



Agenda

Florida School for the Deaf and the Blind

Board of Trustees Meeting

Moore Hall, Center for Learning and Development

December 10, 2021, 9:00 a.m.

Page No.

- 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. **Executive Session**
- VI. **Approval of Meeting Minutes**
Minutes, Board of Trustees Meeting, October 29, 2021 1-4
- VII. **President's Reports**
President's Report – Ms. Snow 5
Human Resources – Ms. Bucca 6
Communications and Public Relations – Ms. Bloch 7-9
Legislative Report – Ms. Eccles 10-12
- VIII. **Action Items**
No Action Items
- IX. **New Business**
- X. **Unfinished Business**
- XI. **Department Updates**
Allied Health Services – Dr. Gustetic 13-15
Boarding Program – Ms. Grunder 16-24
Business Services – Ms. Mintzer 25-40
Blind Department – Ms. Bogue 41-47
Deaf Department – Ms. Saunders 48-49
Instructional Services – Mr. Trejbal 50-58
Outreach and Technology Services – Ms. Ardis 59-66
- XII. **Board Comments**
- XIII. **Adjournment**



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Board of Trustees Meeting Minutes Moore Hall, Center for Learning and Development October 29, 2021, 9:30 a.m.

Attendance

Present: Mrs. Christine Chapman, Mr. Matthew Kramer, Mrs. June Ann LeFors, Mr. Owen McCaul, Dr. Thomas Zavelson. Absent: Mr. Terry Hadley 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 9:30 a.m. in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

Public Comment

There were no public comments made during this meeting.

Approval of Meeting Minutes

Dr. Zavelson moved to approve the minutes from the Regular Board of Trustees Meeting held on September 24, 2021. The motion was seconded by Mrs. LeFors 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.

- The Vocabulary Parade took place at 8:00 a.m. this morning. The parade was recorded, and a link will be sent to the Board.
- The Blind High School has celebrated its Homecoming this week. Today at 10:00 a.m. will be their parade and the crowning of the King and Queen. This event will also be recorded, and a link will be sent to the Board.
- Social media "Pass Along" cards with QR codes were provided to the Board. These cards were produced to pass out during conferences. Titles consisted of Employment, Campus Tours, Admission, Athletics, Deaf Alumni, and FSDB Learning Network (Pineapple PD).
- Ms. Snow stated that she recently participated in the University of North Florida Steering Committee. This Committee seeks input from current educators about what courses are needed for new teachers.

Legislative Report

Patsy Eccles, Legislative Specialist, updated the Board on the recent St. Johns County Legislative Delegation meeting. She said that Ms. Snow did such a great job with her presentation. Senator Travis Hudson stated that the delegation would support the request presented by Ms. Snow.

Action Items

Action Item #1

Surplus Property

Board approval was requested for disposal of surplus property. All items had an original purchase value in excess of \$1,000.

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

Action Item #2

Fiscal Year 2021-22 Operating Budget, Revision #1

Board approval was requested for FY 2021-22 Operating Budget, Revision #1.

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

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

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

New Business

Audit Committee Report

Mr. McCaul acting as Chair of the Audit Committee said Audit Committee had a meeting earlier, and three action items require Board approval.

Audit Committee Action items

Acceptance and Implementation of Proposed Internal Audit Plan

Board approval was requested for the acceptance and implementation of the proposed Internal Audit Plan.

Mr. McCaul acting as Chair of the Audit Committee moved to accept and implement the Internal Audit Plan presented at the Audit Committee Meeting. The Board carried the motion unanimously.

Procurement Process to Hire an Accounting Firm

Board approval was requested for the Administrator of Business Services to work cooperatively with the Contract Administrator to facilitate the procurement process to hire an accounting firm to conduct

the Annual Audit of the Endowment Funds and Limited Procedures Engagement (Student Bank Accounts, Student Activities Fund).

Mr. McCaul acting as Chair of the Audit Committee moved to accept the procurement process to hire an accounting firm. The Board carried the motion unanimously.

Procurement Process to Hire an Internal Auditor

Board approval was requested for the Administrator of Business Services to work cooperatively with the Contract Administrator to facilitate the procurement process to hire an Internal Auditor.

Mr. McCaul acting as Chair of the Audit Committee moved to accept the procurement process to hire an internal auditor. The Board carried the motion unanimously.

Unfinished Business

President's Performance Evaluation

Mr. McCaul explained the process of how the President's Performance Evaluation scores are compiled. He listed each Trustees' score and allowed each the opportunity to make additional comments. Mrs. Chapman and Mr. Kramer added additional comments.

Discussion: Mrs. LeFors asked if the evaluations from the other Board members could be shared with the Board. She explained that this was her first time doing the president's evaluation, and she was unsure of the process. Mr. Kitchen, Board Counsel, said that the evaluations are public records and can be requested. Mrs. LeFors said, "It would be healthy for us to understand how we see things differently." Ms. Bucca, Director of Human Resources, stated that she would like to do a workshop on the President's Performance Evaluation for the Board.

The overall score was 4.31; Mr. McCaul asked for a motion to accept the overall score.

Mrs. LeFors moved to accept the President's Performance Evaluation overall score of 4.31. The motion was seconded by Mrs. Chapman and carried unanimously by the Board.

Mr. McCaul then explained that the Board would also need to approve an additional year added to the President's contract and asked for a motion.

Mr. Kramer moved to accept an additional year to be added to the President's contract. The motion was seconded by Dr. Zavelson and carried unanimously by the Board.

Department Updates

Business Services

Julia Mintzer, Administrator of Business Services, reviewed staffing changes made to Police Services Department due to Lt. Dexter Wimberly retiring. Lt. David Moore has been promoted into Lt.

Wimberly's vacant position, and Investigator Arline Lagasse has been promoted to School Safety Specialist vacated by Lt. Moore.

Mr. Dave Hanvey, UBS Financial Advisor, updated the Board on the current state of the markets and how the volatility is affecting the Endowment Funds.

Board Comments

The Trustees were all happy to see a student at the Board meeting. They congratulated Ms. Snow on a successful first year. They are pleased that things are returning to normal, and more people can attend the Board meetings.

Adjournment

Meeting adjourned at 10:36 a.m.

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

Tracie C. Snow, President

Owen B. McCaul, Board Chair



November was a month to give thanks and to celebrate our students, staff members, and families. FSDB truly has much to be grateful for.

Student athletes

- Roberto (Bobby) Torres, a student in Deaf High School, participated in the Cross-Country Regional meet at the New World Sports Complex in Jacksonville on November 5. It was a chilly day for a race, and we are proud of Torres for breaking his personal record.
- Dan Pletenets recently swam at the State Finals, where he placed 14th in the 50-yard freestyle and 19th in the 100-yard breaststroke in the state for Class 1A.
- Oceana Brown, a student in Deaf High School, was named to the Deaf Digest All-American team for Volleyball.
- Both of the FSDB goalball teams (men's and women's) earned gold medals for the 2021 USABA National High School Goalball Championship that was held November 5th and 6th in Austin, Texas. Men's All-Americans: Jason Lubin (FL), Keegan Abner (FL), and Tristan Brennan (FL). Women's All-Americans: Dejonae Levers (FL), Alexandria Lopez (FL), and Natalie Cruz (FL).
- FSDB Cheerleaders won 1st place in the small non-tumbling division at the Baker County High School's Wildcat Scratch competition on November 13.
- Fantastic homecoming game with our FSDB varsity girls basketball team beating Bishop Snyder 43 to 25 on Thursday, November 18.

Celebrating our 2021 – 2022 Teachers and Related Service Employees of the Year

Our culinary students from the Deaf High School prepared and served a delicious brunch for our teachers of the year and related service employee of the year at the Dragon's Lair on November 11. This was a beautiful and engaging way to celebrate and recognize our staff members as well as students. We are so blessed to have a caring and dedicated staff.

Gregg Hall

In November, the Legislative Budget Commission met to discuss projects covered by the Deferred Building Maintenance Program Statewide Funding Plan. Request for dollars to renovate Gregg Hall through this program has been approved. These dollars will be for the demolition, design, and new construction of Gregg Hall, which is currently used as a boarding program in the deaf department for middle school female students.

Cognia Accreditation

FSDB was recognized as a recipient of the "2021 Cognia™ School of Distinction Award." FSDB is receiving this new award as a result of our 2020 - 2021 Accreditation Engagement Review with Cognia, which was conducted last school year. The Schools of Distinction program recognizes schools and systems that exemplify excellence in education, as demonstrated in meeting the Cognia Performance Standards.



Class Code Count

Board of Trustees Administrator Positions	70
Teacher Positions	108
Specialist Positions	61
Select Exempt Service Positions	45
Career Service Positions	396

General Revenue Positions **652**

Grant Funded Positions **28**

Add/Delete

08426 Automotive Equipment Mechanic II, Career Service, 12-months to Automotive Equipment Mechanic I, Career Service

08605 Teacher Aide, Career Service, 10-months to Instructional Assistant I, Career Service

08317 Teacher, Rank II, Step 5, BOT Instructional Personnel, 10-month to Specialist, Rank II, 7%, 10-month

Service Awards

25 Years

Gwen Pierce

20 Years

Kim Moore

15 Years

Mark Keith

Patrice Raymond

Ryan Arnold

5 Years

Molly Russell



Florida School for the Deaf & the Blind

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Communications and Public Relations

Board of Trustees Report

December 10, 2021

This report summarizes department activities and accomplishments, working in collaboration with campus personnel during October 2021. The January report will cover November and December.

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 October; efforts are in progress that likely will result in such during the coming months.

Public Service Announcements

During September and October, 906 PSA radio spots (:30 and :60 seconds, totaling 25,710 seconds/714 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. November metrics will be provided in January.

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.

Eleven newsletters issued engaged a total of 1,253 campus and external stakeholders: ELC - one issue/62 viewers; BEMS - two issues/281 viewers; BHS - two issues/214 viewers; DES - two issues/149 viewers; DMS - two issues/292 viewers; DHS - two issues/255 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 – The department edited and distributed an FSDB teacher’s training video hosted by Ted Lombardo, Psy.D., titled “A Teacher’s Guide for the Vineland Adaptive Behavior Scale.” Production of on-going Mental Health and Wellness learning modules in 2021 ended with the video, “Teen Dating Violence and Abuse Prevention/Building Healthy Relationships with Ted Lombardo, Psy.D.” These videos were mandated by Florida State Mental Health Education requirements for 6th–12th grade classrooms.

Four weekly episodes of the FSDB social media series, “Where’s Walter?” were produced and posted. Topics included the FSDB Swimming team, kayaking with the Recreation Department, White Cane Day (Blind Department), National Bus Safety Week (Transportation Department), and Homecoming Week (Blind High School) activities.

Graphic Design – Branded flyers for print and digital dissemination were created for the Outreach Department on various programs including Culinary Arts, Outta Sight Band, Transportation, Student Life, Boarding, Athletics and Physical Education.

Also designed branded print and digital collateral for the following departments:

- Academics—Title I Handbook cover pages.
- White Cane Day—Award certificates; graphics; invitations, save the dates; social media posts.
- Athletics—Banners, calendars and senior posters for Cross Country, Football, Swimming and Volleyball teams.
- Early Learning Center—Monthly workshop flyers.
- Human Resources—Department roster flyer.
- Outreach—Campus tour map; Deaf Expo and About FSDB postcards; Where's Walter logo; Children’s Coloring Book.
- Parent Services—Parent University and Parent Engagement Workshop flyers, and a flyer to go into student/family packets for those who were not accepted.
- Safety & Facilities—Campus Safety brochure.
- Training and Quality Assurance—PowerPoint presentation template; welcome packet/contents.

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 swimming, cross country and football photos. Captured images for social media campaigns that include teachers, students and staff and showcased Blind Homecoming Spirit Week.

Social Media

Website—6,023 visitors (5,361 new) with 22,077 page-views with an average viewing time of 2:43 minutes. Desktop users were 48%, mobile 50% and tablet 2%. A total of 66 people reached out to campus personnel via web contact forms; this does not include phone calls received.

Facebook—13,362 likes, 57 posts with a reach of 111,530 and 208,762 impressions. The top post was a Teacher Tuesday Spotlight on Christian Rivera that reached 6,611 people with 452 reactions (151 likes, 49 comments and 20 shares). School-level and related Facebook groups are private and promote information-sharing with parents/legal guardians of current students.

Instagram—47 new followers (2,097 total), 46 posts, with a reach of 23,285, 2,574 likes, and 59 comments. Top post was a Throwback Thursday photo of an Orientation and Mobility (O&M) teacher walking with a student, with 113 likes.

Twitter—Two new followers (1,493 total), three new tweets, 7,072 impressions, 351 profile visits and 10 mentions. Top tweet was about our email system being down with 387 impressions.

YouTube—Five videos uploaded, 17,646 channel views, 757 hours watched, 23 new subscribers, 119,711 impressions and 11,235 unique viewers. The top video was the Star-Spangled Banner in ASL with 5,108 views.

Vimeo/Livestreaming—Six video uploads, 1,808 views, 881 unique viewers and 394 hours watched; Livestreamed events; Volleyball matches (three Middle School, three Varsity), Swimming Meet, White Cane Day Celebration, and Board of Trustees meeting.

Museum

Fourteen people visited the school museum; these included a Deaf Elementary School fourth grade class and their teacher plus a group of four alumni with family members. Early in November, visitors 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.



Special Legislative Session 2021 B concluded November 17, and Governor Ron DeSantis signed the four bills passed by the Legislature into law on November 18, 2021. Republican leaders agreed before the Session on the details of the four bills, which went unchanged during committee hearings and floor debates in the House and Senate.

- “The main bill, **HB 1B**, allows Florida private-sector workers to avoid vaccination requirements if they provide medical reasons, religious reasons, or can demonstrate “COVID-19 immunity.” Also, they can be exempt if they agree to regular COVID-19 testing or agree to wear personal protective equipment. Employers could face fines up to \$50,000 per violation if they don’t properly follow the law. The bill also bars government agencies from requiring workers to be vaccinated. In addition, it reinforces a law known as the “Parents’ Bill of Rights” to ban student masks and vaccination requirements in public schools.
- **HB 3B**, which creates a public-records exemption related to allegations that employers have violated the law preventing vaccination mandates. The exemption would shield from public release information about investigations into the alleged violations.
- **HB 5B**, which will start a process that could lead to the state taking control of worker safety and health issues from OSHA. In part, the bill provides \$1 million to DeSantis’ offices to work on a plan for picking up the duties of OSHA.
- ***HB 7B**, which removes the authority of the state surgeon general to order vaccinations during public health emergencies.”

