



# Agenda

Florida School for the Deaf and the Blind

Board of Trustees Meeting

Moore Hall, Center for Learning and Development

December 8, 2023, at 9:45 a.m.

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<b>I. <u>Call to Order</u></b>	
<b>II. <u>Pledge of Allegiance</u></b>	
<b>III. <u>Elect Chair Pro Tempore</u></b>	
President Snow, acting as Board Secretary will request the Board to elect chair pro tem for the meeting in the absences of Mr. McCaul and Mr. Hadley.	
<i>Robert's Rules of Order Newly Revised, "An elected chairman pro tem. If neither the president nor any vice-president is present, the secretary—or in the secretary's absences some other member—should call the meeting to order, and the assembly should immediately elect chairman pro tem to preside during that session."</i>	
<b>IV. <u>Roll Call</u></b>	
<b>V. <u>Public Comments</u></b>	
Limited to three minutes per person with a maximum of 45 minutes per meeting for all public comments.	
<b>VI. <u>Approval of Meeting Minutes</u></b>	
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<b>X. <u>Action Items</u></b>	
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2. Adoption of OPP 10.51 Florida Harm Prevention & Threat Management Policy	77-87
<b>XI. <u>New Business</u></b>	
None	
<b>XII. <u>Unfinished Business</u></b>	
None	
<b>XIII. <u>Board Comments</u></b>	
<b>XIV. <u>Adjournment</u></b>	



# 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 27, 2023, 10:00 a.m.**

## **Attendance**

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

Absent: Mr. Owen McCaul.

## **Call to Order**

Mr. Terry Hadley, Vice Board Chair, called to order the meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 10:14 a.m. The meeting was delayed due to the Endowment/Investment Committee meeting running long.

## **Pledge of Allegiance**

Deaf Middle School student Minaal Ahmed and Blind Middle School student Serenity Herrell lead the Board and audience in the Pledge of Allegiance.

## **Public Comment**

Ms. Jenny Shellhorn, FSDB Education Association Representative, thanked the Board for ratifying the recent pay increase. She said this will help with employee recruitment and retention with more competitive salaries.

## **Approval of Meeting Minutes**

*Mrs. Chapman moved to approve the minutes from the Regular Board of Trustees Meeting held on September 29, 2023. The motion was seconded by Mrs. LeFors and approved unanimously by the Board.*

*Mr. Kramer moved to approve the minutes from the Special Board of Trustees Meeting held on October 13, 2023. The motion was seconded by Dr. Zavelson and approved unanimously by the Board.*

## **President's Report**

Ms. Tracie Snow, President, updated the Board on events and information not covered in her written report.

- October 28 was the annual Wear Orange Day to support Bullying Prevention.
- There were 106 entries for the Bullying Prevention poster competition. The winners have not been selected as of today. We will post the winners on our website and other social media platforms when they are selected.
- Deaf Department Homecoming was a huge success. This year's theme was Ken and Barbie.
- The football team won the Homecoming game against Mississippi School for the Deaf.
- We had our second annual Hall of Fame during homecoming.

- We celebrated this year's Teachers of the Year at a luncheon in their honor.
- We had two partial evacuation drills during the academic day for the Deaf and Blind Departments. The students, staff, and administrators did a fantastic job.

#### Legislative Update

Ms. Patsy Eccles, Legislative Specialist, provided an update on current happenings in Tallahassee, including the special sessions planned for November 6-9, 2023, with additional sessions to occur in December before they start the new sessions in January 2024.

#### **Strategic Plan Updates**

Mr. Scott Trejbal, Administrator of Instructional Services; Ms. Shelley Ardis, Administrator of Outreach, Technology, and Parent Services; Ms. Trish McFadden, Executive Director of Training and Quality Assurance, and President Snow provided updates to the Board on the various ways the Strategic Planning team is working on their specific and combined strategic planning goals.

#### **Action Items**

##### **Action Item #1 - Surplus Property**

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

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

##### **Action Item #2 – Reunification Plan**

Board approval was requested for the revised FSDB Reunification Plan.

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

##### **Action Item #3 – Approval of the 2023-24 Uniform Assessment Calendar**

Board approval was requested for the 2023-24 Uniform Assessment Calendar in accordance with Florida Statutes 1008.22(7)(c) and State Board of Education Rule 6A-1.094224, Florida Administrative Code.

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

##### **Action Item #4 – 2023-2024 School Improvement Plans**

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

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

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

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

Discussion: Mrs. Lefors wanted to discuss concerns over sign language deprivation among Deaf children. She mentioned the possibility of establishing a committee to help find solutions to this growing problem. Mr. Hadley said that he appreciated her concern but that this should be discussed at the next meeting when it could be added to the agenda.

### **New Business**

#### **Endowment/Investment Committee**

Mr. Hadley, Chair of the Endowment/Investment Committee, provided a brief report from the Committee meeting. There were no action items presented during the meeting.

Mr. Kramer had to leave the Board meeting at 11:18 due to a conflict. A quorum was still present.

### **Unfinished Business**

#### **President's Performance Evaluation**

Mr. Hadley explained how the President's Performance Evaluation scores are compiled. He announced each Trustee's score and allowed each the opportunity to make additional comments.

*The overall score was 4.55; Mr. Hadley called for a vote from the Board to accept the cumulative overall performance rating. The Board voted unanimously to accept the rating.*

Mr. Hadley then explained that the Board also needs to approve an additional year to be added to the President's contract and asked for a motion.

*Dr. Zavelson moved to accept one additional year be added to the President's contract. The motion was seconded by Mrs. LeFors and carried unanimously by the Board.*

### **Board Comments**

The Trustees all commented that they appreciate the changes that have been happening at the school due to President Snow and her staff. They all appreciate hearing how Strategic Planning works to improve things at FSDB.

**Adjournment**

The meeting adjourned at 11:29 a.m.

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

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Tracie C. Snow  
President

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Terry Hadley  
Vice Board Chair



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As we reflect on the events since the last board meeting, I am pleased to share updates and highlights that underscore the spirit, accomplishments, and dedication of our FSDB community.

The second annual President's Haunted House was a resounding success, providing students and staff with delightful, good-natured scares amidst spiders, skeletons, witches, ghouls and the impressive performances of our talented student actors. The joy of sharing this activity with my husband and son is always truly memorable. A heartfelt thank you goes out to the FSDB Rec program for their seamless facilitation of student arrivals and groupings, contributing to the overall success of this spooktacular event.

In the realm of sports, I extend hearty congratulations to the boys' goalball team for bringing home the gold and to the girls' goalball team for securing the bronze at this year's national goalball tournament in Texas. These achievements are a testament to the hard work, dedication, and teamwork our student-athletes and their coaches demonstrate.

Furthermore, I am delighted to extend our congratulations to our football team for their outstanding performance this season. Their commendable effort earned them a well-deserved second place in the championship. It was a great pleasure cheering on these young men throughout the season, especially at the championship game. Additionally, it was a great honor for FSDB to host the SSAA 2A Championship game at Usina Field. The camaraderie and sportsmanship displayed by our football team have truly enriched our school community.

November's Parent Engagement Workshop was a joyous occasion, thanks to the exceptional efforts of Misty Porter, her Parent Services team, and FSDB staff members who delivered outstanding presentations. Once again, this workshop succeeded in bringing parents together for a meaningful exchange of ideas, fostering growth and learning.

Blind High School's homecoming week was filled with circus-themed dress-up days and a spectacular Homecoming Dance with the royal court being celebrated. Despite the light rain, students showcased their energy, resilience, and sense of fun as they took the circus "on the road" with performances for fellow students and staff. Their spirit and determination were truly commendable.

As we celebrate the end of the year, we also recognize and honor our Teachers of the Year and School Related Employee of the Year. With over 30 years of dedicated service, Maria William is a

beacon of excellence as an English 1 and US History teacher in the Deaf High School. Tracey Dennis, our exceptional Dragon's Lair Supervisor, provides invaluable support to our culinary programs in the Deaf Department. It is an honor to acknowledge colleagues who have played integral roles in shaping the FSDB community.

Lastly, I want to express my deep gratitude to all our staff. Beyond the recognized achievements, the daily, often unnoticed efforts collectively make FSDB a place where students can learn, grow, and become their best selves. Your commitment is the foundation of our success, and I am truly appreciative.

I wish you all a joyful holiday season and look forward to a new year filled with continued growth and success for FSDB.



The Florida Legislature held a Special Session this past month from November 6 to 9, a week which coincided with one of the two interim weeks of committee meetings. Four bills were passed during this session and sent to the Governor, who approved all of them on November 13. The bills are regarding:

1. Disaster relief (hurricane-related loans, grants, and direct appropriations),
2. Scrutinized companies (changes and additions to the state's list of Scrutinized Companies with Activities in the Iran Petroleum Energy Sector and Florida government authorization to invest government funds),
3. Security grants (funds and authorizes the Florida Division of Emergency Management to provide grants to nonprofit organizations, including houses of worship, nonprofit schools, and museums, to strengthen the state's communities against extremist attacks. This program is modeled on the federal Nonprofit Security Grant Program and will receive funds from it.)
4. Family Empowerment Scholarship Program (the bill revises the maximum number of students participating in the program and builds an ongoing increase in that maximum number. (See More.)

None of these bills have a direct impact on FSDB.

At the last FSDB Board meeting, I promised to provide more information to the board on the Family Empowerment Scholarship Program. To that end, I have attached to this report an edited copy of the legislative staff analysis report on the bill just passed. (see attached)

The special session followed another week of interim committee meetings with agencies appearing before committees to report on their implementation of prior session bills and funding programs. Additionally, they presented and justified their requests for the coming regular session and fiscal year (2024-25).

Looking to the future Legislative activities:

Two legislative interim committee weeks are scheduled for December. The Governor's proposed budget is expected to be announced and presented to the Legislature by the last week in November or the first week of December. The December legislative meetings will be used to review the governor's proposals.

Filed legislative proposed bills continue to be reviewed for their impact on FSDB, education, and state agency operations.



The 2024 Regular Legislative Session is scheduled to begin on January 9, 2024.

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

- The Legislative Budget Commission issues the Long-Range Financial Outlook. State Agencies submit their 2023-24 Legislative Budget Requests.
- The Legislature reviews the agencies' budget requests and receives status reports on prior session issues.
- The Governor makes his budget recommendations 30 days before the onset of the legislative session.
- House and Senate committees workshop the budget.
- Each chamber passes an independent appropriations bill.
- The differences between the bills are resolved through a budget conference by members of the House and Senate.
- The product of the conference process is the Conference Report of the General Appropriations Act.
- Once the GAA is adopted by both chambers, the Governor has line-item veto authority as he signs the bill.
- The Governor, with the consensus of the House and Senate, executes the budget and develops 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

## **FAMILY EMPOWERMENT SCHOLARSHIP BILL**

### **BILL SUMMARY ANALYSIS**

Established in 2021, the Family Empowerment Scholarship (FES) program offers families of students with disabilities the opportunity to request and receive from the state a scholarship to cover the cost of a variety of educational expenses. The Department of Education (DOE) refers to this scholarship as the FES – Unique Abilities or FES UA scholarship. Current law provides a formula to calculate the maximum number (or cap) of FES UA scholarships each year. The calculated maximum number of scholarships for the 2023-2024 school year is 40,913 scholarships.

The bill revises the maximum number of students participating in the FES UA scholarship program established pursuant to s. 1002.394(3)(b), F.S., in the 2023-2024 school year to be the number of students that the approved scholarship funding organizations (SFO) and the DOE determine eligible pursuant to the requirements of s. 1002.394, F.S.

The bill clarifies that beginning in the 2024-2025 school year, the maximum number of students participating in the FES UA scholarship program shall annually increase by three percent of the state's total exceptional student education full-time equivalent student membership, not including gifted students.

### **FULL ANALYSIS**

#### **A. EFFECT OF PROPOSED CHANGES:**

##### Background

Established in 2021, the FES program offers families of students with disabilities the opportunity to request and receive from the state a scholarship to cover the cost of a variety of approved items including: contracted services, curriculum, instructional materials, tutoring, specified education programs, and specialized services.<sup>1</sup> The DOE refers to this scholarship as the FES – Unique Abilities or FES UA scholarship.<sup>2</sup>

To be eligible for the FES UA scholarship, a student must be:

- A resident of the state;
- Is 3 or 4 years of age on or before September 1 of the year in which the student applies for program participation or is eligible to enroll in kindergarten through grade 12 in a public school in the state;
- Has a disability as defined in s. 1002.394(2), F.S.; and
- Is the subject of an individual education plan (IEP) or has received a diagnosis of a disability from a licensed physician, psychologist, or a physician who holds an active license issued by another state or territory of the United States, the District of Columbia, or the Commonwealth of Puerto Rico.<sup>3</sup>

Parents must (1) apply for the FES UA scholarship to one of the two currently approved SFOs by the date set by the SFO and in a manner that creates a written or electronic record of the request and the date of receipt of the request and (2) sign an agreement and annually submit a sworn compliance statement to satisfy and maintain program eligibility.<sup>4</sup>

A FES UA scholarship may be used to cover the following authorized expenses:

- Instructional materials, including digital devices, digital periphery devices, and assistive technology devices that allow a student to access instruction or instructional content and training on the use of and maintenance agreements for these devices;
- Curriculum as defined in s. 1002.394(2), F.S.;
- Specialized services by approved providers or by a hospital in this state which are selected by the parent;
- Tuition and fees associated with full-time or part-time enrollment in a home education program, an eligible private school, an eligible postsecondary educational institution or a program offered by the postsecondary educational institution, an approved preapprenticeship program, a private tutoring program, a virtual program offered by an approved virtual provider, the Florida Virtual School as a private paying student, or an approved online course provider;
- Fees for national standardized, norm-referenced achievement tests, Advanced Placement Examinations, industry certification examinations, assessments related to postsecondary education, or other assessments;
- Contributions to the Stanley G. Tate Florida Prepaid College Program or the Florida College Savings Program for the benefit of the eligible student;
- Contracted services provided by a public school or school district including classes;
- Tuition and fees for part-time tutoring services or fees for services provided by a choice navigator;

<sup>1</sup> Section 1002.394(3)(b), F.S. The John M. McKay Scholarship for Students with Disabilities Program and the Gardiner Scholarship Program were previously offered as two separate scholarships for students with disabilities before the programs were consolidated under the FES UA. The Gardiner Scholarship was repealed effective July 1, 2021, section 2, ch. 2021-27, Laws of Florida. The John M. McKay Scholarship was repealed effective July 1, 2022, section 3, ch. 2021-27, Laws of Florida.

- Fees for specialized summer education programs;
- Fees for specialized after-school education programs;
- Transition services provided by job coaches;
- Fees for a home education student's annual evaluation of educational progress by a state certified teacher;
- Tuition and fees associated with a Voluntary Prekindergarten Program (VPK) or school readiness program;
- Fees for services provided at a center that is a member of the Professional Association of Therapeutic Horsemanship International; or
- Fees for services provided by a therapist who is certified by the Certification Board for Music Therapists or credentialed by the Art Therapy Credentials Board, Inc.<sup>5</sup>

For the 2022-2023 school year, the maximum number (or cap) of FES UA scholarships was statutorily established at 26,500 students and beginning with the 2023-2024 school year, the maximum number of FES UA scholarships is authorized to annually increase by three percent of the state's total exceptional student education (ESE) student membership, not including gifted students.<sup>6</sup>

While eligible to participate in the FES UA scholarship program, the following types of students are excluded from the maximum program capacity (or cap):

- Students who received specialized instructional services under the VPK during the previous school year;
- Students who are a dependent child of a law enforcement officer or a member of the United States Armed Forces, a foster child, or an adopted child; or
- Students who spent the prior school year in attendance at a Florida public school or received a John M. McKay scholarship in the 2021-2022 school year.<sup>7</sup>

#### Effect of the Bill

The bill revises the maximum number of students participating in the FES UA scholarship program for the 2023-2024 school year to be the number of students determined eligible by the SFOs and the DOE pursuant to the requirements of s. 1002.394, Florida Statutes.

The bill clarifies that beginning in the 2024-2025 school year, the maximum number of students participating in the FES UA scholarship program shall annually increase by three percent of the state's total ESE student membership, not including gifted students.

#### B. SECTION:

Amends s. 1002.394(12)(b), F.S., revising the maximum number of students participating in the FES UA scholarship program for the 2023-2024 school year and beginning in the 2024-2025 school year allowing the maximum number of students participating to annually increase by the state's total ESE student membership.



