assessment (FAST). ESOL staff will support the administration and proctoring of this annual state assessment.

Priority 3: Everyone Knows Our Name

- The ESOL Department completed 47 written translation requests from FSDB staff and 63 phone calls to ELL and non-ELL Spanish-speaking families from 8/9 through 9/6. It truly provides us a sense of pride to know this level of communication exists with our families!
- The ESOL Department will plan its first cultural celebration in honor of Hispanic Heritage Month and the country of Venezuela on October 12, 2023. The celebration will include visiting a local food truck vendor, El Chamo Criollo. Students will learn activities about Venezuela, culminating with an opportunity to taste a few culinary specialties from the country!

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 29, 2023

*Admissions,
Executive Director Pauline Wagner*

Total On-Campus Enrollment 508 as of 09/12/23

- 18 ELC
- 323 Deaf Department
- 167 Blind Department

Withdrawal (0) since school started

- 11 did not return for the 2023-2024 school year
- Seven moved out of state
- Two accepted their diploma
- Two transferred to a different FL school.

Admissions in Process (53)

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

Our Parent Engagement Workshops (PEW), initially scheduled for September 1, will now be offered on November 9, 2023. The theme of this event will be Superhero. We will use the theme to discuss the power that parents have to do super things at FSDB. Participants will go through a "training sequence" to learn to navigate our website, decode progress monitoring data, and plan upcoming Parent University classes.

Additional Parent Engagement Workshops will be held:

January 11, 2024

March 1, 2024

April 26, 2024

Parent University is offering a series of events in October and November to support communication between FSDB students, their families, friends, and others in the community. Our 1st event is called "Let's Talk about Fall." We plan to offer 2-3 events each season centered around seasonal weather, clothing, activities, holidays, food, etc. We will teach signs, classifiers, vocabulary, and technology strategies to use when others don't know sign language. This series was well received by our families last year, and we look forward to more learning and fun.

Parent University events on the Expanded Core Curriculum will focus on Independent Living Skills and Orientation and Mobility for our families enrolled in the Blind Department.

Parents/legal guardians are encouraged to participate as informed partners with schools to support programs to encourage lifelong learning and improve student academic achievement. Parent Chats offer this opportunity. Our first Parent Chat will be offered on October 20, 2023.

Parent Services continues to focus on the power of partnerships across campus. On September 29, we will offer training to our Academic Staff. Amy Lane, Education/Training Specialist from UF Health, will present to our FSDB Academic Department the importance of working with our FSDB families, encouraging two-way communication, and overcoming obstacles when working with families. Ms. Lane presented to the group last school year and was invited to return after receiving rave reviews.

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

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

Enrollment as of 09/12/2023

Blind – 7 students

Deaf – 10 students

Month in Review

This year is moving by quickly. Our ELC students have been busy learning school routines and how to care for the environment, colors, and shapes. September has been full of learning about boats, currency, and transportation. This month's favorite stories are *David Goes to School*, *Pete the Cat*, *I've Got My School Shoes On*, and *Dig!* ELC students are learning new vocabulary, practicing new skills, and learning to work in the classrooms.

Monthly Highlight

PBIS Ice Cream Social was a tremendous success on August 17. Students joined the kickoff, celebrating the start of this school year's PBIS program. ELC students enjoyed participating in many activities and the wonderful ice cream and goodies served by staff from all departments. Students ate ice cream, blew bubbles, threw bean bags, drew with sidewalk chalk, and participated in many more outdoor activities.

Upcoming Activities

The ELC-Blind class will visit the St. Johns Fire Station on September 25, 2023. The ELC-Blind and ELC-Deaf classes will visit the Amazing Grace Crop Farm to experience additional learning opportunities focused on Fall lessons.

October Themes and stories about spiders, monsters, and pumpkins in preparation for October activities will support learning opportunities with numbers, colors, sight words, and picture matching. Letters of the month include G, H, I, J, and numbers 7 – 10.

*Parent Infant Program Deaf/Hard of Hearing,
Director Jennifer Cato*

Early Intervention Programs

29 Referrals since the last report

Leadership, Program, and Staff Updates

- Hiring/Training Updates-
 - Mentors/Snapshots Providers: 2 Providers have asked for no additional families at this time. One more provider who has already completed Mentor training in another state will be hired.
 - Parent Leaders: The final cohort has been divided into two training groups due to hiring dates. Those completed by mid-September will start training on 9/30 and continue through October 17. Those still in the hiring process will be trained this winter- anticipated January dates- TBD.
 - Parent Advisors-
 - Several applications for Parent Advisors are still in progress.
 - Caseloads are at capacity for the majority of PAs. High-need areas continue to be Miami, St. Lucie, Polk Co, Jacksonville, Tallahassee, and the western panhandle, as well as individuals who can provide direct services in Spanish.