*(Credit for the bill descriptions above go to Jim Turner of the Florida News Service, whose descriptions of the bills are ever so more succinct than my words.)

GREGG HALL UPDATE

As previously notified, FSDB has received general revenue funding from the Legislature to address the School’s request for the design, demolition, and construction of Gregg Hall, the deaf middle school girls dorm. This funding came about as part of the release of federal stimulus funds reserved the last Session for deferred maintenance projects. State agencies were asked to apply and justify the need for funding of capital projects. Legislative staff reviewed and recommended the projects to the Legislative Budget Commission, which approves amendments to the state budget when the Legislature is not in session. This appropriation is made available to FSDB starting this fiscal year.

KRAMER HALL UPDATE

St. Johns Delegation members have filed the request for funding for the renovation of Kramer Hall in both the House and the Senate. These requests will be addressed in the Regular Session as member projects.

KUDOS TO FSDB STAFF BY SENATE APPROPRIATIONS STAFF

I add this item because of its rarity. The Senate Education Appropriations staff have praised the FSDB President and staff for the responsiveness and integrity in working with them the last Session to identify and understand the School’s “carry forward” dollars, purpose, and surplus. The transparency and honesty of those interactions have developed an appreciation for and trust in the School and its reputation. This will serve FSDB well in future communications.

What IS AHEAD?

The next big step in the legislative process is the submission of the Governor’s Recommended Budget Request to the Legislature. It is expected to be released the week after Thanksgiving. It will be the subject of review at the next and final legislative interim committee meeting and the first week(s) of the 2022 Legislative Session, which begins January 11, 2022.

The final Legislative Interim Committee meeting is scheduled for the week of November 29 through December 3.

Interim Committee Meeting Dates

Legislative Interim Committee meetings, leading up to the 2022 Legislative Session, have begun. Committees began hearing bills and following up on the status of laws and policies enacted in the last Session.

The following schedule for the 2022 Legislative Session has been established by the Legislature, with interim legislative committee meetings beginning in September and the Legislative Session commencing January 11, 2022.

September 20-24, 2021	Interim Committee Week 1	Interim Schedule
October 11-15, 2021	Interim Committee Week 2	Interim Schedule
October 18-22, 2021	Interim Committee Week 3	Interim Schedule
November 1-5, 2021	Interim Committee Week 4	Interim Schedule
November 15-19, 2021	Interim Committee Week 5	Interim Schedule
November 29 - December 3, 2021	Interim Committee Week 6	Interim Schedule
January 11, 2022	Regular Session convenes	[Article III, section 3(b), Constitution]
March 1, 2022	50th-day rule (Senate) - last day for regularly scheduled committee meetings	[Senate Rule 3.7(1)] [House Rule 5.2]
March 11, 2022	60th day - last day of Regular Session	[Senate Rule 6.8] [House Rule 11.7(k)]

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

- * The Legislative Budget Commission issues the Long-Range Financial Outlook.
- * State Agencies submit their 2020-21 Legislative Budget Requests.
- * The Legislature reviews the agencies' budget requests and receives status reports on prior session issues.
- * The Governor makes his budget recommendations 30 days prior to the onset of the legislative session.
- * House & Senate committees workshop the budget
- * Each chamber passes an independent appropriations bill.
- * The differences between the bills are resolved through a budget conference by members of the House and Senate.
- * The product of the conference process is the Conference Report of the General Appropriations Act.
- * Once the GAA is adopted by both chambers, the Governor has line item veto authority as he signs the bill.
- * The Governor, with consensus of House & Senate, execute the budget and develop the base for the next cycle.
- * Fiscal Analysis in Brief is released in August.
- * Final Budget Report released in December.

Submitted by:

Patsy Eccles, Legislative Specialist



Health Care Center Report

	Total	Aug 2021 (14 days)	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
ACU Visits (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts.", "Physicals", "Vision Screenings", and "Miscellaneous.")	1,509	297	622	590								
TCU Visits (*Total includes all students that were admitted to the TCU.)	206	95	91	20								
Eye Clinic- Specialty	11	0	6	5								
	43	13	12	18								
PDC Clinic- Specialty	12	4	4	4								
	1	0	1	0								
Off Campus (*ER visits, Ophthalmology, Home)	1,782	409	736	637	0	0	0	0	0	0	0	0

Sofia 2 Testing	Total	Aug 2021 (14 days)	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
Quidel Strep Test	50	9	41	24								
Quidel Influenza A & B Test	33	0	33	15								
Quidel SARS Antigen	112	0	112	37								
Quidel SARS/ Influenza	84	84	0	0								

Physicians/ Specialists	Total	Aug 2021 (14 days)	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
Physician Assistant	123	23	100	85								
Medical Director/ Pediatrician	25	13	12	18								
Ophthalmologist	6	0	6	5								
Psychiatry	8	4	4	4								

Dental Report

Dental Clinic Procedures	Total	Aug 2021 (14 days)	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
Hygiene	29	5	16	8								
X-ray	3	0	2	1								
Emergency	2	1	1	0								
Other	0	0	0	0								
Operative	3	0	0	3								
Surgical	0	0	0	0								
Preventative	1	0	0	1								
Screening	1	0	0	1								
Exam	5	0	0	5								
	44	6	19	19	0	0	0	0	0	0	0	0

Dental Staff	Total	Aug 2021 (14 days)	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
UF Dentistry	0	0	0	9								
Hygienist	20	1	19	10								

Speech & Audiology

Autumn in Florida is always a great time to incorporate seasonal activities into speech/language therapy sessions! As Rosemary Brigham in DES says, targeting IEP goals in speech and language using seasonal activities related to Fall and Halloween interest engages the students. When a student is engaged in the activity, it helps them to retain the information!

In the BEMS, Donna Huffstetler (SLP) and one of her students worked together on a classroom language presentation. After completing the activity and practicing during her speech and language therapy sessions, the student made the activity her own and presented it to the class in her own unique way. The activity addressed her IEP goals targeting phonemic awareness, vocabulary, articulation, and language processing. The student presented with confidence and creativity and demonstrated leadership skills with her classmates. Her classmates actively participated during the presentation and provided the encouragement needed to thrive in the activity.

The Deaf High School speech-language pathologists are excited to get their interactive “smart” boards to enhance therapy activities. One SLP has already received hers and has been using it with speech and language apps on the iPad for students who are in small groups. The large screen encourages whole group participation, as all students can see the screen at the same time. The interactive boards are great for SLP-made PowerPoints that target figurative language, phrasal verbs, and written English grammar. These PowerPoints are custom to the needs of individual students and contain context clues, the option for the multiple-choice format, and picture supports. They can’t wait until both have their boards so they can continue to create fun and engaging learning activities for their students!

The Deaf High School speech-language pathologists have also received some new materials targeting semantic skills on various levels, from basic vocabulary to using descriptive language. Additionally, they have students working on listener perspective, salient features, and formal Standard English grammar skills.

A kind word to parents about their child is always appreciated! Rosemary Brigham, in the DES, has been randomly emailing parents when their child has a great day in their speech and language session. Many parents have responded positively and appreciated that she took the time to share that information.

The DMS students working with Mary Hanson have completed a project researching state schools for the deaf in the United States! They found that six states do not have a state

deaf school, one state has three state schools, and several states have only one or two deaf schools. The students enjoyed comparing information to FSDB, such as when the schools were established and the different mascots. A reference manual was completed and will be housed in the speech-language pathologist's office in Walker Hall.

Stan Gustetic

Stan Gustetic

Administrator Allied Health Services



Apartment Program

Young Men

The Apartment Program students are still adjusting to the new structure, environment, and responsibilities – along with their individual new privileges – after recently being promoted in our Steps to Independence Program. The students are now allowed to travel off-campus and utilize their individual skills learned in the Apartments. All the students have been following the dorm rules and modeling PBIS characteristics. We recently had our PBIS Dessert Cook-Off, where the students prepared lots of goodies for the PBIS team of judges. The scores were tallied up, and the BHS seniors won 1st place! Our staff teams continue to do wonderful things with modeling, teaching, and re-teaching.

We continue to *Develop Lives and Shape Futures* here in the Apartment Program. Football season is ending, and basketball season is beginning. Our young men are equally excited about the start of the season. Students are now able to stay up later, which gives them more time with cell phones, TV, computers, gaming, and more ability to socialize. Overall, our student workers are excited about the recent pay increase to a minimum wage of \$13/hour. We have also welcomed some new boarding staff, and we are pleased to have them as a part of our team.

On behalf of the entire Apartment Program, we continue to stay on board and remain dedicated to *Do More, Be More, Achieve More*.

Young Ladies

We have several students who are experimenting with different foods and cooking methods. We recently had two girls, Ambria and Ja'lyn, make homemade soup. Ja'lyn learned the importance of purchasing the proper vegetables. While shopping, her roommates got whole carrots that required her to wash, peel and chop before adding them into her soup. Ambria and Ja'lyn worked long and hard to complete their soups. They learned that prepping the night before is a good idea and using kitchen equipment could speed up the process. Ambria learned how to use the crockpot, and Ja'lyn learned to use the Instant Pot.

Mobility skills update – We currently have 50% of our students navigating campus safely without assistance from staff. Students continue to help each other without holding on to each other.

The blind girls recently had a do-it-yourself food discovery that has turned into a popular snack. Staff members introduced the girls to making homemade donut holes. The technique requires canned biscuits that you cut up and roll into small balls, fry the balls in hot oil, and sprinkle with sugar. We had one apartment make these, and it took off like wildfire! We also saw an increase in the demand for biscuits on the four apartment shopping list. Unfortunately, staff and students want us to try each batch they make. Toppings include powdered sugar, cinnamon, white sugar mixed with brown sugar, and

glazed icing. Staff members are currently thinking of a new snack with fewer calories that won't impact their waistline.

We held our PBIS Kick-Off on October 6. This year the PBIS team wanted to do something different to inspire students. We decided to hold a Bake Off. Students were grouped by apartment and required to work together to create a dessert of their choice. We had 17 different desserts made, and each one was unique with no duplicate items. The activity was a great show of unity, and cooperation students and judges worked together to taste and rate the delicious desserts. During the judging process, students were anxiously waiting to see how the judges would respond. The end of the event produced four winners who earned funds to order out for dinner. The girls in Wartmann couldn't wait until the judging was finished so they could eat. The girls shared desserts and complimented each other on what tasted good. There were no desserts wasted at the end of this event. The kickoff was fun and enjoyed by all, and we look forward to having more cooking competitions in the future.

Blind Department

Kramer Hall

- October has been a fun-filled, exciting month for Unit A. The students love being on the playground more, with the temperature dropping slightly. Movie nights in the dorm are always a great success. Students got a chance to take turns picking what to watch while getting comfy with pillows and blankets. Lastly, they loved the green "brains" (aka popcorn balls) we made.
- We had an amazing month in the dorm as we celebrated students' birthdays and Halloween. In Unit B! Kramer students had a cookout and spooky movie night. Kessler had a birthday during the month, and our boys get excited about holidays and any celebrations! Kessler has become quite the extrovert and social butterfly. He was extremely shy initially upon coming to our school. We are so proud to witness his social interaction with other students.
- The girls in Kramer Units C & D enjoyed playing with the dollhouse and all the Halloween festivities, such as dressing up in their costumes, watching Halloween movies, and our Halloween dorm cookout. The highlight of the month was seeing the students in their Halloween costumes. We get a chance to see their individuality and creativity blossom through the costumes.

Cary White

- Pod 228: We have had a fun month in Pod 228. Many of the students have been attending music lessons and enjoying other extracurricular activities. We love having game nights, watching The Voice, and socializing on the playground.
- Pod 229: The 6th and 7th grade girls in Pod 229 had a fantastic October. We decorated cookies, started music lessons, and got to trick-or-treat around campus.
- Pod 231: Students have been taking advantage of the beautiful weather here lately. The students enjoy going outside on the playground and playing basketball. They also participated in movie night with popcorn and enjoyed trick-or-treating on campus for some good treats.
- Pod 232: The boys in Pod 232 had a pizza party in the pod. They went trick-or-treating around campus, and some wore costumes. All had a great time.
- Pod 233: The students in Pod 233 had a blast trick-or-treating on campus. We are all looking forward to the holiday season with much cheer and optimism!

Koger Hall

- Koger Hall had some Halloween fun bleach-dying some t-shirts. The girls got to take the shirts outside and lay them on the grass. We had wood cutouts in the shape of sugar skulls, Frankenstein, the Bride of Frankenstein, and a haunted house with a little ghost in the doorway. The girls laid the cutout of their choice on the shirts however they wanted and sprayed the bleach around the cutouts. The girls got creative with how they wanted the bleached splatters to look on the shirts. They had a blast, and they were excited to see how their shirts turned out after being washed and dried.
- The juniors got to proudly wear their bleached t-shirts when they passed out candy at the elementary trick-or-treat event that the recreation department put on for them. The juniors earned community service by decorating their table with a Halloween theme and engaging with the younger students while they passed out candy.
- This month we had a new sophomore join our dorm. Ke'Mari is a very sweet 16-year-old from Ocala. Ke'Mari states that the decision was made for her to come to FSDB because she already had some friends who attend the school, and she was not getting what she needed from her old school. Ke'Mari says that the staff here at FSDB are easy to talk to, and she appreciates the accommodations that are made for academics. She has joined the Color Guard dance group and is very happy to be going to school here.

MacWilliams Hall

- Our students received their report cards, and I am glad to report all the young men of MacWilliams Hall have done well. Four out of five of the Juniors have a GPA higher than 3.0. They will be promoted to the Honor Level in the Apartment Program.
- Our plans for October didn't quite work out as we had planned initially, but as always, we pivot and adjust accordingly. Our PBIS Kickoff was delayed, but for a pretty good reason: we had Homecoming scheduled. The young men of MacWilliams Hall got to enjoy a great evening of Homecoming festivities. Many happy faces were seen throughout the music building, and even a few of the MacWilliams staff members were seen on, or near, the dance floor showing off their moves and encouraging our young men to do the same. So, unfortunately, we will have to wait until our next report to tell you how well our S'mores PBIS Kickoff went.
- Our community service project went very well; the Recreation Department also asked us if we could "pull off" trick-or-treating festivities last Wednesday for the middle school students. Of course, MacWilliams students and staff were up to meeting the challenge and making it happen for the younger Cobras and Dragons. Wednesday, Ms. Jennifer and several students awaited the "ding dong" of the dorm doorbell and greeted students with a variety of chocolates and sweet treats. You can say that we did well, and the students enjoyed themselves! The weather didn't cooperate for the Kid's Town trick-or-treating for elementary students on Thursday, October 28. So having the event outside had to be moved to Kirk Auditorium where Mr. Jimmy and Mr. Wolfe and some MacWilliams young men, dressed as pirates, handed out treats to the youngest Cobras and Dragons on campus. I'm not sure who enjoyed this the most, the trick-or-treaters or our crew handing out the candy.