## Health Care Center Report

	Total	Aug 2023 (12 days)	Sept 2023 (20 days)	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
<b>ACU Visits</b> (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." "Physicals", "Vision Screenings", and "Miscellaneous.")	1,462	287	561	614							
<b>TCU Visits</b> (*Total includes all students that were admitted to the TCU.)	91	9	37	45							
<b>Admission Interviews</b>	32	18	7	7							
<b>Eye Clinic- Specialty</b>	12	0	5	7							
<b>PDC Clinic- Specialty</b>	22	0	9	13							
<b>Psychiatry Clinic- Specialty</b>	6	0	4	2							
<b>Off Campus</b> (*ER visits, Ophthalmology, Home)	6	3	0	3							
<b>Totals</b>	<b>1,631</b>	<b>317</b>	<b>623</b>	<b>691</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Sofia 2 Testing</b>	Total	Aug 2023 (12 days)	Sept 2023 (20 days)	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
Quidel Strep Test	96	27	33	36							
Quidel Influenza A & B Test	83	20	24	39							
Quidel SARS Antigen	92	21	29	42							
<b>Totals</b>	<b>271</b>	<b>68</b>	<b>86</b>	<b>117</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Physicians/ Specialists</b>	Total	Aug 2023 (12 days)	Sept 2023 (20 days)	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
Physician Assistant	148	31	51	66							
Medical Director/ Pediatrician	22	0	9	13							
Ophthalmologist	12	0	5	7							
Psychiatry	7	0	4	3							
<b>Totals</b>	<b>189</b>	<b>31</b>	<b>69</b>	<b>89</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## Dental Report

<b>Dental Clinic Procedures</b>	Total	Aug 2023 (12 days)	Sept 2023 (20 days)	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
Hygiene	36	5	22	9							
X-ray	3	0	2	1							
Emergency	1	0	0	1							
Other	20	17	0	3							
Operative	8	0	0	8							
Surgical	0	0	0	0							
Preventative	0	0	0	0							
Screening	11	0	0	11							
Exam	15	0	0	15							
<b>Totals</b>	<b>94</b>	<b>22</b>	<b>24</b>	<b>48</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Dental Staff</b>	Total	Aug 2023 (12 days)	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
UF Dentistry	36	0	0	36							
Hygienist	58	22	24	12							

## **OT/PT**

We have had a bounty of excitement in the OT/PT department! November was all aflutter with the 1st Annual Butter Ball! The dance took place the last week of school before Thanksgiving break during each OT/PT session time slot. In the weeks leading up to the Ball, our OT students used their fine motor skills and creativity to make decorations for the dance and a turkey attendee. The students' handiwork was on full display in the OT/PT hall, where passersby could admire all of the students' effort and hard work. The turkey guests looked glamorous, as if they were straight off the runways of Paris. The Butter Ball included a Turkey dance facilitated by PT and a small treat for the students. All had fun!

We look forward to the winter holidays and the festive moments that come with this time of year. We will work on a detail-oriented ornament that will exercise strength, fine motor, and bilateral integration skills. The ornament will be brought home before the holidays as a gift for the students' loved ones. We will be celebrating the students' hard work as the first semester of the year draws to a close. The OT/PT department is so proud of the goals that have been mastered and the students who have graduated from both OT and PT. Our students amaze us each and every day.

The OT/PT department wishes you and your families a very merry holiday season.

## **Speech & Audiology**

Fall is such a wonderful time of year for the Speech and Audiology Department to incorporate seasonal vocabulary into therapy sessions! The speech and language therapists use worksheets, videos, board games, and iPad apps to bring seasonal themes to articulation, language, and auditory sessions.

The audiologists are busy performing evaluations, hearing aid repairs, making earmolds, and troubleshooting cochlear implants. The students are excited about the new hearing aids/cochlear implants that are becoming available with Bluetooth technology. They are able to connect directly to their phones, iPads, and laptops without cords.

Unfortunately, the department is currently without two speech-language pathologists. The demand for speech-language pathologists is high and we have not been able to fill the open positions. Our hopes are high that we will be able to find a qualified applicant soon.

## **Mental Health Department**

The Mental Health Team and Boarding monthly mini-workshops with the dorms continued this month. Michelle Florio worked with Rhyne Hall staff to discuss improving communication among staff. Wendy Williams led a team-building activity with the staff in James Hall.

Deaf Department. Jessica Friedman and Michelle Florio work with 6th and 7th graders in social skills groups focusing on personal boundaries, tattling vs telling, developing appropriate communication skills, etc. Dan Binder focuses on Zones of Regulation instruction on Mondays to Deaf Elementary and ELC students and staff. Dee Stoddard also carries the lessons over to the DES dorm. In addition, she has been working with students in the apartments on anti-bullying and developing problem-solving and coping skills.

Thanksgiving Food Drive. Wendy Williams (DHS) and Dee Stoddard (DES) were able to collaborate with staff to collect and fill boxes of holiday favorites for families in need.

Blind Department. The Art Expressions Group has been such a success that the group has now been split to accommodate all students who are interested in participating. Meeting dates have been scheduled through the end of the school year.

Our goal is to ensure students have the skills and tools needed to cope with challenges in school and at home and be able to support each other. Mental health education and activities are key.

## Culinary Department

- 1) Transportation - We will continue positive interaction and cooperation between departments in a very positive manner.
- 2) Meals- Continuing the Appreciation from Students on Food Quality and Selection. Pizza Ovens and Fryers order placed with vendors.
  - a) Dinner – New items added: Jambalaya, Asian theme meals
  - b) Lunches reintroduction of salad bar
  - c) Farm to School program in November featured squash
  - d) Overall participation was good in October. The deadline for data submission to FANS (Florida Automated Nutritional Services) was November 30, and revisions are on December 29.
- 3) Compliance
  - The director attended training for the all-new Statewide Food Service Director in Tampa for updates on USDA and FANS services provided to students in NBLP (National Breakfast & Lunch Programs).
  - We received a positive review from Darlene Fowinkle from the FDACS (Florida Department of Agriculture & Consumer Services) during a mini audit.
- 4) Events
  - Culinary Programs provided special Halloween trick-or-treats - Hot Dog Mummies, Spider Pizza, and Halloween Cookies, Gummy Worm treats.
  - Football Homecoming was well received.
  - Incoming Student Tour -Gave prospective students and parents a taste of FSDB culinary upgrades- Accolades abounded from all involved. Upcoming - Thanksgiving Dinner, Christmas Social, Appreciation Lunch & Breakfast for Dorm Staff
- 5) Employee Engagement
  - Survey & Action Plan Meeting on Friday, October 13,

- Based on survey responses, we expect significant improvement in employee engagement year-end surveys.

Stan Gustetic

Administrator Allied Health Services





## **Apartment Program**

Students participate in many different activities on and off campus during boarding hours. Some of these activities are described below.

### ***Young Men***

The students continue to practice their laundry skills, meal planning, and shopping on a budget. The students are doing a fantastic job when it comes to learning kitchen skills, sanitation, and safety. The team members' role in assisting with meal preparation and household tasks has become less hands-on as the students demonstrate the ability to perform these tasks independently.

Several students have jobs after school and routinely show they can work, complete their apartment responsibilities, keep up with their studies, and participate in extra-curricular activities, such as the Drone Club and Culinary Club, without problems. Their time management skills are excellent, and with their academics, several students have been attending the Night Library and taking full advantage of the study hall to keep up with their studies. Students have visited Walgreens to purchase different types of hygiene products.

During October, the apartment program students have enjoyed the weather by going off campus to the local businesses. Students have also shown school spirit by attending football games, volleyball games, and cross-country running meets. The drumline performance during the halftime show was outstanding!

### ***Young Ladies***

October was a busy yet exciting month for the apartment girls. We had many firsts for some students. A popular first for several students was the opportunity to make homemade meatloaf. Many had enjoyed this dish at home but never made it. We had several funny moments while making the entrée. The biggest issue was that students didn't want to touch raw meat; the compromise was using gloves. We laughed at squeamish comments and facial expressions. However, when dinner was served, there were no complaints about touching raw meat, just silence and empty plates.

While cooking, we also noticed that staff members must be clear and specific with details. One young lady is motivated and will work diligently on any task she's given. She was given the task of crushing crackers and mixing salad. We had to tell her "finish" to stop her; in a short time, she had thoroughly mixed the salad by shaking, and the crackers were crushed to the consistency of breadcrumbs. Cassidy is our go-to person for salads and crushing things.

We want to give kudos to our blind high school seniors. They have diligently worked hard to travel to and from school and the bus loop this year. We are proud to say that several young ladies no longer need staff assistance. On Sundays, when asked, "Do you need help?" Most responses are "Nope, I got it." It is a vast difference compared to the school year's start. Staff members are happy to see the progress but will miss the opportunity to have chit-chats with students about their day or weekend.

This year, we started our monthly 'Empowerment Hour,' the time we set aside to work on social skills and to engage with others. This year, we started with a group discussion. We talked about how we, as women, are critical of ourselves. We discussed the importance of not comparing ourselves to others, how social media posts can be misleading, and appreciating yourself. We played a dice game requiring you to say something nice about a peer or staff member sitting near you. Everyone got a turn to hear and say something nice about someone else. We concluded the sessions with the supervisor asking staff and students to start their day by saying something nice about themselves. Before everyone left the meeting, staff and students heard the supervisor say something nice about everyone. Students were shocked that the supervisor could say something nice about everyone and, in turn, had some nice words for her. We also discussed ideas for future sessions, and we currently have a list of activities for each month of the school year. Staff members are currently working on a journaling project for students and staff.

The entire program will prepare food and dine together for our annual Thanksgiving Dinner. The girls suggested we decorate so our meal will be slightly more spiffy than usual. We can see the excitement among staff and students for this event. This year, the menu signup list was completed the same day it was sent. There has been some discussion on making specific foods and emphasizing that we want homemade food. We are looking forward to getting together as a group.

## **Blind Department**

### Kramer Hall

- Students have had the chance to enjoy numerous activities in which they have learned lessons and uplifted one another in a positive way. The month started off with an October birthday celebration. Students got together to celebrate numerous students who had an October birthday. Students sang happy birthday to the children and went around the room saying a positive thing about each of the birthday boys and girls. Students enjoyed cupcakes, dancing, and conversation with their fellow dormmates.
- Later in the month, Kramer was invited to a Haunted House event hosted by the Deaf Middle School dorm students. Students dressed in costumes and went around the elaborate haunted house collecting candy from the older students. The children of Kramer thanked the Deaf Middle School students for putting so much effort towards the event by creating handmade thank-you cards.
- Students also got the chance to visit the historical Flagler College to enjoy a Trick-or-Treat event in the Flagler dorms. Kramer students went through each of the decorated floors of the Flagler college dorm greeting all the costume-dressed college students while collecting a surplus of candy. The elementary students enjoyed seeing a dorm like their own. It was cool seeing older students choosing to live in a similar living situation as their own to further their education. During the last week of October, students attended even more events including a Halloween event at Kids Town and a Halloween party at Kramer. Staff sat down with the Kramer students and talked about the impact that positivity can have on the people around them. Students are encouraged to compliment each other's costumes and thank those who are involved in hosting the events.
- Students participated in an Anti-Bullying event in which the children made posters or videos demonstrating different ways to deal with a bully in a mature way. Students enjoyed working

together and felt empowered when creating different skits and scenarios demonstrating how to properly address a bully and how to let an adult know if they are being bullied by an individual.

- The month of October was full of great times event grater lessons learned. The Kramer staff look forward to making the upcoming months just as enjoyable as they are educational.

### Cary White

- As always, the first quarter of a new school year presents special challenges and opportunities. We have evaluated the skills and needs of our students and begun the basic task of helping each child learn to be more responsible for themselves.
- The parents have requested encouragement in certain areas, like cooking and keeping personal items picked up. We've had a few cooking lessons that included things from basic microwave use to cooking on the stove and understanding stove safety. And, of course, cleaning up afterwards. We discussed the importance of keeping common spaces clean and safe for everyone who needs to use them. This leads to learning about the difference between common and personal spaces and ways to keep your personal space organized and functional so that your belongings don't end up in other people's personal space.
- Cooking leads to eating, and that's when we discuss table manners and the importance of being respectful of the others at the table. These discussions lead into the use of manners and respect in our interactions throughout the day.
- Personal hygiene is another area where we are helping students learn to be more responsible for themselves. We discussed the importance of oral hygiene and the benefits of keeping our bodies clean and groomed. Individual lessons about hair care are both fun and instructional.
- In the evenings, we often play games which sneak in skills like teamwork, planning, and spelling!
- We are off to a great start, with every student showing an awareness of the goals they need to meet and an appreciation of the rewards to be gained by being more responsible for themselves.

### Koger Hall

- For this month's PBIS Resiliency and Character Education we tie-dyed t-shirts since orange was the color for the month. Staff asked students what grit and courage meant to them, which led to some great conversations.
- This is a unique and special group of high school girls. They are full of questions and helpful to each other; teamwork is almost second nature to this group. They maintain a high level of enthusiasm and motivation.
- Koger Hall has a new custodial member, Maryann, who has been doing a wonderful job taking care of our dorm. As a thank-you, the student participating in the *Taking the Lead* project this month was in charge of shopping for items to make a gift basket for her. Another student made a card and had all of Koger Hall sign it to show our appreciation.

### MacWilliams Hall

- We are in the planning and preparation phase for our annual Thanksgiving dorm dinner Thursday November 22. Staff and students alike get hyped about our yearly get together. We

will certainly have the staples: turkey, ham, macaroni and cheese, stuffing, and potato pie – but every morsel will be scrumptious!

- Our current community service project will be collecting non-perishable food items to assist with schoolwide collection efforts and local food banks/shelters in need. This is for a worthy cause, and it's great to lend a helping hand to those in need.
- Our young men are looking forward to Homecoming Week and the Homecoming Dance. Several young men have already brought their dress clothes to the dorm for the gala. Team MacWilliams will be on standby to help iron shirts, press pants, and tie neckties. I believe we enjoy helping them get ready as much as they enjoy the opportunity to get dressed up and go.

## **Deaf Department Elementary and Middle School**

### Vaill Hall

- In this month's resiliency education, Vaill Hall will learn about grit and courage through games and activities varied by age and ability. Our youngest students will have a coloring activity and pick a word they feel brave about. For the older students, we will ask them to interview a family member, friend, or staff member about grit. We will share their interviews with the group and discuss what grit means. For the 3rd and 4th-grade students, we will ask thought-provoking questions and discuss what courage means. Each group will decorate and hang a courage affirmation in their pod.
- Our students will begin making decorations to start the holiday season and focus on what we are grateful for.
- On Halloween, one of our 5th graders taught all our other students how to dip and roll pretzel rods. The students also enjoyed the various Halloween activities, the haunted house at the President's House, the Kids Town event, and trick-or-treating at Flagler College. The students loved the performance the Dance Troupe given at Kids Town.

### Bloxham Hall

- October was Bullying Prevention Month. Our girls designed posters as part of a campus-wide activity. Our dorm has some very talented artists, so it was great to see their ideas and creativity being used for such a worthy cause. We also held our first community service activity for the year. With funds generously provided through PBiS, our middle school dorms hosted a trick-or-treat event for the blind and deaf elementary dorms. Our elementary kids worked their way through Bloxham, stopping for goodies at each student bedroom. They also had fun with sensory jars filled with "ingredients" for a "witch's brew" (graveyard worms, beetle eyes, or troll boogies anyone?). Our middle school girls enjoyed decorating the dorm, and the elementary kids loved getting to trick-or-treat here. We plan to make this an annual event.
- Congratulations go to Slytherin House for winning the first quarter in our house points program. Melanie from Hufflepuff House was the overall individual points earner. Slytherin will be enjoying dinner at a local restaurant to celebrate. 2nd place Hufflepuff will enjoy a pizza party, 3rd place Gryffindor will have movie night, and 4th place Ravenclaw will get seasonal-themed gift baskets.
- We have also started a reading competition to encourage our girls to read more. At the end of each quarter, the student from first floor and second floor who have read the most lines (one

line equals 15 minutes of reading) will enjoy Domino's pizza for dinner. Second and third place will receive a gift basket. This quarter the top honors went to 8th grader Amoni and 7th grader Zin. Runners up were Lydia, Annayska, Amari, and Bambi.