Family Events:

- Two parents/staff will attend Michigan's Hands and Voices Conference later this month— Amy Reiley, PL, sponsored by Grant 26, and Magela Planes, supported by GR.
- Lakewood Ranch, FL event on August 26, "Dinosaur Dig," has been completed.
- Nature Hunt in Hillsborough, FL, was completed on September 9.
- Rock the Spectrum event in Jupiter, FL, is anticipated on September 16. The Flamingo Gardens Event in Davie, FL, is anticipated on October 14. The Aunt Louise's Farm event in Monticello, FL, is anticipated on October 21.
- Book study on Parenting from the Inside Out started for a 6-week program on September 10.
- ASL Series continues monthly in Spanish and English- August's book was *Good Night Gorilla*, and September's will be *Caps for Sale*.

Outreach/Information Sharing Activities:

- TATS Meetings attended:
 - August 17–Marion County- attended virtually by Amy Reily and Alexis Latouche, Introduced the PEP program as additional service options
 - August 1- South Regional Learning Community Meeting
 - September 13- West Regional Learning Community Meeting

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

Early Intervention Enrollment – Parent Infant Program Blind

- 269 children as of 9/13/23
- Stay and Play Toddler Program: Two new toddlers have started in this program.

Outreach for Families

- Bees Knees Learn and Play Social - Connect with parents, share program information and event ideas, provide an activity for children with vision impairment, connect and register families. Four families attended our Bees Knees Social and had a great time: Parents, Siblings, and VI children. They played in the various areas of the play place with enthusiasm. Suzanne Borda was a wonderful hostess.
- Sensory Towne Playdate: Sensory Playdate at Sensory Towne. Seven families, 28 attendees. Families played in a gym created for sensory exploration for very young children.

Leadership and Partnerships

- Prepared monthly reports for the Division of Blind Services
- Monthly meeting with DBS Children Counselors to discuss changes and updates to the program.
- Monthly meetings with Regional Coordinators
- Traveled to meet Parent Advisors in their regions.
- Training with Regional staff and the INSITE coordinator on the checklist
- Held a Toddler Stay and Play program Open House.
- Hired three Parent Advisors.

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

- DD Shoptalk: Information sharing meeting among organizations that serve individuals with disabilities. Approximately 35 attendees. Information was given to The Arc, The Family Care Council, APD, and other local care providers.

- Secret Garden Cafe Materials Distributed: Business cards were given to 35 attendees and Vendors.
- The Family Care Council Speaker was from Special Olympics.
- Palm Beach Interagency Council: The Speaker was Rebecca Revilla of Care Square PPEC.
- Preparing for Jeep R Treat Event Meeting with Old City Jeeps: 4 attendees.
- Ready to Read Expo: Shared info on our program to other providers and to families who came through the booths at the Marion County Public Library.

*Outreach Services Department,
Statewide Outreach Specialist Jennifer Valdarrama*

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

- Fall 2023 Online ASL classes started the week of September 18, and we welcomed three new instructors. We have four ASL 1 classes and one ASL 2 class. All classes are at full capacity.
- We also launched the Community Ed ASL class on campus on September 20.

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

- FSDB was represented at the regional ABACUS BEE sponsored by FIMC-VI and APH. Students around the state meet to demonstrate their skills using the abacus and mental math.
- FSDB will be represented at It's a Deaf Thing in Lakeland, Florida. This event brings alumni, community, potential families, and educators together.
- FSDB will be represented at the COSB/APH Leadership Forum and annual meeting in Louisville, KY, at the APH headquarters. National collaborative partnerships continue to grow!
- FSDB will be represented by our Teacher of the Year, Justyn Keller, at the FL NFB annual conference in Tampa.
- FSDB is preparing for several events around the state in late October and November, including FL CEC, FEDHH, and FAER.

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

- In Fall 2023, FSDB will be co-hosting September 30, a regional event with The Lighthouse of Broward County and the Florida Low Vision Initiative, FLVI – "Sensational Pathways for 21st-century learners" in Ft. Lauderdale, for students and families from three different counties in south Florida.
- The Winter 2023 event is scheduled for early December and will be a virtual event.