I can't wait to tell you about the activities we're planning for the future. You'll have that in our next report.

Deaf Department Elementary and Middle School

Vaill Hall

- In the curriculum, our elementary students are learning the PBIS character trait of the month: Respect. We continue to encourage our students to practice these skills daily. We are also learning activities that can be shared with friends, including making S'mores Pies and pumpkin carving. We are learning more about proper grooming and hygiene. We practiced counting money and had demonstrations with examples. The changing weather has given us the perfect opportunity to learn about appropriate clothing choices.
- For the Vaill Hall Community Service, our students are making and signing a gigantic Thank You Card for a generous group of women who made quilts for FSDB.
- This month's events included our PBIS drawing, which was held Wednesday, November 3. 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 outstanding character is displayed. In the store, we have various prizes the students can choose from; the popular item this month was a personal LED light.
- 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 the sidewalks. We enjoyed a night outside at the movies, watched "Fantastic Mr. Fox" and had popcorn. We also enjoyed treats provided by the wonderful students from Gregg Hall. Some pods had birthday celebrations with cupcakes and pizza.
- Our students got dressed in their Halloween costumes and went trick-or-treating in Memorial Hall. They also enjoyed a performance by the dance crew. We are grateful to our Recreation Department for making this event happen despite the terrible weather.

Gregg Hall

- As volleyball and swimming seasons ended, our girls tried out for basketball and soccer. We're looking forward to cheering on our young Lady Dragons!
- Our activity clubs have taken off. The girls enjoy different activities and trying new things. They even found it amusing watching some of our staff join them in practicing yoga. We feel it is important to give the girls a chance to explore new activities and interests while reducing their time on their electronic devices.
- During our community service activities, we teach our girls the value of helping or giving to others. This month, our dorm decorated and filled trick-or-treat bags and passed them out to our blind and deaf elementary students on Halloween night. The girls had fun making the bags, and our little Cobras and Dragons enjoyed their Halloween treats.
- In Gregg Hall, the students enjoy spending their Dragon Dollars, which they earn for showing good behavior, in our PBIS store. The students can choose a snack such as ice cream, ramen noodles, hair accessories, jewelry, and other little trinkets. We are proud of how fast these items sell out in the store because that shows us that the students are earning lots of Dragon Dollars.

McLane Hall

- The Green Chameleons, 7th and 8th-grade group, celebrated their previous House Points win. They picked from a few options and decided to have a pizza party and play games together on the Nintendo Switch. They had a great time playing together and celebrating their win. Congratulations, Green Chameleons!
- The middle school girls and boys had their PBIS kickoff. The middle school boys made cupcakes with staff for the event, and the middle school girls hosted the event outside their dorm. The girls and boys had an opportunity to socialize and play outside. They played kickball, basketball, and catch. Staff served cupcakes and ice cream to the students. The middle school students did well by socializing appropriately, and they had a lot of fun.
- McLane Hall students are having fun with staff-led arts and crafts activities that encourage creativity. So far, the students have made clay pumpkins and painted magnets. Students made homemade ice cream in an ice cream churn for cooking activities, personalized pizzas, and cupcakes. The boys played basketball, played outside, watched exercise videos and exercise together, and played Ring Fit Adventure on the Nintendo Switch for exercise activities.
- The winner of the McLane Hall House Points for October is the Blue Wolves (8th grade). The Blue Wolves did a wonderful job this month. They earned many of their points for October by volunteering to help around the dorm and being great role models of cooperation and responsibility. The Blue Wolves did so well that they also won as the team with the most cumulative points for the quarter! They will pick a reward for their hard work and get to celebrate their victory. Wonderful job, Blue Wolves!
- McLane Hall staff are encouraging the boys to act more independently. Each group is slightly different, but the staff have set up ways for the boys to act without prompting. Groups have started a sticker reward system so that students that complete homework, clean their rooms, shower, and finish duties without reminders can earn stickers. When they earn enough stickers, they get a small reward. We hope that students can use this system to act independently and that it will help prepare them for high school.

Deaf Department High School

James Hall

- HAPPY NOVEMBER! Cheers to the beginning of a new month full of opportunities to give thanks to our friends, family, and the little things in between. This month we are focusing on the gift of giving back.
- For curriculum, we focused on the ability to construct a weekly shopping list with a budget. With the holidays right around the corner, it is important that the girls understand the value of a dollar and that, although we want a lot of shiny trinkets and luxury items, sometimes it's okay to search for bargains. It is important that the girls understand the difference between needing and wanting items. This list included a budget and many different grocery items that helped the girls analyze the difference between the two.
- Playing BINGO is one of the girls' favorite rainy-day games here in the dorm. The first few girls to get BINGO to win a written prize! For example: *"I'm tired. I want staff to complete my nighttime duties."* The girls get a good laugh and enjoy seeing staff complete their duties.
- This month's focus is on Citizenship. Good citizens are people who engage in big or small ways and consider the needs of others in their community. Therefore, community service this month will be dedicated to picking up trash throughout campus and nearby neighborhoods. This not only helps the wellness of our community but also helps save our planet! *#DoubleWhammy!*

- The James Hall Quote of the Week: “You are never too old to set another goal or to dream a new dream.” – C.S. Lewis

Rhyne Hall

- The boys in Rhyne Hall made Halloween bags to give out for trick-or-treating. The boys took lunch bags, decorated them, and filled them with candy. Andre volunteered to stand outside and pass out candy to all the younger students. The boys are enjoying the cooler days, and when they have some free time, they go fishing at the back of campus. We purchased some new fishing supplies, and the boys were very excited to break in the new things.
- We are working on some independent skills for curriculum, such as teaching them different idioms such as, ‘my hands are tied.’ We want the boys to be able to understand different idioms. We are teaching them how to cook hamburgers on the grill. This teaches students grill safety, how to use a grill, and how to cook food for different activities. Our main curriculum objective focuses on cleaning up after yourself and why it is important to keep yourself and your room clean.
- The students were very active in the homecoming festivities the last few weeks. They have been meeting with their class sponsors and working on their class skits. The boys are excited that Homecoming is next week. They will get to dress up differently every day next week and for the homecoming event on Wednesday, November 17. The boys are also very excited that it is basketball season; we have had many Rhyne Hall boys join basketball now that football has ended.
- We are working with the students to let them plan their holiday party for the dorm. The boys are very excited about the holiday season and try to make the dorm more like home by decorating and getting in the festive holiday spirit. The students are learning with Mr. Jash how to use the Circuit to decorate the dorm.
- Several of the Rhyne Hall boys received a gift card for modeling excellent responsibility in the dorm. Andre, Jacob, and Tyler all volunteered to clean the storage room after our curriculum about keeping your living space clean. The boys took it upon themselves to clean the storage room. They all received a \$5 gift card of their choice for showing initiative and taking pride in their living area.
- The high school boys are going with the middle school boys to participate in their Pokémon Go club. They will walk off-campus with staff and play the game while socializing and interacting with the middle school boys, teaching them safety and how to behave in public.

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

10/4/21 – 10/7/21

DES Swimming

BES Cardio Drumming
DMS Kayaking
BMS Cardio Drumming
DHS/BHS Team Games, Weight Training, Swimming, Bowling, Arts/Crafts

10/11/21 – 10/14/21

DES Kickball
BES Swimming
DMS Kickball
BMS Adapted Kickball
DHS/BHS Swimming, Kickball, Weight Training, Open Gym

10/18/21 – 10/21/21

DES Kickball
BES Swimming
DMS Water Cross-Net Volleyball
BMS Team Games
DHS/BHS Water Cross-Net Volleyball, Cardio Track, Under-the-Net Volleyball, Arts/Crafts, Bowling, Weight Training

10/25/21 – 10/28/21

DES Kayaking
BES Sidewalk Chalk
DMS Bowling
BMS Swimming
DHS/BHS Swimming, Team Games, Weight Training, Trivia Night, Arts/Crafts

Special events for Halloween were the highlight of the week. The elementary students had the 2nd Annual Kidstown Halloween. Unfortunately, the weather was not conducive to an outdoor event, but that didn't stop the fun. The activity was moved indoors, and the students had a great time. After trick or treating from different departments, the Dance Troupe entertained the students under the direction of Lia Ferrante. It was a fantastic performance! The middle school department had the opportunity to trick-or-treat at various high school dorms and then finished up on the Recreation Department's Spooky Trail. The high school/apartment students were treated to an outdoor movie with popcorn and a candy bag.

The Blind/Visually Impaired Recreation/Sports Development group has worked on body awareness with yoga and resistance band exercises. There are four groups that meet twice a month. The students are becoming more comfortable participating in this program and will have more confidence to participate in their recreation activities in the evenings.

The Elementary Dance program is in full swing. Ballet, Jazz, and Tap are the three different disciplines that we cover each week. All of the basic steps and skills have been covered, and now we are working on more advanced steps and combinations. We also talk about performing on stage, body position/posture, and control.

Staff Training & Development and Student Independent Living Skills

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

Professional Development Activities

Eyvolle M. Pamphile completed and participated in the following:

- Training Magazine Network: Webinar on 11/03/21 – *Changing Culture Through Training in a Virtual, Blended World*
- U.S. Equal Employment Opportunity Commission: Webinar on 11/08/21 – *What you Should Know: The NLRB and the EEOC*
- Training Magazine Network: Webinar on 11/09/21 – *The Future of Work Requires a Connected Experience*
- Training Magazine Network: Webinar on 11/10/21 – *Optimizing Hybrid Training: 6 Strategies Delivering Flexible and Effective Learning*
- Training Magazine Network: Webinar on 11/11/21 – *The Doctor is in: A Prescription for Virtual Success*
- Training Magazine Network: Webinar on 11/18/21 – *5 Trends in Learning You Can't Ignore: Innovative Strategies to be a Learning Rock Star*
- Training Magazine Network: Webinar on 11/23/21 – *Script Writing Made Easy, Quick, and Powerful*

Staff Workshops: Fall 2021 Blind Department Professional Development Program:

- **Fall 2021 Blind Department Professional Development Program:**
 - 12 Week Basic Orientation & Mobility continues with Cristina Sapp, FSDB Orientation & Mobility Specialist
 - 12 Week Braille I continues with Mary Bilancio, FSDB Blind Department Parent Advisor and State Trainer
- **10/21/21 to 11/18/21 – Love & Logic Training** for *McLane Hall* evening shift, with FSDB Licensed Mental Health Counselors Rhonda McCahill and Wendy Williams
- **10/28/21 to 11/11/21 – Love & Logic Training** for *Rhyne Hall* evening and overnight shifts, with FSDB Licensed Mental Health Counselors Rhonda McCahill and Wendy Williams

Monthly Staff In-Service Trainings & Updates

None was scheduled during this reporting period.

Student Independent Living Skills (ILS) Workshops

11/10/21: *Law Enforcement Workshop* for *McLane Hall* dorm students, with FSDB Law Enforcement Officer Shawn O'Brien.

LCCE Objectives: 12.52.1-2 and 12.53.1

Competency 12 – Achieving Socially Responsible Behavior

52 – Recognizing Authority and Follow Instructions

1 – *Identify common authority roles*

2 – *Identify aspects of following instructions*

53 – Demonstrate Appropriate Behavior in Public Places

1 – *Identify appropriate behavior in public places*

ILS Hour schedule:

2nd Quarter ILS Hour began on 10/24/21 and will end on 12/15/21 for elementary to high school dorms and 10/24/21 to 12/14/21 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

Thanksgiving Break is scheduled from 11/20/2021 to 11/27/21; Boarding students will return to campus on 11/28/21, and classes resume on 11/29/2021.

Respectfully submitted by:

Kathleen Grunder

Administrator of Residential Services



ACCOUNTING/BUDGETS & GRANTS

Submitted by John Wester, Comptroller and Alison Crozier, Director of Budgets and Grants

Accounting

Prompt Payment – Section 215.422, Florida Statutes, compliance (Prompt Payment of Vendor Invoices): For mid-month of October 2021, 100% of 140 invoices were paid in accordance with the statute (compliance minimum is 95%).

Financial Statement

Financial audit preparation – The Comptroller’s Office has begun financial statement preparation for the Auditor General’s financial audit that began September 2021.

General

Fiscal Year 2020-2021 – The agency’s Management Representation letters to the CFO for Statewide Financial Reporting and for Federal Awards were submitted on November 4, 2021. All forms, reports, and letters submitted to the State CFO for the closing of the fiscal year are available in the Comptroller’s office for review.

ADVANCEMENT

Submitted by Amy Moring, Executive Director of Advancement

<p>Donations for October 2021 Number of Donations = 515 Number of Donors = 523 Dollars Received = \$ 72,381.49</p>	<p>Donations for October 2020 Number of Donations = 279 Number of Donors = 280 Dollars Received = \$ 25,789.07</p>
<p>21/22 Year to Date Number of Donations = 927 Number of Donors = 1,229 Dollars Received = \$ 607,029.28</p>	<p>Previous Year to Date Last year as of October 31, 2020 Number of Donations = 901 Number of Donors = 1,158 Dollars Received = \$ 450,317.87</p>

Comparison of 20/21 to 21/22

All key fundraising metrics continue to show positive trends. Currently, Advancement is 34% ahead of last year in dollars received to date. October 2021 included a \$25,000 estate gift. The significant increase in donors and gift count from October 2020 versus October 2021 was due in part to the mailing date of the acquisition and in-house appeal mailings, which occurred later in September 2021 than in September 2020. Given the mailing dates, the year-to-date number of donations is nearly 3% ahead, and the number of donors is 6% ahead of 2020 counts.

Please note the 2020 gift from the dissolution of the Foundation for the Florida Schools for Deaf and Blind will impact overall dollars received for year-over-year comparisons beginning in December. It is important to continue to recognize the importance of the number of donors and the number of donations as fundraising health indicators.

INVESTMENT PERFORMANCE

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

Endowment I

During the month of October, the endowment increased +\$540,909.62 (+2.75%), +8.80% Year-To-Date, and increased +18.20% for the trailing 12 months with a closing portfolio value of \$20,235,868.41. Dividends and interest income totaled +\$23,830.48, and accrued interest increased +\$4,382.07. During the same period, the Benchmark increased 2.54%, +8.32%, and 15.29%, respectively. According to Bloomberg, as of October 26, the average moderate diversified portfolio has increased +7.50% year to date. Additionally, \$27,747.43 was withdrawn during the month.

