I. Call to Order

II. Pledge of Allegiance

III. Roll Call

IV. Public Comments
   Limited to three minutes per person with a maximum of 45 minutes per meeting for all public comments.

V. Approval of Meeting Minutes
   Minutes, Board of Trustees Meeting, December 10, 2021

VI. President's Reports
   President's Report – Ms. Snow
   Human Resources – Ms. Bucca
   Communications and Public Relations – Mr. Johnson
   Legislative Report – verbal report at meeting – Ms. Eccles

VII. Action Items
   1. Surplus Property
   2. 2021-2022 Reallocation of Excess or Unused Funds
   3. Continuation of Business Prior to Approval of the FY 2022-2023 Operating Budget
   4. FY 2022-2023 Out-of-State Tuition Rate

VIII. New Business

IX. Unfinished Business

X. Department Updates
   Allied Health Services – Dr. Gustetic
   Boarding Program – Ms. Grunder
   Business Services – Ms. Mintzer
   Blind Department – Ms. Bogue
   Deaf Department – Ms. Saunders
   Instructional Services – Mr. Trejbal
   Outreach and Technology Services – Ms. Ardis

XI. Board Comments

XII. Adjournment
Board of Trustees Meeting Minutes
Moore Hall, Center for Learning and Development
December 10, 2021, 9:00 a.m.

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

Call to Order
Mr. Owen McCaul, Chair, called to order the meeting 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.

Public Comment
Ms. Teresa Smith, St. Augustine, FL, spoke on behalf of Gina Gilmore, FSDB EA’s President. She explained that the EA provided the Poinsettias with their thanks for all the Board does for the School and the EA.

Executive Session
Mr. McCaul adjourned the Board meeting for the Executive Session at 9:06 a.m.

The Board returned at 9:46 a.m. Mr. McCaul closed the Executive Session and reconvened the Board of Trustees meeting. Mr. McCaul requested a motion to consider the matter discussed during the Executive Session.

Mr. Hadley moved to ratify the FSDB Education Association contract negotiations discussed during the executive session. The motion was seconded by Dr. Zavelson and was carried on a vote of five to one.

Approval of Meeting Minutes
Mr. Hadley moved to approve the minutes from the Regular Board of Trustees Meeting held on October 29, 2021. 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.

• Ms. Nancy Bloch will be retiring after nine years with FSDB on December 21. Ms. Bloch and her husband will be joining the RV’ing lifestyle for their retirement. We wish them all the best for a happy retirement.
• Ms. Snow noted that she attended the Johnson Scholarship Foundation Convening held in West Palm Beach on Sunday, December 5, 2021. She was one of seven presenters who presented on career and technical education and workforce development, focusing on students with disabilities.
• The Boys’ and Girls’ Basketball Teams and the Cheerleaders left campus on Thursday, December 9 at 5:30 a.m. The students were headed to Louisiana to participate in the Cajun Classic at the
Louisiana School for the Deaf. This trip is the first time our students have traveled out of state to participate in a competition in almost two years. Ms. Snow was there to see the students off and wish them luck.

- Michael Johnson and two students, one from Deaf High School and one from the Blind High School, went to TPC Sawgrass and recorded a public service announcement for the Players Championship. The broadcast will take place on January 23, 2022.
- Our Deaf Elementary School Teacher of the Year, Marissa Harrer, has been selected as our overall Teacher of the Year.

Legislative Report
Ms. Patsy Eccles, Legislative Specialist, was unable to attend today’s meeting. Ms. Snow updated the Board on a few additions to Ms. Eccles’ written report. The Governor released his budget, and included are several initiatives that may affect FSDB. These initiatives are, increases to implement the base salary for teachers, minimum wage increase, a one-time teacher and principal bonus, increase for law enforcement officers and first responders, and motor fuel tax relief.

**Action Items**
No Action items were presented.

**New Business**
No New Business

**Unfinished Business**
No Unfinished Business

**Department Updates**
Business Services - Mr. Dave Hanvey, UBS Financial Advisor, provided the Board with the Endowment I and II values. He explained what is causing volatility in the markets and how that is affecting the Endowment Funds I and II.

**Board Comments**
The Trustees were all very grateful for the student performances before the Board meeting. They sent well wishes to Mrs. Siguler, and they all wished everyone Happy Holidays, Happy Hanukkah, Merry Christmas, and Happy New Year.

**Adjournment**
Meeting adjourned at 10:16 a.m.

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

__________________________  _______________________
Tracie C. Snow              Owen B. McCaul
President                   Board Chair
2021 ended with celebrations and good cheer while looking ahead to another amazing year in the making. Welcome, 2022!

**Holiday performance, Santa and the Grinch**
The evening of December 16 was filled with laughter, smiles, and song as Sue Hill and the recreation program hosted our holiday performance for our students and their parents. The two-hour event included our blind department music program, signing students, dance troupe, a gingerbread village, and hot cocoa and cookies. The students were also able to visit Santa and Mrs. Claus and the mischievous Grinch.

**Student athletes**
- Congratulations to our girls and boys basketball teams and cheerleading team for sweeping the Louisiana Cajun Classic (in Louisiana) on December 10th and 11th. All three teams were crowned tournament champions! Our student athletes earned special recognition in various contests as well as made the All-Tournament Teams. So proud of our coaches and students.
  - Best Jumpers Contest: Oceana Brown for 1st place and Zaniesha Williams for 3rd place
  - 3-Pt Shooting Contest Winners: FSDB Boys (Justin Cabrera, Marcus Guillou, and Luis Merced: 11 out of 15 - 73%) and FSDB Girls (Olivia Brown, Kayla DeBrow, and Elsie Essex: 6 out of 15 - 40%)
  - Free Throw Contest Team Winners: FSDB Boys (48 out of 100 - 48%) and FSDB Girls (34 out of 90 - 38%)
  - All-Tournament Teams: Cheerleaders (Nikayla Merced and Zaniesha Williams), Boys (Luis Merced, Marcus Guillou, and Phoenix Lambirth), and Girls (Olivia Brown, Cassidy Dainty, and Kayla DeBrow)

- Olivia Brown, a player on the girls basketball team, added her name to FSDB history for earning 1,000+ points in her basketball career at FSDB on Tuesday, December 14. Great spirit, excitement, and support were shown by fellow high school and middle school students and staff as she was greeted when she arrived home from the team’s away basketball game. It was wonderful to be able to celebrate Olivia in this way.

- National Deaf Interscholastic Athletic Association (NDIAA) announced the National Championship cross country team. Congratulations to Male Runner of the Year, Bobby Torres, and Coach of the Year, Anna Tutak. We are so proud of Bobby, a student in Deaf High School, and Coach Tutak, a Physical Education teacher in the Blind Department, for their dedication and hard work.

**A very special surprise**
Friday, December 17, shall always stand out as a fond memory to remember. Sophomore students from the Blind High School along with their teacher/assistant class sponsor, Leslie
Costello, planned a terrific surprise for me that morning. Instead of arriving at my office to attend another meeting, I was greeted by Christmas carolers! I cannot express enough how honored and grateful I am every day to be the President of FSDB. This is just one of the many, MANY moments over this past year that cause me to pinch myself and give thanks.

Through the joy, the laughter, the challenges, the late days, and doing things we have never done before... We are blessed.

Respectfully submitted by:
Tracie C. Snow
President
Class Code Count

- Board of Trustees Administrator Positions: 70
- Teacher Positions: 108
- Specialist Positions: 61
- Select Exempt Service Positions: 44
- Career Service Positions: 397
- General Revenue Positions: 652
- Grant Funded Positions: 28

Add/Delete

08690 Administrative Assistant I, SES, 11-months, Grant funded - 48902104501 to Staff Assistant, Career Service

Service Awards

15 Years
Carol Findley

10 Years
Calvin Klinger Jr.

5 Years
Joanna Campbell
Nicolas Rodriguez-Garcia
Communications and Public Relations

Board of Trustees Report – January 2022

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

Leadership Communications

We continue to support President’s Posts (videos and transcripts) that are shared with parents/guardians and staff members.

Earned Media

No earned media was garnered during November; efforts are in progress that likely will result in such during the coming months.

Public Service Announcements

During November, 409 PSA radio spots (:30 and :60 seconds, totaling 19,410 seconds/323 minutes) were 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.

School-Level Newsletters

School-level digital 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, posted on the Parent Services webpage as well as on individual school webpages.

Nine newsletters issued engaged a total of 995 campus and external stakeholders: ELC - one issue/64 viewers; BEMS - one issue/186 viewers; BHS - one issue/213 viewers; DES - two issues/147 viewers; DMS - two issues/162 viewers; DHS - two issues/223 viewers.

Social Media Campaign

To supplement our newsletter efforts, we created a social media campaign for the current academic year using expanded hashtags that cover each day of the week: #FSDBStudentSpotlightSundays; #FSDBMemorableMondays; #FSDBTeacherTuesdays; #FSDBWheresWalterWednesdays; #FSDBThrowbackThursdays; #FSDBFunFactFridays and #FSDBSupportStaffSaturdays.

Social media content and posts are aligned with the academic calendar as well as national holidays, observances and celebrations. Schools are doing the same for their newsletters. If you have not yet checked our social media postings, we encourage you to do so.
Marketing Collateral

**Videography** – Produced three weekly episodes of the FSDB social media series, “Where’s Walter?” were produced and posted. Topics included Parent Engagement Workshop, Homecoming Week (Deaf High School) activities, and Kirk Auditorium.

Edited and distributed the Blind High School Illusion Color Guard performance from Blind Homecoming.

**Graphic Design** – Designed branded print and digital collateral for the following departments:

- Academics—Deaf Homecoming Poster.
- Athletics—Created game day GIFs, Banners, calendars and senior posters for Boys and Girls Basketball teams.
- Outreach—Blind Department Alumni – Expert Panel flyer.
- Parent Services—Parent University ASL Class flyer

Designed and implemented daily posts for yearlong social media campaign (explained above) recognizing students, staff, departments, history and more. Individual posts involve photographs and infographics with body text explanation and/or background describing the focus areas for each day.

**Photography** – Photos of school and department-based student activities were taken, including athletic individual and team basketball photos. Captured images for social media campaigns that include teachers, students and staff and showcased Deaf Homecoming Week and FSDB Teachers of the Year for the 2022-23 school year.

**Social Media**

**Website**—6,043 visitors (5,443 new) with 22,812 page-views with an average viewing time of 2:11 minutes. Desktop users were 47%, mobile 51% and tablet 2%. A total of 44 people reached out to campus personnel via web contact forms; this does not include phone calls received.

**Facebook**—13,428 total page likes, 52 posts with a reach of 93,787 and 173,241 impressions. The top post was a video of the Blind Cadence performing during a pep rally that reached 7,051 people with 471 reactions (162 likes, 112 comments and 35 shares). School-level and related Facebook groups are private and promote information-sharing with parents/legal guardians of current students.

**Instagram**—30 new followers (2,127 total), 38 posts, with a reach of 2,149, 2,246 likes, and 31 comments, and nine shares. Top post were Deaf High School Spirit Week photos with 152 likes.

**Twitter**—Two new followers (1,495 total), two tweets, 5,230 impressions, 70 profile visits and seven mentions. Top tweet was the Career Development Student of the Month with 310 impressions.

**YouTube**—Eight videos uploaded, 19,837 channel views, 853 hours watched, 37 new subscribers, 144,767 impressions and 12,644 unique viewers. The top video was the Star-Spangled Banner in ASL with 4,790 views.

**Vimeo/Livestreaming**—16 video uploads, 1,714 views, 772 unique viewers and 394 hours watched; 8 livestreamed events; girls and boys basketball games.

**Museum**

Fifteen people visited the school museum; these included 12 representatives from the Florida Coordinating Council for the Deaf and Hard of Hearing (FCCDHH) who toured the campus and held their quarterly meeting at a nearby location, and 3 guests from California.
SUBJECT: Surplus Property

PROPOSED BOARD ACTION

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

Attachment: Surplus Property List

Presenter/Department: John Wester, Comptroller
Mrs. Mintzer,

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

**BOT APPROVAL FOR EQUIPMENT DISPOSAL**

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<th>Description</th>
<th>Age</th>
<th>Acquisition Cost</th>
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<td>Embosser</td>
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<td>51091</td>
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<td>3063.93</td>
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Review Board:

X
Shelley Ardis
Administrator of Outreach and Technology...

X
Corbett Owens
IT Project Manager

X
Kim Whitwam
Purchasing Director
SUBJECT: 2021-2022 Reallocation of Excess or Unused Funds

PROPOSED BOARD ACTION

Board approval is requested to reallocate excess or unused funds from external categories and/or projects that have balances to those having deficits for FY 2021-22 for General Revenue and the Trust Funds.

Presenter/Department: Alison Crozier, Director of Budgets and Grants
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Board of Trustees Meeting

SUBJECT: Continuation of Business Prior to Approval of the FY 2022-2023 Operating Budget

PROPOSED BOARD ACTION

Board approval is requested to continue the financial operations of the School from July 1, 2022 to the date of Board approval of the FY 2022-2023 FSDB Operating Budget. All expenditures shall be subject to retroactive ratification by the Board.