Statewide Community Braille 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.

- The Fall 2023 session is ready to start with new books and includes more hands-on learning opportunities for participants.

Evenings with the Experts

- We built collaborative relationships with Professionals, students, and families from around the state in our launch of this exciting collaborative event this past Spring. We look forward to continuing this exciting and resourceful event with four trending topics and exciting new collaborations coming soon!

Materials Dissemination: Outreach Services collaborates with the Communications and Public Relations Department to produce and disseminate materials for internal and external audiences.

- The Outreach team continues to review and update the form and process used to request materials.
- Stakeholders across the campus request materials for the events they host and attend.
- The team is analyzing opportunities to improve our data collection and reporting.

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

- Eighty-nine requests for tours have come through since July 1, 2023.
- College and University student/teacher groups continue to learn about our programs, employment opportunities, and how students with sensory impairments are educated here at FSDB.

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

- Fall Open House is on the calendar for October 11, and we are excited to host 300+ participants, students, educators, and community members to campus to learn more about programs at FSDB.
- An FSDB Expo is being planned for Spring 2024. "TechFest" will be the theme to bring families, professionals, and educators to campus to see what FSDB has to offer.

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

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

Tech Notes - August 2023 "Back to School" edition

- Just In Time News & Information - 1 Volume during August
- Contacts Connection - 1 volume distributed

- High-Leverage Practices LiveBinder - The High-Leverages Practices in Special Education (HLP) LiveBinder was distributed at a TA-Live! Event on August 9, 2023. The last time it was distributed was April 2023, with 4,129 views. The current views are 5,399 (an increase of 1,270).

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

- New - *Involving Dads* presentation - (approved for statewide)

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

- *Language Reading Connection Facilitation* - Pinellas (district-wide)

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

- *Deafness 101* - virtual - Gilchrist County (district-wide)
- *Deafness 101* - virtual - Columbia County (district-wide)
- *Florida Individual Performance Profile (FLIPP)* - Nassau (district-wide)
- *TA-Live! High-Leverage Practices (HLPs) Review* - Virtual (statewide)

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

- **Districts/Agencies receiving coaching and mentoring, consultation, and/or support:**
 - **Districts:** Alachua, Bay, Brevard, Broward, Charlotte, Collier, Dade, Escambia, Gilchrist, Gulf, Hamilton, Highlands, Hillsborough, Manatee, Marion, Martin, Monroe, Nassau, Okaloosa, Okeechobee, Orange, Pinellas, St. Johns, St. Lucie, Sarasota, Seminole, Sumter, Volusia
 - **Other Agencies/States:** National Council on Aging
- **District staff utilizing the RMTC-D/HH Media & Materials Free Loan Library created eight new accounts and returned seven borrowed materials:** Brevard, Hillsborough, Marion, Orange, Palm Beach, Polk, Santa Rosa, Volusia, and Washington.

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

Collaborative Efforts

- *Innovation and Connection Conference Collaboration* - RMTC-D/HH, University of Miami Debbie School, University of Miami Hearing Clinic - RMTC-D/HH collaborated with the UM Hearing Clinic and the UM Debbie School to discuss ways to demonstrate collaboration in a joint presentation at the Innovation and Connection Conference at the Mailman Center in the fall of 2023
- Preparing for upcoming Lesson Integration Trainings (4) - RMTC-D/HH, Technology and Learning Connections (TLC) - RMTC-D/HH partnered with the Problem-Solving/Response to Interventions (PS/RtI) Technology and Learning Connections (TLC) project to organize and prepare materials for four forthcoming Assistive Technology: Lesson Integration Trainings. This collaborative effort resulted in developing training materials for participants, including educators of the deaf, working with students with significant cognitive disabilities, including those who are deaf or hard of hearing, requiring assistive technology support to receive instruction in grade-level standards through Access Points.
- UCF Listening and Spoken Language Collaboration - RMTC-D/HH staff (3) attended a collaborative meeting with two professors from the UCF listening clinic to discuss a collaboration to increase awareness and capacity for strategies related to the Speech and Auditory Training Standards. Collaboration between the agencies improves information dissemination to districts through both parties and increases the quality of services provided to DHH students in Florida.