October markets have been known to bring a fright to many investors, with the most notable declines in 1987, 1929, and 1907. However, while September lagged, October brought treats for most investors as the S&P 500 hit a new record high during the month. Investors' concerns regarding inflation, fiscal policy, and peak corporate margins haven't abated yet. While we expect the Fed to start tapering or cut roughly \$120 billion a month in bond purchases starting in the foreseeable future, policy is still accommodative and pro-growth. Chair Jerome Powell's recent comments stress that the Fed will remain "patient and allow the labor market to heal."

Economic growth continues to rise, with 82% of companies in the S&P 500, so far beating forecasts. Looking ahead, we remain vigilant in the short term. Additionally, our central scenario forecast for the S&P 500 is to increase to 4,800 (+4.4% from month-end levels) by the end of June 2022 and 5,000 (+8.7 from month end levels) by December 31, 2022.

Endowment Fund II

During the month of October, the endowment increased \$300,770.00 (+2.62) and increased +5.52% since funds have been invested beginning February 9, 2021. Closing portfolio value, as of October 30 is \$11,952,708.96. Dividends and interest income totalled +\$26,004.90 and accrued interest decreased -\$7,559.15. During the same period, the Benchmark increased +2.54% and increased +5.44%, respectively.

SAFETY AND FACILITIES OPERATIONS

Submitted by Guy Maltese, Executive Director of Safety and Facilities Operations

Safety Risk Management Plan

- David Law, the Assistant Director of Safety, prepared a guidance document for staff members, Fire Safety Precautions in Public Schools. This document is intended to educate staff members so that we may maintain a proactive approach to compliance with Fire Marshal standards.

- The lockdown event on November 1, 2021, which was a false alarm, yielded positive results regarding the performance of our newly installed mass notification system.

Project Management

- The Safety and Facilities Operations Department maintains a robust project spreadsheet to monitor the progress of the varying projects in alignment with the master plan. In December, the cooling tower replacement will be underway, with the demolition expected to take place while students are away from campus for winter break.
- FSDB staff members were pleased to learn that funding has been secured for Gregg Hall. We are in the process of procuring professional services in order to prepare the Owner's Program Requirements document, which is required for a Design/Build solicitation. We have waited years for this funding and are excited to begin this project.

TRAINING AND QUALITY ASSURANCE

Submitted by Christy Slater, Director of Training and Quality Assurance

TQA plans to continue highlighting departments across campus, providing insight to FSDB's most valued and beloved resource – our staff. Our October post highlighted the PE Department, with upcoming highlights to cover Career Development and more!

The following compliance training courses are assigned to staff, with an imposed deadline of December 3rd:

- Code of Ethics
- Bloodborne Pathogens
- Nuisance Insects
- Student Abuse Policy Training
- AlerT Active Assailant Training Review
- Teen Dating Violence or Abuse
- Bullying and Harassment
- EEO/AA Training (for supervisors)
- Delegation of Fiscal Authority
- Contract Manager Training Review
- Mass Notification System – Training video & Acknowledgement

Updates to the Employee Handbook necessitated an in-depth review and scripting of two trainings, anticipated to be launched November 15th:

- Attendance and Leave
- Preventing Sexual Harassment

The Strategic Leadership Team is in the process of analyzing SWOT data and working within their respective departments to develop draft goals for the 2022-2027 strategic plan. The team will convene on November 16 to narrow goals based on multidisciplinary input and then begin the process of developing measurable objectives.

TRANSPORTATION

Submitted by Trish McFadden, Executive Director of Transportation

National Bus Safety Week – October 18-22, 2021

The Transportation Department participated again this year in National Bus Safety Week. This program gives the department an opportunity to highlight our transportation objectives and provide teachable moments to our students regarding the importance of school bus safety.

The centerpiece of National School Bus Safety Week is the poster contest. Students in each school had the opportunity to create a poster that depicts school bus safety-related themes and encourages and promotes school bus safety. The winning posters are used to promote safer school transportation for everyone. Selected school staff judged the entries and selected winners from each school in the Blind and Deaf departments.

The theme for this year's program was "*Transportation Staff.....Keeping Education Moving.*" Staff T-Shirts were designed by Gage V., a Deaf High School student, and produced by D&B Designs. Students received sunglasses with our department slogan imprinted on the arm, *#committed2safety*.

National Bus Safety Week was also highlighted several times on the FSDB Facebook page including *Staff Spotlight*, Evonda Wilson (Bus Chaperone), *Throwback Thursdays*, which showed many photos from past and current forms of school bus transportation, and a video segment of "*Where's Walter*" that showed transportation staff in action preparing for Friday dismissal and featured the poster contest submissions from the Deaf and Blind Elementary and Middle schools.

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

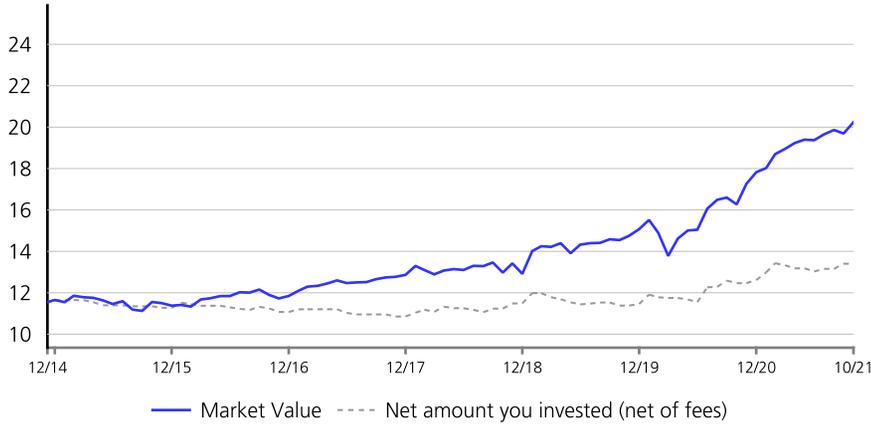


Performance review

as of October 31, 2021

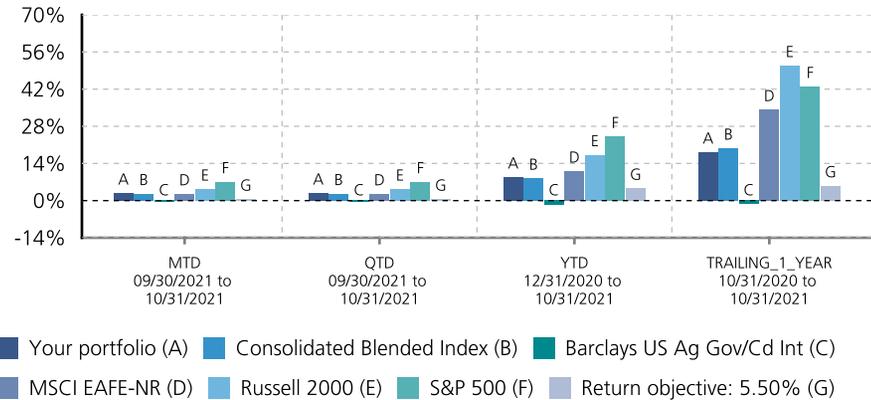
Sources of portfolio value

\$ Millions



Portfolio and selected benchmark returns

Net Time-weighted returns annualized



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

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

Board of Trustees Meeting, December 10, 2021

Report created on: November 10, 2021

Page 29

Consolidated report prepared for Board Of Trustees For
^ performance and account start dates differ (see disclosures)

NX XX189 Fixed Income	NX XX190 QGARP
NX XX181 ESG	NX XX183 PMP
NX XX191 Div Ruler	NX XX182 Small Cap
NX XX187 Fixed Income	NX XX186 MID CAP
NX XX185 OEI	NX XX407 ^ Fixed Income

Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 09/30/2021 to 10/31/2021	QTD 09/30/2021 to 10/31/2021	YTD 12/31/2020 to 10/31/2021	1 Year 10/31/2020 to 10/31/2021
Opening value	19,694,493.67	19,694,493.67	17,823,052.27	16,270,906.68
Net deposits/withdrawals	-27,747.43	-27,747.43	687,184.77	833,071.66
Div./interest income	23,830.48	23,830.48	302,100.42	369,866.67
Change in accr. interest	4,382.07	4,382.07	3,723.92	723.53
Change in value	540,909.62	540,909.62	1,419,807.03	2,761,299.87
Closing value	20,235,868.41	20,235,868.41	20,235,868.41	20,235,868.41
Net Time-weighted ROR	2.75	2.75	8.80	18.20

Net deposits and withdrawals include program and account fees.

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 09/30/2021 to 10/31/2021	QTD 09/30/2021 to 10/31/2021	YTD 12/31/2020 to 10/31/2021	1 Year 10/31/2020 to 10/31/2021
Your portfolio(%)	2.75	2.75	8.80	18.20
Consolidated Blended Index	2.54	2.54	8.32	19.65
Barclays US Ag Gov/Cd Int	-0.57	-0.57	-1.59	-1.22
MSCI EAFE-NR	2.46	2.46	11.01	34.18
Russell 2000	4.25	4.25	17.19	50.80
S&P 500	7.01	7.01	24.04	42.91
Return objective: 5.50%	0.46	0.46	4.56	5.50

Page 1 of 6

Additional information about your portfolio

as of October 31, 2021

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

	Performance	Start date to Start date	ITD
Consolidated	12/08/2014	10/31/2021	6.83%

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 October 31, 2021

Consolidated report prepared for Board Of Trustees For

NX XX189	Fixed Income	NX XX190	QGARP
NX XX181	ESG	NX XX183	PMP
NX XX191	Div Ruler	NX XX182	Small Cap
NX XX187	Fixed Income	NX XX186	MID CAP
NX XX185	OEI	NX XX407	Fixed Income

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		09/30/2021 to 10/31/2021	10/31/2020 to 10/31/2021	10/31/2018 to 10/31/2021	10/31/2016 to 10/31/2021	10/31/2014 to 10/31/2021	10/31/2011 to 10/31/2021
Cash Alternatives	US Treasury Bill - 3 Mos	0.00	0.05	1.05	1.09	0.81	0.58
US - Fixed Income	Barclays Agg Bond	-0.03	-0.48	5.62	3.09	3.11	3.00
	Barclays Govt/Credit 1-3Y	-0.33	-0.05	2.72	1.83	1.62	1.41
	Barclays Govt/Credit Int	-0.56	-0.74	4.48	2.57	2.56	2.43
	Barclays Muni 1-10Y BL	-0.28	1.27	3.92	2.57	2.48	2.74
	Barclays Muni 5Y	-0.29	0.99	3.83	2.44	2.31	2.56
	Barclays Muni 7Y	-0.41	1.26	4.61	2.90	2.92	3.29
	Barclays Municipal Bond	-0.29	2.64	5.17	3.41	3.43	3.87
Global/International - Fixed Income	Barclays Gbl Agg Bond xUS	-0.39	-1.99	3.52	1.92	1.27	0.65
	Barclays Global Agg	-0.24	-1.24	4.54	2.52	2.13	1.70
US Equity	Dow Jones Ind Avg	5.93	37.73	15.08	17.20	13.50	14.30
	NAREIT Equity	7.08	45.73	15.32	11.06	9.75	11.39
	NASDAQ Composite	7.27	42.04	28.46	24.45	18.82	19.15
	Russell 1000	6.94	43.51	21.99	19.15	14.78	16.29
	Russell 1000 Growth	8.66	43.21	29.38	25.47	19.46	19.41
	Russell 1000 Value	5.08	43.76	13.89	12.38	9.74	12.84
	Russell 2000	4.25	50.80	16.45	15.51	11.54	13.49
	Russell 2000 Growth	4.68	38.45	18.63	17.89	12.95	14.56
	Russell 2000 Value	3.81	64.30	13.43	12.61	9.71	12.11
	Russell 2500	4.90	49.43	18.41	16.30	12.25	14.24
	Russell 3000	6.76	43.90	21.60	18.90	14.55	16.08
	Russell Mid Cap	5.95	45.40	19.83	16.46	12.58	14.77
	Russell Mid Cap Growth	7.01	39.43	26.15	21.89	16.04	16.84
	Russell Mid Cap Value	5.32	48.60	15.02	12.29	9.88	13.17
	S&P 400 Mid Cap	5.89	48.90	17.06	14.88	11.91	13.89
	S&P 500	7.01	42.91	21.45	18.91	14.71	16.20
Global/International - Equity	MSCI AC World - NR	5.10	37.28	17.46	14.71	10.61	11.31
	MSCI ACWI xUSA-NR	2.39	29.66	11.99	9.77	6.19	6.66
	MSCI EAFE-NR	2.46	34.18	11.53	9.79	6.39	7.36
	MSCI Emerging Markets-NR	0.99	16.96	12.29	9.39	5.58	4.87
	MSCI Emerging Markets-PR	0.93	14.62	9.77	6.92	3.17	2.42
	MSCI World	5.69	41.05	18.80	16.05	11.87	12.80
Commodities	DJ UBS Commodity	2.58	43.94	8.56	5.17	-1.02	-3.04
	Goldman Sachs Commodity	5.80	73.68	2.41	5.13	-5.19	-5.17
Non-Traditional	HFRI Equity Hedge	2.09	30.36	14.09	10.83	8.00	7.59
	HFRI FOF Diversified	1.59	14.89	7.87	5.69	4.10	4.27
	HFRX Eqty Hdg-EqMktNeu	-1.20	2.70	-2.55	-1.66	-1.03	-0.66
	HFRX Event Driven	0.37	7.20	6.40	3.72	2.52	3.14
Balanced	S&P 500 40% /BC Agg 60%	2.79	15.36	12.17	9.49	7.89	8.33
	S&P 500 50% /BC Agg 50%	3.49	19.63	13.77	11.08	9.06	9.66
	S&P 500 60% /BC Agg 40%	4.19	24.02	15.35	12.66	10.22	10.98
Miscellaneous	Consumer Price Index	0.00	5.35	2.75	2.56	2.08	1.94



Disclosures applicable to accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Net Deposits/Withdrawals: When shown on a report, this information represents the net value of all cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your accounts from the first day to the last day of the period. When fees are shown separately, net deposits / withdrawals does not include program fees (including wrap fees). When investment return is displayed net deposits / withdrawals does not include program fees (including wrap fees). For security contributions and withdrawals, securities are calculated using the end of day UBS FS price on the day securities



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) may not be included in net deposits/withdrawals. PACE Program fees paid from sources other than your PACE account are treated as a contribution. A PACE Program Fee rebate that is not reinvested is treated as a withdrawal.