### McLane Hall

- The McLane Hall students are excited about the basketball and wrestling seasons that will be starting the first week of November. The football, swimming, and cross-country seasons are just finishing up. The boys have been practicing almost every day with shooting, dribbling, and general exercises. Once in a while, some high school boys play basketball with our McLane boys to teach them the appropriate exercises and ways to practice. It is a good way to get outside, get moving, and practice good sportsmanship.
- Recently, the McLane Hall students hosted their very own Halloween trick or treat for all elementary students on campus. We decorated the game room, dressed up, made mystery boxes, and put Halloween makeup on the students' faces. It was a fun way to collaborate with other dorms and show them that they cared.
- One of our campus police officers, Officer O'Brien, came to the dorm and did a workshop with all of our McLane students. He taught the boys about making good life choices. The police officers were happy to collaborate with us and the students enjoyed the presentations.
- During October, the students worked on perseverance and success skills. They discussed what perseverance meant to them and how they could succeed through perseverance. Some students used basketball as an example – if you show up and practice every day, and always give your best effort, you can become great at basketball. Other students talked about working. They said that to earn the top position they must always stay committed no matter what. This was a great way to discuss how they can overcome adversity and practice self-analysis.
- On November 14, the McLane Hall students and staff enjoyed the Thanksgiving feast hosted by FSDB administrators. We sat and ate together, and we discussed things we are grateful for. Then, the week after that, the boys left for their one-week Thanksgiving break with their families at home.

### **Deaf Department High School**

#### James Hall

- The students enjoyed all the Halloween activities that were planned. Some of the girls participated in the Kids Town trick or treat for all the elementary students. Our girls decorated their area as "Candy Land" with all candy decorations. The girls had a blast handing out candy to all the students who visited our area.
- We have recognized the following students for Student of the Week: Annabelle, Meilyn, Tainayris, Veronica, Haley, Breena, Ann, and Megan. These girls have shown outstanding character and positive behavior.
- The student(s) of the month were voted upon by their staff. Staff voted for Kavira and Ellen. Kavira and Ellen had their picture taken and placed on our Student of the Month wall, and they were gifted a \$10 Domino's Pizza gift card. Kudos to all our outstanding young people.
- The girls who did not participate in the Kids Town Halloween candy trick or treat made Halloween gifts bags for the blind elementary students as their community service.

### Rhyne Hall

- The boys have been busy recently with various dorm activities and homecoming week. They were still learning to be responsible by doing duties such as cooking and cleaning up after themselves.
- The police came to give a lecture about emergency procedures. The students learned that when they are aware of a lockdown procedure, they should identify the safest areas and stay quiet. They also learned that when they see a suspicious person on campus, they should call 911 and describe what they look like, etc.
- The Rhyne Hall boys had a great homecoming week and enjoyed wearing different outfits during spirit week. Staff helped them make signs to ask their dates out, took some of the boys to Dragon's Closet to pick some formal clothes for the dance, and helped them to get ready for the skit and dance.
- Some of the boys participated in the poster contest Against Bullying. The students enjoyed going to the Haunted House at the President's house and had a blast at the Halloween party. They got to socialize, enjoy food, and dance the night away.
- The boys loved decorating the dorm for Halloween, and now they are getting into the holiday spirit by decorating the dorm for the winter holidays.

### **Recreation Department**

The Recreation Department planned several events for the Halloween season. First, with the help of the Flagler College and the Deaf Awareness Club, the elementary students from the blind and deaf departments went to the college to Trick or Treat throughout the dorms. We took 56 students who had a great time! The Recreation Department also planned a trick-or-treat event at Kids Town with the help of various departments who dressed up, decorated, and handed out treats to the students. The Food Service department also stepped up and created a very spooky menu for the students to enjoy! The Dance Troupe, under the direction of Lia Ferrante, performed for the students, too!

On Halloween, the Recreation Department hosted parties for the middle school and high school students in Palm Row. There was a lot of dancing and socializing.

### FSDB Elementary Dance Program

The participants are working very hard on learning new skills and continuing to work on flexibility and strength.

### Learn to Swim

Staff are currently completing the schedule for the students. We had to wait for the competitive swim season to end so we could get pool time.

### **Respectfully submitted by:**

Kathleen Grunder

Administrator of Residential Services



**ACCOUNTING**

**John Wester, Comptroller, and Alison Crozier, Executive Director of Budget Management**

**General**

Fiscal Year 2022-2023 – The agency’s Management Representation letters to the CFO for Statewide Financial Reporting and Federal Awards were submitted on November 3, 2023. 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.

**Compliance**

Prompt Payment – Section 215.422, Florida Statutes, compliance (Prompt Payment of Vendor Invoices): For the period ending October 31, 2023, 100.00% of invoices were paid in accordance with the statute (compliance minimum is 95%). MyFloridaMarketPlace (MFMP) software upgrade issues created recent delays in payment.

**Budget Management**

The FY 2024-25 Legislative Budget Request is complete and on file in the office of the Executive Director of Budget Management.

**ADVANCEMENT**

**Traci Anderson, Executive Director of Advancement**

<b><u>Donations for October 2023</u></b> Number of Donors = 290 Number of Gifts = 291 Dollars Received = \$40,773.86	<b><u>Donations for October 2022</u></b> Number of Donors = 511 Number of Gifts = 525 Dollars Received = \$52,160.16
<b><u>Current FY To Date</u></b> Number of Donors = 991 Number of Gifts = 1,314 Dollars Received = \$552,631.72	<b><u>Previous FY to Date</u></b> Number of Donors = 929 Number of Gifts = 1,241 Dollars Received = \$498,231.68

**BUSINESS SERVICES BULLETIN**

**Julia Mintzer, Administrator of Business Services**

The latest issue of the Business Services Bulletin was shared on November 10, 2023.

**Accounting, Budget Management, Purchasing, and Student Bank**

We are halfway through the second quarter of the fiscal year. Please revisit plans for utilization of budget dollars to avoid a purchasing rush during second semester.

### **Advancement**

The dates for private funding training have been shared. All custodians of a privately funded project are required to attend annual training. Training equips the custodian with the tools to utilize current dollars and successfully prepare a funding request for 2024-2025.

### **Campus Police**

With the number of events taking place as we near the holiday season, all employees may assist us in maintaining safety by monitoring visitors as they move throughout campus. Thank you in advance for contributing to the security of the campus.

### **Employee Engagement**

Mark your calendar! Employee Field Day is scheduled for January 12, 2024. Be on the lookout for announcements about teams and activities.

### **Safety and Facility Operations**

Just a friendly reminder that the old tennis courts now serve as the contractor parking and staging area for the Gregg Hall construction team. Please do not park on the old tennis courts. Unauthorized parking will result in owners being contacted by Campus Police to move their cars. Thank you in advance for your cooperation.

Gregg Hall demolition will begin on Monday, November 13. This phase of the demolition and construction process should extend until the end of November.

### **Training and Quality Assurance**

TQA has launched additional Moodle courses. There will be one more learning opportunity associated with the new threat management process. That module will be shared after the December 8<sup>th</sup> Board meeting. Happy learning!

### **Transportation**

Please remember to abide by cart safety rules and move throughout the campus safely. The campus is bustling with activity, and the safe operation of the Transportation fleet of golf carts and vans is critical.

## **INVESTMENT PERFORMANCE**

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

### **Endowment I**

During the month of October, Endowment I decreased -\$330,341.26 (-1.86%), increased +0.73% Year to Date, and increased +3.20% for the trailing 12 months with a closing portfolio value of \$18,717,577.66. Dividends and interest income totaled +\$36,432.16, and accrued interest



decreased -\$2,732.59. During the same period, the Benchmark decreased -2.54%, increased +2.03%, and +4.71%, while the S&P 500 decreased -2.10%, +10.69%, and +10.14% respectively. Additionally, \$327,002.63 was withdrawn during the month.

### **Endowment II**

During October, Endowment II decreased -\$219,523.01 (-2.10%), +0.73% Year to Date, and 3.27% for the trailing 12 months with a closing portfolio value of \$10,824,097.71. Dividends and interest income totaled +\$14,611.37, and accrued interest increased +\$3,077.47. Additionally, \$12,757.43 was withdrawn during the month.

### **Market Overview**

During October, the S&P 500 officially entered correction mode by declining over 10% since August. As discussed during the investment committee meeting, the pullback reflects concerns that the Fed would keep rates higher for longer, along with increased competition for stocks from rising bond yields. The markets are having a better start during November, with the stock and bond markets rallying from the October lows. UBS central scenario forecast projection for the S&P 500 is 4,500 (+7.3% as of October 31) by June 2024.

## **SAFETY AND FACILITIES OPERATIONS**

**Guy Maltese, Executive Director of Safety and Facilities Operations**

### **Project Management**

- The Gregg Hall project has begun. Gilbane is on-site, and daily abatement is underway. Utilities have been disconnected; tree removal and trimming are complete; and demolition is scheduled prior to Thanksgiving break.
- Quotes and studies from the architect/engineer are expected on the following projects: Kids Town Theatre, Settles storefront, door schedule assessment, McClure site study, pool filtration, and others.
- The precast concrete wall around the cooling tower has been completed, including gates. The fencing and landscape beautification phase will be next.
- The Kramer Hall renovation project continues with the owner's representatives (CPH) continuing toward 15% renderings.
- Repairs to Palm Row entrance complete.
- Repairs to switchgear complete and tested.
- Fractured storm drain piping at Hogle repair is underway.
- The storm drain upgrade at Knowles/Gregg/James/Police is ready to begin. Materials are on-site, and work will begin when the Hogle repair is complete.
- St. Johns Water Management District's 3-year inspection is complete – no discrepancies.
- Negotiations for the stadium bleachers are nearing completion, with the expectation for the project to run concurrently with Gregg Hall.
- The Grounds Department continues the campus beautification initiative, which includes new beds, unique plantings, window washing, and continued pressure washing.
- SaFO continues to manage projects in alignment with the Campus Facilities Master Plan and Public Education Capital Outlay (PECO) Legislative Budget Request. Project Management meetings are held regularly concerning safety/security, Essential Equipment Maintenance,

Technology, and Facility Infrastructure Repairs. Meetings focus on new projects, progress of existing projects, and budget management.

**TRAINING AND QUALITY ASSURANCE****Trish McFadden, Executive Director of Training and Quality Assurance**

The Training and Quality Assurance (TQA) Department held or will hold, the following training classes between October 30, 2023, and December 8, 2023: five Florida Model Threat Training courses; one CPI full course, two CPI Refresher courses, four CPR courses, one AlerT training, three Youth Mental Health First Aid classes, and one QPR course.

TQA worked with the School Safety Specialist in identifying and enrolling identified staff in the new Florida Threat Management Model Training. In addition to the selected employees required to take this 8-hour course, all FTE employees will be required to complete an online overview of the Florida Threat Management Model via Moodle prior to the holiday break. This course is scheduled to be released on or before December 1, 2023, with a December 15, 2023 deadline.

TQA will also be adding two new CPR Instructors to the team on November 28, 2023. These employees will be a great addition to our professional development programs and enable the department to continue fulfilling its mission.

Planning is underway for the 2023-2024 Safety Education Fair. Committee members include representatives from Campus Police, Safety and Facilities Operations, Mental Health Department, PBiS, Transportation, and TQA. *Save the Date* information for the February 21, 2024, event will be sent to our agency partners and all staff members.

**Respectfully Submitted,**

**Julia Mintzer**

**Administrator of Business Services**



# Performance Review

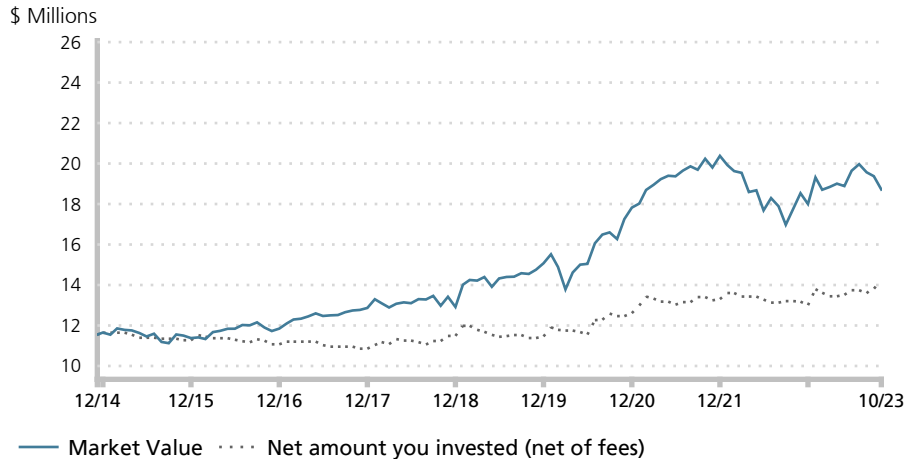
as of October 31, 2023

Consolidated report prepared for FSDB Endowment I

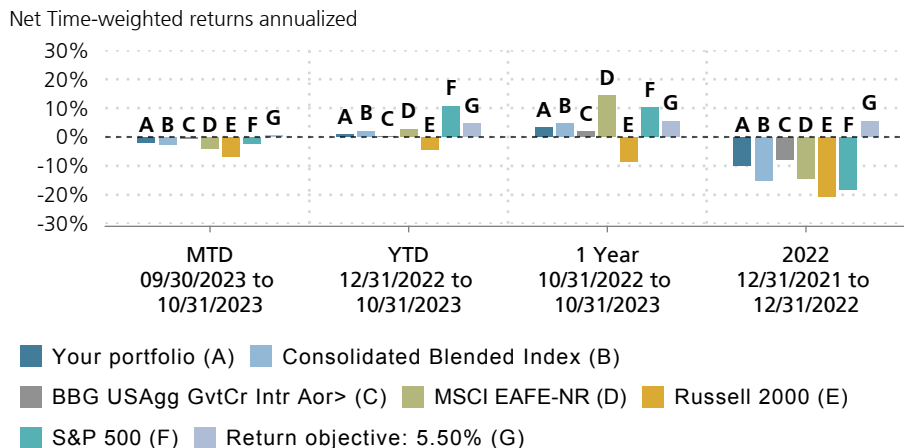
^ performance and account start dates differ (see disclosures)

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

## Sources of Portfolio Value



## Portfolio and Selected Benchmark Returns



## Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 09/30/2023 to 10/31/2023	YTD 12/31/2022 to 10/31/2023	1 Year 10/31/2022 to 10/31/2023	2022 12/31/2021 to 12/31/2022
<b>Opening value</b>	<b>19,374,951.56</b>	<b>17,999,902.34</b>	<b>17,767,307.70</b>	<b>20,380,179.16</b>
Net deposits/withdrawals	-327,002.63	503,206.16	301,571.16	-403,435.85
Div./interest income	36,432.16	391,714.55	466,725.11	429,209.67
Change in accr. interest	-2,732.59	19,949.29	38,533.71	11,824.46
Change in value	-364,070.83	-197,194.68	143,439.98	-2,417,875.10
<b>Closing value</b>	<b>18,717,577.66</b>	<b>18,717,577.66</b>	<b>18,717,577.66</b>	<b>17,999,902.34</b>
Net Time-weighted ROR	-1.86	0.73	3.20	-10.00

Net deposits and withdrawals include program and account fees.

## Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 09/30/2023 to 10/31/2023	YTD 12/31/2022 to 10/31/2023	1 Year 10/31/2022 to 10/31/2023	2022 12/31/2021 to 12/31/2022
<b>Your portfolio(%)</b>	<b>-1.86</b>	<b>0.73</b>	<b>3.20</b>	<b>-10.00</b>
Consolidated Blended Index	-2.54	2.03	4.71	-15.16
BBG USAgg GvtCr Intr Aor>	-0.40	0.09	1.83	-7.93
MSCI EAFE-NR	-4.05	2.74	14.40	-14.45
Russell 2000	-6.82	-4.45	-8.56	-20.44
S&P 500	-2.10	10.69	10.14	-18.11
Return objective: 5.50%	0.46	4.56	5.50	5.50

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

Past performance does not guarantee future results and current performance may be lower/higher than past data presented.  
 Board of Trustees Meeting, December 8, 2023



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

# Additional Information About Your Portfolio

as of October 31, 2023

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

	Performance	Start date to	ITD
	Start date	10/31/2023	
Consolidated	12/08/2014		4.25%

## Benchmark Composition

### Consolidated

Blended Index

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



# Financial Markets Summary

as of October 31, 2023

Consolidated report prepared for FSDB Endowment I

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

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		09/30/2023 to 10/31/2023	10/31/2022 to 10/31/2023	10/31/2020 to 10/31/2023	10/31/2018 to 10/31/2023	10/31/2016 to 10/31/2023	10/31/2013 to 10/31/2023
<b>Cash Alternatives</b>	US Treasury Bill - 3 Mos	0.46	4.88	1.91	1.76	1.59	1.14
<b>US - Fixed Income</b>	BBG Agg Bond	-1.58	0.36	-5.57	-0.06	-0.21	0.88
	BBG Muni 1-10Y 1-12Y	-0.23	2.32	-1.41	1.21	1.02	1.58
	BBG Muni 5 Yr 4-6 TR	-0.15	2.24	-1.69	1.04	0.86	1.32
	BBG Muni 7 Yr 6-8 TR	-0.42	2.22	-2.01	1.24	1.00	1.81
	BBG Muni Bond	-0.85	2.64	-2.48	1.00	0.95	2.12
	BBG US Agg Gvt & CR 1-3 Y	0.31	3.23	-0.62	1.25	1.04	1.03
	BBG US Gov/CorpInter TR	-0.46	2.18	-3.01	0.95	0.61	1.16
<b>Global/International - Fixed Income</b>	BBG GblAgg	-1.20	1.72	-7.33	-1.64	-1.30	-0.66
	BBG GblAgg ex-USD	-0.92	2.59	-8.81	-3.01	-2.28	-1.92
<b>US Equity</b>	Dow Jones Ind Avg	-1.26	3.17	9.84	7.96	11.39	10.33
	NAREIT Equity	-3.12	-7.89	2.76	2.69	3.34	5.38
	NASDAQ Composite	-2.78	16.96	5.61	11.95	13.83	12.60
	Russell 1000	-2.42	9.48	9.53	10.70	11.92	10.87
	Russell 1000 Growth	-1.42	18.95	8.70	14.21	15.79	13.82
	Russell 1000 Value	-3.53	0.13	10.21	6.59	7.60	7.59
	Russell 2000	-6.82	-8.56	3.95	3.31	6.28	5.63
	Russell 2000 Growth	-7.71	-7.63	-1.83	2.68	6.52	5.67
	Russell 2000 Value	-5.97	-9.93	9.73	3.25	5.52	5.20
	Russell 2500	-6.07	-4.63	5.51	5.47	7.63	6.88
	Russell 3000	-2.65	8.38	9.19	10.23	11.56	10.52
	Russell Mid Cap	-4.99	-1.01	6.04	7.14	8.38	8.05
	Russell Mid Cap Growth	-5.10	3.35	0.79	8.08	10.22	9.08
	Russell Mid Cap Value	-4.95	-3.56	8.78	5.68	6.43	6.89
	S&P 400 Mid Cap	-5.34	-1.06	9.23	7.02	8.34	7.95
	S&P 500	-2.10	10.14	10.36	11.00	12.19	11.17
<b>Global/International - Equity</b>	MSCI AC World - NR	-3.01	10.50	6.68	7.47	8.39	6.80
	MSCI ACWI xUSA-NR	-4.13	12.07	3.03	3.46	4.32	2.54
	MSCI EAFE-NR	-4.05	14.40	5.73	4.10	4.98	3.05



# Financial Markets Summary

as of October 31, 2023 (continued)

## Consolidated report prepared for FSDB Endowment I

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

	Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
	09/30/2023 to 10/31/2023	10/31/2022 to 10/31/2023	10/31/2020 to 10/31/2023	10/31/2018 to 10/31/2023	10/31/2016 to 10/31/2023	10/31/2013 to 10/31/2023
MSCI Emerging Markets-NR	-3.89	10.80	-3.67	1.59	2.60	1.19
MSCI Emerging Markets-PR	-3.95	7.90	-6.05	-0.87	0.16	-1.22
MSCI World	-2.88	11.05	8.66	8.81	9.73	8.10
<b>Commodities</b>						
DJ UBS Commodity	0.27	-2.97	15.79	6.65	4.79	-0.57
Goldman Sachs Commodity	-4.18	-0.39	29.21	5.93	6.90	-2.81
<b>Non-Traditional</b>						
HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
HFRX Eqty Hdg-EqMktNeu	0.38	3.14	1.94	-0.93	-0.75	0.03
HFRX Event Driven	-1.21	-2.41	-1.62	1.37	0.92	0.28
<b>Balanced</b>						
S&P 500 40% /BBG Agg 60%	-1.79	4.30	0.78	4.61	4.88	5.14
S&P 500 50% /BBG Agg 50%	-1.84	5.28	2.37	5.73	6.13	6.18
S&P 500 60% /BBG Agg 40%	-1.89	6.26	3.96	6.82	7.37	7.20
<b>Miscellaneous</b>						
Consumer Price Index	0.00	3.28	5.73	4.01	3.51	2.80



# Disclosures Applicable to Accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

provided by the issuer.

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

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

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

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

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

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

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





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

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

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

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

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

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

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

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

of this information.

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

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

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

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

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

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

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

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

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



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

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

### **UBS Financial Services account protection**

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

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

Neither the SIPC protection nor the supplemental protection apply to:

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

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



# Performance Review

as of October 31, 2023

Consolidated report prepared for FSDB Endowment II

^ performance and account start dates differ (see disclosures)

NX XX184 Invesco

NX XX519 F2 OEI

NX XX188 ^ Div Ruler 2

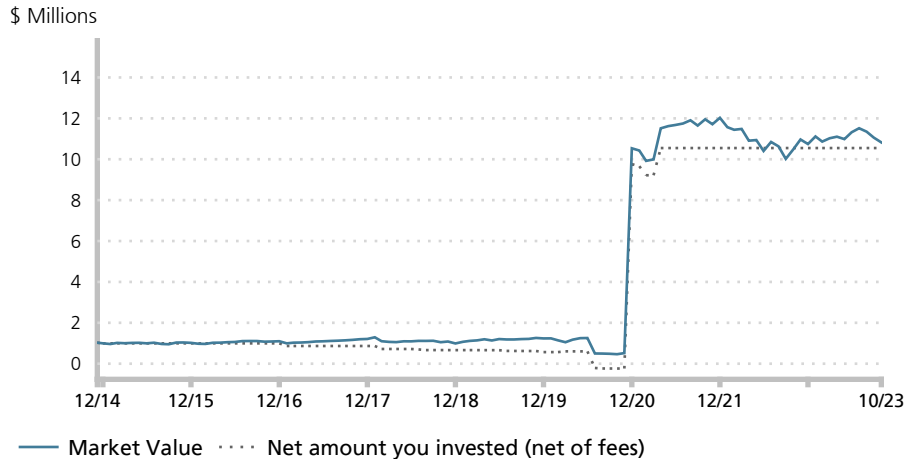
NX XX520 F2 Small Cap

NX XX516 F2 Fixed Income

NX XX517 F2 ESG

NX XX518 F2 LT Themes

## Sources of Portfolio Value

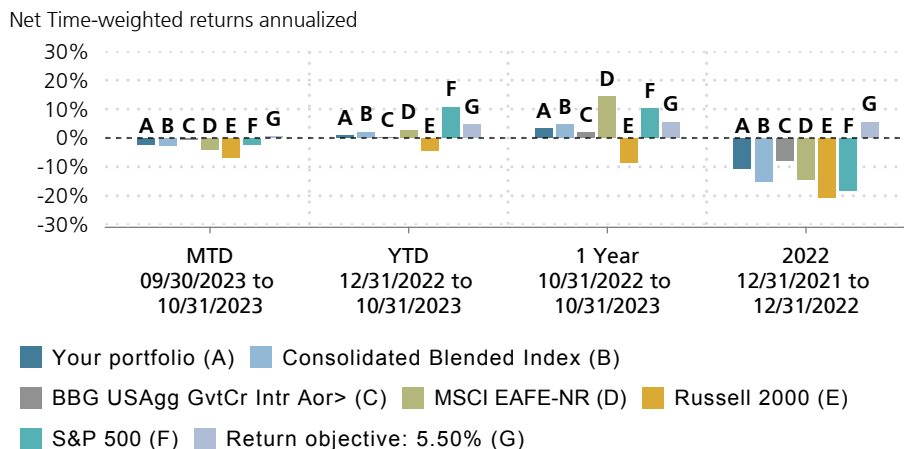


## Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 09/30/2023 to 10/31/2023	YTD 12/31/2022 to 10/31/2023	1 Year 10/31/2022 to 10/31/2023	2022 12/31/2021 to 12/31/2022
<b>Opening value</b>	<b>11,056,378.16</b>	<b>10,745,307.02</b>	<b>10,481,275.14</b>	<b>12,027,125.37</b>
Net deposits/withdrawals	-12,757.43	-51,439.74	-51,273.20	-51,648.36
Div./interest income	14,611.37	234,274.64	269,963.44	256,387.50
Change in accr. interest	3,077.47	-2,155.10	18,950.67	15,697.99
Change in value	-237,211.85	-101,889.11	105,181.66	-1,502,255.48
<b>Closing value</b>	<b>10,824,097.71</b>	<b>10,824,097.71</b>	<b>10,824,097.71</b>	<b>10,745,307.02</b>
Net Time-weighted ROR	-2.10	0.73	3.27	-10.66

Net deposits and withdrawals include program and account fees.

## Portfolio and Selected Benchmark Returns



## Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 09/30/2023 to 10/31/2023	YTD 12/31/2022 to 10/31/2023	1 Year 10/31/2022 to 10/31/2023	2022 12/31/2021 to 12/31/2022
<b>Your portfolio(%)</b>	<b>-2.10</b>	<b>0.73</b>	<b>3.27</b>	<b>-10.66</b>
Consolidated Blended Index	-2.54	2.03	4.71	-15.16
BBG USAgg GvtCr Intr Aor>	-0.40	0.09	1.83	-7.93
MSCI EAFE-NR	-4.05	2.74	14.40	-14.45
Russell 2000	-6.82	-4.45	-8.56	-20.44
S&P 500	-2.10	10.69	10.14	-18.11
Return objective: 5.50%	0.46	4.56	5.50	5.50

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

Past performance does not guarantee future results and current performance may be lower/higher than past data presented.  
 Board of Trustees Meeting, December 8, 2023



# Additional Information About Your Portfolio

as of October 31, 2023

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

	Performance	Start date to	ITD
	Start date	10/31/2023	
Consolidated	12/08/2014		7.59%

## Benchmark Composition

### Consolidated

Blended Index

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



# Financial Markets Summary

as of October 31, 2023

Consolidated report prepared for FSDB Endowment II

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

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		09/30/2023 to 10/31/2023	10/31/2022 to 10/31/2023	10/31/2020 to 10/31/2023	10/31/2018 to 10/31/2023	10/31/2016 to 10/31/2023	10/31/2013 to 10/31/2023
<b>Cash Alternatives</b>	US Treasury Bill - 3 Mos	0.46	4.88	1.91	1.76	1.59	1.14
<b>US - Fixed Income</b>	BBG Agg Bond	-1.58	0.36	-5.57	-0.06	-0.21	0.88
	BBG Muni 1-10Y 1-12Y	-0.23	2.32	-1.41	1.21	1.02	1.58
	BBG Muni 5 Yr 4-6 TR	-0.15	2.24	-1.69	1.04	0.86	1.32
	BBG Muni 7 Yr 6-8 TR	-0.42	2.22	-2.01	1.24	1.00	1.81
	BBG Muni Bond	-0.85	2.64	-2.48	1.00	0.95	2.12
	BBG US Agg Gvt & CR 1-3 Y	0.31	3.23	-0.62	1.25	1.04	1.03
	BBG US Gov/CorpInter TR	-0.46	2.18	-3.01	0.95	0.61	1.16
<b>Global/International - Fixed Income</b>	BBG GblAgg	-1.20	1.72	-7.33	-1.64	-1.30	-0.66
	BBG GblAgg ex-USD	-0.92	2.59	-8.81	-3.01	-2.28	-1.92
<b>US Equity</b>	Dow Jones Ind Avg	-1.26	3.17	9.84	7.96	11.39	10.33
	NAREIT Equity	-3.12	-7.89	2.76	2.69	3.34	5.38
	NASDAQ Composite	-2.78	16.96	5.61	11.95	13.83	12.60
	Russell 1000	-2.42	9.48	9.53	10.70	11.92	10.87
	Russell 1000 Growth	-1.42	18.95	8.70	14.21	15.79	13.82
	Russell 1000 Value	-3.53	0.13	10.21	6.59	7.60	7.59
	Russell 2000	-6.82	-8.56	3.95	3.31	6.28	5.63
	Russell 2000 Growth	-7.71	-7.63	-1.83	2.68	6.52	5.67
	Russell 2000 Value	-5.97	-9.93	9.73	3.25	5.52	5.20
	Russell 2500	-6.07	-4.63	5.51	5.47	7.63	6.88
	Russell 3000	-2.65	8.38	9.19	10.23	11.56	10.52
	Russell Mid Cap	-4.99	-1.01	6.04	7.14	8.38	8.05
	Russell Mid Cap Growth	-5.10	3.35	0.79	8.08	10.22	9.08
	Russell Mid Cap Value	-4.95	-3.56	8.78	5.68	6.43	6.89
	S&P 400 Mid Cap	-5.34	-1.06	9.23	7.02	8.34	7.95
	S&P 500	-2.10	10.14	10.36	11.00	12.19	11.17
<b>Global/International - Equity</b>	MSCI AC World - NR	-3.01	10.50	6.68	7.47	8.39	6.80
	MSCI ACWI xUSA-NR	-4.13	12.07	3.03	3.46	4.32	2.54
	MSCI EAFE-NR	-4.05	14.40	5.73	4.10	4.98	3.05



# Financial Markets Summary

as of October 31, 2023 (continued)

Consolidated report prepared for FSDB Endowment II

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

	Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
	09/30/2023 to 10/31/2023	10/31/2022 to 10/31/2023	10/31/2020 to 10/31/2023	10/31/2018 to 10/31/2023	10/31/2016 to 10/31/2023	10/31/2013 to 10/31/2023
MSCI Emerging Markets-NR	-3.89	10.80	-3.67	1.59	2.60	1.19
MSCI Emerging Markets-PR	-3.95	7.90	-6.05	-0.87	0.16	-1.22
MSCI World	-2.88	11.05	8.66	8.81	9.73	8.10
<b>Commodities</b>						
DJ UBS Commodity	0.27	-2.97	15.79	6.65	4.79	-0.57
Goldman Sachs Commodity	-4.18	-0.39	29.21	5.93	6.90	-2.81
<b>Non-Traditional</b>						
HFR1 Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
HFR1 FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
HFRX Eqty Hdg-EqMktNeu	0.38	3.14	1.94	-0.93	-0.75	0.03
HFRX Event Driven	-1.21	-2.41	-1.62	1.37	0.92	0.28
<b>Balanced</b>						
S&P 500 40% /BBG Agg 60%	-1.79	4.30	0.78	4.61	4.88	5.14
S&P 500 50% /BBG Agg 50%	-1.84	5.28	2.37	5.73	6.13	6.18
S&P 500 60% /BBG Agg 40%	-1.89	6.26	3.96	6.82	7.37	7.20
<b>Miscellaneous</b>						
Consumer Price Index	0.00	3.28	5.73	4.01	3.51	2.80



# Disclosures Applicable to Accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

provided by the issuer.

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

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

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

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

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

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

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





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

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

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

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

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

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

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

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

of this information.

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

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

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

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

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

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

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

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

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



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

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

### **UBS Financial Services account protection**

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

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

Neither the SIPC protection nor the supplemental protection apply to:

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

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



## **Blind High School Close Up Trip to Washington, DC**

### **Day 1:**

Six visually impaired/blind high school students and staff went to Washington DC for Close Up. Close Up provides students with the opportunity to see and experience the sights and sounds of the nation's capital and the inner workings of government. The students visited the National Air and Space Museum, where they learned about the early history of flight and the Wright Brothers to commercial air travel and the "Space Race."

### **Day 2:**

We went to the infamous Ford Theater, where the students interacted with several exhibits discussing the Lincoln presidency, the Civil War, and the unfortunate events surrounding President Lincoln's assassination by John Wilkes Booth. The students were treated to a great orator and historian retelling the circumstances surrounding that tragic night, including events most don't learn in History class. They also visited the Petersen Boarding House, where Lincoln was carried and died. We stood in the very room Lincoln died at 7:22 a.m. on April 15, 1865.

### **Day 3:**

Students visited the National Mall, the steps of the Capitol, the Lincoln Memorial, the Thomas Jefferson Memorial, the Franklin Delano Roosevelt Memorial, the Dr. Martin Luther King Jr. Memorial, and the National American History Museum.