Workgroup/Committee Participation

- Passport to Learning Planning Committee, RMTC-D/HH, PS/RtI: TLC, FIMC-VI, Access Project, RMTC-D/HH participates as a member of the workgroup for developing assistive technology tracks for vision and hearing in collaboration with the PS/RtI TLC Passport to Learning professional learning communities. Other projects represented in the planning include Florida's Access Project and the Florida Instructional Materials Center for the Visually Impaired (FIMC-VI). Participation in these meetings increases awareness of the needs of students who are D/HH and ensures content related to this highly specialized population is timely, relevant, and accurate. This support leads to improved implementation of assistive technology supports, which increases access and improves academic and postsecondary outcomes.

Upcoming Events in Month: September

- New Teacher of the Deaf/hard of hearing Professional Learning Community, September 4-6
- Coffee with the Contacts, September 6
- Passport to Learning, September 8
- Bias and Sensitivity Review Committee - September 11-15
- TLC/AEM/UDL Regional Meetings, September 12,14, & 29
- TA-Live! High-Leverage Practices, September 13
- Passport to Learning Sensory Journey, September 20
- Florida Diagnostic Learning Resources System (FDLRS) Differentiated Instruction Train-the-Trainer, September 26-27
- Work Based Learning Collaboration, September 27, 2023

- Working With the Experts - DHH: Fairview Learning, September 28 and continuing Tuesdays and Thursdays through October and November

Technology Services Department

Technology Services Projects:

- Department staff attended an Incident Response Plan workshop at the Northeast Florida Educational Consortium (NEFEC). A lot of new information was shared.
- Staff will attend the Florida Association of Educational Data Systems (FAEDS) conference to learn more about changes in legislation, state reporting requirements, and best practices.
- Equipment for the 2023-2024 year refresh has been ordered and is being processed as it arrives. Refresh projects include SMART Boards, staff computers, televisions, and wireless access points.
- Infrastructure maintenance and refresh projects are being scheduled. Work will be performed to upgrade some equipment within our campus production data center, the police data center, and our campus disaster recovery data center.
- 702 IT Request work orders have been submitted since July 1, 2023. About 75% have been completed, and 20% are new or in progress. The remaining are duplicates or pending more information or parts.
- Florida Department of Education Survey 5 corrections are being processed and sent. Survey 2 data is being verified as complete in preparation for submission in mid-October.

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 2023**

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

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

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

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

The Employee Recruitment, Retention, and Engagement Champions remains committed to strategic planning and measurable outcomes via the implementation of the following priority goals and corresponding action items.

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

Action Items:

- P1.1.1. The Executive Director of Human Resources launched the new exit interview process, effective July 1, 2023, to support the recruitment and retention of employees as vacancies are filled.
- P1.1.2. The ERRE Champions will plan and implement three campus-wide job fairs with the support of the President's Advisory Team to ensure representation from each department.
- P1.1.3. The ERRE Champions will solicit representatives from each department to establish contacts with post-secondary institutions, employers, and community organizations to assess the opportunity to participate in their job fairs. (Strategic Planning Communication Plan)

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

Action Items:

- P1.2.1. The ERRE Champions will create a cohort of campus supervisors to participate in a multidisciplinary team to refine the objectives for the organizational management course.
- P1.2.2. The ERRE Champions will facilitate a multidisciplinary team from Instructional, Boarding, Business, Allied Health, and Outreach/Technology departments to conduct an overview of organizational management and refine course objectives.
- P1.2.3. The Executive Director of Training and Quality Assurance will structure the FSDB Organizational Management Course for launch in Spring 2024.

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

Action Items:

- P1.3.1. The Administrator of Business Services will establish a system to track the Release, Hold Harmless, and Conduct Agreement (Waiver) completed by FSDB staff members and guests for the use of FSDB facilities.
- P1.3.2. The ERRE Champions will continue to engage an internal community involvement committee in support of 2023-2024 privately funded initiatives proposed in 2022-2023 to support ongoing employee engagement.
- P1.3.3. The ERRE Champions will work with department supervisors to develop a guide for department-specific welcome packets for new employees.
- P1.3.4. The ERRE Champions will host a voluntary supervisory roundtable discussion on employee engagement in both the Fall and Spring semesters. (SWOT)

Strategic Priority 2: Success for Students

(Champions: Scott Trejbal and Randi Mitchell)

Priority 2 Goal 1 - FSDB will provide academic accountability to prepare students for post-secondary education.

Curriculum Maps for the 2023-2024 school year have been identified to be completed. The focus will be completing the math and ELA curriculum maps and starting the Physical and Health Education and Social Studies Curriculum maps. The tiered instructional resources and the required instruction are being integrated into the maps to ensure the instruction is happening and the resources are readily available for teachers.