Presenter/Department: Alison Crozier, Director of Budgets and Grants
SUBJECT: FY 2022-2023 Out-of-State Tuition Rate

PROPOSED BOARD ACTION

Board approval is requested to establish the Out-of-State Tuition rate for the 2022-2023 School Year at a cost of $17,980 annually. The Out-of-State Tuition charge offsets the added cost of providing services. This rate represents an increase of $921 from this year’s annual tuition rate. The School does not currently have any out-of-state students.

Presenter/Department: Alison Crozier, Director of Budgets and Grants
### Health Care Center Report

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<td>2,322</td>
<td>297</td>
<td>622</td>
<td>590</td>
<td>471</td>
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<td>(*Total includes all students that were assessed in the ACU clinic as a &quot;Walk-ins&quot;, &quot;Scheduled Appts.&quot; &quot;Physicals&quot;, &quot;Vision Screenings&quot;, and &quot;Miscellaneous.&quot;)</td>
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<td><strong>TCU Visits</strong></td>
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<td>(*Total includes all students that were admitted to the TCU.)</td>
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<td>(*ER visits, Opthalmology, Home)</td>
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#### Sofia 2 Testing

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Apartment Program

Young Men
Many of our students have been promoted to the next step in our *Steps to Independence* program during November and December. This has brought a sense of routine and comfort to our program for staff and students alike. Students know what is expected of them and follow through with their responsibilities in the Apartments, as well as on and off-campus.

The young men were extremely excited about football season as well as the current basketball season. Our Blind High School seniors had the honor of traveling to Austin, Texas, to compete in the US National High School Goalball Tournament. Our Deaf High School seniors traveled to Louisiana School for the Deaf to participate in the Cajun Classic. We also had one of our students win 1st place at the Infinity’s Cheer Winter Classic.

Our team members continue to encourage and reinforce the importance of academics and life skills to our young men. In addition, they have shown perseverance and determination to work together and get through all challenges as a team. It has been nothing but exceptional!

The young men continue to plan shopping trips, budget for the month, create meal plans, and go outside their comfort zones when shopping. Our staff meets weekly with their students to remind them how much they are appreciated and how much they are learning directly and indirectly. Seeing our students’ growth is one of the true rewards of being a part of the Boarding Program. It is truly a blessing to be a part of such an awesome program!

Young Ladies
Our Apartment ladies celebrated Thanksgiving by preparing a meal with their peers. Everyone was eager to participate in selecting food and cooking dinner. Students showed self-motivation with cooking and were eager to learn. One student, Amber, learned how to make two new dishes: deviled eggs and stove-top macaroni and cheese (instead of baking it). Amber was excited and said, “she couldn’t wait to show her mom what she learned.” We also have a new name for Deviled Eggs. We call them Angel Eggs – because there is nothing evil about these eggs, ask our tummies.

Autumn has shown a lot of growth since the first quarter. She discovered that her peers were very dependent on her for completing various tasks in their apartment. Autumn has learned to advocate for herself by seeking support from staff when her peers want her to do tasks that they should be doing themselves. Instead of doing things for her peers, the approach is “I’ll *assist you or get staff.*” We are very proud of Autumn since the start of the year, and we have
been encouraging her to make her wants and needs a priority and allow her peers to gain independence.

Shopping and maintaining a budget can be very challenging at times. Ambria has excellent skills in this area and can shop independently. Ambria is good at managing her budget, and she will check prices before going to the store to be aware of how much she will spend. Ambria stays on budget and can prioritize food based on need rather than desire. Staff stated that Ambria would stand in the store and carefully consider which item is needed the most.

Midway through the first semester, we tend to see students lacking in cleaning habits. This year we have one young lady that consistently shows her ability to be clean and organized. Soranlli completes duties without prompting, and if she sees something that needs to be taken care of, she will take care of it. In addition, Soranlli will verify with staff that all cleaning is complete prior to her going to bed. Staff says Soranlli’s room should be the model we show to students for expectations because she keeps it neat and clean on a consistent basis.

We have one young lady that is a model student for the Apartment Program. Ashely is a post-grad who exemplifies CR2 behavior and consistently demonstrates independence. She shops independently and asks questions for clarity; she can identify the price difference with brand names and different cuts of meat. She has learned to comparison shop brand names by reading ingredients. Ashely is also caring and considerate, she is good at checking with her peers to see how they are doing, and she makes sure everyone is included. Ashely is a skilled cook and likes to try new foods, and her meals are healthy and satisfying.

**Blind Department**

**Kramer Hall**

- Unit A: November has been a great month in the Kramer dorm. We had a wonderful Thanksgiving celebration and asked the boys to tell us something they are thankful for. We took some time and made our students’ favorite meals. Students told us about the recipes their parents use at home. There was a wide array of dishes: homemade chicken noodle soup and a Haitian dish called Sòs Pwa Nwa—a black bean sauce that combines beans, coconut milk, and aromatics. This was delicious! The boys had fun learning what it takes to recreate their favorite meals.

- Unit B: During November, the students had all kinds of fun. DHS girls came by and did a Thanksgiving arts and crafts project that the kids loved. Also, for Thanksgiving, the students participated in a ‘What are you thankful for?’ activity. Students did their own art contest, had some dance parties, played trivia games, and had a great November overall.

- Unit C: This month was a mixture of joy and tears since we had a going-away party for one of our students, Isaac. We love to see them come and hate to see them go! The young ladies from James Hall did arts and crafts with our students. This was a fun-filled night for all. We had a scrumptious Thanksgiving dinner in McWilliams Hall and decorated the dorm for the holidays. Additionally, we did a healthy eating activity that focused on eating a balanced meal.
• Unit D: This month, the girls in Kramer Hall enjoyed making craft turkeys with the high school students from James Hall. They also helped staff make a ‘thankful tree’ craft – leaves are things you’re thankful for – in the dorm, and they were able to share what they were thankful for. Also, the girls enjoyed a healthy eating activity where they were able to try different healthy foods and tell staff what they thought of the different foods they sampled.

Cary White
• Pod 228: This month, the girls of 228 have been very busy making our new students feel welcome. We went on an off-campus trip to McDonald’s. We have begun decorating the dorm and looking forward to the upcoming holiday activities.
• Pod 229: The girls enjoyed the fall weather and took a fun walk to McDonald’s for dinner. The girls also practiced counting and sorting money to prepare for this trip. We are looking forward to our holiday party: sipping hot chocolate around the tree, and, of course, going to the movies to see *Clifford the Big Red Dog*.
• Pod 231: This month, we have been working on organization. We played a game about developing a plan, executing the plan, and organizing things by topic or alphabetically. We worked with the students on manners and appropriate table conversation during our Thanksgiving dinner in the cafeteria and on a trip to McDonald’s. We will review and continue to build on appropriate behavior during our Christmas dinner in the cafeteria. We will also work on behavior in public for a trip to the theater. We will have a teamwork event to build gingerbread houses for the Holiday Celebration.
• Pod 232: The boys decorated the pod for the holidays. The boys are experimenting with making breakfast for dinner. We are working on a community project for our HCC staff.
• Pod 233: The boys made peanut butter and jelly sandwiches for the homeless. We also went to see *Clifford the Big Red Dog* at the movies.

Koger Hall
• This month for community service, we did a pet food drive. We collected donations all month, then gave the items to S.A.F.E (Saving Animals from Euthanasia) animal rescue. We were able to donate 12 bags of food, food dishes, and toys.
• This month’s *Taking the Lead* activity highlighted a freshman, Isabelle, who wanted to share holiday-themed treats with the other freshmen to thank them for accepting her when she came to FSDB as a new student last year. She said that they had been nothing but nice to her and she considered them all her friends.
• Before leaving for the holiday break, we had “Family Night,” where we played games with a holiday theme and enjoyed snacks together. Staff picked the teams and mixed it up. That way, students from different grades and students who didn’t know each other very well were on the same team. We all had a blast!

MacWilliams Hall
• In my last report, we had to postpone our PBIS kickoff in the dorm due to Homecoming. I am pleased to say we were able to have our Kickoff event, and we couldn’t have picked a better day for it! We decided that a S’mores event with hot chocolate would fit with the fall weather, and we hoped for a slight chill to make it seem appropriate. Very
happily, Mother Nature cooperated. We started the evening just after supper, checking students’ knowledge of FSDB’s CR2 philosophy and then rolling out our new dorm incentive plan for students to use their PBIS tickets. Then, with close staff supervision, students toasted marshmallows over a campfire (BBQ grill) and ate S’mores to their hearts’ content. We got the staff involved, too, and we probably made 70 S’mores and drank about three gallons of hot chocolate. We also raffled a few Subway gift cards to top the evening off.

- For Thanksgiving, the students were treated to a very special meal from MacWilliams staff. Each year, students and staff enjoy a Thanksgiving meal prior to going home for the break. This year, MacWilliams staff cooked a Thanksgiving meal in-house for our young men to enjoy, and we sat down to enjoy it together. There was even a friendly rivalry competition in the dessert course. Mr. Baker and Ms. Amanda squared off with their sweet potato pies. Although Mr. Baker certainly lives up to his name, Ms. Amanda came away with the honors of “Best Sweet Potato Pie” by our esteemed panel of MacWilliams student judges. We may just have to make this a new tradition in MacWilliams Hall.

**Deaf Department Elementary and Middle School**

**Vaill Hall**

- Our elementary students are learning about a different PBIS character trait each month. In November, we learned about Citizenship. For December, we are learning about Cooperation. We continue to model these traits and encourage our students to practice these skills daily. We continue to focus on self-care to include hygiene (brushing teeth and showering) and dressing appropriately for the weather. We are teaching about food storage. The students are learning to store their snacks properly.
- Students have decorated our dorm pods beautifully for the holidays and are learning how to clean up after themselves to maintain a clean living space. Some students learned to make homemade Frosties, candy corn fritters, cinnamon rolls, and cookies.
- Our 4th and 5th graders continue to collect garbage from all six pods every evening. Our 5th grade girls delivered jewelry to Gregg Hall.
- The Vaill Hall students have been practicing and getting ready to perform in the Holiday Celebration since the last week of November. We are very excited to see them perform! We will also see Signing Santa, Mrs. Claus, and the Grinch. Cookies and hot chocolate will be served.
- Some of our Dance students will be going to Gainesville to see The Nutcracker on Wednesday, December 15. Students will have a nice holiday dinner this Thursday. We also had a Thanksgiving dinner with our students in November. The students enjoyed having a sit-down meal with their staff.
- Our dorm PBIS drawing was held Monday, December 13. We had a lot of examples of Respect, Responsibility, and Cooperation to share. In addition, staff awarded certificates for admission into the PBIS store to several deserving students. Our residential instructors will continue to nominate one student with the best behavior from each pod.
every month and may award one student on the spot if an outstanding character is displayed.

- The dorm pods are also involved in a PBIS competition. Each pod competes daily and will be producing team names soon. Each pod can only earn a ticket in the morning and the afternoon for each day if every student is cooperative, respectful, and responsible. The pod with the most tickets at the end of each month gets to have dinner of their choice brought to them, and they do not have to go to the cafeteria. Their choices are Chick-fil-A, Little Caesars, or McDonald’s. We will tally the tickets from each pod during the first week of January to determine our winner. Our students are very excited!
- We kept our students busy with outdoor play at the playground, bike riding at Kids Town, game nights, ping pong, foosball, crafts, decorating, and coloring.
- Our students made snowman decorations and holiday ornaments while enjoying hot chocolate and freshly baked cookies in the dorm. We are wishing you a wonderful Holiday Season from Vaill Hall!

**Gregg Hall**

- Gregg Hall continues to stay busy. With the holiday season upon us, plus sports, tutoring, and dorm activities, our girls remain active. In addition to our PBIS program, our middle school dorms borrowed the “House Points” concept from the *Harry Potter* books. Our dorm has three “houses” that collectively earn points for individual or group good behaviors and lose points the same way. This builds a sense of camaraderie and helps the girls support each other in making good choices. We’re pleased to announce that “The Blue Cats” took 1st place as the first team to reach 50 points for the second quarter, and they celebrated with an ice cream sundae party. Well done, “The Blue Cats,” well done!
- Our dorm also had some fun before Thanksgiving break. Our girls helped the staff to make chili, rice, and cornbread for our own Thanksgiving dinner in the dorm. The girls enjoyed getting into the kitchen and loved having a family-style meal. Our 6th grade girls took the fun one step further with a whipped cream “pie” eating contest and individual bobbing for apples.
- This first semester has had a lot of fun, some challenges, and many new opportunities for learning. We hope you all have a very happy holiday break, and we wish you a prosperous new year.

**McLane Hall**

- McLane Hall students are having fun with different dorm activities. With arts and crafts, staff lead activities with the students and encourage creativity. The students have made clay pumpkins, painted magnets, and decorated birdhouses. During cooking activities, students made homemade ice cream (in an ice cream churn), personalized pizzas, hamburgers, a spaghetti dinner, and cupcakes. The boys continue to exercise together through sports and games.
- The middle school boys participated in a staff-led Thanksgiving activity where they wrote or drew pictures of things they were thankful for on notes and then posted them on the ‘Wall of Thanks.’ The students also had a cupcake treat afterward.
• McLane Hall students enjoyed making ornaments to bring home to their families. The boys made gingerbread house foam ornaments and painted clear ornaments. Some of the boys made snowman ornaments as well. The boys also enjoyed decorating the dorm. They helped set up trees, ornaments, lights, and winter decorations to help give the dorm a festive feel.