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

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

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

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

Performance Start Date Changes: The Performance Start Date for accounts marked with a '^' have changed. Performance figures of an account with a changed Performance Start Date may not include the entire history of the account. The new Performance Start Date will generate performance returns and activity information for a shorter period than is available at UBS FS. As a result, the overall performance of these accounts may generate better performance than the period of time that would be included if the report used the inception date of the account. UBS FS recommends reviewing performance reports that use the inception date of the account because reports with longer time frames are usually more helpful when evaluating investment programs and strategies. Performance reports may include accounts with inception dates that precede the new Performance Start Date and will show performance and activity information from the earliest available inception date. The change in Performance Start Date may be the result of a performance gap due to a zero-balance that prevents the calculation of continuous returns from the

inception of the account. The Performance Start Date may also change if an account has failed one of our performance data integrity tests. In such instances, the account will be labeled as 'Review Required' and performance prior to that failure will be restricted. Finally, the Performance Start Date will change if you have explicitly requested a performance restart. Please contact your Financial Advisor for additional details regarding your new Performance Start Date.

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

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

Concentrated Equity Solutions (CES) managers are not involved in the selection of the underlying stock positions. The CES Strategy seeks to manage idiosyncratic (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 appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

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

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

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

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

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

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

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

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

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

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

Important information for former Piper Jaffray and McDonald Investments clients: As an accommodation to former Piper Jaffray and McDonald Investments clients, these reports include performance history for their Piper Jaffray accounts prior to August 12, 2006 and



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.

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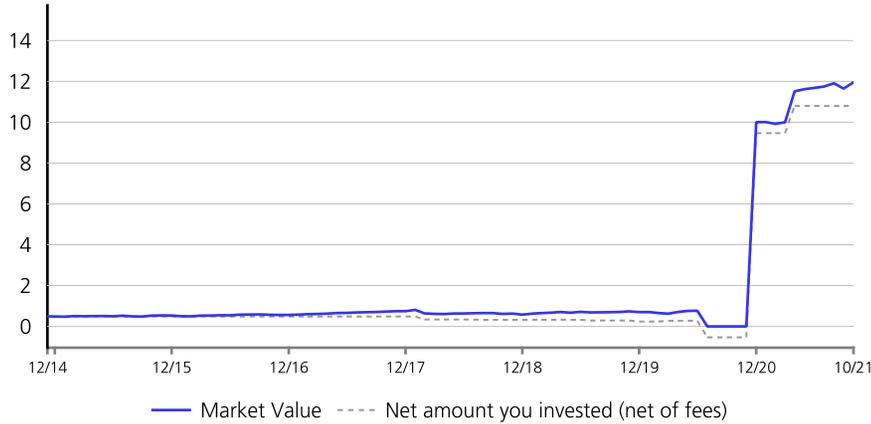


Performance review

as of October 31, 2021

Sources of portfolio value

\$ Millions



Consolidated report prepared for Board Of Trustees For
^ performance and account start dates differ (see disclosures)

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

Portfolio value and investment results

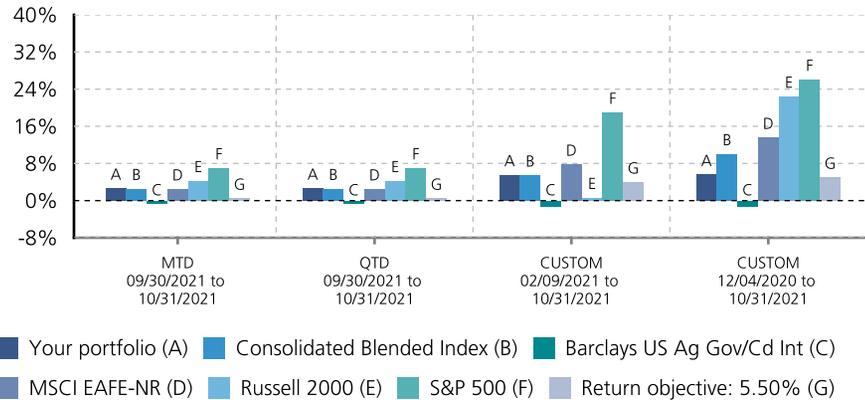
Performance returns (annualized > 1 year)

	MTD 09/30/2021 to 10/31/2021	QTD 09/30/2021 to 10/31/2021	For the period of 02/09/2021 to 10/31/2021	For the period of 12/04/2020 to 10/31/2021
Opening value	11,647,287.86	11,647,287.86	10,003,684.52	10,000,000.00
Net deposits/withdrawals	-13,794.64	-13,794.64	1,287,316.48	1,285,815.90
Div./interest income	26,004.90	26,004.90	129,854.47	135,050.09
Change in accr. interest	-7,559.15	-7,559.15	37,562.61	37,562.61
Change in value	300,770.00	300,770.00	494,290.88	494,280.37
Closing value	11,952,708.96	11,952,708.96	11,952,708.96	11,952,708.96
Net Time-weighted ROR	2.62	2.62	5.52	5.57

Net deposits and withdrawals include program and account fees.

Portfolio and selected benchmark returns

Net Time-weighted returns annualized



Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 09/30/2021 to 10/31/2021	QTD 09/30/2021 to 10/31/2021	For the period of 02/09/2021 to 10/31/2021	For the period of 12/04/2020 to 10/31/2021
Your portfolio(%)	2.62	2.62	5.52	5.57
Consolidated Blended Index	2.54	2.54	5.44	10.02
Barclays US Ag Gov/Cd Int	-0.57	-0.57	-1.22	-1.26
MSCI EAFE-NR	2.46	2.46	7.77	13.54
Russell 2000	4.25	4.25	0.62	22.42
S&P 500	7.01	7.01	18.95	26.07
Return objective: 5.50%	0.46	0.46	3.95	4.98

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

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

Board of Trustees Meeting, December 10, 2021

Additional information about your portfolio

as of October 31, 2021

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

	Performance	Start date to	ITD
	Start date	10/31/2021	
Consolidated	12/04/2020		5.57%

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 October 31, 2021

Consolidated report prepared for Board Of Trustees For

NX XX516 F2 Fixed Income
 NX XX517 F2 ESG
 NX XX519 F2 OEI
 NX XX518 F2 LT Themes
 NX XX188 Div Ruler 2

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		09/30/2021 to 10/31/2021	10/31/2020 to 10/31/2021	10/31/2018 to 10/31/2021	10/31/2016 to 10/31/2021	10/31/2014 to 10/31/2021	10/31/2011 to 10/31/2021
Cash Alternatives	US Treasury Bill - 3 Mos	0.00	0.05	1.05	1.09	0.81	0.58
US - Fixed Income	Barclays Agg Bond	-0.03	-0.48	5.62	3.09	3.11	3.00
	Barclays Govt/Credit 1-3Y	-0.33	-0.05	2.72	1.83	1.62	1.41
	Barclays Govt/Credit Int	-0.56	-0.74	4.48	2.57	2.56	2.43
	Barclays Muni 1-10Y BL	-0.28	1.27	3.92	2.57	2.48	2.74
	Barclays Muni 5Y	-0.29	0.99	3.83	2.44	2.31	2.56
	Barclays Muni 7Y	-0.41	1.26	4.61	2.90	2.92	3.29
	Barclays Municipal Bond	-0.29	2.64	5.17	3.41	3.43	3.87
Global/International - Fixed Income	Barclays Gbl Agg Bond xUS	-0.39	-1.99	3.52	1.92	1.27	0.65
	Barclays Global Agg	-0.24	-1.24	4.54	2.52	2.13	1.70
US Equity	Dow Jones Ind Avg	5.93	37.73	15.08	17.20	13.50	14.30
	NAREIT Equity	7.08	45.73	15.32	11.06	9.75	11.39
	NASDAQ Composite	7.27	42.04	28.46	24.45	18.82	19.15
	Russell 1000	6.94	43.51	21.99	19.15	14.78	16.29
	Russell 1000 Growth	8.66	43.21	29.38	25.47	19.46	19.41
	Russell 1000 Value	5.08	43.76	13.89	12.38	9.74	12.84
	Russell 2000	4.25	50.80	16.45	15.51	11.54	13.49
	Russell 2000 Growth	4.68	38.45	18.63	17.89	12.95	14.56
	Russell 2000 Value	3.81	64.30	13.43	12.61	9.71	12.11
	Russell 2500	4.90	49.43	18.41	16.30	12.25	14.24
	Russell 3000	6.76	43.90	21.60	18.90	14.55	16.08
	Russell Mid Cap	5.95	45.40	19.83	16.46	12.58	14.77
	Russell Mid Cap Growth	7.01	39.43	26.15	21.89	16.04	16.84
	Russell Mid Cap Value	5.32	48.60	15.02	12.29	9.88	13.17
	S&P 400 Mid Cap	5.89	48.90	17.06	14.88	11.91	13.89
	S&P 500	7.01	42.91	21.45	18.91	14.71	16.20
Global/International - Equity	MSCI AC World - NR	5.10	37.28	17.46	14.71	10.61	11.31
	MSCI ACWI xUSA-NR	2.39	29.66	11.99	9.77	6.19	6.66
	MSCI EAFE-NR	2.46	34.18	11.53	9.79	6.39	7.36
	MSCI Emerging Markets-NR	0.99	16.96	12.29	9.39	5.58	4.87
	MSCI Emerging Markets-PR	0.93	14.62	9.77	6.92	3.17	2.42
	MSCI World	5.69	41.05	18.80	16.05	11.87	12.80
Commodities	DJ UBS Commodity	2.58	43.94	8.56	5.17	-1.02	-3.04
	Goldman Sachs Commodity	5.80	73.68	2.41	5.13	-5.19	-5.17
Non-Traditional	HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
	HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
	HFRX Eqty Hdg-EqMktNeu	-1.12	2.79	-2.52	-1.64	-1.01	-0.66
	HFRX Event Driven	0.41	7.23	6.41	3.73	2.52	3.15
Balanced	S&P 500 40% /BC Agg 60%	2.79	15.36	12.17	9.49	7.89	8.33
	S&P 500 50% /BC Agg 50%	3.49	19.63	13.77	11.08	9.06	9.66
	S&P 500 60% /BC Agg 40%	4.19	24.02	15.35	12.66	10.22	10.98
Miscellaneous	Consumer Price Index	0.00	5.35	2.75	2.56	2.08	1.94



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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 be relied upon as the basis of an investment or liquidation decision. UBS FS account statements and official tax documents are the only official record of your accounts and are not replaced, amended or superseded by any of the information presented in these reports. You should not rely on this information in making purchase or sell decisions, for tax purposes or otherwise.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Net Deposits/Withdrawals: When shown on a report, this information represents the net value of all cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your accounts from the first day to the last day of the period. When fees are shown separately, net deposits / withdrawals does not include program fees (including wrap fees). When investment return is displayed net deposits / withdrawals does not include program fees (including wrap fees). For security contributions and withdrawals, securities are calculated using the end of day UBS FS price on the day securities



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) may not be included in net deposits/withdrawals. PACE Program fees paid from sources other than your PACE account are treated as a contribution. A PACE Program Fee rebate that is not reinvested is treated as a withdrawal.

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

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

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

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

Performance Start Date Changes: The Performance Start Date for accounts marked with a '^' have changed. Performance figures of an account with a changed Performance Start Date may not include the entire history of the account. The new Performance Start Date will generate performance returns and activity information for a shorter period than is available at UBS FS. As a result, the overall performance of these accounts may generate better performance than the period of time that would be included if the report used the inception date of the account. UBS FS recommends reviewing performance reports that use the inception date of the account because reports with longer time frames are usually more helpful when evaluating investment programs and strategies. Performance reports may include accounts with inception dates that precede the new Performance Start Date and will show performance and activity information from the earliest available inception date. The change in Performance Start Date may be the result of a performance gap due to a zero-balance that prevents the calculation of continuous returns from the

inception of the account. The Performance Start Date may also change if an account has failed one of our performance data integrity tests. In such instances, the account will be labeled as 'Review Required' and performance prior to that failure will be restricted. Finally, the Performance Start Date will change if you have explicitly requested a performance restart. Please contact your Financial Advisor for additional details regarding your new Performance Start Date.

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

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

Concentrated Equity Solutions (CES) managers are not involved in the selection of the underlying stock positions. The CES Strategy seeks to manage idiosyncratic (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 appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

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

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

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

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

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

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

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

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

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

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

Important information for former Piper Jaffray and McDonald Investments clients: As an accommodation to former Piper Jaffray and McDonald Investments clients, these reports include performance history for their Piper Jaffray accounts prior to August 12, 2006 and



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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.

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The Price Is Right at FSDB

White Cane Day was celebrated on Friday, October 15, at FSDB. White Cane Day is a day to celebrate the achievements of people who are blind and visually impaired. It is also a day to spread awareness of the White Cane Law. White Cane Law states that a driver must come to a complete stop for a blind or visually impaired pedestrian using a white cane or guide dog crossing a street.

The Orientation and Mobility Department planned a day of events to celebrate the achievements of our students and their independent travel. The entire school came together to make this event successful! The day began with an "Independent Parade Walk," which was led by Officer Michelle. The students walked through campus to Kirk Auditorium using their white canes and wearing their White Cane Day t-shirts. As Officer Michelle led the high school students, a huge crowd of students and staff were lining the sidewalk cheering for the students. During their walk, one student called his mom while walking and told her, "Mom, the deaf department is cheering for me." This moment and many more moments showed how empowering and important this celebration is to our department and school.

This year the O&M Department organized the game show "The Price Is Right." Prior to beginning the show, Ms. Wohl directed kindergarten through second grade to sing five amazing songs about Independence and White Cane Day. The students did an incredible job with their songs, and Maely Porter did a brilliant job on her solo! Mr. Cosgrove once again was our game show host, and he did an incredible job! Mr. Crozier described each product and assisted with the game's flow, and he was spot on! President Snow, Ms. Bogue, and Ms. Fertsch were our spectacular models for the game show. Mr. Puch and Mr. Jacobson created phenomenal commercials to play throughout the transitions of the show. Each one of the commercials was so humorous and enhanced awareness for the White Cane Law. It was such an incredible moment watching students and staff laugh as they heard the commercials! The game show was divided into three separate sections for elementary, middle school, and high school. At the beginning of each section, Mr. Crozier invited five students to the stage to bid on an item. The student closest to the price would play an individual game of Yodeler Cliff Hanger, Shopping Spree, or Hot Seat. After each game, a new student was invited to the stage to compete in The Price Is Right. Once all three games were played, the three students were asked to spin the wheel to determine who would compete in the Final Showcase! The Price Is Right "wheel" was designed by Joe Carbone from the Facilities Department.