The students engaged in workshops and Citizens in Policy Preparation seminars that evening. Each student could pick a topic and met with numerous peers from around the country, Puerto Rico, and Canada. Some chose environmental matters or gun violence, while others chose homelessness and college affordability.

### **Day 4:**

We explored the World War II Memorial, the Washington Monument, the fountains and reflection pool, the Lincoln Memorial, the Korean War Memorial, the Vietnam War Memorial, and the National Museum of American History.

### **Day 5:**

It was "Hill Day," something we've been preparing for through our research of the committee assignments and legislative endeavors of respective congressional representatives from Florida. Students met and talked with Senator Rick Scott (and his aides) and Representative John Rutherford. The students had the privilege of touring the landmark of our great nation, the White House. Roughly two months before our trip, I worked with the office of Representative Rutherford to secure a tour, a requirement in this day and age and something only a few people get to do. There, students explored this historic mansion and listened with enthralment as my colleague and I described various rooms, such as the Green Room, the East Room, the State Room, and more.

### **Day 6:**

Today, students were privileged to visit two memorials: the Air Force Memorial and the Marine Corps Memorial. The Air Force Memorial is described as the rapid vertical ascent of three arched columns piercing the sky, representing three Air Force fighters forming a "Viking Departure." The Marine Corps Memorial is a bronze statue depicting the infamous scene of the American flag raised

by Marines over Iwo Jima during World War II. Another place the students were fortunate to visit was the meticulously maintained, final resting place of America’s bravest, Arlington National Cemetery, the Tomb of the Unknown Soldier, and they experienced the changing of the guard. Finally, the students will complete their final workshops and enjoy a closing banquet. Tomorrow, we head home. And while we have no remaining days left in D.C. (for now), these experiences will remain in our memories forever. Thank you to those who prayed for our safety and made this trip possible. ~Justyn Keller – Middle Social Studies teacher and Close up sponsor

### **Saint Augustine History**

In October, our eighth-grade students experienced hands-on history at the Castillo de San Marcos National Monument. Students traveled back in time to the 1740s Colonial Spanish St. Augustine. Students learned that British and pirate attacks on the city drove residents inside the Castillo as they sought safety within the thick coquina walls. The Castillo has witnessed 350 years of history and the intersections of Spanish, British, African, and Indigenous peoples’ culture and languages. ~ Edith Stein – Middle School Social Studies teacher

### **Blind High School Social Media Gratitude Challenge 2023**

During November, BHS (staff and students) participated in a social media gratitude challenge. Each day had a theme, numbered to match the day of the month:

1. Self-care	2. Nature	3. Optimism	4. Work	5. Quotes
6. Time	7. Creativity	8. Health	9. Friendship	10. Books
11. Memories	12. Beauty	13. Kindness	14. Love	15. Emotions
16. Music	17. Animals	18. Rest	19. Laughter	20. Seasons
21. Color	22. Technology	23. Home	24. Inspiration	25. Comfort
26. Fun	27. Dreams	28. Happiness	29. Family	30. Growth

On November 2, Ms. Glynn’s Advanced Braille class participated by writing about their experiences with nature.

Here are some student excerpts:

“Every time it’s snapper tournament time, me and my dad go fishing like really early in the morning. We go with his friend Paul on his boat and some other people. The boat is so huge. At a random time, my dad calls my name and I know that I’m about to reel in a fish. I get the fish and we put it in the ice compartment. Then we go back to the marina and take some pictures with all the fish we got. Then we take all the guts out and put the rest in plastic bags and then everyone takes them home.” -Danaka

“One day about four years ago, my family and I went to a place in Tennessee where you can go horseback riding and ziplining. We did both. When we got there, it was chilly. When we first stepped into the place all you could smell was the smell of animals. The first thing we did was go horseback riding. It was amazing. All that was around us was trees and it was nice and relaxing. Next, we went ziplining. It was also a lot of fun. I don’t remember how many lines we did but I remember that it was fun and relaxing with all the nature.” -Nathaniel

“I remember a time when in the forest a squirrel fell on my head and scratched my head.” -Derrick

"I went to the beach. It was fun because we went to Key West. It was very fun. We took pictures at the end of Florida. We spent most of our time at the beach and the pool. We were gone four days. We didn't go until the end of July. When we went it was very hot. It was like over 100 degrees when we went. The beach was hot." -Ayman

### **Blind Elementary K-2 Farm Adventure**

November brought us cooler temperatures, so it was the perfect time for K-2 Blind Elementary School students to take a trip to the farm. The classes traveled to Amazing Grace Family Farm in Green Cove Springs, and the adventures began. The students pet various farm animals, including goats and pigs, walked through a corn maze, and viewed beautiful wildflowers and butterflies. The farm also provided many sensory experiences, such as playing in a pit of corn and jumping on an air trampoline. The kids had a great time. The experiences enhanced our English Language Arts unit on plants and animal habitats and needs.

Dawn Parke – Kindergarten teacher

### **Music Department Update**

December is a busy month for the music department. Starting December 2, Thespian Society members travel to Douglas Anderson School of the Arts to compete with fellow thespians in the District 2 Festival. Seven students compete in five categories - Solo Musical, Duet Musical, Small Group Musical, Monologues, and Duet Acting - for ten performance entries. Performances earning high scores will be invited to the Florida State Competition in Tampa over Spring Break.

Show Choir will be involved in several community outreach opportunities during December. December 6, Blinding Lights Show Choir travels to Daytona for a private event at the Palmetto Club. Then, they will travel to Palatka as ambassadors at the NEFEC Winter Conference on December 20.

Show choir will join the High School Choir, High School Concert Chorus, and High School Band for our annual Holiday Program on December 14. This show will be in the Music Building Auditorium at 2:00 p.m. (tentative start time). All are welcome to attend.

The senior class will begin their fundraisers on December 1. This year, as in years past, the Seniors will be selling Candy-Grams and Singing Christmas Carols. These will be delivered during the last week of school before the holiday break (December 18-21).

### **Required Instruction and Positive Behavior Supports**

Building Resilience and Character Education continues to be emphasized this year at FSDB in conjunction with PBIS. DHS students viewed a Building Resilience PowerPoint activity developed by the PBIS Team. Students learned about the eight components of building resilience and discussed impulse control, emotional regulation, and problem-solving skills. Together, they brainstormed healthy ways to manage stress, reach goals, and increase self-awareness.

On October 13, Deaf Elementary School held its Fall Fun PBIS Day. Students rotated through various games and activities to touch on the school's monthly themes (resiliency, empathy, perseverance, and success skills). Students were empathetic to their friends who lost, and they discussed how to persevere when something was difficult and to have good sportsmanship when they succeeded! Students earned stamps on bracelets to equate to PBIS dollars they could spend on treats at the end of the day.

During November, each school and dorm area emphasized and provided learning opportunities on Grit and Courage. Talking points included working consistently towards long-term goals, being brave in difficult situations, challenging yourself, taking action, and having the courage to do the right thing.

During December, each school and dorm emphasizes Gratitude and Cooperation. Talking points for December included being thankful and sharing with others, getting along with others, working as a team to accomplish a goal, and being grateful for the contributions of others.

On November 9, Karen Kolkedy, M.Ed.; Lucy Mitchel, LCSW; and Christian Rivera, B.A. joined to present to our Parents at the Parent Engagement Workshop. The presentation was titled, Join the Heroes' Efforts in Building Resiliency Among FSDB Students through Positive Behavior Interventions and Support and Character Education. PBIS was explained as a program, philosophy, and way of life. Then, the idea of Building Resilience through Character Education was discussed, as well as FSDB's monthly Character Trait initiative. The presentation's theme emphasized the ways parents are superheroes for their children.

"Kids may be fans of superheroes, princesses, and storybook characters, but when the going gets tough, they know who it is they really need to save the day... Mom."

October was National Bullying Prevention Month, and the FSDB had an anti-bullying contest. Our students submitted over 126 entries on the topic of Bullying Prevention: Encouraging Kindness, Compassion, and Respect. Posters/Technology (Video, PPT, Word Documents) entries were submitted from the Academic and Boarding Areas. Students were encouraged to be the change, promote compassion, show respect, encourage friendship, and show unity.

The theme was "You Can Help Build Community and Prevent Bullying at FSDB."

Alicia De Jesus, Boarding Supervisor for the Blind Elementary Students, shared that for their educational session, they met to discuss bullying prevention and did a few activities from the Monique Burr Foundation for Children Prevention Education Program lesson plans. One activity included a pledge to "STAND UP" against bullying. All the Kramer students read the pledge and decided to sign it! Throughout the month, we continued completing activities and openly discussing how we should treat our friends. The students openly talked about the previous lesson and what they learned continuously; the active participation was astonishing. Students have become closer and spoke up for each other when needed.

Karen Newton, Assistant Principal, shared that Deaf Middle School students watched scenarios filmed of their peers to determine if situations were bullying or not by using the definition. The PBIS Team developed this presentation. Students learned the difference between an upstander and a bystander. Students were given a task to brainstorm ideas for kindness. Others left post-it notes of compliments on the lockers of their peers. They also all wore orange to show their support of kindness and unity!

In November and December, our educational sessions in each boarding and academic area focus on Stress Management and Supporting Each Other. Students discuss physical and emotional symptoms

of stress and then brainstorm ideas to manage stress. The presentations will also address supporting friends during stressful or challenging times. ~ Karen Kolkedy – School Counselor

### **FSDB Ski & Winter Sports Club**

The final decision for the top ten students traveling to Montana on the Ski Trip this year is quickly approaching. Students have been working hard to obtain points to acquire one of the spots on the trip. This year, a new requirement for the point system was to participate in an interview where they could earn up to 30 points. Each student had to sign up for an interview, dress appropriately, and answer questions regarding what they would like to learn and why they felt they should go on the trip. Incorporating the interviews was another way to include the Expanded Core Curriculum into the program. Students have one more chance to earn points at our final workout, which will be held on November 13. The students will complete a mile run, wall sit, high plank, squats, push-ups, Russian twist, and lateral hops. The students earn points for each of the exercises based on their performance. The final decision for the top ten students was determined on November 16 and shared with students that evening. We are so proud of all of you who participated and look forward to an amazing Ski and Winter Sports Club program! ~ Jennifer Enache - Orientation and Mobility/Expanded Core Curriculum Specialist

### **Physical Education and Health**

#### **BEMS (K-2)**

On Mondays, our K-2 students are given challenges with different types of obstacles set up around the gym. The students are also in a soccer/kicking unit. Students have been learning proper kicking techniques and kicking towards different targets. - Anna Tutak & *Scott Adolf*

#### **BES (3-5)**

The 2-3rd graders have been working on their rolling skills. Students have been participating in rolling activities, including goalball, cone game, bowling, and castleball. Students walk, jog, or run the track on Thursdays to get as many laps as possible! Every Friday is devoted to a health lesson followed by a choice activity in the gym. - Anna Tutak, Scott Adolf & Keith Young

#### **BMS (6-8)**

The students are progressing very well in their physical education classes. They learn new things quickly and are ready for the next unit. Students are learning the game of goalball. This game was developed after WWII for the soldiers who returned with blindness or a visual impairment. As a coach, I can personally attest to the lifelong communication skills learned from belonging to a team. The students are learning teamwork skills and when to apply various strategies to reach the desired outcome. The students learned the 1-step and 3-step approaches for throwing a goalball and honed the skills during the Goalball cone games. - Anna Tutak, Scott Adolf & Keith Young

#### **BHS**

Students in HOPE class have been focusing on mental and emotional problems. Students have been learning about how to deal with anxiety and depression. They have learned the causes and effects and how to seek help for any mental/emotional problem. HOPE class students have also become knowledgeable about anxiety disorders, impulse control disorders, eating disorders, mood disorders and other personality disorders. We continued our Tuesday morning activity days at the track and incorporated para-archery into our Thursday activities. Students are also continuing to work on their short-term health and fitness goals. - Anna Tutak

**Weight Training**

The students are progressing very well in their weight training classes. Both classes have made excellent progress since the first day in class. Not only do they participate in the day's lessons, but they have come up with individual goals that they are working towards. I continue to show them new ideas and new variations of exercises. I hope the students become completely comfortable enough in any weight room or gym outside of FSDB. -Scott Adolf

**ELC**

The little ones have been busy practicing basic locomotor and non-locomotor skills. Locomotor movements include walking, running, jumping, hopping, skipping, galloping, etc. Examples of non-locomotor movements are twisting, bending, stretching, pushing, lifting, etc. -Jerry Heider & Lanya Roberts

**DES (K-5) K/1ST**

The kiddos are making tremendous progress this quarter. We have some exciting activities planned for the next few weeks. Students will learn different ways to have fun and get fit with a hula hoop. This simple piece of equipment can help students improve gross motor skills and develop their muscles, balance, and coordination. - Jerry Heider & Lanya Roberts

**2nd Grade**

The students are currently learning kicking skills. They learned how to kick balls with the inside of their shoes. In the next lesson, they will learn how to dribble balls. - Brian Baell

**3rd Grade**

The 3rd graders have begun a soccer unit. So far, they have discussed and practiced techniques to control the soccer ball, all while playing different lead-up games. - Jerry Heider & Lanya Roberts

**4th Grade**

The 4th graders have begun a unit on soccer. They focus on ball control, such as trapping, dribbling, passing, and kicking. They will be learning the basic rules of soccer, how to safely engage in gameplay, and the importance of teamwork. - Jerry Heider & Brian Baell

**5th Grade**

The 5th graders completed the 2<sup>nd</sup> personal fitness testing of the year, and the students worked hard and improved their fitness levels. We began a unit on soccer. Students worked on basic skills through station work and will start playing soccer lead-up games to practice the techniques and skills learned. Students also modeled strategies to resolve conflict effectively. - Lanya Roberts

**DMS (6-8) 6th/7th**

The students are learning about flag football. They have been working on various skills, such as pulling flags, running routes, and throwing and catching. Next, they will learn the rules, regulations, and strategies and play 7 on 7 scrimmage. - Lanya Roberts & Brian Baell

**7th/8th**

Students completed their 2nd quarter physical fitness testing, and many set new personal records. Students are learning and developing skills, and they learn to play soccer. Soccer, or football as most know it globally, is an excellent form of exercise that helps students improve their endurance, agility, balance, and coordination. - Jerry Heider & Keith Young

**DHS**

Our HOPE class has just wrapped up lessons on Alcohol, Tobacco, E-Cigarettes, and Drugs. The game we are learning now is badminton. Our team sports class is concluding a unit on basketball with flag football coming next. -Eric LeFors



**Weight Training**

The Deaf High School weight training class, focused on heavier weighted lifts in preparation for the next phase of Olympic-style lifts. The students embraced using line drills, exercise bands, and agility ladders for a dynamic warmup. Another area the students who participate in after-school sports ask for frequently is using foam rollers to recover sore muscles and stretch tight areas. - Keith Young

**ATHLETICS**

The season for the fall sports teams has almost completed. Our boys' varsity football team won the first two playoff games, so the season is still alive. On Thursday, November 16, our football team will compete in the 2A Sunshine State Athletic Association championship game. Our football squad is excited to play in the championship game for the first time!

Our Goalball teams recently traveled to Texas School for the Blind and Visually Impaired for the National High School Goalball Championship. The boys won the championship, and our girls placed the third place.

We have five winter sports. These sports include Boys Basketball (Middle School, Junior Varsity, and Varsity), Girls Basketball (Middle School and Varsity), Cheerleading (Competitive and Sideline), Weightlifting (girls only), and Wrestling (boys and girls).

**Below are the upcoming sports events.**

- **First Game for all Winter Sports**
  - **Boys Middle School Basketball**- Home Game - Tuesday, Nov.28th at 7:30 p.m.
  - **Boys Varsity Basketball** - Home Game - Tuesday, Nov.28th at 7:30 p.m.
  - **Competitive Cheerleading** - Away Game - Friday, December 1 at 6:00 p.m.
  - **Girls Middle School Basketball** - Away Game - Tuesday, Nov.28th at 7:30 p.m.
  - **Girls Varsity Basketball** - Home Game - Wednesday, November 29 at 6:00 p.m.
  - **Weightlifting**- Away Game - Wednesday, November 29 at 6:00 p.m.
  - **Wrestling** - Away Game - Saturday, December 2 at 10:00 a.m.