• The boys learned about safety guidelines for walking off-campus. A guest presenter from the FSDB police department spoke with the students about traffic safety, how to interact in public places, and what to do if you are off-campus and an emergency happens. The boys had a lot of questions, and they were excited to use their skills during staff-led off-campus walks.

Deaf Department High School

James Hall

• This month we focused on Mental Health Awareness. The students were given the tools to seek help – where to go, who to ask – and encouraged to find someone they are comfortable with to discuss what is going on in their life.

• Recently, we partnered our community service with Deaf and Blind Elementary dorm students to make holiday pinecone keepsakes for their families. We teach and encourage our younger students and older students that it is better to give than receive.

• Our students decorated the dorm for the holidays. They set up and decorated the Holiday Tree. The girls enjoyed S’mores and hot chocolate at the James Hall Pavilion, where we had a fire pit, and the girls were able to roast marshmallows. They were extremely excited about making their S’mores.

• This week the girls are making gingerbread houses to display for the Holiday Celebration on Thursday. Every year we do this, and they just have so much fun making these.

• The James Hall staff and students want to wish everyone a happy and safe holiday.

Rhyne Hall

• In Rhyne Hall, the boys have been getting into the festive holiday spirit this month. The boys are excited about making a gingerbread house and showing it off to everyone. A group of students walked downtown to look at the world-famous “Nights of Lights,” and the students were impressed by how beautiful St. Augustine is during the holidays. They also finished decorating the dorm for the holidays. They put up a tree, decorations, and holiday lights.

• For community service, the Rhyne Hall boys will make cookies for the middle school boys. We also started our Pokémon Go club. The boys went off-campus with the middle school boys to search for Pokémon. The boys have enjoyed walking off campus to various stores and restaurants.

• The boys participated in lockdown training during suppertime with the campus police. The students were well behaved and very attentive. They asked good questions like “who pulls down the rolling door?” or “who can unlock the lock when we are in lockdown?” It was great seeing the boys involved in an important topic for their safety.

• Staff have been working with the Rhyne Hall boys to teach them how to apply for jobs. Staff taught them how to apply and fill out the application. Many of the boys then
applied for various jobs on campus and approached staff to ask for a reference. Staff have also shown students how to look up schools for college and talked with them about the application process.

- The Rhyne Hall boys also enjoyed two holiday dinners. They ate dinner in the cafeteria with their staff for Thanksgiving and Christmas. The students and staff enjoy eating together like a family to celebrate the holidays. The boys are excited about winter break, and we are looking forward to hearing about what they did during break and the wonderful gifts they received.

**Recreation Department**

A comprehensive plan is being maintained to ensure a safe environment for the students participating in the Recreation Program. The students, K-22, participated in the following recreation activities (Competency #8: Utilizing Recreational Facilities and Engaging in Leisure) from the Life Centered Career Education (LCCE) curriculum.

**Elementary Objective: 8.33.4:** Participate in recreational activities outside the home

**Middle School Objective: 8.33.1:** List sources of information about specific recreational activities

**High School Objective: 8.34.3:** Develop an individual plan of leisure activities

**11/1/21 – 11/4/21**
- DES Team Games
- BES Team Games
- DMS Swimming
- BMS Individual Games
- DHS/BHS Team Games, Arts/Crafts, Weight Training, Omnikin Volleyball

**11/8/21 – 11/11/21**
- DES Swimming
- BES Swimming
- DMS Board Games
- BMS Swimming
- DHS/BHS Arts/Crafts, Flag Football, Weight Training, Yoga, Switch Games, Basketball

**11/15/21 – 11/18/21**
- DES Kickball
- BES Adapted Kickball
- DMS Kickball
- BMS Family Feud
- DHS/BHS Fishing, Cardio Walking, Weight Training, Board Games

**11/29/21 – 12/2/21**
- DES Practice for the Holiday Celebration performance
- BES Practice for the Holiday Celebration performance
DMS Omnikin Volleyball
BMS Open Gym
DHS/BHS Arts/Crafts, Table Games, Weight Training

12/2/21 – 12/9/21
DES Practice for Holiday Celebration performance
BES Practice for Holiday Celebration performance
DMS Arts/Crafts
BMS Arts/Crafts
DHS/BHS Arts/Crafts, Under-the-Net Volleyball, Steal the Bacon, Holiday Bingo

12/13/21 – 12/16/21
DES Practice for Holiday Celebration performance
BES Practice for Holiday Celebration performance
DMS Holiday Bingo
BMS Holiday Bingo
DHS/BHS Arts/Crafts, Under-the-Net Volleyball, Steal the Bacon, Holiday Bingo

The Recreation Department was responsible for the 2021 Holiday Celebration, performing were
the Elementary Department singers and signers, the Blind Department Chorus, the Blind
Department Concert Band, and the Dance Troupe. The students were delighted to meet Santa,
Mrs. Claus, the Grinch, and some Christmas elves. There were cookies and hot chocolate for all.

The Blind/Visually Impaired Recreation/Sports Development group has been working to build
confidence, strategies, and skills so that students can feel confident about participating in a
larger groups of students.

The Elementary Dance program is ready to work on more difficult skills and steps. They were
invited with the Dance Troupe to see the DanceAlive Ballet Company perform the Nutcracker in
Gainesville.

Staff Training & Development and Student Independent Living Skills
The Boarding Program staff and students participated in professional development activities, in-
service trainings, and independent living skills activities.

Professional Development Activities
Eyvolle M. Pamphile completed and participated in the following:

• Development Dimensions International: Webinar on 12/2/21 – 2022 Forecast: 5 Trends
  in Leadership
• Training Magazine Network: Webinar on 12/7/21 – The New Face-to-Face Training
  Experience
• Training Magazine Network: Webinar on 12/7/21 – Remote 101: The Secret to Engaging
  Virtual Workers
• Training Magazine Network: Webinar on 12/8/21 – 5 Best Practices for Bridging the In-Person vs. Virtual Attendee Training Gap
• DDI: Webinar on 12/9/21 – Leadership Development Series: Build a Strong Leadership Foundation
• Training Magazine Network: Webinar on 12/9/21 – Simple Tips for Authoring Instructionally Sound eLearning Courses
• Training Magazine Network: Webinar on 12/16/21 – The Performance Management Evolution: Best Practices to Design, Implement and Evaluate to Deliver Results

Staff Workshops: Fall 2021 Boarding Department Professional Development Program:
• Fall 2021 Blind Department Professional Development Program:
  o 12 Week Basic Orientation & Mobility continues with Cristina Sapp, FSDB Orientation & Mobility Specialist, ended on 12/7/21
  o 12 Week Braille I with Mary Bilancio, FSDB Blind Department Parent Advisor and State Trainer, ended on 12/7/21
• 12/2/21 – QPR Specialist Training for evening shift, with FSDB Executive Director of Mental Health Services, Erica Wortherly, Psychologist Silke Douglas, and Licensed Mental Health Counselors Rhonda McCahill and Wendy Williams
• 12/3/21 – QPR Specialist Training for overnight shift, with FSDB Executive Director of Mental Health Services, Erica Wortherly, Psychologist Silke Douglas, and Licensed Mental Health Counselors Rhonda McCahill and Wendy Williams
• 12/8/21 – CPAP Training for Gregg Hall overnight shift, with FSDB HCC Nurse, Kathy Halkin
• 12/9/21 – Love & Logic Training for Rhyne Hall evening shift, with FSDB Licensed Mental Health Counselors Rhonda McCahill and Wendy Williams
• 12/13/21 – Diabetes Training for Vaill Hall evening shifts, with FSDB HCC Nurse, Kathy Halkin

Monthly Staff In-Service Trainings & Updates
• No sessions scheduled during this reporting period
• Fall 2021 Training Needs Assessment for all Boarding Program dorm staff and supervisors completed on 12/13/21

Student Independent Living Skills (ILS) Workshops
12/13/21: Mental Health Workshop for Gregg Hall dorm students, with FSDB Executive Director of Mental Health Services, Erica Wortherly.

LCCE Objectives: 15.63.2 and 16.68.3
Competency 15 – Making Adequate Decisions
63 – Anticipate Consequences
  2 – List and demonstrate knowledge of ways in which personal behavior produces consequences
Competency 16 – Communicating with Others
68 – Communicate with Understanding
3 – Demonstrate Proper Use of a Telephone or Other Communication Device

**ILS Hour schedule:**
- **2nd Quarter ILS Hour** ended on 12/15/21 for elementary to high school dorms and 12/14/21 for Apartment Program dorms.
- **3rd Quarter ILS Hour** began on 1/9/22 and will end on 3/2/22 for elementary to high school dorms and 2/22/22 for Apartment Program dorms.

**Weekly Sessions: Elementary to High School Dorms:**
- Mondays – Vaill, McLane, Gregg, Koger, and MacWilliams Halls
- Wednesdays – Kramer Hall and Cary White Dorm
- Sundays – James and Rhyne Halls

**Bi-Weekly Sessions: Apartment Dorms:**
- Mondays – Collins House, Wartmann Hall (2nd Floor)
- Tuesdays – Bloxham Hall (1st Floor), Ray Charles Center (1st Floor), Ray Charles Center (2nd Floor), Ted Johnson Center (1st Floor), and Ted Johnson Center (2nd Floor)
- Wednesdays – Wartmann Hall (1st Floor)

**Breaks & Holidays**
*Winter Break* is scheduled from 12/17/2021 to 1/1/22; Boarding Students returned 1/2/22, and classes resumed 1/3/2022.

**Respectfully submitted by:**
Kathleen Grunder
Administrator of Residential Services
ACCOUNTING/BUDGETS AND GRANTS
Submitted by John Wester, Comptroller and Alison Crozier, Director of Budgets and Grants

Accounting
The Accounting Department is progressively preparing for the replacement of the Statewide FLAIR accounting system with PALM through training courses and conference attendance. Prompt Payment Compliance is at 99.51% timely for this past reporting period through 11/30/2021.

Purchasing
Tangible Personal Property Inventory – Rule 69I-72.006, Florida Administrative Code: The annual inventory of property for FY 2021-2022 is proceeding as scheduled. All locations must be completed by fiscal year-end. Anyone interested in learning more about FSDB property inventory can obtain a copy of the FSDB Property Manual available from the FSDB Comptroller’s Office.

Budgets and Grants
The FY 2022-2023 Legislative Budget Request is complete and on file in the Office of the Executive Director of Budgets and Grants.

ADVANCEMENT
Submitted by Elizabeth Etheridge, Coordinator of Gifts and Volunteers and Julia Mintzer, Administrator of Business Services

There were two large donations each year. A private foundation $25,000.00 donation in 2020 and the PGA $28,000.00 donation in 2021.

Total November income for 21/22 was up 10.09% from 20/21.
Total YTD income for 21/22 was up 24.40% from 20/21.

Comparison without the large donations, as well as restricted donations, is below. This reflects the increase in giving by the Direct Marketing Campaign. The bulk of donations came in through the Fall Inhouse and IMPACT Report mailings. We continued to receive many donations from the Donor Acquisition mailing.

Donations for November 2021
Number of Donors = 294
Number of Donations = 298
Dollars Received = $ 77,513.60

Donations for November 2020
Number of Donors = 293
Number of Donations = 293
Dollars Received = $ 70,403.89

2021/2022 Year to Date
Number of Donors = 1,092
Number of Donations = 1,530
Dollars Received = $ 683,347.88

Previous Year to Date
Last year as of November 30, 2020
Number of Donors = 1,066
Number of Donations = 1,452
Dollars Received = $ 549,311.76

Total November income for 21/22 was up 16.65% from 20/21.
Total YTD income for 21/22 was up 10.09% from 20/21.
The 2022-2023 private funding process has been launched via the distribution of the request forms, instructions, and a frequently asked questions guidance document. Members of the Business Services team have scheduled opportunities to meet with groups of staff members to provide further guidance and solicit proposals for value-added projects. The team is also available to answer individual questions as they arise. We remain grateful for our donors as they support many student and staff activities.

**EMERGENCY MANAGEMENT**  
Submitted by Julia Mintzer, Administrator of Business Services

FSDB Incident Command Team members are commended for completing rigorous FEMA courses throughout the 2021 calendar year in an effort to enhance their knowledge of incident mitigation, response, and recovery.

This team continues to review and revise FSDB emergency management plans to ensure that staff members are prepared to respond to an emergency. These plans also outline duties for each incident command role in order to provide a quick reference when responding to or recovering from an event.

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

**Endowment I**
From December 1-16, 2021, Endowment I increased +$235,597.96 (+1.31%), +8.73% Year-To-Date and increased +9.87% for the trailing 12 months with a closing portfolio value of $20,062,869.28. Dividends and interest income totaled +24,123.55, and accrued interest decreased -$127.71. During the same period, the Benchmark increased +0.92%, increased 7.96%, +8.98%, respectively.

**Endowment II**
From December 1-16, 2021, Endowment II increased +$138,900.90 (+1.30%), and increased +4.77% since inception on February 9, 2021 with a closing portfolio value of $11,864,562.15. Dividends and interest income totaled +$21,239.80 and accrued interest decreased -$8,041.47. Looking ahead, we remain vigilant in the short term and look for additional opportunities should the market continue testing lower support levels, such as the 100 or 200 moving day averages. As of December 1st, our central scenario forecast for the S&P 500 is to increase to 5,000 (+10.8%) by the end of June 2022.