The wheel was a work of art; the amount of time in the design and construction of the wheel was incredible! The elementary students who had the opportunity to spin the wheel were JJ Flores, Arabella Hooten, and Tristan Mason. The middle school students were Derrick Major, Abhi Chitturi, and Jessie Moraitis. The high school students were Savannah Lindberg, Parker Watson, and Ray Calatallu. During the Final Showcase JJ Flores (elementary), Derrick Major (middle school), and

Savannah Lindberg (high school) competed! JJ Flores won the game show by guessing the closest price for the Ski Club trip to Whitefish, Montana. Congratulations to all our contestants! The celebration for White Cane Day was a huge success! The celebration provided community awareness about the White Cane Law and touched on the Expanded Core Curriculum. The students used their knowledge by estimating the costs of everyday items. The level of difficulty ranged for each grade level. The high school students were allowed to express their opinion regarding terms that describe visual impairments. Breanna Raisor and Logan Cake won a \$25 gift card to Target for their exceptional essays regarding their thoughts and opinions regarding this issue. The high school students also had the opportunity to design new banners to spread community awareness regarding the White Cane Law. Victoria Tena and Jared Swan each designed excellent banners and won \$25 gift cards for Target. The elementary and middle school students were also given awards for different areas of strength in orientation and mobility.

Thank you to everyone that made this event so successful! Link to The Price Is Right video <https://vimeo.com/630979834>

Jennifer Enache – Orientation and Mobility Specialists

Social Dance Club

Social Dance Club members cut loose with instructors Kathy Haines and Scott Botelho. The club members practiced and learned line dances and the Bachata ahead of the Homecoming Dances. Classes meet once a week on Mondays in Kirk Auditorium from 4:30 - 5:30.

Kathy Haines – Club Sponsor and School Counselor

Blind Department Homecoming Week Recap

HOMECOMING week turned out to be a great success. On Monday, most showed off their nighttime attire very comfortably and hoping they wouldn't fall asleep in class. On Tuesday, people paired up and matched clothing or wore the same outfits for Twin Day. Wednesday, people wore spooky costumes, Halloween shirts and dressed up as characters. Thursday, the parade was supposed to occur, but the weather would not allow that, so we had the ice cream social in the cafeteria, which was tasty. People wore clothing that represented the decade of their class, and others wore school colors.

The dance was held that evening in the Music Building, which was a good time for all with lots of photos to prove it. The homecoming parade was held Friday morning. All the classes walked showing off the decades they represented--themed clothing, banners, etc.--Sophomores first with the sixties, then Freshmen with the 70s, Juniors with the 80s, then finally Seniors with the 90s. Everyone did very well, and true creativity was shown. We also recognized our homecoming court members during the parade; they were:

Freshman Prince and Princess – Jayden Weaver and Sara Griley

Sophomore Prince and Princess – Derrick Marquez and Alexis Fernandes

Junior Prince and Princess – Tristan Brennan and Giunna Slade

Senior Prince and Princess – Alex Gironas and Reina Allen

Homecoming King and Queen – Jason Lubin and DeJonae Levers

The entire week was a class competition. When the final points were tallied, in fourth place came the Freshman class, who will receive 50 dollars towards their class fund. In third came the Sophomore class, who will receive 75 dollars, in second came the Senior class, who will receive 100 dollars, and last but not least came the Junior class, who will receive 150 dollars.

On Wednesday, November 3, a pep rally was held for our goalball team, where we wished them luck on their tournament in Texas. The Blind Cadence Drum Line performed at this rally. We announced the players and teams, and then they ran through a banner. It was a nice send-off.

Despite the last-minute changes that had to be made, Homecoming week was a success, thanks to fast thinkers.

Madison Wardell, 11th grade, Student Leadership Council

Music Department

The Middle School and High School piano classes have been learning about ensemble work. They are learning how to work as a group by learning just one part of a song, then putting it all together to create beautiful harmonies. They find that working as a team to play in an ensemble is much different from playing a solo piece.

Music Theory students are learning about the braille music code and taking the opportunity to put into practice what they are learning by teaching one element to the chorus every other week. This not only encourages the theory students to learn their new skills, but it also gives them the opportunity to show leadership and practice their Expanded Core Curriculum skills.

The High School Chorus and Band have been learning Christmas songs – because the Christmas season begins in October in the music education world! In order to prepare for a performance, we have to start early enough to learn about the songs, learn each part, practice the parts together, add dynamics and musicality, and refine to performance standards on anywhere from two to five different songs. They worked hard to put all of this together, but unfortunately, the program needed to be canceled this year due to the status of the Music Building.

Middle School music classes have been working on different forms of music. They recently covered African Drumming, sound effects, and underscoring of movies and animation. They will be covering a music lyric writing unit and studying forms of music and poetry. They will also be reading about famous musicians and creating crafts in December, including a rain stick and a Christmas tree ornament using old sheet music.

The Elementary students are all working on different music theory components and applications using individual sets of classroom instruments. The K-2 students worked for several weeks and learned songs to perform at the White Cane Day Event. They had a spectacular performance! They

later learned about Halloween music, transitioned to Fall and Thanksgiving music, and moved on to Winter Holiday music.

The Drumline entertained the High School before the Goalball Pep Rally and did an amazing job! This line can rival any other high school drumline in the county! They are hoping to get a chance to perform in a parade someday!

After-school Music lessons were in full force, with a full Monday through Thursday schedule of lessons including flute, drums, piano, voice, and guitar with at least three teachers every afternoon. We have so much musical talent present at FSDB!

Laurie Wohl – Music Teacher

Outta Sight

Due to the extended closure of the music building, Outta Sight will focus on recording. The plan is to record a CD featuring a collection of songs performed exclusively by this year's Outta Sight group. The staff and students will go to Eclipse Recording Company in St. Augustine to record the instrumental tracks. Once that is done, students will return to the same studio to record their vocal performances. The final phase is mixing and mastering, and then there will be a CD.

Outta Sight added a new member, 11th grader Caden Montgomery. Caden plays guitar, sings and writes songs.

Jim Carpenter – Music Instructor, Teacher

Cross-Country

The Cross-Country Regional meet was held at New World Sports Complex in Jacksonville on November 5th. It was very cold out, and luckily the rain held out until the meet was completed. We congratulate Bobby Torres on breaking his new personal record at 19:45! We had a great season, and we thank you for all your support!

The Cross-Country team had a very interesting trip to Tallahassee for Districts. Our district team included: Addison Allen, Boggy Torres, Dracob Hunt, Edilberto Arellano Martinez, Jackson Swartzlander, Jose Lopez Martinez, and Kayden Hughes. After several delays, we finally were able to race at 4:40 pm at the Apalachee State Park. The weather was perfect, but the course was wet from the weather earlier in the morning. The course was full of challenging terrain and some steep hills. Our athletes pushed themselves and came in 10th place overall as a team. The top 8 teams move onto Regionals. Our very own Bobby Torres has qualified to Regionals with an individual time of 20:27!

Anna Tutak – Cross Country Coach, Physical Education Teacher

Goalball Championships

After a year of hiatus, the Boys and Girls Goalball Team returned to competition at the 2021 US National High School Goalball Championships. This year's competition was held at the Texas School for the Blind and Visually Impaired on November 5th and 6th. The Boys Goalball Team consisted of Jason Lubin, Tristan Brennan, Keegan Abner, Hussam Itani, John Montes, Jose Giron-Reyes, coached by Keith Young (head coach) and Justyn Keller (assistant coach). The Girls Goalball Team consisted of Dejonae Levers, Natalie Cruz, Jasmine Camacho-Reyes, and Alexis Ray, coached by Katrina Desue (head coach). Our FSDB Athletic Director, Donna Johnson, filled in as the assistant girls' coach for this competition. This was Coach Katrina's first competition as head coach, and she did an amazing job. Both teams went through the tournament undefeated, with the Boys Goalball Team winning their third consecutive national championship. And the Girls Goalball Team won their sixth straight national championship. Jason Lubin, Tristan Brennan, and Hussam Itani have been invited to the USA Youth National Goalball Team Camp in Fort Wayne, Indiana.

The Boys Goalball Team game results

- Florida versus Central Team: 10 to 0
- Florida versus Texas: 11 to 1
- Florida versus Utah: 11 to 2
- Florida versus Mississippi: 12 to 2
- (Semifinals) Florida versus Central Texas: 12 to 2
- (Finals) Florida versus Texas: 12 to 2

The Girls Goalball Team game results

- Florida versus Texas: 6 to 2
- Florida versus Mississippi: 10 to 0
- Florida versus Texas: 10 to 0
- (Semifinals) Florida versus Mississippi: 6 to 3
- (Finals) Florida versus Texas: 10 to 0

Male Most Outstanding Player (Tyler Merren Award)

- Jason Lubin

Female Most Outstanding Player (Amanda Dennis Award)

- Dejonae Levers

Male All-American Team Honors

- Jason Lubin
- Tristan Brennan
- Keegan Abner

Female All-American Team Honors

- Dejonae Levers
- Natalie Cruz
- Sophia Lopez

Keith Young – Goalball Coach, Physical education Teacher

FSDB Physical Education

Deaf Elementary:

K-2nd Grade

2nd Grade Boys/Girls –Students are learning how to dribble and pass the soccer ball. They are doing different drills to help them learn to control the ball when dribbling and passing it. The students played a few lead-up games and practiced the skills as they learned good sportsmanship.

3rd – 4th Grade

Upper DES Girls - We have introduced basketball to our 3rd-5th grade students. The girls love to play basketball! They were motivated to practice the five basic skills - dribbling, passing, shooting, rebounding, and defense. The students played different lead-up games and learned these skills in a fun way.

Deaf Middle School:

DMS Boys PE- Basketball is our current focus of study. The students are learning and mastering the basics of dribbling, passing, shooting, rebounding, and defending. After lessons of individual drills, they played 2-on-2 and 3-on-3 half-court games.

DMS Girls - Basketball is in season! Also, it is one of the most popular sports around the world. The students discussed and practiced the basic skills and knowledge associated with basketball. The basic skills include dribbling, passing, shooting, and rebounding. The knowledge covered the rules of basketball, including personal fouls, violations, offense, and defense. Students also improved their physical fitness and learned about fitness concepts.

Deaf High School:

DHS HOPE- Students learned about cardiovascular health along with basic CPR. The students are striving to receive an AHA Heart Saver CPR certificate.

Blind High School:

BHS HOPE: Students finished a unit on mental and emotional problems. They learned about suicide awareness, warning signs, and prevention. Students also were informed of who in the community is available to help as well as treatment methods.

Blind Elementary and Middle School:

K-2nd Grade

Students worked on mastery of their warm-up routine. They rolled a bell ball, tracked and retrieved it. Next, they focused on the concept of aim or targeting in which the students attempt to knock over a bowling pin/pins.

3rd – 5th Grade

Students worked on their underhand throws using the following cues: stance, step, sweep, load, and release. They began to play games associated with the underhand throwing skill set. Next, they reviewed the overhand throw and engaged in similar games where that skill is used.

6th – 8th Grade

Students finished their conditioning unit. They learned about the various types of weight machines and cardiovascular machines in the weight room and rotated through the resistance training machines.

Respectfully Submitted by:

Carol Bogue

Blind Department Principal



Deaf Department Updates:

As we prepare for the Fall break, the week of Thanksgiving, the Deaf Department had a short but busy month. The department participated in spirit week and Homecoming as our basketball teams played their home game on November 16. The week was planned carefully by our Deaf High School students. The theme was "Beyond the Stars." The classes prepared Galaxy and Star-themed skits and a homecoming social, followed by the traditional homecoming parade just before the fall break. There were spirit days that included: dress like another person, pajama day, out of this world day, red and white day, and class color day. "Out of this World" is such a good theme, as we want our students to not just reach the stars but to continue to rise above and beyond. The hope is that this message shines through as the events are celebrated.

Our students learned the character trait "Citizenship" during November as part of our PBIS character education and support program. The concepts embedded in instruction included cooperation, being involved in the school and community to make each a better place, obeying laws and rules, being a good neighbor, respecting authority, protecting the environment, and volunteering. These concepts were reinforced within all three schools by the individual PBIS teams. In addition, the

The State of Florida required instruction in November included Holocaust Education Week, November 8-12. Teachers were provided with resource guidelines from the state to incorporate into their lessons. The week corresponded with World Kindness Day. There were opportunities to show how small acts of kindness made a difference in the lives of Holocaust survivors. The Deaf Elementary program wrapped itself with opportunities for kindness. They had a playground meeting on kindness, celebrated opportunities to be kind, and the impact of kindness. Students in grades 6-12 are required to participate in 5 hours of Mental Health instruction. This month, the students watched a video entitled "Mental Health and Wellness" prepared by our mental health department in ASL and voice. The video was designed to cover research-based but appropriate topics for the students.

The school department leaders participated in ongoing trainings this month in the implementation of the K-12 literacy plan. This month, feedback was provided on identifying model classrooms and how to support and structure opportunities for teachers to learn from one another by visiting other classrooms and gaining new insights into literacy instruction. As this plan rolls out, there have been "ah-ha" moments in which the realization of the potential of the K-12 literacy plan to make a difference in the intentional design of instruction. It also has allowed our teachers and leaders to frame classroom observations that celebrates the instructional methods while refining them to meet the needs of students.

All of the schools have Professional Learning Communities for the teachers to continue to review data and grow together. The Math teams have been meeting to learn the new standards that are being implemented next year and to discuss materials that would be appropriate for our population and the standards as we prepare to adopt new math materials for next year. Our specialists are well versed in helping our teachers develop and get ready so that when the materials and standards are rolled out during the 22-23 school year, our teachers will be ready to impact student learning.

Interpreter Services continues to work hard to meet the round-the-clock challenge of providing interpreting services for a huge volume of requests. After-hours sports interpreting has increased and requires as many as three interpreters some evenings Monday through Thursday. Homecoming events kept the interpreters very busy over the last month as well. In the first three weeks of November, there were over 100 requests in addition to our daily schedule of classes covered on-campus and off-campus. The department continues to serve a lot of language facilitation support for newly enrolled students new to a signing/ASL environment. This is a huge need on top of all the other requests Interpreter Services is tasked with covering each day. Interpreter Services will lose two full-time staff interpreters at the end of November (one to a position transfer and the other to a new employment opportunity outside of FSDB). We hope to fill these positions quickly as it will be very difficult to sustain our current workload without these two full-time positions.

Staff ASL classes have resumed after being on hold for a month while we hired our new Staff ASL Instructor. We are thrilled to have LaDonna Snyder transfer from Deaf High School to assume the position. LaDonna's warm, enthusiastic, and welcoming personality will be a wonderful fit to continue to help our staff develop their ASL skills. LaDonna will continue to use the True+Way ASL curriculum, as well as her own creative activities.