The look-for document has been developed in tandem with the Florida Department of Education. An electronic and paper-based form has been created for the ease of the user. Guidelines are being developed for the use of the look-for document, and a school-wide share of the look-for document will happen in October.

The teachers' professional learning for the year is being scheduled and planned to align to evidence-based strategies and instructional materials. From this list, the Curriculum and

Professional Development Department will work with the Assistant Principals to determine the needs for instructional aides based off that list or other needs that have developed within the school.

Priority 2 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 will actively engage in PBiS character education meetings to ensure alignment with both dormitory and school programs. In collaboration with teachers seeking certification in their respective fields, efforts will be made to facilitate both teacher and student certification. Additionally, teachers will offer targeted tutoring sessions focused on industry certification exams. Students will create and maintain work portfolios, with ongoing monitoring to address skill gaps and ensure progress.

Priority 2 Goal 3: FSDB will increase academic and boarding life-ready instruction to prepare students to be independent.

The students' Functional Assessment are being reviewed and will be modified to be in alignment with the newly established curriculum. These assessments will provide information on student outcomes. All newly hired staff for the new school year have received Skyward training and will receive additional support in implementing the curriculum. Staff are currently creating Individual Residential Plans for each student, with input and communication with parents. Curriculum instruction will begin during the week of September 11. A committee of supervisors will begin meeting later in the month of September to identify areas where workshops will be beneficial. Actual workshops are planned to begin the second semester.

Strategic Priority 3: Everyone Knows Our Name

(Champions: Michael Johnson and Shelley Ardis)

Priority 3 - Goal 1: FSDB will provide targeted communication in order to inform and partner with external stakeholders to increase engagement with FSDB.

FSDB launched a new social media account "FSDB Recreation" to feature the exciting activities our students participate in after school hours. Registrations for a variety of opportunities for external stakeholders have been opened including the online Interactive ASL Classes, Community Education ASL Classes, Online Braille Classes, and Fall Open House. The FSDB informational materials are being reviewed, and a system is being established to manage our materials inventory and dissemination data. This will enhance our ability to determine if materials used in our various on- and off-campus events are meeting expectations.

The FSDB website had 8,842 visitors (7,095 new users) with 15,378 page views for an average of four minutes and 55 seconds. The most viewed page other than the homepage was our alerts page, with 2,444 views.

The FSDB Facebook page has 15,499 likes with 19,068 page visits. We had 50 posts that had a reach of 55,266. The FSDB Instagram page gained 84 new followers (2,929 total). We had 40 posts that garnered 67,910 impressions.

Priority 3 - Goal 2: FSDB will utilize comprehensive and cohesive communication platforms to strategically share events, programs, and news to engage and inform to increase internal stakeholder satisfaction.

The multidisciplinary team to oversee the design and development of the systems to collect news, event information, and other materials will be established this semester. This team will analyze the current needs and methods and provide valuable input as new systems are developed and tested.

Priority 3 - 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.

- FSDB will co-host a regional event with The Lighthouse of Broward County and the Florida Low Vision Initiative, *"Sensational Pathways for 21st Century Learners,"* in Ft. Lauderdale on September 30.
- FSDB will be represented at the regional ABACUS BEE sponsored by FIMC-VI and APH. Students around the state meet to demonstrate their skills using the abacus and mental math.
- FSDB will be represented at *"It's a Deaf Thing"* in Lakeland, Florida. This event brings alumni, community, potential families, and educators together.
- FSDB will be represented at the COSB/APH Leadership Forum and annual meetings in Louisville, KY, at the APH headquarters. National collaborative partnerships continue to grow!
- Our FSDB Teacher of the Year, Justyn Keller, will represent us at the FL NFB Annual Conference in Tampa.
- FSDB is preparing for several conferences around the state in October and November, including the Florida Council for Exceptional Children, Florida Educators of DHH students (FEDHH), and FAER.