Respectfully Submitted by:

Carol Bogue

Blind Department Principal



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

## Communications & Public Relations – Board of Trustees Report December 8, 2023

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

### Public Service Announcements

444 PSA radio spots (totaling 19,290 seconds).

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

### School-Level Newsletters

10 newsletters issued in October engaged a total of 1,125 campus and external stakeholders:

- ELC – no newsletters
- BEMS – two issues/300 views
- BHS – two issues/229 views
- DES – two issues/125 views
- DMS – two issues/254 views
- DHS – two issues/217 views

### Marketing Collateral

**Videography** – Videotaped Blind High School Resources PBiS presentation at the Music Building. Students were introduced to key administrators, teachers, social workers, and behavioral specialists. Videotaped a Black History segment with Tina Jones at the museum. Videotaped highlights of “Walk in my Shoes” a fun BHS event at Usina Field. Edited and distributed highlights video from the National Prep CC Meet held at FSDB. Videotaped highlights of Open House performances at Kirk. Edited and distributed two O&M videos for Blindness Awareness Month: 1) features Cooper, a blind student demonstrating the use of monocular devices from along a sidewalk. 2) features Derrick, aisle, and product orientation at Publix. Assisted Mel Goodall with a video introducing herself in preparation for a National Deaf Conference coming to FSDB in 2025. Shot video and photos at Kid’s Town Halloween event. Initiated script revisions and video list for updated Mass Notification System video (in progress).

**Graphic Design** – Created postcard invitation for the opening day of the new dorm building for Gregg Hall (Summer 2024) for President Tracie C. Snow. Created a new FSDB Chess Club logo and T-shirts for the club to wear during competition. Designed and created logo for Transportation Department’s Backpacks that will be given to students. Designed Athletic Hall of Fame plaques for 19 inductees to be presented at the FSDB Athletic Hall of Fame banquet dinner.

Designed branded print and digital collateral for the following departments:

- Athletics–
  - Girls Basketball – Designed new practice T-shirts for the team and alternate logo for use on polo shirts and sweaters. Designed poster schedule for 2023-24 regular season.
  - Girls Volleyball – End of year Thank you card design for Varsity, Junior Varsity and Middle School teams. Created senior posters for team managers.
  - Boys Basketball – Designed poster schedule for 2023-24 regular season.
- Outreach/ECC – Virtual ECC Flyer for December
- PBIS–Flyers for Bully Prevention Week

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

**Photography** – Photos of Volleyball game and Football Homecoming game. Photos of OPS Music Department workers for website. Marketing photos of Boys and Girls Basketball teams for social media and marketing purposes. Blind Elementary School trick or treating. TOY of the year nomination photos for all Blind and Deaf Departments.

## **Social Media**

### **Website**

6,495 visitors (4,966 new), with 9,976 page-views with an average viewing time of 6:12 minutes. Most viewed page other than home page was the Careers page with 1,544 pageviews.

### **Facebook**

15,588 likes (111 new), 64 posts with a reach of 287,601 and 12,824-page visits. The top post was a photo of our Volleyball team at Spike Out that reached 37,281 people with 484 reactions (410 likes, 18 comments and 10 shares).

### **Instagram**

2,995 followers (84 new), 55 posts, 2601 accounts reached, 2,502 profile visits, and 4,756 interactions (3,761 likes, 25 comments, 36 shares). Top post with 222 likes were photos from Deaf Homecoming Skit Night and Homecoming Court coronation.

### **YouTube**

One video uploaded, 20,846 channel views, 810 hours watched, 38 new subscribers, 32,429 impressions and 12,446 unique viewers. The top video was the Star-Spangled Banner in ASL with 4,771 views.

### **Vimeo/Livestreaming**

23 video uploads, 3,142 views, 977 unique viewers, 18,891 impressions and 680 hours watched: 18 streamed events (Swim Meet, Football and Volleyball games, Open House, Deaf Homecoming Skits, and Board of Trustees meetings).

## **Museum**

240 people visited the museum in October. 37 during Open House, 20 students from Valdosta State University, 25 alumni from the Class of 1980, 90 alumni and friends during Homecoming, and 25 for the FAD Conference. Seven students from the Building a Tradesman (BAT) class also toured the museum.

Museum staff changed out new displays, continue doing research on projects, and received \$341 in donations from visitors.

A new book scanner was purchased to enable staff to digitize more photos and documents at a quicker rate. Helped contribute photos and trivia for the FSDB Social Media campaigns, Time Machine Tuesdays, and Trivia Thursdays.

###



## **Deaf Department**

### **Deaf High School**

The week of October 16th was filled with spirit as we celebrated Homecoming week. Students and staff enjoyed dressing up each day for our themed spirit week. Each class completed their skits, which they put great effort into developing and rehearsing before performing them live. The high school classes also competed with banners they made. Wow, the effort and attention to detail that went into the banners were amazing. The students had a blast with the homecoming parade they led through campus! Now, to the football game: FSDB took the win against Mississippi!

One of our students, Joey Seppala, created a design that received approval from his FCTC landscaping instructor to design his landscaping area. Joey executed his project this week, and Joey's peers are on board and are supporting him with his design by participating in various tasks to make his design a reality!

Students in Deanna Scala's Digital Media class created our Deaf High School Resources Canva PowerPoint, which will be shown to all high school students. The PowerPoint teaches students what resources we have at FSDB and which staff they can contact for support. They did an excellent job creating this PowerPoint!

### **October - National Bullying Prevention Month**

DHS students participated in an interactive educational activity about bullying. The PBiS Team developed Bullying Prevention Education Jeopardy. Students worked together in teams and brainstormed answers. Students learned the several types of bullying, how to be a bystander, and how to respond/report. Staff and students discussed the difference between bullying and harassment and how we identify each. Students got an opportunity to have hands-on experience by showing each other how to intervene in a situation as bystanders.

### **Building Resilience**

DHS students watched the Building Resilience PowerPoint activity developed by the PBiS Team. They learned the eight components of building resiliency. Students had several group discussions throughout the presentation about controlling impulses, regulating their emotions, problem-solving skills, and more. They brainstormed together on how to manage their stress in healthy ways and how to increase their self-awareness. Students could discuss with their classmates how to motivate themselves to reach their goals!

## **Deaf Middle School**

### **Battle of the Books**

We had three teams sign up for the Gallaudet Battle of the Books. This is a ready competition where each team is assigned three books to read. They compete against other deaf students around the U.S. to try to advance in the competition. We have three staff members, Maddy Brady, Sheri Ramirez, and Chris Somnitz, who volunteered to be chaperones for our three teams. Chaperones are there to prepare students but cannot help! Students lead the study sessions and get prepped. The first round of competition is November 13th-17th.

### **Disability Awareness Month**

October was Disability Awareness Month. Students were shown different celebrities with disabilities. They explored their struggles and how they overcame them. They also learned about advocacy and how it relates to their personal needs and challenges.

### **Field Trips**

All three grade levels went on different field trips in October. The 6<sup>th</sup> graders began studying Ancient Civilizations and visited the interactive Beyond King Tut exhibit to build background knowledge with many great visuals. The 7<sup>th</sup> graders went to Guana Tolomato Matanzas National Estuarine Research Reserve, where they learned about the local ecosystem. The 8<sup>th</sup> graders have been learning about the early settlers in U.S. History class, so what better place to explore than our very own city, St. Augustine? Students went to the Fountain of Youth and the Big Cross. All students had valuable hands-on learning experiences on these trips.

## **Deaf Elementary School**

Our DES staff is thrilled to see the impact of our new Lil Dragon Store; it is significantly impacting students and allowing them to earn PBIS dollars and go shopping once a month in our store. (Last year was ticket drawings). This time, it gives every student an opportunity to earn PBIS dollars, and we see the impact as a big positive in our school. We continue educating our 3rd-5th graders on bullying prevention by teaching and re-teaching on using positive words and giving each other compliments.

The DES field trips in October have been fun. The 5th grade visited the historic fort in downtown St. Augustine and learned how to stay safe using the crosswalks as the class walked to the fort. The 4th graders visited Marineland, and their favorite activity was hands-on learning about the coral reef. The 3rd grade received a lesson from the science teacher at the middle school about the different types of alligators, and they got to go to the Alligator Farm! The students were able to apply their learning on the field trip!

We look forward to learning about the different cultures during the upcoming holiday season.

## **Off-Campus Programs**

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

**Automotive Program:**

A continuing ed. student has been learning and engaging in hands-on activities in the safety automotive course. He has been learning to complete task sheets in the garage bay and repair simple tasks such as changing tires, oil, and other automotive repairs. The student is also learning safety rules for functioning safely in the garage.

**Cosmetology:**

Two students, a senior and a junior, have been learning about nail diseases and disorders. They are completing their service hours while learning how to do manicures. They are learning to work with classmates rather than just relying on each other in the classroom.

**HVAC:**

A junior student has been building an HVAC box to store an air conditioning unit inside. She is learning how to make the box with the appropriate tools. She and a few other FCTC students were chosen to be interviewed about their experience at FCTC. Her responses to the questions were outstanding and mature! The link will be shared with the board members once it is ready to be shared with the public.

**Agri-Science (Landscape):**

Four continuing ed. students, two seniors, and a junior created a design to set up a beautiful, short pathway of stones leading to an area filled with plants on a wooden table. The student's instructor approved the design and allowed the students to learn to work together and follow the student's instructions based on his plan. The students utilized the tools they had been learning to use in the program.

**Culinary Arts:**

A continuing ed. student learned to make dishes from scratch. The class had to make dishes, including a variety of sandwiches, to serve a meeting a few weeks ago. They made the bread from scratch! The student has been practicing his knife skills and positioning the knife appropriately to cut up vegetables and fruits.

Seven students are enrolled in St. Johns River State College (SJRSC) courses: Fundamentals of Criminal Investigation, U.S. Federal Government and English Composition 2, Introduction to Business, Academic Pathways to College Success, Introduction to Sociology, General Psychology, and Introduction to Diversity and Educators.

All the students are busy completing their weekly assignments, and a few students have started on their research papers. Students beginning their research papers are learning several valuable skills, such as outlining their draft copies, finding sources, writing paraphrases based on quotes from authors, and formatting the research paper. They know the end is near, and their final assignments are coming. They are ready to wrap up this semester.

**Specialists**

### **ASL Specialist- Lenore Boerner**

Ms. Boerner assisted DES students (ASL skills) on October 27th and 30th to prepare for ASL Vocabulary Showcases.

Richard Fromberg, Jonah Abenchuchan, Jocelyn Dagenais, and Ms. Boerner attend Jr. NAD National conferences on Nov. 8<sup>th</sup>-12<sup>th</sup> at the Maryland School for the Deaf. Twenty-three deaf schools attended—a total of 80 high school students attended. There were several projects (Ambassadorship Program, ASL Entertainment, George W. Veditz Media Project, and Roundtable) for the students to decide to work on. Jonah and Jocelyn chose the Ambassadorship Program (the Pitch Competition - interview, presentation, and performance). Jonah picked the topic of "Language Deprivation" for his presentation. Jocelyn picked her topic, "Stigma Deaf Military," for her presentation. The judges picked Jocelyn as one of the top five finalists. She didn't win but was in the top five finalists. Jonah and Jocelyn attended various workshops (Debate Team, Jr. NAD across America, All about NAD? (National Association of the Deaf), Move with Jason Coleman, NTID Statistics Workshop, Keys to Successful Organizational Development, and Writing Bills workshops). We all went on a Gallaudet University tour and attended an awards banquet. Richard and Ms. Boerner watched Jonah and Jocelyn enhance their leadership skills/experiences and education outcomes/learning. We watched them communicate and run meetings with their other school peers. They are eager to bring their rich experiences and to use their skills/work with their peers on the FSDB campus.

They are eager to attend Youth Leadership Camp this summer to learn more leadership skills and experiences. The Next Jr NAD National conference will be at the New Mexico School for the Deaf in 2025. And in 2027, Texas School for the Deaf will host Jr NAD National conferences.

### **DSI Services- John Baroncelli**

A small DSI party gathering was being held in Pope Hall. This gathering was for the DHS DSI students to get to know each other and learn more about their dual sensory losses. They can exchange their difficulties and their daily struggles and experiences. The gathering was a great idea and may occur again near the end of the 2<sup>nd</sup> semester.

### **Respectfully Submitted by:**

Don Curran  
Principal, Deaf Department





**Class Code Count**

Board of Trustees Administrator Positions	74
Teacher Positions	106
Specialist Positions	60
Select Exempt Service Positions	37
Career Service Positions	403

**General Revenue Positions** **647**

**Grant Funded Positions** **33**

**Add/Delete**

08042 Registered Nurse, Career Service, 10 months to Director of Blind/VI Early Intervention, BOT Director, Grant funded, 11 months.

**Service Awards**

**20 Years**

Alicia DeJesus

**10 Years**

Anna Anderson

Bernice Evans

**5 Years**

Ravikumar Naidu

Corbett Owens

**New Hires/Internal Moves**

- 7 new hires from October 15, 2023 – November 15, 2023.
- 20 Internal PARs from October 13, 2023 – November 15, 2023 (this would include promotions, lateral reassignments, pay changes due to degree or SLPI, and/or reassignments, etc.).



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## **Career and Workforce Development Department**

*Submitted by Jessie Girton, Executive Director of Career Development*

### *Priority 1: Employee Retention, Recruitment, and Engagement*

- In the Career Development Center, we are excited to welcome new team members who bring a diverse range of skills and expertise. Our latest additions include a vocational instructor, and OPS sous chef, and an Adobe Certified OPS tutor. Their arrival has significantly enhanced our team, addressing the gaps we previously faced and contributing to a truly dynamic, fulfilling work environment.

### *Priority 2: Success for Students*

- The Dragons Lair has experienced a consistent rise in the attendance of our staff members. Our students have embraced the significance of teamwork in a cafe environment. They have acquired valuable skills in various areas, including the deli station and the salad bar, as well as food preparation and clean up.
- The Garden Center had a solid opening month, with robust plant sales and positive customer feedback. We're substituting snake plants with non-invasive ZZ plants to address concerns about invasive species. In the OSHA-Agriscience course, 13 out of 14 students have passed, and the remaining student is on track to complete the course next semester. In soil and water studies, students conducted pH experiments to inform our plant care decisions.
- In the Animation and Art classes, the students have engaged in diverse creative activities and projects. DHS students have delved into 3D printing, papier mache mask making, and exploring pop art. Additionally, one student continued the Project Fast Forward course, showcasing a commitment to advanced learning. Meanwhile, DMS students have focused on perspective drawing, papier mache creation, and 3D printing, broadening their artistic skills. In the DHS animation course, students have been immersed in various digital art and animation techniques, including Adobe Animate lessons and tutorials, the 12 Principles of Animation, Autodesk Tinkercard, 3D printing, and ScptGL modeling. These diverse and engaging activities are helping to nurture the artistic talents and technical skills of the students.
- Students in Career Experience have been actively engaged in a series of valuable activities recently. They began by completing a personal data sheet and leveraging this information to fill out a practice online job application. Presently, they are focusing on the creation of or updating of resumes. Subsequently, they will undertake the task of generating their resumes or enhancing previously created ones. Before Thanksgiving, they will delve into

the topic of job interviews, and in the week following Thanksgiving, they will partake in mock interviews.

- Students in the blind department enclave demonstrated unwavering commitment as they meticulously maintained the cleanliness of windows and tables at the Calhoun Center every Monday, Tuesday, and Thursday. Their dedication to keeping these spaces is evident through their enthusiastic efforts. Additionally, the students actively contribute to the Council of Aging every Tuesday, employing an assembly-line approach to prepare meals for the staff. Our enclave is excited about these promising endeavors.
- Culinary Arts students completed a comprehensive five-week food safety management course, covering food flow, safety practices, temperatures, and times in various preparation stages. Post-focus on food flow, they delved into safety programs, facilities, and equipment core curriculum goals, encompassing nutrition, food preparation, science in cooking, and management. Students creatively combined art and science in Halloween-themed activities like making candy apples. Integrated lessons involved designing themed restaurants near school, with teams hiring FSDB students for an inclusive work environment. Applying knowledge of nutrients, students crafted healthy Thanksgiving menus. Excitingly, they're preparing Thanksgiving meals in the DL soon.
- D&B Designs, immersed in Photoshop, explores design elements for compelling graphics. Emphasizing vocabulary, they define terms and establish common signs. The focus on the line element includes drawing exercises and identifying line types in art and architecture. An engaging partner activity showcases their precision in replicating unseen drawings. As they gear up for campus visitors and open house, students showcase enhanced skills in customer service, financial transactions, graphic design, manufacturing, and retail concepts.
- In construction classes, one group of level two advanced students is crafting a meticulous three-seat, no-back support museum bench for the Alumni Museum, involving precise measurements and airless power paint spray. The rest of the class focuses on framing and plumbing unit lessons, with creative recycling loaning subflooring to the Homecoming group for a Barbie pink photo shoot booth.
- The After School Work Program continued hiring students. September hires started in October after completing the required paperwork. These onboarding processes mirror real-world employment practices, preparing students for future success. Semester evaluations, now guided by a new form, provide constructive feedback. Employee of the Month selection involves a new form, including questions about the student, reasons for selection, and a supervisor's paragraph on their work ethic. The chosen student is interviewed and featured on the Career Center Website.
- The afterschool Drone Team is gearing up for this year's REC Robotics Foundation Ariel Drone Competition, focusing on the Eclipse Mission course. Students have honed flight navigational skills, piloting Parrot Mambo and CoDrone EDU drones using the Parrot Mini-phone app and CoDrone platform. Engineering notebooks log remote sketches, and

collaborative partnerships alternate roles as Remote Pilot in Command and Visual Sight Observer. Captains are working on 3D-printed flight classification models using TinkerCad. Nine students will compete in the Skills USA Unmanned Aircraft System (UAS) competition, with four teams and an alternate. Twelve students are interested in the REC Ariel Drone Competition, contingent on available funds and skill levels. MELD/NTID STEM can support four students (two teams of two) and two staff members, with a maximum of five teams possible.