**SAFETY AND FACILITIES OPERATIONS**  
Submitted by Guy Maltese, Executive Director of Safety and Facilities Operations

**Safety Risk Management Plan**
- Safety testing and inspections have continued as scheduled with zero variations from the standard.
- Fire sprinkler inspections and maintenance have continued as scheduled with zero discrepancies; upgrades will take place over the break.
- Emergency preparedness drills have continued as scheduled.
- Transportation has performed monthly bus/vehicle inspections with zero variations.
• Allied Health Services reports their biohazard program is operating within protocol with zero variations.
• Food Services has not had a random inspection since September 3, 2021. According to the Director of Culinary Programs, there have been no reported violations or corrective actions.
• The MNS (Mass Notification System) has had several updates and testing—all yielding successful results.

**Project Management**

• The Cary White roofing project is an active work in progress, with crews on-site daily.
• The Campus Sign project for the Genoply and Causeway locations is underway.
• Cooling Tower project disconnects have taken place in preparation for the demolition to start on December 20, 2021.
• January is earmarked for planning the LBR and CFMP, driven by the Facilities Condition Assessment (FCA) and current campus conditions.
• The beginning stages of the Gregg project have begun with advertisements for professional services as well as conversations with RSM for contract language.
• The second phase of the bottle filler project is complete, and the third and final stages are currently being planned.
• Final upgrades are being made to the observation deck at the floating dock/kayak launch area.

**TRAINING AND QUALITY ASSURANCE**

Submitted by Christy Slater, Director of Training and Quality Assurance

The Training and Quality Assurance Department held or will hold the following trainings between December 10th, 2021, and January 14th, 2022: one CPI full course, two CPR courses, and one Alert course.

In January, TQA will be sending our two lifeguard instructors to renew their certifications in partnership with the First Coast YMCA. TQA and our Boarding Department are working together to ensure the CPI compliance needs of our student-contact staff continue to be met by adding four new Boarding Department CPI instructors. TQA is also happy to welcome two new CPI Instructors to our team!

TQA is proud to partner with our Mental Health Department to provide our staff with Question, Persuade, Refer (QPR) training. The QPR method was developed specifically to detect and respond to anyone emitting suicide warning signs. Participants are first taught to recognize the warning signs of a potential crisis. Then they learn to lean into the other person’s pain, not lean away from it. When properly used, QPR works from a foundation of knowledge, compassion, and understanding. Early intervention may well prevent the development of suicidal thoughts and feelings following a current crisis.

Progress on the 2022-2027 Strategic Plan is on schedule. In mid-November, the Strategic Leadership Team met to discuss the proposed goals and structure for the new five-year Strategic Plan. In addition, the Strategic Leadership Team was charged with obtaining feedback from departments on our current values during the month of December. Goal Champions are
wrapping up the final year of our current Strategic Plan (2017-2022) with team meetings to discuss progress, outcomes, and final plans for the current year. We are looking forward to continued collaboration among all team members as we finish out one plan and prepare for another five-year cycle of Strategic Planning.

The FSDB 2017-2022 Strategic Plan and supporting documents are on file in the Training and Quality Assurance Department.

TRANSPORTATION
Submitted by Trish McFadden, Executive Director of Transportation

After a two-year hiatus due to COVID-19, the Transportation Department and other campus partners have started preparations for the next Safety Education Fair, scheduled for Wednesday, February 23, 2022.

This educational opportunity is designed to promote personal safety awareness for youth and adolescents. In addition, students learn about safety careers and the education and training needed to be successful in these positions.

“Save the Date” flyers have been sent to outside safety partners, many of whom participated in past years’ events. Students will be provided with a classroom PowerPoint presentation prior to the event, which will highlight the attendees, background of their services, and careers in these types of industries.

This event is a collaborative effort and is being coordinated by the Transportation Department, Campus Police, Safety and Facilities Operations, and the PBiS Anti-Bullying Program.

Respectfully Submitted,
Julia Mintzer
Administrator of Business Services
Performance review
as of December 16, 2021

Sources of portfolio value

$ Millions

Performance and account start dates differ (see disclosures)

Portfolio value and investment results

Performance returns (annualized > 1 year)

<table>
<thead>
<tr>
<th></th>
<th>MTD 11/30/2021 to 12/16/2021</th>
<th>QTD 09/30/2021 to 12/16/2021</th>
<th>YTD 12/31/2020 to 12/16/2021</th>
<th>1 Year 12/16/2020 to 12/16/2021</th>
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<tbody>
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<td>Opening value</td>
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<td>19,694,493.67</td>
<td>17,823,052.27</td>
<td>17,495,330.61</td>
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<td>Div./interest income</td>
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<td>93,065.16</td>
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<td>-6,030.16</td>
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<td>Change in value</td>
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<td>470,090.55</td>
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<td>20,062,869.28</td>
<td>20,062,869.28</td>
<td>20,062,869.28</td>
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<td>Net Time-weighted ROR</td>
<td>1.31</td>
<td>2.68</td>
<td>8.73</td>
<td>9.87</td>
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</table>

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

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<tr>
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<th>MTD 11/30/2021 to 12/16/2021</th>
<th>QTD 09/30/2021 to 12/16/2021</th>
<th>YTD 12/31/2020 to 12/16/2021</th>
<th>1 Year 12/16/2020 to 12/16/2021</th>
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<td>Your portfolio (%)</td>
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<td>2.68</td>
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<tr>
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<td>2.20</td>
<td>7.36</td>
<td>8.36</td>
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<tr>
<td>Barclays US Ag Gov/Cd Int</td>
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<tr>
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<td>9.51</td>
<td>10.82</td>
</tr>
<tr>
<td>Russell 2000</td>
<td>-2.05</td>
<td>-2.14</td>
<td>10.01</td>
<td>11.32</td>
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<tr>
<td>S&amp;P 500</td>
<td>2.30</td>
<td>8.71</td>
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<td>Return objective: 5.50%</td>
<td>0.23</td>
<td>1.14</td>
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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% Barclays Sh t Trsy 1-3mth; 45% Barclays Agg Gov/Cd 5-10Y

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

Date: December 17, 2021
Additional information about your portfolio
as of December 16, 2021

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

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<th>ITD Performance</th>
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<tr>
<td><strong>Consolidated</strong></td>
<td>6.70%</td>
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**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% Barclays Sht Trsy 1-3mth; 45% Barclays Agg Gov/Cd 5-10Y
## Financial Markets Summary

as of December 16, 2021

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<tr>
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<th>09/30/2021 to 12/16/2021</th>
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<th>12/16/2018 to 12/16/2021</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>S&amp;P 500 40% HIC Agg 60%</td>
<td>3.51</td>
<td>9.79</td>
<td>12.66</td>
<td>9.51</td>
<td>8.04</td>
<td>8.45</td>
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<tr>
<td>S&amp;P 500 60% HIC Agg 40%</td>
<td>5.24</td>
<td>15.61</td>
<td>16.38</td>
<td>12.32</td>
<td>10.50</td>
<td>11.21</td>
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<td><strong>Miscellaneous</strong></td>
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<tr>
<td>Consumer Price Index</td>
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<td>3.31</td>
<td>2.86</td>
<td>2.35</td>
<td>2.08</td>
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</table>

Report created on: December 17, 2021
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 construed as investment or liquidation decision. UBS FS account statements and official tax documents are the only official record of your accounts and are not amended, replaced, superseded or modified 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 in 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 our services, fee arrangements, and other business activities and financial industry affiliations and conflicts between our interests and yours.

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 assets 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 and pro-rata to each calendar day 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 manage, or account for which you act as the 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: Time-weighted return (TWR) is calculated using the Modified Dietz Method. This calculation uses the beginning and ending portfolio values for the month and weights each cash inflow or outflow on 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 reporting purposes, the index performance calculations used the account’s end of day value on the performance inception (listed in the report under All Assets) or date the investment in all ineligible assets was 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 sleeves on or after 04/30/2018 and 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 the deduction of any fees prior to 10/31/10 for fee-based 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, and therefore the gross return will generally be higher than the “net return.” The compound effect of such fees and expenses should be considered when reviewing returns. For example, the net effect of the deduction of fees on annualized performance, including the compounded effect over time, is determined by the relative size of the fee and the account’s investment performance. It should also be noted that where gross returns are compared to an index, the index performance also does not reflect any transaction costs, which would lower the performance results. Market index data maybe subject to review and revision.

Benchmark/Major Indices: The past performance of an index is not a guarantee of future results. Any benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns. Some of the investments of all indices could be paid as dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data maybe subject to review and revision. Further, there is no guarantee that an investor’s account will meet or exceed the stated benchmark. Index performance information has been selected 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 indices. For advisory accounts, these indices are for informational purposes only. Depending on the selection, the benchmark selected may not be an appropriate basis for comparison of your portfolio based on it’s holdings.

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 presented only relates to 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 this report, this information represents the net deposit or withdrawal of cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your account. Net deposits are displayed net deposits / withdrawals does not include program fees (including wrap fees). When investment return is displayed net deposits / withdrawals 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 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 reporting purposes, the index performance calculations used the account’s end of day value on the performance inception (listed in the report under All Assets) or date the investment in all ineligible assets was 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 sleeves before 04/30/2018. SWP sleeves before 04/30/2018. SWP sleeves before 04/30/2018. SWP sleeves before 04/30/2018. SWP sleeves before 04/30/2018. SWP sleeves before 04/30/2018.
Disclosures applicable to accounts at UBS Financial Services Inc. (continued)

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) are not deposited into or withdrawn from the account. 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 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 distribution will only be determined by or refer 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 additional withdrawals, dividend and interest income earned and accrued interest. Change in Value may include programs fees (including wrap fees) and other fees.

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

Performance Start Date Changes: The Performance Start Date for accounts marked with a ‘^’ have changed. Performance figures of an account with a changed Performance Start Date may not include the entire history of the account. The new Performance Start Date will generate performance returns and activity information for a shorter period than is available at UBS FS. As a result, the overall performance of these accounts may display 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 quality control criteria. In such instances, the account will be labeled as ‘Review Required’ and performance prior to that failure will be restricted. Finally, if a custodian sends us an update to the UBS FS account 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 investor must read a copy of the Characteristics & Risks of Standardized Options, also known as the options disclosure document (CDD). 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 strategy seeks to manage a diversified (un-systematic) risk through options trades on a client’s existing concentrated equity position(s). The manager will advise only on the options selection in order to pursue the strategy in connection with the underlying stock position(s) deposited in the account. It is important to keep this in mind when evaluating the manager’s performance since the account’s performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly during periods of significant market appreciation of the underlying equity position, 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 table heading. This means that the portfolio necessarily include all of the client’s accounts 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 notes at the start of this report for a description of the 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.

Account changes: At UBS, we are committed to ensuring that you contact your Financial Advisor as soon as possible if there are changes in your financial situation or investment strategy or if you have restrictions regarding the management of your account?

ADV disclosure: As an accommodation to Portofino Jaffray Investments clients, these reports include performance history for their Piper Jaffray accounts prior to August 12, 2006 and

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 report” shown on the first page or listed at the top of each page. If an account number begins with “F” this denotes assets or liabilities held at other financial institutions. Information about these accounts, including whether the account type and cost basis, is based on the information you provided to us, or provided to us by third party data aggregators or other data sources to which you provided 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 implement 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 Investments clients, these reports include performance history for their Piper Jaffray accounts prior to August 12, 2006 and
Disclosures applicable to accounts at UBS Financial Services Inc. (continued)

McDonald Investments accounts prior to February 9, 2007, the date the respective accounts were converted to UBS FS. UBS FS has not independently verified this information nor do we make any representations or warranties as to the accuracy or completeness of that information and will not be liable to you if any such information is unavailable, delayed or inaccurate.

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

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

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

Important information about brokerage and advisory services. As a firm providing wealth management services to clients, UBS Financial Services Inc. offers investment advisory services in its capacity as an SEC-registered investment adviser and brokerage services in its capacity as an SEC-registered broker-dealer. 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/relationshipssummary.

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**Performance review**

as of December 16, 2021

**Sources of portfolio value**

$ Millions

<table>
<thead>
<tr>
<th>Performance and account start dates differ (see disclosures)</th>
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<tbody>
<tr>
<td>NX XX516 F2 Fixed Income</td>
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<tr>
<td>NX XX520 F2 Small Cap</td>
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<tr>
<td>NX XX517 F2 ESG</td>
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<tr>
<td>NX XX519 F2 OEI</td>
</tr>
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<td>NX XX518 F2 LT Themes</td>
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<tr>
<td>NX XX188 ^ Div Ruler 2</td>
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**Portfolio value and investment results**

Performance review (annualized > 1 year)

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<thead>
<tr>
<th>Period</th>
<th>MTD</th>
<th>QTD</th>
<th>YTD</th>
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<tr>
<td>11/30/2021 to 12/16/2021</td>
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<td></td>
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<tr>
<td>Opening value</td>
<td>11,712,597.17</td>
<td>11,647,210.10</td>
<td>10,535,292.01</td>
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<tr>
<td>Net deposits/withdrawals</td>
<td>-134.26</td>
<td>-13,928.90</td>
<td>740,971.92</td>
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<tr>
<td>Div./interest income</td>
<td>21,239.80</td>
<td>77,561.87</td>
<td>184,998.22</td>
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<tr>
<td>Change in accr. interest</td>
<td>-8,041.47</td>
<td>-16,246.49</td>
<td>28,875.27</td>
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<td>Change in value</td>
<td>138,900.90</td>
<td>169,965.57</td>
<td>374,424.73</td>
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<tr>
<td>Closing value</td>
<td>11,864,562.15</td>
<td>11,864,562.15</td>
<td>11,864,562.15</td>
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<tr>
<td>Net Time-weighted ROR</td>
<td>1.30</td>
<td>1.87</td>
<td>4.77</td>
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</table>

Net deposits and withdrawals include program and account fees.