September 29, 2023
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

9/6/2023

Subject: Surplus Review Board Report

Line No.	FSDB Property Item No.	Property Description	Age	Acquisition Cost
1	56412	imac 21.5	7 yrs.	\$2,140.00
2	56251	imac 21.5	7.5 yrs.	\$2,110.00
3	56249	imac 21.5	7.5 yrs.	\$2,110.00
4	56675	imac 21.5	6 yrs.	\$1,445.00
5	56654	imac 21.5	6 yrs.	\$1,445.00
6	56000	imac 21.5	10 yrs.	\$2,100.57
7	55743	imac 21.5	10 yrs.	\$2,484.00
8	56396	imac 21.5	7 yrs.	\$3,010.00
9	56394	imac 21.5	7 yrs.	\$3,010.00
10	52613	carryall utility cart	15 yrs.	\$11,084.08
11	52033	golf cart 6 pass.	16 yrs.	\$7,110.88
12	53497	ezgo 6 pass. Scooter	13 yrs.	\$9,890.00
13	55183	epson projector	13 yrs.	\$1,145.79
14	56415	imac 21.5	7 yrs.	\$2,140.00
15	56253	imac 21.5	7 yrs.	\$2,110.00
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In accordance with FSDB guidelines, the above list of surplus items exceeding \$1,000.00 have been reviewed by the Surplus Review Board and have been deemed to be outdated, obsolete, irreparable, and of no further use to this school. This list is being submitted for approval for proper disposal and removal from FSDB campus grounds.

Review Board Members:

Signed: _____
Kim Whitwam Director of Purchasing

Signed: _____
Shelley Ardis Director, Technical Services

Signed: _____
Corbett Owens Technology Resource Coordinator

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

SUBJECT: 2023-2024 Operating Budget, Revision #1

PROPOSED BOARD ACTION

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

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

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

Attachment: 2023-2024 Operating Budget, Revision #1

Presenter/Department: Alison Crozier, Executive Director of Budget Management

**The Florida School for the Deaf and the Blind
2023-24 Operating Budget**

FY 2023-24 SPECIAL CATEGORY - RISK MANAGEMENT INSURANCE (103241)	
From General Revenue	\$ 377,820.00
From Administrative Trust Fund	43,497.00
FY 2023-24 GENERAL REVENUE FUND (104166)	
Salaries and Benefits	46,866,333.00
Other Personal Services	3,113,596.00
Expense	5,861,315.00
Operating Capital Outlay	1,325,152.00
Food Products	202,135.00
Special Categories:	
Professional Supplements	167,000.00
Overtime	138,293.00
Students Home on Weekends	2,502,717.00
	<u>60,176,541.00</u>
TOTAL GENERAL REVENUE FUND	
FY 2023-24 ADMINISTRATIVE TRUST FUND (104166)	
Other Personal Services	2,500.00
Expense	2,500.00
	<u>5,000.00</u>
TOTAL ADMINISTRATIVE TRUST FUND*	
* Carry forward appropriation is available if additional grants are awarded.	
FY 2023-24 FEDERAL GRANTS TRUST FUND (104166)	
Salaries and Benefits	1,436,428.00
Other Personal Services	424,636.00
Expense	334,091.00
Operating Capital Outlay	10,000.00
Food Products	170,000.00
Overtime	1,500.00
	<u>2,376,655.00</u>
TOTAL FEDERAL GRANTS TRUST FUND*	
* Carry forward appropriation is available if additional grants are awarded.	
FY 2023-24 GRANTS AND DONATIONS TRUST FUND (104166)	
Salaries and Benefits	1,084,976.00
Other Personal Services	1,190,191.00
Expense	423,567.00
Operating Capital Outlay	20,000.00
Overtime	4,000.00
	<u>2,722,734.00</u>
TOTAL GRANTS AND DONATIONS TRUST FUND*	
* Carry forward appropriation is available if additional grants are awarded.	
FY 2023-24 SPECIAL CATEGORY - PEOPLE FIRST ASSESSMENT (107040)	
From General Revenue	188,416.00
From Administrative Trust Fund	43,348.00
	<u>231,764.00</u>
TOTAL FY 2023-24 SPECIFIC APPROPRIATIONS	\$ <u><u>65,934,011.00</u></u>