The Sign Language Proficiency Interview: ASL program has been steadily scheduling interviews and completing ratings for staff due for baseline and re-assessments. This team 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. St. Johns River State College classes end on December 10.

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

- Deaf High School and Deaf Middle School Art classes are working on perspective art. We cleaned and painted our 3d printed objects. We are currently working on our comic book project, and we are still doing digital art on Fridays using the iPad Pro.
- DHS Animation classes are practicing using the Wacom Pen Tablet. We learned about the 12 Principles of Animation. We do a variety of tutorials between lessons. Soon we will start rotoscoping.

Horticulture Science and Services (D&B Garden Center)

- Agriscience Foundations 1 - Students are working on Career Safe OSHA Certifications in Agriculture - Students are continuing to work on their online OSHA certification course through Career Safe. Six more students from the Deaf Department have completed the fourteen modules and have passed the comprehensive final exam.
- More Partnerships with Younger Students - Every two weeks, the 3rd Block Agriscience students go to the elementary gardens to work with the Blind K – 1st grade students and the Blind/Deaf Pre-K students. They assist the students with planting and watering their raised beds. The older students look forward to working with the younger students.
- Thanksgiving Dish Gardens - Students are creating dish gardens to sell for Thanksgiving. They are learning that the plants used in the dish gardens must have similar watering and light needs. They must also consider the sizes, colors, and textures of the plants to create attractive centerpieces.
- Winter Vegetable Gardens - The high school students learned that different vegetables must be grown at different times of the year. They removed the old plants from beds to prepare the raised beds behind the nursery for a winter vegetable garden. They then added fresh soil and organic material to the beds and planted seeds recommended for winter gardens in north Florida.

Build a Tradesman (BAT) Construction Program

- We are pleased to announce, except for the paver staining, the class has finally put the BHS Gazebo project to a close, bringing the hard work and effort in the structural, aesthetic, and integrity categories to fruition. Presently, we are shifting to beautification in collaboration with the D&B Gardening for flower & shrubs planting. On our part, we are going to design and build seven flower planter boxes above the ground to wrap around the octagonal-shaped gazebo.

Dragon's Lair (DL)

- This week we had the honor of hosting the Teacher of the Year/School-Related Employee of the Year (TOY/SREY) brunch in the DL; all of the culinary students involved did an amazing job of cooking, serving, and cleaning up.
- Next week promises to be busy with our Thanksgiving luncheon. As it stands now, we are up to 40+ orders. This will be a great experience for our student workers. They will be able to see what it is like to work in a busy restaurant. They are excited to show how good they are in the DL.
- 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 make sure 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, make a salad, stock the areas, greet and cashier. They also follow a ticket that the customer has submitted online to fulfill the order.
- 4th block on-campus work experience students learn to properly store food. They also work to 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, Mondays are for high school students, and Tuesdays are for elementary school students. We have two students paid hourly through the work program who work alongside Kevin and Mohini both evenings.

On-Campus Work Program- BHS

- Moving into the second quarter, students in Career Experiences demonstrate competence and confidence in their job placements across campus. It's wonderful to see students applying problem-solving strategies on the job, communicating with their supervisors, and advocating for themselves when they need training or assistance. Some students have shifted to new positions in food service and childcare to broaden their experience or explore a new interest. We also have a bilingual student assisting with language support in the ELL department while exploring the possibility of working as a translator in the future.
- During weekly classroom sessions, students have learned about 16 Career Clusters. This quarter they're focusing on the Career Clusters that align with their personal interests and future goals. These include Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, A/V Technology, & Communications; Business, Management & Administration; Education & Training; and Hospitality & Tourism. Students are also making connections to their work on campus as they learn about OSHA and explore Career Hacks to help them be more successful on the job.

Culinary Arts II, III, IV & Directed Study

- Culinary Arts II, III, IV, and Directed Study students have been learning to identify and classify moist and dry cooking methods while preparing foods from the US Regions. Students have prepared foods from the Southeast, Northeast, Northwest, and Southwest US regions and prepared a traditional Midwestern American meal for Thanksgiving special.
- Students begin learning international foods beginning with France and will be preparing French foods for the Teacher of the Year banquet, held in the Dragon's Lair. A cultural exchange is planned with French students learning English at the Institut National de Jeunes Sourds de Paris (INJS) school for the Deaf. We are having connectivity challenges with FlipGrid, but working toward solutions so students can connect and learn about regional foods in France and teach French students about American Foods, satisfying the world cuisine and cultural competencies within the curriculum and practice Global Citizenship.
- Students also learned about Nutrition using their textbooks and applications/activities within the USDA MyPlate nutritional software.
- For the remainder of second quarter, students will focus on food safety certification: Florida Safestaff Food Handler Certificate Program for students who did not pass in Culinary Arts I and National Registry of Food Service Professionals (NRFSP) Food Safety Manager's Certificate Program for all students who have earned Safestaff certification in Culinary Arts I.

D&B Design

- This month we have been gearing up for Homecoming and our annual Open House. We have been working on refining our photoshop skills with the use of templates for designing ornaments of various shapes and sizes. Open House will be on Friday, November 19, from 10 am-3 pm. Additionally, we will be set up at the homecoming game. DB Designs student workers will be there, ready to help you find the perfect Dragon gear to support our team!
- The student workers from the after-school work program are also getting ready to resume our after-school workshops for DES and BES students. They interviewed the students to find out their interests in preparation for participation in making their t-shirts during the shop demonstration and tour. The elementary students really enjoy the after-school workshops, and we are so delighted to be able to provide them again!
- This month we have been very happy to have visitors back in the shop. Folks from the Florida Coordinating Council for the Deaf and Hard of Hearing (FCCDHH) and Lion's Club toured our class and spoke with students. They were amazed and impressed with our student's knowledge of the program as well as their design and production ability.

Priority Goal 2: Professional Development

- Executive Director Nick Solomon attended the SkillsUSA Leadership Conference in Daytona Beach to learn more about what innovative ways SkillsUSA is enhancing the growth of Career and Technical Education in our State and Country. Several Florida counties were represented as well as several large states and national companies were in attendance to

showcase their collaboration with CTE programs and how they are attempting to hire fully qualified and ready to be employed students right out of high school.

Priority Goal 3: Enrollment and Retention

- All students participating in work experience classes or the after-school work experience program have been placed. Several students have earned the unique opportunity to be moved to paid status in off-campus placements, including one at the cafeteria in Flagler Hospital. This shows the hard work and dedication of students in off-campus work experience and a continued strong community relationship.

Priority Goal 4: Digital Citizenship

- Students have been using a Point of Sale (POS) system in a few Student Enterprises (D&B Designs, DL, Concessions, and Garden Center) called Loyverse. After reviewing the program with the Blind, Tech, and Mobility departments, we will now expand the use of the POS system to the other Student Enterprises (Cobra Corner and Raymond's Warehouse). The accessibility features allow for use by a majority of students regardless of abilities. Now all students, Deaf and Blind, will soon have the opportunity to use and learn the POS system, which is a very similar interface to industry-standard POS systems being used elsewhere in the world. We will now also expand the use of the POS system to include inventory management for students' continued learning of skills related to work and business that they will no doubt encounter in future employment.

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. Middle school students will be invited to interact with each program and learn about the different careers along with the learning opportunities each program offers during the Career and Technical Showcase. We will continue to 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

- One student in the Blind Middle School has made 12 one-hundreds on her Achieve3000 activities and received special recognition. Thirty students in the Blind High School were

recommended by their ELA teachers based upon their Achieve3000 performance during the first quarter, and these students were placed in a drawing for special recognition. Ten out of the thirty students were selected and received gift cards. Overall, 63% of students in the Blind Elementary/Middle School have made Lexile growth using Achieve3000, and 57% of students in the Blind High School have already made Lexile growth as measured by Achieve3000 activities.

Priority Goal 2: Professional Development

- The Literacy Specialists have been collaborating to develop and deliver our second *Literacy Live* professional learning opportunity, which focused on the ELA Expectation, Making Inferences. As a follow-up to *Literacy Live*, we also added new content to our *Literacy Anytime* website for teachers to access and learn more about making inferences and share with each other on the *Literacy Anytime/Literacy Live* Teams channel.
- The Literacy Specialists presented at the October Administrative Leadership Team (ALT). This presentation focused on sharing the best practices for implementing demonstration classrooms and why demonstration classrooms work to improve instructional practice and student achievement.
- The Literacy Specialists are continuing to facilitate monthly curriculum/data chats across campus.

Priority Goal 5: Stakeholder Relationships and Communication

- The Literacy Specialists presented at the November Parent Engagement Workshop. They shared many ways to play word games with their children to increase vocabulary and language acquisition, as well as including a brief introduction to Florida's new B.E.S.T. ELA K-12 Standards.
- The DES Literacy Specialist and DHS Literacy Specialist presented a session, "The Science of Reading and D/HH Students," at the Florida Educators of the Deaf or Hard of Hearing (FEDHH) 2021 Conference.

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

- In addition to supporting teaching and learning of the Mathematics Florida Standards this school year, math specialists will be educating all stakeholder groups on the new B.E.S.T. Mathematics standards. Math specialists have been collaborating on the objectives, activities, presentations, and dates for the professional development sessions.
- Deaf High School students participated in the FSA Algebra 1 EOC in early September. Twelve students are **STILL** anxiously awaiting their results!

- Students are utilizing IXL in their Math, ELA, Science, and Social Studies classes. As of November 12, 2021, in the Deaf Schools, students have answered 469,689 questions and mastered 8,555 skills.

Priority Goal 2: Professional Development

- The Math department is offering the following professional development options for educators:
 - The teachers in the secondary Deaf Schools have completed two B.E.S.T. Mathematics training, including the overview, fluency topics, and sharing of the 'Instructional Guidance for Transition to the New B.E.S.T. Standards of Mathematics.'
 - POWwow PD: Routines for Reasoning Fostering the Mathematical Practices in All Students continued with sessions 2 and 3 of an 8 part series on October 20 and November 17. Twelve participants are participating in this year-long professional learning opportunity.
 - New staff are continuing to need IXL training in various content areas and additional training for interpreting reports

Priority Goal 3: Enrollment and Retention

- This year in Deaf Elementary School, the family welcome kits also include math games and Books from the author of Talking Math with Your Kids blog, Christopher Danielson.

Priority Goal 5: Stakeholder Relationships and Communication

- Specialists attend monthly meetings with FAMS (Florida Association of Mathematics Supervisors) and State Mathematics Leadership for collaboration on transitioning to the B.E.S.T. standards. Specialists attended NEFEC Mathematics Instructional Materials Fair in Gainesville on October 27.
- The Math Specialists presented at the November Parent Engagement Workshop and shared many ways to play math games with their children to increase numeracy and engage in 'math' talk. Many games included the use of playing cards or dice. We also provided a brief introduction to the new B.E.S.T. Mathematics Standards and shared the FLDOE website for additional information.

American Sign Language Specialists

Submitted by the ASL Specialist and Bilingual Specialist

- *Lenore Boerner, ASL Specialist*
- *Janelle Berry, Bilingual Specialist*

Priority Goal 1: Academic Achievement and Workforce Preparation

- The ASL Specialist is conducting the Academic ASL Comprehension Test with DMS and DHS.
- The ASL Specialist is continuing ASL sessions with students on Tuesdays and Thursdays in the ELC and DES. The focus students are receiving services due to the effects of language deprivation. The focus is on teaching ASL, communication turns and teaching more vocabulary.
- The ASL Specialist worked with several students after school for ASL tutors and Reading/Writing tutors.
- The ASL Specialist and Bilingual Specialist attended Fingerspell-Vocabulary Showcase to assist staff and students with their ASL.
- The Bilingual Specialist observed in classrooms with specific concerns, then modeled bilingual strategies and provided resources to teachers, as requested.

Priority Goal 2: Professional Development

- A new google site for ASL was created on the FSDB Learning Network
- The Bilingual Specialist participated in the Bilingual Education Workshop by Lauren Simms.

Priority Goal 5: Stakeholder Relationships and Communication

- ASL Specialist Lenore attended a Deaf Nation Expo in Kissimmee to represent the North Region for FASLTA (Florida ASL Teacher Association) organization on November 6.
- The Bilingual Specialist and ASL Specialist created a survey to give teachers the opportunity to share a variety of information about their needs.
- The Bilingual Specialist participated in the Outreach department's program teaching ASL online.

Professional Development for Academic Staff Members

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

Priority Goal 2: Professional Development

- The Academic Leadership Team (ALT), which consists of Academic Leadership on campus, have been attending professional learning opportunities every fourth Wednesday of the month. In October and November, the Literacy Specialists presented to the ALT on Model/Demonstration Classrooms and how to establish the Model/Demonstration Classrooms within their schools.
- The Curriculum Teams have been selected for the 2021-2022 school year. The Curriculum Teams are funded through Title II and Title IV grants. The topics for the teams are Educational Technology and Mathematics. In the teams is a representative from each of the schools on campus. The teachers and specialists come together to learn new strategies, tools, and practices while having an opportunity to implement in the classroom and troubleshoot with the team. The Curriculum Teams will meet once a month starting in December.

Priority Goal 5: Stakeholder Relationships and Communication

- On November 12- November 13, the annual Florida Educators of Students who are Deaf/Hard of Hearing (FEDHH) conference took place in Orlando, Florida. Randi Mitchell, Executive Director of Curriculum and Professional Development, is the 2021 President of FEDHH. She helped organize and lead the conference with the 2021 FEDHH Board Members. Brent Bechtold and Cally Tratteo, Literacy Specialists, attended and presented on the "Science of Reading" at FEDHH. Participants learned the importance of knowing the science of reading and provided participants with information that they could take into their instructional planning.

English Language Learners Department

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

Priority Goal 1: Academic Achievement and Workforce Preparation

- The ESOL Department continues to conduct file review analyses for the Admissions Department for students suspected of needing ESOL services.
- The department celebrated Hispanic Heritage Month, highlighting the country of El Salvador and Salvadoran Americans.
 - Blind High School students listened and/or watched videos about El Salvador's stories, music, history, and food.
 - High School students in both the Deaf and Blind departments received \$20 Publix gift cards, along with a recipe for Pupusas, El Salvador's national dish.
 - The ESOL department will post pictures of these wonderful representations of culture on the department's new website, which will be linked on the FSDB homepage.

Priority Goal 2: Professional Development

- FTE and OPS staff will continue in-service professional development in the areas of technology and ESOL strategies.