**Portfolio and selected benchmark returns**

Net Time-weighted returns annualized

<table>
<thead>
<tr>
<th>Performance returns (annualized &gt; 1 year)</th>
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<tbody>
<tr>
<td>MTD</td>
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<tr>
<td>-----</td>
</tr>
<tr>
<td>11/30/2021 to 12/16/2021</td>
</tr>
<tr>
<td>Your portfolio (%)</td>
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<tr>
<td>Consolidated Blended Index</td>
</tr>
<tr>
<td>Barclays US Ag Gov/Cd Int</td>
</tr>
<tr>
<td>MSCI EAFE-NR</td>
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<tr>
<td>Russell 2000</td>
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<tr>
<td>S&amp;P 500</td>
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<tr>
<td>Return objective: 5.50%</td>
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Time weighted rates of return (net of fees)

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<th>Performance returns (annualized &gt; 1 year)</th>
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<tr>
<td>MTD</td>
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<tr>
<td>-----</td>
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<tr>
<td>11/30/2021 to 12/16/2021</td>
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<tr>
<td>Return objective: 5.50%</td>
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</tbody>
</table>

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% Barclays Shy Trsy 1-3mth; 45% Barclays Agg Gov/Cd 5-10Y

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

Report created on: December 17, 2021

Board of Trustees Report, January 14, 2022
Additional information about your portfolio
as of December 16, 2021

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

<table>
<thead>
<tr>
<th>ITD Performance</th>
<th>Start date to</th>
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<tbody>
<tr>
<td>Start date</td>
<td>12/16/2021</td>
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<tr>
<td>Consolidated</td>
<td>12/08/2014</td>
</tr>
<tr>
<td></td>
<td>11.14%</td>
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</table>

**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% Barclays Sht Trsy 1-3mth; 45% Barclays Agg Gov/Cd 5-10Y
# Financial Markets Summary

as of December 16, 2021

<table>
<thead>
<tr>
<th>Section</th>
<th>Quarter</th>
<th>1 Year</th>
<th>3 Year</th>
<th>5 Year</th>
<th>7 Year</th>
<th>10 Year</th>
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<tbody>
<tr>
<td><strong>Cash Alternatives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>US Treasury Bill - 3 Mos</td>
<td>0.01</td>
<td>0.04</td>
<td>0.96</td>
<td>1.09</td>
<td>0.81</td>
<td>0.58</td>
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<tr>
<td>Barclays Govt/Credit 1-3Y</td>
<td>0.08</td>
<td>-1.18</td>
<td>5.13</td>
<td>3.81</td>
<td>3.00</td>
<td>2.91</td>
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<tr>
<td>Barclays Govt/Credit Int</td>
<td>-0.51</td>
<td>-0.36</td>
<td>2.47</td>
<td>1.92</td>
<td>1.59</td>
<td>1.39</td>
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<tr>
<td>Barclays Muni 1-10Y BL</td>
<td>-0.45</td>
<td>-1.13</td>
<td>4.18</td>
<td>3.08</td>
<td>2.52</td>
<td>2.40</td>
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<tr>
<td>Barclays Muni 5Y</td>
<td>0.11</td>
<td>0.56</td>
<td>3.59</td>
<td>3.18</td>
<td>2.49</td>
<td>2.23</td>
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<td>Barclays Muni 7Y</td>
<td>-0.04</td>
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<td>3.47</td>
<td>3.04</td>
<td>2.35</td>
<td>2.40</td>
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<tr>
<td>Barclays Municipal Bond</td>
<td>0.10</td>
<td>0.39</td>
<td>4.21</td>
<td>3.75</td>
<td>2.94</td>
<td>3.05</td>
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<td>Global/International - Fixed Income</td>
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<tr>
<td>Barclays GSL Agg Bond xUS</td>
<td>-0.60</td>
<td>-5.92</td>
<td>3.31</td>
<td>3.52</td>
<td>1.30</td>
<td>0.93</td>
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<td>Barclays Global Agg</td>
<td>-0.31</td>
<td>-3.89</td>
<td>4.22</td>
<td>3.72</td>
<td>2.11</td>
<td>1.85</td>
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<td><strong>US Equity</strong></td>
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<tr>
<td>Dow Jones Ind Avg</td>
<td>6.56</td>
<td>21.27</td>
<td>16.71</td>
<td>15.13</td>
<td>13.82</td>
<td>14.40</td>
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<tr>
<td>NAREIT Equity</td>
<td>11.18</td>
<td>36.26</td>
<td>15.56</td>
<td>11.83</td>
<td>10.27</td>
<td>12.14</td>
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<tr>
<td>NASDAQ Composite</td>
<td>5.07</td>
<td>19.93</td>
<td>29.96</td>
<td>22.78</td>
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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 exceed 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 manage, 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: (Daily periods): The report displays a time weighted rate of return (TWR) that is calculated using the Modified Dietz Method. This calculation uses the beginning and ending portfolio values for the month and weights each cash based withdrawal and 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 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 reporting periods 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 ‘initial value’) as of all inception dates and dividends 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 sleeves on or after 4/30/2018 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 the deduction of advisory fees prior to 10/31/10 for fee-based 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. Depending on the selection, the benchmark may consist of a blend of indexes. For advisory accounts, these indices are for informational purposes only. Depending on the selection, the benchmark selected may not be an appropriate basis for comparison of your portfolio based on it’s holdings.

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.

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Net Deposits/Withdrawals: When shown on this report, this information represents the net change of all cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your account on or after 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 of fees, withdrawals do 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 were purchased or sold.

Important information about this report
This report contains information that may be superseded by any of the information 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 and have been taken as 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 manage, 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. For advisory accounts, these indices are for informational purposes only. Depending on the selection, the benchmark selected may not be an appropriate basis for comparison of your portfolio based on it’s holdings.
are delivered in or out of the accounts. Wrap fees will be included in this calculation except when paid via an invoice on or through a separate accounts billing arrangement. When shown on Client summary and/or Portfolio review report, program fees (including wrap fees) are not included with deposits or 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 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 in reference 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 additional withdrawals, dividend income, earned and accrued interest. Change in Value may include programs fees (including wrap fees) and other fees.

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

Performance Start Date Changes: The Performance Start Date for accounts marked with a “*” have changed. Performance figures of an account with a changed Performance Start Date may not include the entire history of the account. The new Performance Start Date will generate performance returns and activity information for a shorter period than is available at UBS FS. As a result, the overall performance of these accounts may generate better performance than the period of time that would be included if the report used the inception date of the account. UBS FS recommends reviewing performance returns 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 criteria. For example, if a contract is terminated, the account will be labeled as “Review Required” and performance prior to that failure will be restricted. Finally, the custodians at your direction. We have not verified, and these assets, including valuation, account type and cost this information.

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1) Have there been any changes to your financial
2) Would you like to implement or modify any investment restrictions on your account.

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

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Card Creation with Technology
During the two weeks before Winter Break, middle school students worked to refine their expanded core curriculum skills by creating cards in two different mediums: one using the template feature on Microsoft Word and the other creating Braille art by following tutorial instruction from the website. "Paths to Literacy."

Each class discussed occasions that call for cards, birthdays, holidays, graduations, anniversaries, and bereavement. They also noted the value of the “just because” card. Students were encouraged to create cards for their friends and loved ones in a theme of their choosing. Some students created birthday cards while others made holiday-themed cards.

Hillary Norman – BEMS Technology Teacher

Holiday Music Season
We had a fun and frantic holiday season in the music department! The chorus and band were able to have their first live performance in 2 years! Additionally, this performance was the first performance for some of the students, and they did such a magnificent job. The 10th-grade carolers added to the festivities by delivering Christmas Carols to several members of the FSDB staff and singing everyone home on Friday on the way to the bus loop. This is such a strong group of musically talented students! I can’t wait for their next performance. The elementary dorm students also had a chance to perform with the deaf elementary students as part of their after-school rec program.

Our elementary, middle, and high school students are currently learning about music history, delving into everything from the Medieval Gregorian Chants through the Renaissance, Baroque, Classical, Romantic, and Impressionist Periods. They will study composers, art, and music of the times. The chorus will begin a score study on a song that we will be performing in the spring. We have already heard from the composer that he would like to work with our students personally on the piece, so we are learning everything about the piece before he joins us later this spring. This will be an exciting opportunity for our students!

Laurie Wohl – Music Teacher

Sophomore Fundraisers Bring Holiday Spirit
The class of 2024 held concurrent fundraisers during December. This sophomore class of 38 students split into two teams. One team directed by class sponsor Gaetano Maltese sold candy grams. Students and staff members purchase candy with a message attached for delivery on the final school day before winter break.

Students planned, organized, sold, assembled, and delivered the items. Team members came to school early and/or stayed late in order to accomplish the tasks needed to raise funds for their class account.
The other team, directed by class sponsor Leslie Costello, sold Holiday Carols. Students and staff at the school were able to purchase a song to dedicate to someone on campus. Students selected six song choices and met after school for rehearsals on several occasions to prepare. On the two days of school before the holiday break, the team traversed the campus singing holiday songs for the recipients. They were very well received, and everyone loved the traditional holiday carolers spreading joy with their singing.

Leslie Costello – Music Teacher

**High English Bookstore Field Trip**
The English Department is preparing to host a field trip to Barnes & Noble. Some of our students have never been to a bookstore. Their sensory impairments may have held them back from this everyday experience that we may take for granted. So, we decided to take a group of students to the local Barnes & Noble, where management offered to give them a store tour! This trip will be taking place on January 26th, during Braille Challenge week and Celebrate Literacy week!

Gaetano Maltese – Blind HS Teacher

**Braille, Contractions, and Victors! Oh, My!”**
Braille Challenge Contestants and Volunteers are getting ready for their journey down the Bumpy Brick Road to read the dots at the Emerald City. Glinda, the Good Witch, will send contestants off, and they hope to encounter some friends along the way. But they are warned to beware of the Wicked Witch of the West and her flying monkeys! They will be on the hunt to capture Ruby Red Braille skills. FSDB is excited to host the first annual **FSDB Regional Braille Challenge** on campus on Thursday, January 27th. Students are reminded to tap their cane three times because there is no place like FSDB!

Angi McCutcheon - Braille Specialist and Off-Campus Coordinator

**High School Reading Class Play**
Tenth-grade reading students had the pleasure of getting to know Charles Dickens from an actor’s perspective. Most of the students had previously been exposed to the animated film or an adaptation of the original film. This was the first time they had read *A Christmas Carol* as a play. Students enthusiastically competed for roles. They rehearsed for a day and then presented the play to their classmates. Everyone enjoyed a positive learning experience and had fun. Of course, students want to do another play!

Rene Carden – BHS Reading Teacher

**High School Math Marketing Project**
Intensive Math Students completed a quarter-long marketing project where they researched the cost to build and maintain a business based on location, square footage, rental rates, revenue, attendance/customer count, etc. They designed and aired a commercial for their establishment and created a 2-D model of their project. One class chose a theme park, another chose a store, and a third chose a restaurant. Classes completed their projects with presentations, food samples, and a student work display.

Brigit Jensen – BHS Math Teacher
Where did it come from?
Ms. Daniels and Ms. Stein cotaught a history and science lesson together on foods. Ms. Stein and Ms. Daniels presented: mushrooms, spinach, pomegranate, mint, coconut pineapple, ginger root, and coffee. The countries of origin were explained along with a history of humankinds’ discovery of plants as a food source. The ecosystem in which each plant grows, photosynthesis, seed propagation, and the classifications of these plants were also discussed. Each student sampled each item as it was being described.

Ms. Daniels – BEMS Science Teacher;  Ms. Stein – BEMS Social Studies Teacher

December seemed to fly by, but there was still learning and wonderful activities to appreciate and enjoy!

Respectfully Submitted by:
Carol Bogue
Blind Department Principal
Deaf Department updates
December was one of our shorter months, consisting of three weeks of instruction between our Fall and well-needed Winter Break. Within that time, the Deaf Department provided the Mental Health and Wellness instructional video as part of the required instruction for the State of Florida alongside our character education theme of Cooperation.

Deaf Elementary Department
Big changes are coming to our Deaf Elementary Program. Dr. Heidi Jordan announced in December that she has a wonderful opportunity to advance her career and touch the lives of a greater number of individuals within the realm of Deaf Education. She will be leaving us the first week in February. We are happy for the opportunity presented to her, but we are now embarking on a new chapter as we seek an Assistant Principal to follow in her footsteps. It is crucial to find the right person and not rush through the hiring process. To support us in the transition, we are in the process of hiring an interim who is familiar and grounded in the Elementary Program to maintain the integrity and richness of the program. We will be looking to find someone who has the best interest of the students in mind, leadership experience, the heart for Deaf Education, and the servitude to support the vision and mission of FSDB. While change is hard, it keeps us flexible enough to grow and achieve more with every new challenge that we overcome. We wish Dr. Jordan the very best!