**The Florida School for the Deaf and the Blind
2023-24 Operating Budget**

**FY 2023-24 SPECIAL CATEGORY - CARRY FORWARD (130300)
(Per Section 1011.57(4), F.S.)**

Carry forward from General Revenue	\$	24,595,879.41
FY 2022-23 Payables		2,970,426.32
FY 2022-23 Encumbrances		235,051.99
FY 2023-24 Recommended Projects		
Professional Services - Maintenance/Construction		780,340.00
Construction		7,855,133.00
Furniture and Linens		1,552,782.00
Vehicles and Equipment		648,440.00
Technology		366,155.00
Safety and Security		748,250.00
Structural Enhancements		14,700.00
Property Enhancements		241,660.00
Mechanical Enhancements		37,198.00
 Subtotal - Recommended Projects		 12,244,658.00
Emergency Reserve - System Failures and Disaster Response/Recovery		1,200,000.00
 Emergency Reserve - Operating		
Minimum of 5% and up to two months average General Revenue expenditures based on the prior fiscal year		7,945,743.10
 TOTAL CARRY FORWARD FUND	 \$	 <u>24,595,879.41</u>
 FY 2023-24 SPECIAL CATEGORY - NONOPERATING TRANSFER AUTHORITY		
From Administrative Trust Fund (180007)		200,000.00
From Federal Grants Trust Fund (180200)		16,000.00
From Federal Grants Trust Fund (181259)		171,000.00
From Federal Grants Trust Fund (185080)		200,000.00
From Federal Grants Trust Fund (220030)		20,000.00
From Grants and Donations Trust Fund (181259)		<u>20,000.00</u>
 FY 2023-24 TOTAL APPROPRIATED FUNDS	 \$	 <u>91,156,890.41</u>

**The Florida School for the Deaf and the Blind
2023-24 Operating Budget**

History:

7-1-23 All figures, except carry forward and nonoperating transfers, tie to Laws of Florida, Ch. 2023-239

8-17-23 Per EOG Memo #24-006 Casualty Insurance Realignment - Category 103241

Fund 1000	115,652.00
Fund 2021	5,895.00

9-5-23 Per EOG Memo #24-008 Pay Increase Distributions

Fund 1000	1,748,051.00
Fund 2261	54,012.00
Fund 2339	35,090.00

9-5-23 Per EOG Memo #24-009 State Employee Retirement Adjustments

Fund 1000	512,892.00
Fund 2261	15,848.00
Fund 2339	10,296.00

9-6-23 Per EOG Memo #24-010 Human Resources Services Appropriation Adjust. - Category 107040

Fund 2021	4,021.00
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9-8-23 Per EOG #A2024-FP7 Agency Discretionary Pay Plan, effective 10-1-2023

Fund 1000	509,636.00
Fund 2261	25,857.00

September 29, 2023
Action Item Number 3

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

SUBJECT: OPP 1.43 Monitoring of School Safety

PROPOSED BOARD ACTION

Approval is requested for the adoption of OPP 1.43 Monitoring of School Safety.

Attachment: Draft of OPP 1.43 Monitoring of School Safety

Presenter/Department: Lt. Arline Lagasse, School Safety Specialist



Monitoring of School Safety

Operational Policy & Procedure 1.43

I. Policy Purpose/Scope

It is the policy of the Florida School for the Deaf and the Blind (FSDB) to establish requirements for the School Safety Specialist to be responsible for the supervision and oversight for all school safety and safe-school personnel, policies, and procedures of FSDB. This policy describes how the FSDB School Safety Specialist will monitor school safety and explain the process that is used to identify and correct instances of noncompliance. This policy applies to the FSDB School Safety Specialist.

II. Definitions

Discipline: A safe-school officer receiving a behavior-related official reprimand.

Dismissal: A safe-school officer is permanently relieved of his/her position. Dismissal or termination is involuntary and initiated by the employer, including firings or other removals for cause.

Safe-School Officer: A school resource officer, a school-safety officer, a school guardian, or a school security guard, as identified in Sections 1006.12(1)-(4), F.S.

School Day: Any day, including a partial day, where students are physically present at school for instructional purposes, as defined by Section 1011.60(2), F.S. and Rule 6A-1.045111, F.A.C.

School District: A Florida School District or district school board, the Florida Virtual School (Section 1002.37, F.S.), the Florida School for the Deaf and the Blind (Section 1002.36, F.S.), and Developmental Research (Laboratory) Schools (Section 1002.32, F.S.).

School Safety Specialist: The FSDB President's designee per Section 1006.07(6)(a), F.S., responsible for the oversight of all aspects of school safety and security within the school district and who is a school administrator or a law enforcement officer.

Suspected Deficiency: There is at least some evidence that a district or school is not acting in compliance with the safety requirements set forth in this rule.

III. Detailed Policy Statement

A. Monitoring by the School Safety Specialist

The School Safety Specialist is responsible for the supervision and oversight of all school safety and safe-school personnel, policies, and procedures of FSDB for compliance. The School Safety Specialist shall annually review FSDB policies and procedures for compliance with state laws and rules as provided by Section 1006.07(6)(a)1, F.S.