Priority Goal 3: Enrollment and Retention

- The ESOL Department has welcomed a new student from Mexico. Also, one student exited based on ACCESS for ELs scores and IEP/EL Team decision. In addition, one student has moved on and will be attending First Coast Technical College in February! Currently, there are 37 ELL students enrolled in the ESOL program.
- The ESOL department welcomed Mrs. Johanna Lennon. She was hired as a trilingual Language Facilitator for Spanish/ASL. Also, Amanda Villalobos was welcomed back as a trilingual Language Facilitator for Spanish/ASL.

Priority Goal 5: Stakeholder Relationships and Communication

- The month of October was a busy one for parent/family communication! The ELL & Staff Translator, Iris Guevara-Santiago, has made or responded to 104 parent phone calls, emails, texts, and conference calls.
- The ESOL Department has completed 65 written translations for the staff and administration at FSDB! That is an amazing number!
- ESOL Director has participated in monthly conference calls organized by FLDOE Student Achievement through Language Acquisition Bureau and World Languages.
- The ESOL director, along with department staff, has created a website with parent resources, staff bios, department happenings, and other culturally responsive related information! The website will be linked to the FSDB homepage!

Libraries

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

Priority Goal 1: Academic Achievement and Workforce Preparation

- The Blind Department Librarian collaborates with BMS Reading and Technology teachers to create a monthly graded reading & writing assignment.
- Blind library student volunteers are learning lessons in time management, peer-to-peer training strategies, and effective communication/scheduling techniques.

Priority Goal 3: Enrollment and Retention

- Participated in prospective student tours, providing potential new students with take away in braille (bookmark) created by other braille students.

Priority Goal 4: Digital Citizenship

- The Blind Department Librarian has been teaching BMS students about plagiarism and tools teachers use to check students' work.

Priority Goal 5: Stakeholder Relationships and Communication

- Family Reading Night (Blind Library) is back, and it was wonderful to welcome new and returning families in the BES.

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 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.
- Upcoming Parent University classes include an Expanded Core Curriculum workshop for families in the Blind Department and STEM events for families of both departments.

Parent Infant Program

- FSDB's Parent Infant Program (PIP) was serving **596** infants and toddlers ages 0-5 and their families at the beginning of November 2021. There were 329 Deaf/Hard of Hearing, 244 Blind/Visually Impaired, and 23 Dual Sensory Impaired children receiving services.
- Staff participated in the Florida Educators of Students who are Deaf/Hard-of-Hearing (FEDHH) Conference, including participating in a Parent Panel on November 13, attending conference sessions through the weekend, and sharing program information to new applicants and prospective providers.
- The Monthly Lunch and Learn training for Early Steps staff was hosted and presented by Jennifer Cato, Director of FSDB Parent Infant Program for Deaf/Hard-of-Hearing. The topic of this month's training was "Overcoming Bias."
- The Senior Resource Parent Team held their monthly Parent Chat. The topic for November was Considering Cochlear Implants.

- An additional Spanish Parent Chat was created in October and is planning to meet quarterly for the remainder of the academic year.
- Learning Community Meetings will be utilizing a hybrid approach going forward, with both in-person and virtual options. Meetings for November include November 17 in Tallahassee and November 19 at FSDB's campus in St. Augustine.
- Kim Carr, Director of FSDB Parent Infant Program for Blind/Visually Impaired, prepared reports for Division of Blind Services (DBS) and met with DBS counselors to discuss Parent Infant Program updates.
- Paula Rounsavall, Regional Coordinator for the West Palm Beach area, represented FSDB at the Palm Beach Interagency Council for Young Children with Special Needs.
- The Parent Infant Program hosted INSITE training for 31 participants.
- Baby Bunch continues to meet on Fridays for Deaf/Hard-of-Hearing children under the age of 18 months.
- Additional outreach by the Parent Infant Program includes:
 - a Pumpkin Patch Activity was held at Community of Hope
 - a corn maze activity was held at Sykes and Cooper Farm on October 30
 - Super Hero Boot Camp event held on November 6 in Crestview, FL
 - a Farm Playdate held on October 30 in Monticello, FL
 - HorsePower family gathering on October 23 in Davie, FL
 - Flamingo Gardens activity was held on October 30 in Davie, FL

L. Daniel Hutto Early Learning Center

"The child is both a hope and a promise for mankind." -Maria Montessori

Early Learning Center Enrollment

PreK DHH Class: 14 students

PreK BVI Class: 5 students

1 student is eligible and plans to enroll in December or January.

6 PreK students are currently in file review

Toddler Program: 5 children

- The Early Learning Center (ELC) is currently serving 19 preschool children and five toddlers.
- For November, the ELC children are learning about friendship, community helpers, the autumn season, and Thanksgiving. Stories this month include themes of friendship, turkeys, and making scarecrows.
- The ELC children were treated to a visit from a firetruck and a police car. They were able to climb in and out of the vehicles, listen to the sirens, and honk the horns while learning about what firefighters and police officers do.
- The ELC is hosting a Thanksgiving Potluck lunch for the children and their families on November 18. The children will prepare decorations and food to share with their families.
- The Monthly Focus for November is gratitude. Montessori practical living activities resemble tasks in life, such as housekeeping and preparing food, to help the children learn

appreciation for what others do and feel more connected to their social and family units through contribution. The children are also taught how to politely get attention, observe someone, and ask for help. These lessons are reinforced multiple times each day to build awareness of socially acceptable behavior.

Outreach Services Department

Respectfully submitted by Elizabeth Wilcox, Director of Outreach

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

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

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

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 open.

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.*

- The first session ends before Thanksgiving.
- The second session will begin in Spring 2022.

Tours: *Campus tours for prospective students and their families.*

- 10 prospective families and one Alumni completed a campus tour in October

- A Campus Tour Feedback Survey is sent to visitors after each tour. This past month's feedback was five-star ratings overall, with a few comments including, "we are working to gather information for the application. Walter was really Great! We felt welcomed!"

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.*

- 11/6/21- Deaf Nation Expo
- 11/12-13/21- Florida Education for Deaf Hard of Hearing (FEDHH) Conference
- 11/30-12/1/21- Florida Association for Education and Rehabilitation (FAER) for the Visually Impaired Conference (participant)

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* - October 2021 "HLP 1: Collaborate with professionals to increase student success."
- Just In Time News & Information - 3 volumes

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), school district staff, or as indicated by needs assessments:

- *Assistive Technology for D/HH Programs Professional Learning Community (PLC) Captions Assistive Technology for Students who are D/HH* slide deck (regional)
- *Supporting Students who are Blind/Visually Impaired (B/VI) & Deaf/Hard of Hearing (D/HH)*, a presentation for the FDLRS/FIN Fall Institute in collaboration with FIMC-VI (statewide)
- *UPDATED Language-Reading Connection for Students who are D/HH* online module in the BESE Professional Development Alternatives portal (statewide)

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 Students who are Blind/Visually Impaired (B/VI) & Deaf/Hard of Hearing (D/HH)*, a presentation for the FDLRS/FIN Fall Institute in collaboration with FIMC-VI (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:

- Assistive Technology for D/HH Programs PLC Training - FDLRS Springs (regional)
 - *Captions Assistive Technology*
- *FTE, Scheduling, and Caseload Management* - New Teacher of the Deaf/Hard of Hearing Professional Learning Community (Cohort 3 - statewide)
- *IEP Present Levels* - New Teacher of the Deaf/Hard of Hearing Professional Learning Community (Cohort 1 & 2 - statewide)
- *Chapter 15 Language, Literacy, Speech, and Audition* - virtual book study using The Itinerant Teacher's Handbook (statewide)
- *Ch. 17-19 Social Development, Behavioral and Mental Health* - virtual book study using The Itinerant Teacher's Handbook (statewide)
- *TA-Live! Discussion Session for HLPs and Students who are D/HH HLP 1: Collaborate with professionals to increase student success.* (statewide)
- *Teach Your Child to Read in 100 Easy Lessons Paired with Visual Phonics* (statewide)
- *See the Sound: Visual Phonics Live* (statewide)
- *See the Sound: Visual Phonics Update Live* (statewide)
- *See the Sound: Visual Phonics Asynchronous* (statewide)
- *Supporting Students who are Blind/Visually Impaired (B/VI) & Deaf/Hard of Hearing (D/HH)* at the FDLRS/FIN Fall Institute

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

- Leon - Observation, Teacher Consultation, and 3 ASL Expressive Skills Test Assessments
- Levy - Observation, Teacher Consultation, and Florida Individual Performance Profile (FLIPP)
- Taylor - Observation, Teacher Consultation, Visual Communication Sign Language (VCSL) Checklist and All Children Can Read Literacy Checklist

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

- **Districts/Agencies receiving coaching and mentoring, consultation, and/or support:**
 - Bay, Brevard, Broward, Charlotte, Clay, Columbia, Dade, Duval, FSDB, Hardee, Hernando, Highlands, Hillsborough, Holmes, Indian River, Lake, Lee, Leon, Levy, Manatee, Marion, Martin, Monroe, Nassau, Okaloosa, Okeechobee, Orange, Palm Beach, Pinellas, Polk, St. Johns, Taylor, and Volusia
 - FIMCI-VI, University of North Florida, Vocational Rehabilitation
 - FEDHH Board
- **District receiving coaching in evidence-based literacy curricula and interventions:**
 - Columbia and Duval: *Fairview Early Steps Lesson Plan Coaching*
 - Duval - *Fairview Placement Assessment*
 - Orange - *Fairview Early Steps Lesson Plan Coaching*

- Volusia - *Fairview Word Study Phonemic Awareness and Phonics Coaching*
- Polk - *Fairview Language Experience and Sentence Stem Coaching*
- **Districts participating in PLCs/Book study:**
 - Bay, Brevard, Duval, Gilchrist, Hardee, Highlands, Levy, Pinellas, Volusia
 - *Thinking on THIRDSday* professional learning community (10/21/2021) attended by Levy, Florida Virtual School, and Volusia counties
- **District staff utilizing the RMTC-D/HH Media & Materials Free Loan Library** created twelve (12) new accounts and returned twenty (20) borrowed materials.
 - Bay, Broward, Dade, FAVI, FSDB, Gulf, Highlands, Lake, Leon, Orange, Palm Beach, Pinellas, RMTC-D/HH, Santa Rosa, Seminole, Sumter, Taylor, Wakulla

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 included the following:

Conference, Meeting, or Professional Development Attendance

- East Coast Engage for Change - State Regional Meeting
- New Vocational Rehabilitation (VR) Administrator for Deaf, Hard of Hearing, and Dual Sensory Impaired
- Collaboration Meeting with RMTC-D/HH, BESE for D/HH, VI, and DSI, and VR for D/HH and DSI
- 2021 Language First Conference
- Passport to Learning Sensory Track Meetings (10/26/2021)
- FDLRS/FIN Fall Institute (10/26-28/2021)
- Regional ESE Directors' Focus Group & Roundtable (Valparaiso)
- Regional ESE Directors' Focus Group & Roundtable (Tallahassee)

Collaborative Efforts

- ***Passport to Learning Planning Meetings***, RMTC-D/HH collaborates with and participates in meetings with the Problem-Solving/Response to Intervention Technology and Learning Connections (PS/RtI TLC), the ACCESS Project, Florida Instructional Materials Center for the VI (FIMC-VI), and the Florida Diagnostic Learning Resources System (FDLRS) to develop and provide professional development opportunities to participants to increase their knowledge and skills in providing assistive technology supports to students who are D/HH and VI. (10/7/2021)
- ***Supporting Students who are Blind/Visually Impaired (B/VI) & Deaf/Hard of Hearing (D/HH)*** - RMTC-D/HH collaborated with FIMC-VI to develop a slide deck focusing on the implementation of assistive technology for students who are D/HH and B/VI. Topics included Universal Design for Learning, D/HH basics, VI basics, accessibility, and tools for supporting these unique populations.

Workgroup/Committee Participation

- **Florida Educators of Students who are D/HH (FEDHH) Board Meetings**, RMTCD/HH staff participate as members-at-large to provide technical assistance and conference planning support for this organization dedicated to the enrichment and professional development of Florida teachers for students who are D/HH. (10/12/2021, 10/20/2021, 10/26/2021)
- **University of North Florida (UNF) Deaf Education Steering Committee**, RMTCD/HH staff participates as committee chair and members to provide technical assistance, feedback on the program, and provide input for program improvements for this Florida public university dedicated to the development of Florida teachers for students who are D/HH. (10/27/2021)

Upcoming Events in November:

- Regional ESE Directors' Focus Group and Roundtable - West Palm Beach, November 2
- DeafTEC Partner Advisory Group - November 3
- InD Contacts Meeting, November 3
- Regional ESE Directors' Focus Group and Roundtable - Sarasota, November 4
- FEDHH Board Meeting - November 8
- Itinerant Book Study, November 2, 9, 30
- Flagler College Presentation - November 9
- TA-Live!, November 10
- Florida Educators of Students who are D/HH (FEDHH) Conference, November 12-13
- New Teacher of Students who are D/HH Professional Learning Community (Cohort 3), November 15
- New Teacher of Students who are D/HH Professional Learning Community (Cohorts 1-2), November 16
- Regional ESE Directors' Focus Group and Roundtable - Lake City, November 16
- Regional ESE Directors' Focus Group and Roundtable - Reddick, November 17
- Thinking on THIRDSdays, November 18

Technology Services Department

Florida Department of Education (FLDOE) Survey 2 was submitted, sharing both staff and student information. The new Survey R for SESIR monthly incident reported was successfully transmitted.

Technology is partnering with the police and safety departments to deploy and implement additional systems to comply with Alyssa's Law and other security requirements and best practices. Staff members have also been providing support during the transition of the new School Safety Specialist.

The technology department team collaborates with the safety and facilities team to design and plan the upgrade of our campus voice systems. We anticipate making some infrastructure improvements and increasing our internet bandwidth as part of this project.

Network data center maintenance is underway to improve our systems and decommission servers and infrastructure at the end of its life cycle. Due to a delay in receiving some computers, we have

not yet completed some of the refresh projects planned for this year. We anticipate receiving computers we ordered this summer in December and will deploy them 2nd semester.

We applied for and were awarded ESSER II funds that will be used to replace student assigned laptop and mobile iPad devices and cases. We will also purchase additional assistive technology devices to be assigned to students.

All campus braille embossers and CCTVs are being evaluated to replace any at the end of life or at a low resolution with models we have placed in classrooms. We want to make sure students have the same high-quality experience using assistive technologies in any location on the campus.

Research is underway in preparation for designing a new training for staff members on internet safety and data loss prevention. The team is looking at methods for providing this instruction and additional support for staff members so they can learn best practices for keeping their accounts safe and their computers safe.

Respectfully Submitted by Shelley Ardis

Administrator of Parent, Outreach, and Technology Services