Deaf Middle School
Washington DC/Government in Action
DMS was very excited to attend our annual trip to DC. Due to fewer crowds, students felt like they had all of Jamestown and Williamsburg to themselves on the first day. Students were also able to ice skate in Colonial Williamsburg. Students also visited the signing Starbucks and were all able to order for themselves. The tour of Gallaudet got students excited about their futures. It was so nice having a tour provided in their primary language. Students also toured memorials, went to the National Archives, and did scavenger hunts around the Smithsonian. Terri Samson does a great job and spends countless hours planning and organizing the trip. Her hard work should be recognized.

Manatee Trip
Thanks to the Endowment and special projects, our 6th graders can experience manatees in their natural habitats. Students learn about ecosystems and safety and care before attending the trip. Then students suit up in wetsuits with snorkels and masks and float along the top of the water viewing manatees. This year students saw at least five! Students will work on their writing skills following the trip by writing thank you notes to the dive shop.

Battle of the Books
We had three teams compete in Gallaudet’s Battle of the Books. Each team is given three books they must read. Teams are allowed to have a staff chaperone, but the chaperone is just there to monitor the meetings. Students must choose how to study and hold each other accountable. For the prelims, as a team, students have 30 seconds to answer questions. There are three rounds. FSDB competed against other deaf schools using Zoom. They even played against a school in England and had a BSL interpreter on the screen as well. Two of the teams made it to the playoffs. There are still three rounds in this event, but in round 2, teams cannot rely on each other and must answer individually. The third round is a signed short response. FSDB did not advance to Nationals, but it was a great experience for the students.

-Karen Newton
Assistant Principal, Deaf Middle School

Deaf High School

Family communication:
With the second quarter coming to an end in January, teacher reminders go out to communicate with families as an ongoing practice. We continued with the bi-weekly newsletters includes snippets of what is happening in the high school and the boarding program. In the most recent newsletter, the Winter Fest, our traditional field day, photos were shared.

Shared leadership:
MTR (math new standards) training occurred this past week, including new strategies for figuring out geometry word problems. The Assistant Principal and the specialists and math teams from both blind and deaf departments attended. Professional Learning Communities continue in full swing, monthly, for all content areas focusing on data and strategies. We had a literacy look-for Professional Development (PD) occur last week to walk teachers through the literacy look-fors, a new measure, and push to embed literacy in all content areas. It was led by Dina Padden, Assistant Principal, and Brent Bechtold, literacy specialist. All Career Technology Education, Learning Online Center, ESOL, and our high school teams attended.

Positive Behavior Support:
PBiS is an important part of our school program. It is practiced monthly via character education sessions occurring during students’ Dragon Time (study hall). Our most recent educative session focused on Cooperation. At the end of the school week before the break, we celebrated by having JrNAD officers organize and run Winter Fest, our annual and traditional field day. It was a day filled with games, wrapped up with staff and student luncheon, then an epic performance by our Dance Troupe members. This was a beautiful example of student-run leadership at work with the guidance of JrNAD sponsors Lenore Boerner and LaDonna Snyder and Assistant Principal Dina Rae Padden.

Academics:
The IEP progress monitoring cycle was opened this past week, giving teachers and progress monitors the opportunity to prepare IEP reports to be sent home with the grade reports as the quarter wraps up to an end on 1/14/22. Formal observations, informal observations (Classroom Walkthroughs), and literacy look-fors continued until the very last week before the break. There were a couple of post-observation meetings, with the majority occurring after the break.

-Dina Padden
Assistant Principal, Deaf High School

Off Campus Program

Ten students attend five First Coast Technical College (FCTC) programs.

Automotive Program: 3 students (One senior and two continuing ed. students)
All students have been working on their chapter task sheets and going into the auto garage to do some activities as required on the task sheets. They recently learned to fill out a service form with unit prices, sale tax, shop supplies, and the total cost. They have been practicing filling out the form with a few cars to be serviced in the auto garage.

Agriculture Science Program: 3 students (A continuing ed. student and two seniors)
All students have been working in and around the greenhouse. They recently put down rolls of landscape tarp to cover a large area, and then they moved plants from one area on the grass onto the tarped area. Soon, they will be adding an irrigation system to water the plants. They also keep up with mowing different areas on the FCTC campus.

Cosmetology: 3 students (a continuing ed. student, a senior, and a junior)
All students started to learn how to apply the acrylic powder onto their practice acrylic fingers (artificial fingers). They recently received their own acrylic brush set (size eight and size ten brushes) along with a cuticle pusher. They were thrilled to have their own set. By owning something personally increases their engagement and motivation in class.

Welding: One student (a senior)
The student is learning how to complete welding tasks doing a process called “Shielded Metal Arc Welding,” also known as SMAW. This process requires students to use an electric arc to create an intense amount of heat to melt metals to join them together. Typically, when a welder uses SMAW, they use low- and high-alloy steels and carbon steel - to name a couple. The student mentioned that he must be very careful when performing the SMAW procedure to complete the task as accurately as possible. He has made a couple of mistakes, but he learned through his mistakes. The class is for there to learn and practice a skill until a student can perform a skill skillfully.

Dental Assisting: One student (former post-graduate)
The student completed her first course towards the end of last month (October). She chose to accept her diploma in order to become a full-time student at FCTC in February to complete the entire program. She has expressed gratitude to FSDB for giving her the opportunity to be in the dental assisting program at FCTC as an FSDB student. It has been her dream to become a dental hygienist. Hence, this opportunity was a good place for her to make her dream a reality.

*Ten students were enrolled in their respective courses at St. Johns River State College (SJRSC) for the fall semester.*

All dual-enrolled students completed their various assignments and final exams by December 10. Their spring courses are selected and approved. Several students mentioned how they made steady progress in their fall course(s). They enjoy being in the LOC (Learning Opportunity Center) and working independently on their course assignments.

*Eleven students will be enrolled in their respective courses at St. Johns River State College (SJRSC) for the spring semester.* They are eager for their spring course(s) to begin on January 5, and the semester will end on April 29, except for one course that will begin on February 28.

*See the list below:*

Two students – Introduction to Business
One student – Art History I
One student – Personal Finance
One student – Composition II
One student - Composition 1
One student - Word Religions
One student - Introduction to Sociology
One student - Introduction to Computer Concepts
One student – Medical Terminology
One student – College Algebra
One student – Constitutional Law

*One student is enrolled in a course at St. Augustine High School (SAHS).* 
Aerospace II
The student just finished learning about helicopters. His class has been building drones. Being the great builder he is, he finished his drone first. One day, the class will start flying their drones if the weather holds up. He looks forward to flying his drone to see if it will fly successfully.

-Mandy Nolte
Off Campus Program Coordinator
Interpreter Services
Interpreter Services had a hectic holiday season. Two staff interpreters left the department to pursue other opportunities when we returned from Thanksgiving break. It was been a challenge to meet the needs of the campus with two vacancies in the department. In our “short” three weeks of December, we received over 75 requests in addition to our daily class schedules. Fortunately, several of our steady OPS interpreters were able to add additional hours to their schedules to help fill some of the gaps. We hope to be able to welcome two new staff interpreters in January. Spring semester class language facilitation schedules look very heavy; they are not solidified yet. After-hours sports interpreting continues to be in high demand four evenings every week. We have thankfully had a lot of help from OPS interpreters in this area.

Staff ASL classes are going well under the direction of our new Staff ASL Instructor, LaDonna Snyder. She will wrap up the first semester of classes on January 13. Registration for spring classes will be open in the next two weeks for anyone who may have missed the fall sign up for classes.

The Sign Language Proficiency Interview: ASL program continues to provide ASL assessment services through interviews, ratings, and follow-up meetings. We will work through the spring to ensure appointments are scheduled for baseline assessments and re-assessments. The team always works hard to provide quality ASL assessment services.

Off-campus classes continue in four programs at FCTC, with ten students requiring daily off-campus interpreting needs. This requires five to six interpreters each day. They will wrap up the first semester of classes soon.

Spring semester classes at St. Johns River State College classes begin on Wednesday, January 5.

-Katherine Bechtold
Director, Interpreter Services

Respectfully Submitted,

Angela Saunders
Principal- Deaf Department
Career and Workforce Development Department  
*Submitted by Nick Solomon, Executive Director of Career Development*

Priority Goal 1: Academic Achievement and Workforce Preparation  
**Animation/Art Program**
- DHS Animation - The rotoscoping project has been completed. Now we started doing a small 2D animation production individually or with partners. This process started with the pre-production, storyboard, and animatic (rough animation). Currently, we are doing the actual animation, and we will soon be learning 3D computer modeling.
- DHS/DMS Art - The comic book and clay projects have been finished. We also completed a Christmas decoration on our classroom door facing the hallway. Currently, we are working on a “Geometry and Ideas” project. Digital art is on Fridays using the iPad Pro.

**Horticulture Science and Services (D&B Garden Center)**
- Agriscience Foundations 1 - Students are working on Career Safe OSHA Certifications in Agriculture. Students continue to work on their online OSHA certification course through Career Safe. Six more students from the Deaf and Blind Departments have completed the fourteen modules and have passed the comprehensive final exam.
- Poinsettia Sales: This year we increased the number of poinsettias to sell to 275. In less than two weeks, the students have almost sold all of them! The students gained a lot of experience using the cash register during the holiday sale. They are now creating Christmas-themed dish gardens to sell to customers.
- Visit from Career Safe Representative: Tessa Thomas from Career Safe, the company that provides our 10-hour online OSHA courses, came to campus to take a tour of our student enterprises. Nick Solomon and Jenny Palmer met with her and gave her a tour of the Garden Center, BAT Program, D&B Designs, and the Dragon’s Lair (DL). Ms. Thomas was “impressed to the point of goosebumps” with the caliber of student-run businesses and what the students were learning and creating. She would like to feature FSDB programs in their company’s next newsletter.
- Tilapia added to the Aquaponics System: The aquaponics system has been converted from a goldfish raising system to a system for raising tilapia. The students learned that tilapia have different needs than the goldfish – different food requirements and different temperature needs. An automatic feeder was added to continue feeding the fish over the holidays.

**Build a Tradesman (BAT) Construction Program**
- The BHS gazebo is complete, and students are currently making planters, seven of them, for the beautification project. All students are using newly obtained knowledge on cutting, measuring, and putting together the planter boxes. This is a learning moment that will mean a lot to them for the rest of their lives. Maintaining right angles at 90 degrees is
mission-critical to ensuring furniture such as this planter boxes don’t warp. Students are utilizing and putting to practice many mathematical and geometry concepts in this process.

**Dragon’s Lair (DL)**
- The week before Thanksgiving, we took orders for a Thanksgiving feast. There were 55 full meals bought as well as separate slices of the pumpkin cheesecake, apple-pear pie, and the sweet potato pound cake. This gave the work experience students a small glimpse into how busy a restaurant outside of FSDB operates.
- 1st block on-campus work experience students do salad, and deli prep work, then set up the salad bar and deli station. This can range from cutting up vegetables, portioning out the cheese and lunchmeat, and grilling the chicken for the chicken salad that we offer. They also ensure each station is well stocked with all items needed for our service times. They also count the money going into the cash register.
- 3rd block on-campus work experience students are our serving students. The students prepare the salad or sandwiches as well as plate up the chef’s special items that Chef Gaynor’s students have prepared for our menu. We have students in each station, rotating weekly. They learn how to make cold and hot sandwiches, salads, stock the areas, greet customers, and cashiering. They also follow a ticket that the customer has submitted online to fulfill the order.
- 4th block on-campus work experience students learn to store food properly. They also wash, rinse, and sanitize the tools and all surfaces closing the DL down for the day.
- The DL is open two nights a week for the dorm students. Monday is HS and Tuesday is for ES. We have two students paid hourly through the work program that works alongside Kevin and Mohini both evenings.

**On-Campus Work Program- BHS**
- In December, several students in Career Experiences assembled treat bags for FSDB’s Positive Behavior Support (PBiS) program. High school “elves” worked as a team to sort, count, and stuff bags with holiday favors, to support our PBS Coordinator, Karen Kolkedy. Students in Blind Elementary and Deaf Elementary students enjoyed their treats during the annual visit from Santa after school, just before Winter Break.
- Students have gained valuable experience and developed many skills. At the same time, working jobs across campus at FSDB, and it is exciting to celebrate their progress at the close of the first semester. The feedback from supervisors has been overwhelmingly positive. Some of the comments on recent Weekly Evaluation Forms include: “She is very professional!” “He does a great job taking the lead and guiding students through discussion scenarios.” “Excellent teacher assistant. We are thankful for her!” “Always has a positive attitude at work.” “Very engaged and super supportive.” “Dependable and professional.”