*Priority 3: Everyone Knows Our Name.*

- The Council on Aging and Calhoun Center welcome back students from the Blind Department with excitement. We're thrilled about our new partnership with Georgie's Diner in downtown St. Augustine, providing additional opportunities for students to gain culinary experience off campus.

## **Curriculum and Professional Development Department**

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

*Priority 1: Employee Retention, Recruitment, and Engagement*

- All ELA teachers campuswide participated in a professional learning opportunity with consultants from the American Reading Company (ARC). This professional learning opportunity provided new teachers with an overview of how to use the 100 Book Challenge (independent reading) and the Independent Reading Level Assessment (IRLA). Teachers with more knowledge of the IRLA learned more about implementing individual or small group reading conferences, selecting reading goals for students, and entering data that will show student growth.
- The Literacy Specialist developed a post for the Literacy Any Time Channel that focuses on the importance of writing, which promoted Celebrate Writing Day on October 20.

*Priority 2: Success for Students*

- The Academic Specialists participated in our second Literacy Coaching Endorsement module in October, and we are working to complete our ADDIE model that addresses a specific problem in each of our schools and a plan to address the problem.
- The Blind Middle and High School academic literacy teams met in October and learned more about Florida's instructional practice profiles, Florida's formula for success, and how the high-leverage practices overlap. We also discussed upcoming learning walks and how to prepare. The Literacy Specialist met individually with teachers on request to plan how to post and prioritize learning goals related to their specific course of study.
- DES Literacy Leadership team kicked off their meetings by partnering with *Just Read, FL!* State Regional Literacy Director. He guided the team in standards analysis, vision statement writing, and setting a way of work for the Literacy Leadership Team.

- Deaf Elementary School and Deaf Middle School Literacy Specialists continue to partner with the ASL Specialist to roll out the Bilingual Grammar Curriculum. Baseline testing is complete, and teachers are finishing the first formative assessment with the first set-up objectives.
- The Deaf Elementary School Literacy specialist partnered with the ASL specialist to guide teachers in creating language plans for some students with unique language needs.
- Teachers and specialists on campus attended the Intentional Use of Learning Goals with the Northeast Florida Education Consortium (NEFEC) to learn how to engage with the posted learning goals in their classrooms actively.
- Civics and Social Studies teachers attended professional learning with Northeast Florida Education Consortium (NEFEC) to learn strategies to engage students in Civics and Social Studies content.

*Priority 3: Everyone Knows Our Name*

- The Deaf High School, Blind Elementary Middle School, and Blind High School Literacy Specialists attended the Council for Language Arts Supervisors Conference on October 26 and 27.
- Math specialists from both departments attended the Florida Association of Mathematics Supervisors (FAMS) conference, which included updates from the test development center and a presentation from the DOE bureau for standards and instructional support.
- Scott Trejbal, Administrator of Instructional Services, and Randi Mitchell, Executive Director of Curriculum and Professional Development, attended the Florida Organization of Instructional Leaders (FOIL) to learn more about updates in legislation, statutes, and Florida Department of Education initiatives.

## **English Language Learners Department**

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

*Priority 1: Employee Retention, Recruitment, and Engagement*

- The ESOL department is currently interviewing many wonderful job candidates for open part-time positions.
- ESOL Department staff will continue to engage in professional development aligned with the department's 2023-2024 Employee Engagement Action Plan. The objective relates to FSDB's Engagement Survey, stating that 100% of staff members who complete the survey will either Strongly Agree or Agree that they would recommend FSDB as a great place to work.

*Priority 2: Success for Students*

- Students in Deaf High School have been reading Halloween-themed texts to demonstrate comprehension by discussing characters, settings, and inferential information. They have been targeting the language necessary to interact with their texts using ASL and written English. BEMS, DMS, and DES continue to receive ESOL support in content area classes.
- Several ELL students were nominated and participated in the DHS Homecoming Court!

*Priority 3: Everyone Knows Our Name*

- The Deaf/Hard of Hearing Specialist from Duval County has reached out to the ESOL Department Director requesting guidance and suggestions to help them develop a strong system of support for an increase of students who are Deaf or hard of hearing and recent arrivals to the U.S. We are proud that our surrounding public-school districts seek to collaborate and look to the Florida School for the Deaf and Blind as a reputable resource.
- The ESOL department has completed 58 written translation requests from FSDB staff and 48 phone calls to ELL and non-ELL Spanish-speaking families from 10/2 through 10/31. Communicating with Spanish and foreign-language-speaking families is what we do best! It is a joy to provide this level of service to the staff and families of FSDB!

**Respectfully submitted by:**

Scott Trejbal

Administrator of Instructional Services



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

Technology, Outreach, and  
Parent Services Departments  
Board Report  
December 8, 2023

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## *Admissions*

*Executive Director Pauline Wagner*

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### **Total On-Campus Enrollment 517 as of 11/14/23**

- 21 ELC
- 328 Deaf Department
- 167 Blind Department

### **Withdrawals since school started – 5**

- 2 in-state
- 3 out-of-state

### **Admissions in Process - 40**

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## *Parent Services*

*Executive Director Pauline Wagner & Parent Liaison Misty Porter*

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Our first Parent Chat of the school year was on October 20. This event was strategically scheduled to allow families to attend other campus events. We reviewed the Parent Climate Survey data for the 22/23 school year, discussed campus strategies currently in place, and developed programmatic suggestions to address parent concerns. Parents in the group recognized the increase in communication from the school and requested that efforts in this area continue. Participants requested that a process be established to utilize parents/guardians as volunteers. Principal Don Curran and Assistant Principal Justin Cosgrove presented at the end of the meeting, sharing with families about upcoming campus events and answering all questions put before them. Participants left the meeting feeling inspired and included in the decision-making processes.

Our Parent Liaison, Misty Porter, serves as a member of the Florida Rehabilitation Council for the Blind. Porter attended a council meeting in Tampa on October 26. Participation in these meetings allows our Parent Liaison to build and maintain relationships with appropriate professionals in the field. It provides a voice from the family perspective as the council advises the Division of Blind Services state office. The next meeting will take place in Tallahassee in February 2024.

Our final “Let’s Talk About Fall” Parent University class was held on November 2. These classes were well received by our families. There was a total of 21 participants in attendance! During the class, we learn season-themed vocabulary, how to use classifiers to describe objects, and some strategies to use when others around us don’t know ASL.

The Parent Engagement Workshops (PEW) theme on November 9 was superheroes. During the workshop, participants were guided through a training sequence to increase their combined knowledge, skills, and abilities as FSDB parents/guardians. Our PBIIS team unveiled the newly released plans to educate students about Positive Behavior and build strong character. These events are typically well attended and received by our families. Our Parent Liaison and Director of Communication and Public Relations teamed up to offer a website scavenger hunt. Participants were assigned a mission (ex., What superfood will be served for lunch on November 14). If they found the answer successfully, they won a bag of FSDB logo items. Our President pop-in included conversations about our families' superpowers and a beanbag toss game. The final training session was on decoding data. During this session, our Administrator of Instructional Services and Director of Curriculum presented students' assessments and curricula.

Upcoming Parent University classes include Discovery Days, Independent Living Skills, and Orientation and Mobility. On March 1, Parent Services will collaborate with several other FSDB departments to co-host 2 Parent Engagement Workshops. The one for the Blind Department will be held in collaboration with the 2024 FSDB Regional Braille Challenge.

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

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“The real purpose of education is to prepare the orientation for future generations, who will progress to a new plane.” *Maria Montessori*

### **Enrollment as of 11/14/2023 – 21 children**

ELC Blind – 11 students

ELC Deaf – 10 students

### **Month in Review**



Two months until January! Time sure has flown by quickly this year! Our ELC students have been busy learning about the life cycles of apples, apple tasting, and graphing apples based on our preferences. We also discussed food groups and what we are thankful for due to the upcoming holidays. This month's stories include Ten Red Apples, Bear Says Thanks, and Ten Apples Up on Top. ELC students are learning about 3-D shapes, identifying which is different, word families, and identifying which quantity is more in the classroom. (Picture description: black background with white letters that say “Chef In Progress... please wait...” There is a chef's hat and cooking tools.)

please wait...” There is a chef's hat and cooking tools.)

The students have been learning about food, preparing food, and types of fruit and vegetables. They are learning to sift flour, chop fruit, string cereal, mix batter, whisk, scoop batter into muffin pans, measure ingredients, and enjoy their creations. Additionally, fall vocabulary and African cultures/languages. Learning the differences in cultures shows us how everyone is unique in their



way. Daily, we discuss why we are thankful because it makes us happy when we realize how blessed we are. Stories for the month include “Art from Her Heart,” “Llama Llama Gives Thanks,” and “Ten Little Turkeys.”

### Monthly Highlights

- ELC-D two students were selected to participate in the Deaf Homecoming court, parade, and football halftime! They did great, and the ELC class enjoyed watching our peers representing the ELC.
- ELC-B students were selected as the prince and princess of the Blind High School homecoming celebration. They will represent the ELC with courage and excitement!
- This week, there will be a Family potluck gathering to bring families together.

### Upcoming Activities

The ELC Department is looking forward to hosting a book exchange event close to Christmas time to demonstrate the importance of reading with your child at home and being able to model literacy informally for students to gain internal motivation to enjoy reading. We will also discuss cultures around the world and practice mannerisms using words such as please and thank you when giving and receiving.

The ELC-B class will host a “Holiday Hangout” with crafts and cultural experiences. We want this time to be focused on developing friendships while having some holiday fun! Parents can volunteer to help and have fun with their children.

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*Early Intervention Programs, Deaf/Hard of Hearing  
Director Jennifer Cato*

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### Early Intervention Programs

23 Referrals since the last report

### Stay and Play and Baby Bunch

- 12 children are in attendance on a regular basis.
- Halloween Activity- Trick or Treating in Moore Hall

**Parent Leader Program:** The most recent cohort of Parent Leaders had graduated to serve families with two exceptions of those needing make-up training activities for hours missed. Three of our five newly trained parent leaders are currently assigned families to serve.

**Snapshots Program:** Snapshots Providers will meet for training with our Parent Leaders to align programs, develop rapport, and further develop collaboration of program resources to meet families’ needs best.

**Deaf Mentor Program:** Deaf Mentors continue training on aligning services with best practices in Early Intervention. There is an ongoing demand for this service for families with children ages 0-6.

We are currently evaluating the best way to tier demand for services and ensure that services are truly meeting families' needs.

### Family Focused Events/Series:

- **Pre-Literacy:** October 28, *The Carrot Seed*
- **Regional Events:**
  - Flamingo Gardens, Davie, FL, October 14
  - Farm Playdate, Monticello, FL, October 21
  - Bounce and Play, Ocala, FL, October 4
  - Going on a Leaf Hunt, Green Cove Springs, November 18
  - Play Among the Stars, Daytona Beach, November 28
  - Family Festival- Multi-agency, Alumni Event, Plantation, December 2
- **Book Chat:**
  - Parenting from the Inside Out- 11 families participated between 9/10 and 10/15

### Outreach/Information Sharing Activities:

- Jacksonville Woodworkers Club: Crystal Jones attended on behalf of the early intervention program. They contributed 100 toys to our agency (one of the 20 agencies chosen). She presented information on behalf of the program and interacted with representatives from other agencies.
- Alexis Latouche attended the Florida Educators of Deaf/Hard of Hearing Students (FEDHH) Conference in Gainesville as a training participant with the goal of networking and recruiting providers.

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*Early Intervention Program Blind/Visually Impaired*  
*Director Kim Carr*

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### Early Intervention Enrollment – Parent Infant Program Blind

- 268 children as of 11/15/23
- Stay and Play Toddler Program: Four toddlers have started in this program.

### Outreach for Families

- Pumpkin Patch: The children and siblings chose and painted a pumpkin. They touched the various gourds in a large array. There were games and face painting. The children put their hands in a bucket of paper grass to find prizes. They had a cookie and juice and enjoyed the beautiful weather.
- Fall Fun Fest: Families came together to enjoy time together and explore sensory activities with their children.
- Toddler Program Amazing Grace Field Trip: Seasonal Family Field Trip with games, Corn Maze, activities, and a petting zoo.
- Jeep R Treat: Family Adaptive Trunk R Treat event with dancing, trick or treating, sensory arts and crafts, and food and drinks for the families in our program to enjoy an event catered to their needs and limited to the families in our program vs the general public.

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

- Family Care Council: Application for APD was discussed, and a speaker from FFAST, Kelli Fontaine, presented.
- PBIAC for Young Children with Special Needs: The Speaker was Gold Coast Downs Syndrome Anne M. Dichell.
- Early Steps Coordinators Virtual Meeting The Regional Coordinator was the speaker and shared information about our program.
- Progressive Pediatric Therapy: The Regional Coordinator spoke to the therapists at their Boca Raton site.
- Marion County Interagency meeting
- DD Shoptalk: Information sharing meeting among organizations that serve individuals with disabilities.
- St. Johns County IA meeting. Online informational meeting regarding updates from various service providers in the state of Florida.

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*Outreach Services Department  
Statewide Outreach Specialist Jennifer Valdarrama*

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

- Fall 2023 Online ASL classes finish this week, November 10, 2023. We had a successful Fall session with three new instructors. We have a Winter session scheduled to start in January 2024.
- The Community Ed ASL class on campus will also end this month for the Winter break.

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

- Executive Director of Curriculum and Professional Development Randi Mitchell represented FSDB at the Florida Educators of Deaf/Hard of Hearing Students Conference (FEDHH)
- Outreach Specialist Jennifer Valderrama and Assistive Technology Coordinator Patrick Turnage will attend and exhibit at the Florida Association for Education and Rehabilitation of the Blind and Visually Impaired (FAER) and Getting in Touch with Literacy.

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

- Winter Family Festival, a collaborative, regional event for families of DHH students, will take place on December 2 in Plantation, FL.
- Winter Virtual ECC will occur on December 9, engaging kids and families around the state.

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

- The Fall 2023 session is halfway through. We have a diverse group of teachers and parents working diligently to learn how to support their students and families!

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

- 147 tour requests have come through our website since July 1, 2023.
- College and University student/teacher groups continue to learn about our programs, employment opportunities, and how students with sensory impairments are educated here at FSDB. Valdosta University had a great visit with 24 potential Educators in the field this month!

**Professional Partnerships:**

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

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

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

- Just In Time News & Information - 3 Volumes during September
- New Hand-Outs -
  - 2022/2023 RMTC-D/HH Annual Report
  - New - *Level Up Companion Hand-out*
- Updated Hand-Outs - updated to align with current FDOE statutory language
  - *Captioning Quick Guide*
  - *Loan Library Flyer*
  - *Halo AR Flyer*
  - *Best Practices for Teaching Math to Students Who Are DHH*
  - *Customized Professional Learning for You! Hand-out*

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

- Updated - *Involving Dads* - Statewide
- New - *Level Up Upping Your Game in the Professional Learning World* (slides) - Statewide
- Updated - *Teach Your Child to Read in 100 Easy Lessons paired with Visual Phonics* (slides) - Statewide.