B. Process to Identify and Correct Noncompliance

The School Safety Specialist is responsible for identifying and correcting any instances of non-compliance pursuant to the requirement in Rule 6A-1.0018 F.A.C., or other state laws or rules relating

to safety. Any suspicion or allegation of non-compliance with school safety will be examined by the School Safety Specialist. Notifications will be made within twenty-four (24) hours to the FSDB President, Campus Police Chief, and the Administrator of Business Services that an investigation has been initiated upon receipt of suspected non-compliance.

If the School Safety Specialist has determined that FSDB is within the scope of compliance under Rule 6A-1.0018 F.A.C., or other state laws or rules relating to safety, notification will be made to the FSDB President, Campus Police Chief, and the Administrator of Business Services. If the School Safety Specialist has identified that FSDB is in non-compliance, notification will be made to the FSDB President, Campus Police Chief, and the Administrator of Business Services within 24 hours. The School Safety Specialist will include details of the non-compliance, a plan of action for correction, and an estimated timeline to implement the plan of action.

Further, deficiencies relating to safe-school officer coverage must be resolved by the next school day. Notification to the Office of Safe Schools must be made within twenty-four (24) hours of any deficiencies relating to safe-school officer coverage. Notification to the Office of Safe Schools within twenty-four (24) hours must be made for any instance of noncompliance that is determined to be an imminent threat to the health, safety, or welfare of students or staff. Notifications must contain particularized facts beyond noncompliance with rule or statute that explain the imminent threat. Notification will be made to the Office of Safe Schools within three (3) days of any instance of noncompliance not corrected within sixty (60) days.

IV. Getting Help

If you need assistance with...	Contact...
Interpreting this policy	School Safety Specialist
Training	School Safety Specialist

V. References, Forms and Resources

Florida Statutes: 1006.07(6)(a)1

Florida Administrative Code (FAC) and Florida Administrative Register (FAR): 6A-1.0018

VI. Applicability/Approval

This policy on *OPP 1.43 Monitoring of School Safety* applies to the FSDB School Safety Specialist. The FSDB School Safety Specialist is the campus authority for this policy.

Approved by

Tracie C. Snow, President

Date

VII. Authority/History

Authority

Florida Statutes: 1006.07(6)(a)1

Florida Administrative Code (FAC) and Florida Administrative Register (FAR): 6A-1.0018

Laws Implemented

Florida Statutes: 1006.07(6)(a)1

Florida Administrative Code (FAC) and Florida Administrative Register (FAR): 6A-1.0018

History

New: XX/XX/XXXX

DRAFT

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

SUBJECT: BOT Administrator Salary Schedule

PROPOSED BOARD ACTION

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

Attachment: BOT Administrator Salary Schedule

Presenter/Department: Lexi Bucca, Human Resources

BOT Administrator Salary Schedule Effective October 1, 2023 (Pending 9/29 Board Approval)

Pay Level	Pay Grade	Starting Salary	
President** (12-months)	21	\$91,434.31	
Level 1			
Principal* (12-months)	22	\$74,186.56	
Pharmacist (11-months/230 days)	22	\$70,049.65	
Administrators** (12-months)	22	\$79,186.56	
Administrator of Business Services** (12-months)	22	\$84,186.56	
Level 2 (all 12-months)			
Assistant Principal	23	\$63,958.39	
Executive Director	23	\$63,958.39	
Comptroller*	23	\$68,958.39	
Executive Director of Human Resources**	23	\$68,958.39	
Executive Director of Safety & Facilities Operations**	23	\$68,958.39	
Level 3			
Director (12-months)	24	\$58,657.55	\$60,610.85
Director (11-months/230 days)	24	\$51,889.37	\$53,617.29
Level 4			
Coordinator (12-months)	25	\$43,032.83	\$44,465.82
Coordinator (11-months/230 days)	25	\$38,067.50	\$39,335.15
Assistant Director (12-months)	25	\$48,032.83	\$49,632.32
Assistant Director (11-months/230 days)	25	\$42,490.58	\$43,905.52
Level 5			
Dormitory Program Supervisor (11-months/230 days)	26	\$38,032.83	\$39,299.32

*Executive Director of Communications & PR, Executive Director of Transportation, Assistant Director of Safety, Assistant Director of Facilities, Coordinator of Information Security

*Executive Director of Budget & Grants, Executive Director of Parent Services, Director of Admissions, Director of Purchasing

*24/7 Availability Required

*Additional Responsibility