**Culinary Arts II, III, IV & Directed Study**
- Culinary Arts II, III, IV, and Directed Study students have prepared for their industry certification exams in food safety. Students will either be taking the Florida Restaurant and Lodging Association’s (FRLA) Safestaff Food Handler exam or the National Registry of Food Safety Professionals (NRFSP) Food Safety Manager certification. Exams will be administered after the break with the help of Kevin Voelker and Tracey Dennis. Instructors will trade classes for the Safestaff exams, and Tracey will proctor the NRFSP exams.
- Students learn to use the Microsoft SWAY platform to present food safety concepts. Students use FlipGrid to conduct a cultural exchange with Career and Technical Education students from the Institut des Jeunes Sourds de Paris (INJS) (National Institute for Young Deaf of Paris). They learn about favorite foods and regional foods as they share their own.
- Students have had a productive holiday season in the lab, starting with Halloween cookie sales, Thanksgiving meal for staff, and topping the season off with red velvet cakes and sourdough bread loaves.
- For a week, Mohini Pragna Gosai was our guest chef. Students also made delicious, authentic Indian foods, including butter chicken, paneer butter masala, rice pudding, naan bread, and mango lassi. Students have also prepared a menu with Cuban foods, featuring the Cubano sandwich and guava pastilitos.

**D&B Design**

- D&B Designs students have been working on several special projects this month. We have resumed printing and installing the book jackets for Pope Hall. Teachers select a book and quote for the entryway of their classrooms. It is a rather large undertaking as most of the spaces are 50 X 100 inches. D&B Designs students are becoming experts at handling large format materials and installing them with skill and precision.
- Several teachers have also requested large wall decals for their classrooms. Some are inspirational messages, while others are helpful hints like PEMDAS (Order of Operations) for a math classroom. Students have had the opportunity to apply many skills, from measuring and layout to consulting with customers to discuss the details of the design. These experiences will benefit them greatly as they move into the workforce.

**Priority Goal 2: Professional Development**

- The Career Development Center is in full planning mode for upcoming teacher professional development conferences and student skills competition conferences for the Spring semester. SkillsUSA regional competition will be held in Jacksonville in February. For those that make it to State competitions, they will compete in those in April, also in Jacksonville.

**Priority Goal 3: Enrollment and Retention**

- All students participating in work experience classes, or the after-school work experience program have been placed. We are looking to add several community work sites to our list of community partners in the Spring, including Hampton Inn and Suites in Vilano Beach.
- The Hampton Inn welcomes our Enclave classes to their site, allowing our students a place to learn through experience while providing a safe environment to grow through trial and error, including paid positions for those who excel. This opportunity continues to show the hard work and dedication of students in off-campus work experience and a continued strong community relationship.

**Priority Goal 4: Digital Citizenship**

- Students are currently using various online and digital devices to create, develop, and maintain their resumes, determine career interests, and keep up with the latest trends and expectations in their area of interest. The Career Development Center continues to see nearly 100 visits each month from students and staff across campus for after-school work
program interviews, mock interviews, resume building, and establishing a portfolio. All of which is being done through various digital and online platforms to ensure students are ready for career advancement post-academia.

**Priority Goal 5: Stakeholder Relationships and Communication**
- The Career and Technical Showcase and CTE-supported clubs are currently in the planning stages and will be presented for students to join and participate in on February 25, 2022. Middle school students will be invited to interact with each program and learn about the different careers and the learning opportunities each program offers during the Career and Technical Showcase. We will ensure parents and families are also aware prior so they can continue the conversations at home.

**Literacy Specialists**

*Submitted by the Literacy Specialists*
- Elisha Zuaro, Blind Department
- Brent Bechtold, Deaf High School
- Kathy Pyle, Deaf Middle School
- Cally Traetto, Deaf Elementary School

**Priority Goal 1: Academic Achievement and Workforce Preparation**
- The Literacy Specialists are continuing to facilitate monthly curriculum/data chats across campus to analyze student data.
- In Deaf Middle School (DMS), 17 students were recognized for their achievement in meeting quarterly goals for the total number of activities (multiple-choice questions after reading an article) in Achieve3000. The top student was a 6th grader who completed 27 articles/activities at 75% or above. Students are motivated to beat their previous scores! These students were invited to a pizza luncheon. Additionally, DMS students who kept up with their reading log had their names entered in a drawing for a Barnes and Noble gift card. Seven students earned a $15 gift card and either brought the gift card home or ordered a book online with the assistance of the Literacy Specialist. We are heading to our goal of 800 steps in our reading log by the end of May.
- DMS participated in Gallaudet’s Battle of the Books. We had three teams with a total of 12 students involved. Each team was responsible for reading three books based on their reading level. Gallaudet chose the titles and provided the books for each team. All teams competed against other schools/programs for the Deaf via Zoom. After the Preliminary matches, 2 of our teams advanced to the Playoffs. The competition was tough! Although we did not make it to the Finals, it was a great experience for all involved. Our students did a wonderful job representing FSDB. The teams were chaperoned by a teacher or staff member who volunteered to manage the student-led study sessions.
- Students in Deaf Elementary (DES) are continuing to be motivated to read. At this point in the year, 55 students have read 100 log lines (25 hours of reading), and 15 students have read 20 log lines 950 hours of reading.
- DES students have all been gifted a winter reading book through private donations.
- The BEMS and DES Literacy Specialists have facilitated sharing information with parents about FLDOE’s New Worlds Reading Initiative. In this program, students who are below reading level according to the state’s criteria can sign up to receive one free book a month.
So far, 53 elementary students from FSDB have signed up and will be getting books sent home in accessible formats.

- In Deaf High School (DHS), 89 students were recognized for reading achievement in September: Achieve3000 - 68 students; News2You - 9 students; IXL - 12 students; 64 students were recognized for reading achievement in October: Achieve3000 - 47 students; News2You - 8 students; IXL - 9 students; 69 students were recognized for reading achievement in November: Achieve3000 - 49 students; News2You - 9 students; IXL - 11 students. Since the start of this 2021-22 school year, 222 students have been recognized for reading achievement (including multiple times for some students) in Achieve3000, News2You, and/or IXL. These recognized students earn Tickets to Literacy, and each month 10 of the students win $20 worth of free book choices.

- The DHS Literacy Specialist has continued to partner with D & B Designs to wrap the walls outside the classrooms with vinyl book covers to help spark students’ passion for reading while also livening up the hallways. Since this is a literacy endeavor, the beloved ELA teachers were the first to get the vinyl wraps installed outside their classrooms. The Humanities wing of Pope Hall is finished, and the project has spread to other content areas and elective teachers. Many teachers are having a tough time picking just ONE book, but they are choosing a variety of book covers from contemporary young adult (YA) literature as well as classics. The book cover wraps also include the teachers’ favorite quotes from the books. The response from students and staff has been inspiring!

- In the Blind Elementary/ Middle school (BEMS), 20 students have met their independent reading goal of reading for 25 hours or 100 steps in grade k-5. These students participated in a Literacy Celebration: All I Want for the Holidays is S’More books! The high school students in the independent living course and the seniors assisted the elementary students in preparing S’Mores, sharing some wonderful holiday jokes and stories, and learning how to use the oven safely. Also, in the Blind Middle School, 23 students were invited to a pizza Literacy Luncheon. They were recognized for scoring an average of 75% consistently from August through December on Achieve3000 multiple choice activities.

**Priority Goal 2: Professional Development**

- The DES and BEMS Literacy Specialists attended the Leaders Lifting Literacy webinar provided by Just Read, FL!. The focus was on what we should see in schools in relation to Foundational Literacy. As RAISE schools, this is a part of the professional development offerings from FLDOE.

- The Literacy Specialists delivered the second Literacy Live professional learning opportunity, which focused on the ELA Expectation 3–Making Inferences. Our next Literacy Live will focus on evidence-based Vocabulary Instruction.

- The DES Literacy Specialist hosted a meeting for teachers to collaborate about the Bilingual Grammar Curriculum that is being piloted. Teachers reported on successes and challenges with using the program.

**Math Specialists**

*Submitted by the Math Specialists*

- Mark Largent, Blind Department
- Sue Clark, Deaf Middle and High Schools
- Billie Jo Mayo, Deaf Elementary School
Priority Goal 1: Academic Achievement and Workforce Preparation
  ● IXL has 588,700 questions answered and 10,681 skills mastered in the Deaf department.
  ● Math Specialists have set up mini textbook adoption fairs in the individual schools. Teachers
    have the opportunity to review the instructional materials and fill out a rubric to determine the
    math instructional materials for the 2022 adoption cycle.

Priority Goal 2: Professional Development
  ● Middle & High school math teachers from the Deaf and Blind Departments attended the MTR

American Sign Language Specialists
Submitted by the ASL Specialist and Bilingual Specialist
  ● Lenore Boerner
  ● Janelle Berry

Priority Goal 1: Academic Achievement and Workforce Preparation
  ● The ASL Specialist is conducting the DHS Academic ASL Comprehension Test and has
    completed the Academic ASL Comprehension Test with DMS input the Skyward system.
  ● The ASL Specialist provides push-in and pull-out ASL sessions with focus students in DES
    and ELC. The students are receiving services due to the effects of language deprivation. The
    focus is on teaching ASL, communication turn-taking, eye contact, and vocabulary.
  ● The ASL Specialist contributed to the Learning Network - ASL Beats and rhythms
    “strategies” and the Bilingual specialist contributed - Bilingual Education and Tips.
  ● The ASL Specialist has started conducting American Sign Language Expressive Skill Test on
    focus students in DES.
  ● The Bilingual Specialist provided coaching to a new ASL teacher, helping her become
    familiar with the TWA curriculum.
  ● The Bilingual and ASL Specialists created videos for a DMS teacher for students to view.
  ● The Bilingual Specialist assisted one ASL Specialist student while the ASL Specialist
    conducted the ASL Expressive Skills Test.

Priority Goal 2: Professional Development
  ● The Bilingual and ASL Specialists met and planned an in-person training for the Deaf
    department and will create videos on ASL Assessments.
  ● The Bilingual Specialist participated in 3 different webinars, two separate webinars led by
    Laurene Simms: a.) ASL Contact Signing and Manual Codes of English: How Do They Differ?
    b.) Bilingual Attitudes and Perception in the Deaf Signing Community and one webinar led
    by Just Read, FL!: Leaders Lifting Literacy.
  ● The Bilingual Specialist participated in ELC and DHS PLC meetings and the Bilingual
    Grammar Curriculum team meeting.
  ● The Bilingual Specialist participated in ASL Assessment training with the ASL Specialist.

Priority Goal 5: Stakeholder Relationships and Communication
  ● The ASL Specialist developed a video for the FSA assessment during Thanksgiving break.
  ● To encourage teachers/staff to reach out for in-person support/resources, the Bilingual
    Specialist created a live Google document that shared the types of services the Bilingual
    Specialist can provide to all departments and recent examples from actual classrooms.
  ● The Bilingual Specialist conducted an SLPI interview plus provided several follow-up
    meetings.
• The Bilingual Specialist is in the process of creating an excel document that shows both B.E.S.T. and ASL Standards combined to provide an easier “bird's eye view” for teachers.
• The Bilingual Specialist is doing asynchronous (online) ASL classes for staff who are not able to do face-to-face classes.
• The Bilingual Specialist created “Monthly Tips” videos for teachers/staff.
• The Bilingual Specialist created a Science site to combine all ASL videos about science to provide easier access for teachers.

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

**Priority Goal 1: Academic Achievement and Workforce Preparation**
• ELL students spent some time learning the significance of candles in many holiday celebrations around the world. This unit of study concluded with the ESOL department’s 2nd cultural event. Mrs. Kathy McManus demonstrated how one particular type of candle is made to two groups of ELL students. High school students received a 4 oz votive candle to decorate and bring home. Middle and elementary students decorated an LED light-up faux candle.
• Middle and high school students attended a holiday breakfast hosted at the ESOL office, while elementary students received DIY gingerbread houses or train-making home kits. The students enjoyed the activities, gifts, and food!

**Priority Goal 2: Professional Development**
• Language Facilitators participated in PD relating to the use of graphic organizers to facilitate English language development.
• The ESOL director will attend ACCESS for ELLs training with District Assessment Coordinators in early January and has been completing the self-paced assessment training through the WIDA secure portal.

**Priority Goal 3: Enrollment and Retention**
• FSDB welcomed a new ELL student from Paraguay in early December. There are currently 38 students receiving ESOL services.

**Priority Goal 5: Stakeholder Relationships and Communication**
• To date, there have been 46 written translation requests from staff completed through the ESOL department. In addition, 71 phone calls, text messages, and/or emails communicating with the parents and families of ELL students.
• ESOL Director has participated in monthly conference calls organized by FLDOE Student Achievement through Language Acquisition Bureau. The ESOL department completed the annual ESOL Self-Monitoring Tool Certification sent by the FLDOE.
• Language Facilitators continue to use a shared drive to document invoice hours and weekly service logs.
• Three parents participated in the ELL Parent Technology Questionnaire. We will send it out again directly using Skyward’s parent/guardian email information. The questionnaire consists of 5 questions pertaining to internet access, devices, and resource preferences.
Libraries
Submitted by Joy Carriger, Blind Department Librarian, and David Snow, Deaf Department Librarian

Priority Goal 1: Academic Achievement and Workforce Preparation
- The Blind Library has nine student volunteers earning community service hours for college. Students engage in a variety of activities, including adding braille to bookmarks and creating braille labels for audio and braille books.
- The Blind Library sponsored a field trip for CET and HS seniors who read braille to visit the Daytona Talking Library, the Conklin Center, and the Vocational Rehab facility. Students toured multiple facilities and learned about various services available for them after they graduate to develop daily living and soft career skills.

Priority Goal 2: Professional Development
- The Blind Librarian participated in BARD (National Library Service) mobile reading app training.

Priority Goal 3: Enrollment and Retention
- The Blind Library offers a variety of value-added educational opportunities. Family Reading Night continues to provide fun literacy opportunities for BES students and their families. This year, we are doing an Eric Carle author study and focused on the monthly theme of sounds, playing various fun phonics games.
- BMS Book Club meets monthly during lunch to discuss our current SSYRA book and select the following month’s book. Four new students joined this month as we continue to grow.
- BHS Book Club meets monthly after school. This month at the request of students, we have expanded it to an hour and a half to allow us more time for students to share.

Priority Goal 4: Digital Citizenship
- The Blind Library is helping to facilitate technology mentor training of BHS students with BES students to meet weekly in the library to develop literacy skills using BrailleNote devices.

Priority Goal 5: Stakeholder Relationships and Communication
- Students made great connections in Daytona during our field trip. I am creating a tech mentoring group for students to learn to use the new mobile reading app under the tutelage of an expert user with ten years of experience.

Respectfully submitted by:
Scott Trejbal
Administrator of Instructional Services
Parent Services Department
Respectfully submitted by Cindy Day, Executive Director of Parent Services

Parent Services

- Misty Porter, FSDB Parent Liaison, hosted the November Parent Engagement Workshop (PEW). Families learned about FSDB’s Mental Health trainings for students on campus, Character Education, and the Positive Behavior Support program.

- Other highlights of the November PEW include:
  - Tracie Snow, FSDB President, led an interactive memory matching game and discussed the use of family games to support academic and social growth
  - FSDB Specialists worked with families during breakout sessions to learn about the new B.E.S.T. standards and a variety of games to support academic achievement
  - Changes in Florida's academic standards and standardized testing were discussed

- The next PEW event is scheduled for March 10, 2022, and will be offered both virtually and in person. Parents are encouraged to join to stay informed on campus happenings and be included in decision-making opportunities.

- The Parent ASL Class on November 4 was well attended and highly successful. Schedules for future classes are available, and classes will be held both virtually and in person.

- Parent Services continues to partner with other departments as FSDB to improve parent communication and encourage family-friendly practices.

Parent Infant Program

- FSDB’s Parent Infant Program (PIP) served 623 infants and toddlers ages 0-5 and their families at the beginning of December 2021. There were 350 Deaf/Hard of Hearing, 252 Blind/Visually Impaired, and 21 Dual Sensory Impaired children receiving services.

- Paula Rounsavall, West Palm Beach Area Outreach Coordinator for Parent Infant Program for Blind/Visually Impaired, represented FSDB at the Deliver the Dream Meeting and provided brochures and information about FSDB.

- Kim Carr, Director of FSDB Parent Infant Program for Blind/Visually Impaired, met with Help Care Square staff to speak to them about the Parent Infant Program, leave brochures, and refer visually impaired children in their care to the program.

- An INSITE training was hosted in November with 31 participants.

- Sonia Garcia DeNight, Karol Jimenez, and Jennifer Cato participated in the Florida Educators of Students who are Deaf & Hard-of-Hearing (FEDHH) Conference. They shared information about the Parent Infant Program and networked with teachers, distributed brochures, and mentioned it in conference sessions.

- The Parent Chat for the month was held on December 9 – the theme was IEPs.

- Plans to re-establish the Baby Dragon’s Parent Institute are underway for January.

L. Daniel Hutto Early Learning Center
"If we are to achieve real peace in the world...we have to start with the children." -Maria Montessori

Enrollment

- PreK DHH Class: 15 students
- PreK BVI Class: 5 students
- One student is eligible and plans to enroll in December or January.
- Four prekindergarten students are currently in file review
- Toddler Program: 5 children

- The Early Learning Center (ELC) serves 20 preschool children and five toddlers.
- The ELC hosted its 11th annual Thanksgiving Feast for its families. Many families met for the first time this year and enjoyed a day of food, conversation, and new connections and friendships.
- For December, the ELC children are learning about sharing, winter weather, and animals in winter. They also continue practicing grace and courtesy daily, including learning to say "thank you" when they receive gifts.
- The ELC children enjoyed a visit from FSDB's own Santa and Mrs. Claus on December 15.
- The Monthly Focus for December is Peace. The children are taught how to control their movements, walk around others' work, and interrupt politely to facilitate the spirit of purpose and cooperation. The ongoing lessons of grace and courtesy give the children the tools to resolve conflicts peacefully and maintain an environment that is productive for learning.

Outreach Services Department
Respectfully submitted by Elizabeth Wilcox, Director of Outreach

Wow Wednesday! FSDB Blind Department Alumni - Expert Panel: Virtual meetings to engage parents, caregivers, and community members associated with students not enrolled at FSDB, with information related to blindness, low vision, and the Expanded Core Curriculum (ECC) presented by Blind Department alumni and staff members.

- Session 1 - Ages 11-14 January 5, 12, 19, February 2 and 9.
- Session 2 - Ages 6-10, April 6 through May 4, 2022, exact dates to be determined.
- Session 3 - Ages 3-5, June 1 through 29, 2022, exact dates to be determined
- All sessions have been opened to FSDB Blind Department

Expanded Core Curriculum (ECC) Interactive Learning Series: The Interactive Learning Series is specially designed for non-enrolled students in Florida ages 3-17, students who are deaf/hard of hearing (D/HH) or blind/visually impaired (B/VI).

- Winter Series registration is now open for ages 3-14 on January 15, 2022
- Nine non-enrolled families are currently enrolled for the Winter Series.
- Spring Series will include both non-enrolled and currently enrolled FSDB families.

ASL Interactive: Online American Sign Language (ASL) classes serve parents and educators of deaf/hard of hearing students across the state of Florida.
• Winter Series begins the first week of January, and registration is full, and there is currently a waiting list.
• The Winter session will include two ASL I classes, one ASL II and one ASL III. Additionally, there is an option for asynchronous classes for participants at all levels.
• There is a need for more teachers for the Spring session to decrease the waiting list, and there will be a job post internally to hire additional teachers.

Statewide Community Braille Course: The Braille course is specially designed for non-enrolled families with potential FSDB students. Participants include family members, community members, and professionals in the field across the state of Florida.

• A Feedback Survey was sent to all participants in the Fall course. The course received a five-star rating with a few comments, including "Good is an understatement. This was an amazing class. Braille made easy!!!!!!!" "I love the connection created between FSDB and parents." "I'd love to see more classes."
• Registration for the Spring Course will open in January.

Tours: Campus tours for prospective students and their families.

• Seven prospective families and three community groups completed a campus tour in November.
• A Campus Tour Feedback Survey is sent to visitors after each tour. Last month’s feedback was five-star ratings overall with a few comments including, "Our tour guide was absolutely amazing! He made the tour so much fun, educational, and memorable! Our expectations were blown away by this school! I can't get over what this campus does for those with challenges! There's so much hope!"

Statewide Exhibitor: FSDB Ambassadors share information about the FSDB campus and outreach programs with targeted stakeholders across the State at both in-person and virtual events.
• 11/30-12/1/21- Florida Association for Education and Rehabilitation (FAER) for the Visually Impaired Conference

Resource Materials & Technology Center for the Deaf/Hard of Hearing
Respectfully submitted by the RMTC-D/HH Team

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 - November 2021 "HLP2: Organize and Facilitate Effective Meetings with Professionals and Families"
• Just In Time News & Information - 1 Volume during the current month

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 Student Education (BESE), or as indicated by needs assessments.
• Supporting the Development of Spoken Language in the Classroom for ToDHHs in Bilingual Programs - (district-wide)
• UPDATED High-Leverage Practices for Students with Disabilities LiveBinder

RMTC-D/HH 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.

• Supporting the Development of Spoken Language in the Classroom for ToDHHs in Bilingual Programs - Flagler College (school-based, district-wide, regional, statewide)

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

• Fairview Early and Next Steps Lesson Plans - virtual (district-wide, St. Johns)
• TA-Live! HLP2: Organize and Facilitate Effective Meetings with Professionals and Families - virtual (statewide)
• Fairview Next Steps Lesson Plan - virtual (school-based)

RMTC-D/HH responded to requests for assistance from school district staff regarding on-site observations and consultations, screening, evaluations, and/or assessments for students who are deaf/hard of hearing:

• Okeechobee - ASL-EST Assessment (3)
• Okeechobee - ASL-RST Assessment
• Sumter - ASL-EST Assessment
• Duval - Fairview Coaching
• Gilchrist - Functional Listening Evaluation
• Levy - Foundations for Literacy Coaching

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 RMTC-D/HH Media & Materials FREE Loan Library:

• Districts/Agencies receiving coaching and mentoring, consultation, and/or support:
  o Alachua, Bay, Citrus, Columbia, Dade, Duval, Escambia, Gilchrist, Hardee, Holmes, Lee, Leon, Levy, Marion, Okaloosa, Okeechobee, Orange, Palm Beach, Pinellas, Polk, Seminole, St. Johns, St. Lucie, Sumter, Union, Wakulla
  o Arts4All, BESE, FDLRS Associate Center
  o Tennessee-Knox County
  o Gallaudet University

Districts participating in PLCs:
  o Bay, Brevard, Duval, Gilchrist, Highlands, Levy, Volusia, Hardee, Monroe,

• District staff utilizing the RMTC-D/HH Media & Materials Free Loan Library created three new accounts and returned 25 borrowed materials:
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 Student Education (FLDOE/BESE). Activities include the following:

**Conference or Meeting Attendance**
- *Florida Educators of Students who are D/HHH Board Meetings* - November 1 and 8
- *Regional ESE Directors' Focus Group & Roundtable* (West Palm Beach) - November 2
- *Regional ESE Directors' Focus Group & Roundtable* (Sarasota) - November 4
- *CEEDAR Center's High-Leverage Practices Affinity Group* - November 9
- *Microsoft Reimagine – an Education Virtual Event* - November 9
- *Spring 2022 Florida Standards Assessment (FSA) American Sign Language (ASL) Translation Committee Logistics Meeting* - November 9
- *Florida Educators of Students who are Deaf/Hard of Hearing Conference, November 12-13*
- *Regional ESE Directors' Focus Group & Roundtable* (Lake City) - November 16
- *Regional ESE Directors’ Focus Group & Roundtable* (Reddick) - November 17
- *Bureau of Exceptional Student Education (BESE) English/Language Arts Strategic Planning Meeting* - November 17
- *Florida Teacher Certification Exam (FTCE) Review Committee (Altamonte Springs)* - November 19

**Collaborative Efforts**
- *Progress Monitoring*. The RMTC-D/HH Specialist met with Orange County Public Schools Deaf Education Program and the trainer for Avenue PM to provide training on Progress Monitoring. This will allow RMTC-D/HH to learn about the training in order to offer a similar professional development statewide next year.
- *Jacksonville University Speech and Communications Program* - Special Topic: Students who are D/HH, RMTC-D/HH director, and specialist met with a professor of the Speech and Communication Program to create a two-week program for students who are working towards certification in speech and language pathology to learn about providing services for students who are D/HH.
- *Workgroup/Committee Participation - Dual Sensory Impaired Flow Chart, FiMC-VI, and RMTC-D/HH* Create a flowchart to determine eligibility and reevaluation for students who qualify for Dual Sensory Impaired, November 4

**Upcoming Events** in December:
- Coffee with the Contacts, December 1
- Pinellas Onsite, December 2
- Lee Onsite, December 3
- PROSE Checklist for Improving School/Home Communication Webinar, December 7
- Passport to Learning Sensory Strand Meeting, December 9
- Administrators Management Meeting, December 13-16
- New ToDHH PLC (Cohort 3) December 13
• New ToDHH PLC (Cohorts 1-2) December 14
• Thinking on THIRDSdays, December 16
• CSD Webinar - Deaf Educator's Wealth of Knowledge, December 17

**Technology Services Department**

A team from the Technology Services department has been collaborating with Business Services and the Safety departments to research and begin selection for our vendor to implement new campus-wide phone systems. Multiple meetings were scheduled, with our Department of Management Services (DMS) facilitator, to identify the vendors on state term contracts that provide the services we seek. Over the next semester, we will be moving forward to coordinate this project across the campus.

The equipment arrived for the refresh of workstations in the following departments:

- Transporation
- Facilities and Safety Operations
- Household
- Grounds
- Boarding

The network team has been working on updating the organization of the network closets to facilitate improvements in security and the segmentation of users and devices when they log on to both wired and wireless equipment. Related programming is underway as well.

The information systems team has worked to migrate the Health Care Center (HCC) application to a new version. The new version will be tested in the HCC with a few users before equipment is replaced. There are a variety of applications being updated, and support is being provided to move data from the older systems into the new products.

Bob Spiecker, FSDB's very first Network Administrator, will be retiring from his position at the start of the new year. Bob began at FSDB providing statewide outreach to teachers of students who are deaf and hard of hearing. He became our first Network Administrator and has facilitated the design and implementation of almost every aspect of our wired and wireless network, server infrastructure, communications systems, and so much more in his years of dedicated service. Bob has worked at FSDB for more than 25 years. In addition to his full-time position, he has been a math tutor and a homework helper for more than a decade. Bob has been a volunteer at the Deaf Elementary School Field-Day events and helped in the audio-video production booth during graduations and other special events. Bob has modeled FSDB Values and has contributed so much to the success of FSDB. He will be greatly missed!

*Respectfully Submitted by Shelley Ardis*

Administrator of Parent, Outreach, and Technology Services