- Updated - *Usher Syndrome Screening* - course housed in the BEESS Portal to Professional Learning Alternatives - asynchronous - Statewide

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

- *Deafness 101* - Brevard County – school-based

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

- Passport to Learning Sensory Journey - virtual (statewide)
- *Working with the Experts (WWE DHH): See the Sound - Visual Phonics* - virtual (statewide)
- *Teach Your Child to Read in 100 Easy Lessons paired with Visual Phonics* - virtual (statewide)
- **Districts participating in PLCs:**
  - New Teacher of the Deaf and Hard of Hearing Professional Learning Community
    - Brevard, Duval, Hardee, Nassau, Palm Beach

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

- **Districts/Agencies receiving coaching and mentoring, consultation, and/or support:**
  - **Districts:** Alachua, Bay, Brevard, Charlotte, Citrus, Collier, Dade, Duval, Escambia, Flagler, FSDB, Glades, Hardee, Hernando, Highlands, Hillsborough, Lee, Levy, Manatee, Marion, Nassau, Okeechobee, Orange, Palm Beach, Pasco, Pinellas, Polk, St. Lucie, St. Johns, Union
  - **Other Agencies/States:** BEESS, Clarke Schools for Hearing and Speech, Colorado School for the Deaf, FDLRS Emerald Coast
- **District staff utilizing the RMTC-D/HH Media & Materials Free Loan Library created 7 new accounts and returned 10 borrowed materials:**
  - **Districts:** Brevard, Calhoun, Dade, Marion, Monroe, Pinellas, Saint Johns, Seminole, Union, Volusia

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

#### **Conference or Meeting Attendance**

- *Family Cafe Planning meeting*
- *FIN Statewide Family Series meeting*

- *CBO Webinar Series: The Impact of Language Deprivation or Language Suppression upon Deaf Bilingual Learners*
- *FIMC-VI - Misconceptions Webinar*
- *FDLRS Making Reading Instruction Explicit (MRIE) Train-the-Trainer*
- *FDLRS Be the BEESS Knees, Making Sure Your Presentations are Accessible, Professional, and Approved*
- *Fall 2023 EHDI Advisory Committee Meeting*
- *2023 Florida Educators for Deaf/Hard of Hearing Students*

### Conference Exhibits

- *Florida Council of Exceptional Children - October 5-7*

### Collaborative Efforts

- **Passport to Learning Sensory Strand Collaboration**  
RMTC-D/HH, with TLC and FIMC-VI, collaborated to plan a three-part series specific to the sensory needs of students who are DHH, *Passport to Learning*, for delivery in September. Through this collaboration, stakeholders throughout Florida were able to participate in this collaborative journey to explore and learn about assistive technology to promote the success of students who are Deaf/hard of hearing and/or blind or visually impaired in the K-12 academic setting.
- **Johns Hopkins University (JHU) Collaboration**  
JHU asked for input from RMTC-D/HH on criteria for their meta-analysis on evidence-based literacy practices for DHH students. Three RMTC-D/HH specialists met virtually with the JHU research team to discuss options.
- **UCF Listening Center Collaboration**  
RMTC-D/HH staff members collaborated with members of the UCF Listening Center to develop and plan a professional learning opportunity in listening and spoken language to be aligned with Speech and Auditory Training Standards for professionals supporting students who are deaf/hard of hearing in Florida. Collaboration with universities and leaders in the field ensures stakeholders receive contemporary and comprehensive information from which to base instructional design for this unique and highly specialized population.
- **Flagler College Collaboration on High-Leverage Practice (HLP) 17**  
RMTC-D/HH staff met with a professor from Flagler College to discuss collaboration on the TA-Live! Series on the High-Leverage Practices for Students with Disabilities, HLP 17. The professor conducted her thesis on HLP 17 and how flexible grouping is used for students who are deaf or hard of hearing.

### Workgroup/Committee Participation

- **Passport to Learning Planning Meetings** (whole program) - RMTC-D/HH, PS/RtI: TLC, FIMC-VI, Access Project, RMTC-D/HH participates as a member of the workgroup for developing assistive technology tracks for vision and hearing in collaboration with the PS/RtI TLC Passport to Learning professional learning communities. Other projects represented in the planning include Florida's Access Project and the Florida Instructional Materials Center for

the Visually Impaired (FIMC-VI). Participation in these meetings increases awareness of the needs of students who are D/HH and ensures that content related to this highly specialized population is timely, relevant, and accurate. This support leads to improved implementation of assistive technology supports, which increases access and improves academic and postsecondary outcomes.

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*Technology Services Department  
Administrator Shelley Ardis*

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**Technology Services Projects:**

- Quarterly reviews are being performed on all projects slated for this school year. This includes budget and performance reviews.
- The Information Systems team has been working to produce visualizations for various reports we use regularly. It is exciting to see the dashboards, charts, and graphs coming along.
- Updates to our data systems applications for state reporting were completed, and data was successfully submitted to the Florida Department of Education.
- The equipment and supplies needed for our data center refresh and maintenance have arrived and are being installed in all data center locations, on and off campus at the disaster recovery location. The end-of-life equipment will be transferred to surplus.
- The department staff members are participating in the Kramer Hall design meetings.
- The cabling projects are making steady progress, and one major project, depending on the cabling work, is the upgrade of the television service campus-wide.
- Wifi upgrades are underway, and some locations require additional cabling installation to add the wifi access points in new locations.

**Respectfully Submitted by Shelley Ardis**

Administrator of Technology, Outreach, and Parent Services

## **STRATEGIC PLANNING**

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

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

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

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

### **Strategic Priority 1: Employee Recruitment, Retention, and Engagement (ERRE)**

(Champions: Lexi Bucca, Trish McFadden, and Julia Mintzer)

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

The remaining job fairs for the 2023-2024 school year are scheduled for Wednesday, January 17, 2024, from 4:00 PM to 6:30 PM and Friday, June 7, 2024, from 9:00 AM to 12:00 PM. With 94% of FSDB positions filled as of November 6, 2023, we anticipate that the remaining job fairs and advertised vacancies will attract potential candidates in the effort to fill the few remaining vacancies.

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

Strengths, Weaknesses, Opportunities, and Threats (SWOT) and Interview data collected from the ERRE Champions Campus Supervisors Cohort will be integrated into a plan/proposal presented to the Strategic Leadership Team for adoption.

The Executive Director of Training and Quality Assurance will meet with the University of North Florida's Dean of Continuing Education on November 28, 2023, to discuss the use of assessments to enhance and support training objectives created through the Campus Supervisors' Cohort.

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

The Internal Community Involvement Committee met on October 17, 2023, to plan the first annual Employee Field Day scheduled for January 12, 2024, from 12:30 PM to 3:30 PM. Tasks were assigned, and activities have been documented via a shared Google Document. There will be at least 12 teams available to join, and there are also many other opportunities for staff to participate if they choose not to join a group. An announcement will be sent to all staff in early December with program details, how to register, etc.



A Staff Survey will be created by the Internal Involvement to seek information on desired Employee Engagement Activities for the remainder of the 2023-2024 school year. In an effort to enhance employee participation in engagement events and activities, information gathered from this survey will enable the team to determine initiatives that staff find most motivating and meaningful. Ideas include but are not limited to the “Souper Bowl” soup cook-off, continuation of the Walk O’ Fun’s, a Cornhole competition, weight loss group/departamental challenge after the New Year, staff t-shirt design competition for a Friday jeans day that D&B can print on shirts for staff to purchase, a Movie Night on the football field, and the Staff Talent Show. The goal is to launch this survey in the coming weeks so that we may plan activities that may not require additional funding.

## **Strategic Priority 2: Success for Students**

(Champions: Scott Trejbal and Randi Mitchell)

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

Florida Department of Education (FDOE) staff members were on campus and participated in a school-wide walk focusing on the look-for document. Academic leaders joined the walk and completed the look-for document that was developed in tandem with FDOE. Academic leaders and FDOE staff members met to debrief and identify the next steps.

Curriculum Maps for English, Language Arts, and Math continue to be worked on with the teachers and Academic Specialists. Teachers are implementing the maps into their lesson planning and instruction.

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

The Executive Director of Career Development and Administrator of Instructional Services attended a workshop to learn a new program, Xello. This program is designed to track student progress and assist them in establishing plans for their future. This program has the potential to be of great benefit.

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

A secondary issue with Skyward is being resolved so that instructional activities can be documented. Staff continue to provide instruction according to each student’s Individual Residential Plan (IRP). Hard copy documentation is being maintained.

## **Strategic Priority 3: Everyone Knows Our Name**

(Champions: Michael Johnson and Shelley Ardis)

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

In October, 15,588 people liked our Facebook page, and we had 12,824 page visits. We had 64 posts that reached 287,601 accounts, with the top post of our Volleyball team at the *Spike Out Tournament* garnering 484 reactions. On Instagram, we gained 84 new followers (2,995 total). Our account was visited 2,502 times, and we had 55 posts with 4,756 interactions.

Continue inventory of print-based informational and promotional materials. Teams are being established to review contents in preparation for any updates needed. New program sheets are being designed as needed.

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

The new website contract is still being negotiated. This delay in the contracting process has also pushed back our plan on how to communicate effectively with our stakeholders.

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

A regional face-to-face event, *Family Fest*, will take place on December 2, 2023, in Broward County. FSDB is partnering with the Broward Library, the Center for Hearing and Communication, Hands & Voices, and the Parent Empowerment Program. A variety of other resource providers will exhibit at the event. Partners are facilitating a variety of family-friendly activities for parents and their children, including a signing Santa, storytelling, crafts, games, and food trucks will be on site.

FSDB is collaborating with the Florida Instructional Materials Center for the Visually Impaired to host the Braille Challenge as one of the regional sites for the year 2024. We look forward to having participants from across Northeast Florida on our campus.

**December 8, 2023**  
**Action Item Number 1**

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

**SUBJECT: Surplus Property**

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**PROPOSED BOARD ACTION**

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

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**Attachments: Surplus Property List**

**Presenter/Department: John Wester, Comptroller**

Attention: Julia Mintzer, Administrator of Business Services

11/8/2023

Subject: Surplus Review Board Report

Line No.	FSDB Property Item No.	Property Description	Age	Acquisition Cost
1	49076	macbook	22 yrs.	\$1,001.68
2	49078	desk	22 yrs.	\$1,001.68
3	49079	credenza	22 yrs.	\$1,219.75
4	51597	folding machine	17 yrs.	\$2,324.00
5	53796	elitebook	14 yrs.	\$1,380.00
6	55369	3 door freezer	13 yrs.	\$4,795.00
7	55705	screen	12 yrs.	\$2,629.01
8	55740	desk	11 yrs.	\$1,656.25
9	55859	macbook	10 yrs.	\$1,012.62
10	55934	elitebook	11 yrs.	\$1,149.00
11	56078	police radio	10 yrs.	\$7,573.71
12	56079	police radio	10 yrs.	\$7,573.71
13	56240	leggerio braille music	7 yrs.	\$3,030.00
14	56241	leggerio braille music	7 yrs.	\$3,030.00
15	56244	leggerio braille music	7 yrs.	\$3,030.00
16	56271	copier	7 yrs.	\$14,823.07
17	56367	printer	8 yrs.	\$3,761.00
18	56450	imac	8 yrs.	\$1,700.00
19	56451	imac	8 yrs.	\$1,700.00
20	56452	imac	8 yrs.	\$1,700.00
21	56456	imac	8 yrs.	\$1,700.00
22	56457	imac	8 yrs.	\$1,700.00
23	56612	macbook	6 yrs.	\$1,406.00
24	56620	macbook	7 yrs.	\$1,406.00
25	56621	macbook	6 yrs.	\$1,406.00
26	56637	macbook	6 yrs	\$2,017.00
27	56870	macbook	5 yrs.	\$1,600.00
28	56872	macbook	6 yrs.	\$1,600.00
29	56927	macbook	5 yrs	\$1,550.00
30	56931	macbook	5 yrs.	\$1,550.00
31	56935	macbook	5 yrs.	\$1,550.00
32	56939	macbook	5 yrs.	\$1,550.00
33	56941	macbook	5 yrs.	\$1,550.00
34	56942	macbook	5 yrs.	\$1,550.00
35	56943	macbook	5 yrs.	\$1,550.00
36	56947	macbook	5 yrs.	\$1,550.00
37	56949	macbook	5 yrs.	\$1,550.00
38	56950	macbook	5 yrs.	\$1,550.00
39	56951	macbook	5 yrs.	\$1,550.00
40	56954	macbook	5 yrs.	\$1,550.00
41	56957	macbook	5 yrs.	\$1,550.00

42	56959	macbook	5 yrs.	\$1,550.00
43	56960	macbook	5 yrs.	\$1,550.00
44	57075	imac	5 yrs.	\$1,999.00
45	57076	imac	5 yrs.	\$1,999.00
46	57077	imac	5 yrs.	\$1,999.00
47	57078	imac	5 yrs.	\$1,999.00
48	57079	imac	5 yrs.	\$1,999.00
49	57080	imac	5 yrs.	\$1,999.00
50	57081	imac	5 yrs.	\$1,999.00
51	57082	imac	5 yrs.	\$1,999.00
52	57083	imac	5 yrs.	\$1,999.00
53	57087	macbook	5 yrs.	\$2,039.00
54	57181	macbook	5 yrs.	\$1,499.00
55				
			Grand Total	\$123,704.48

In accordance with FSDB guidelines, the above list of surplus items exceeding \$1,000.00 have been reviewed by the Surplus Review Board and have been deemed to be outdated, obsolete, irreparable, and of no further use to this school. This list is being submitted for approval for proper disposal and removal from FSDB campus grounds.

**Review Board Members:**

Signed: \_\_\_\_\_  
Kim Whitwam

Signed: \_\_\_\_\_  
Shelley Ardis

Signed: \_\_\_\_\_  
Corbett Owens

**December 8, 2023  
Action Item Number 2**

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

**SUBJECT: OPP 10.51 Florida Harm Prevention & Threat Management Policy**

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**PROPOSED BOARD ACTION**

Approval is requested for the adoption of OPP 10.51 Florida Harm Prevention & Threat Management Policy.

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**Attachment: Draft of OPP 10.51 Florida Harm Prevention & Threat Management Policy**

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



# Florida Harm Prevention & Threat Management

## Operational Policy & Procedure 10.51

### I. Policy Purpose/Scope

In accordance with Florida Statute 1001.212(12), The Florida School for the Deaf and the Blind shall utilize the Florida-specific behavioral threat management process in which threat management teams shall intervene at the earliest stage to provide assistance to students and to alter or disrupt concerning behavior for the benefit of the student and school. This policy covers threat management to which it uses a methodology that identifies students exhibiting threatening or concerning behaviors, gathers information to assess the risk of harm to themselves or others, and identifies appropriate interventions to prevent violence and promote successful outcomes.

Florida Statute 1012.584(4) requires the state Department of Education to establish an evidence-based youth mental health awareness and assistance training program. Each school district shall notify all school personnel who have received training of mental health services that are available in the school district, and the individual to contact if a student needs intervention. Accordingly, all FSDB employees are required to complete Youth Mental Health First Aid (YMHFA) Training. The Allied Health Department is responsible for coordination of student mental health services. The identification of the need for services may also occur in Multi-Tiered System of Supports (MTSS) meetings, Individual Education Plan (IEP) meetings, staff referrals, parent/legal guardian requests, student self-referrals, and during implementation of threat assessment processes. FortifyFL reports may also result in a referral for mental health services.

This policy applies to all FSDB students and staff members and discusses Threat Management in relation to: A. Teams and Roles, B. Threat Management Operational Process, C. Student Support Management Plan, D. Threat Management Timelines, E. Parental Notification, F. Training and Education and G. Reporting and Accountability.

### II. Definitions

**Concerning Behavior:** An observable behavior that elicits concern in others regarding the safety of an individual or those around them. It can include lower-level concerns, such as unusual interests in violent topics, conflicts or grievances between classmates, increased anger, increased substance use, or other noteworthy changes in behavior, and prohibited behaviors that are objectively concerning and should trigger an immediate response, such as threats, weapons violations, and other aggressive or violent behaviors.

**Imminent Threat:** Exists when a situation, including the person's prohibited objective behavior, poses a clear and immediate threat of serious violence toward self or others that requires containment and immediate action to protect and identified or identifiable target.

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**Level of Concern:** The classification of an individual is based on their presenting risk and needs and balanced against protective factors. Levels of concern, also called threat levels, are classified as Low, Medium, or High:

- **Low Level of Concern:** A Low Level of Concern designation is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal and it appears that any underlying issues can be resolved easily. This level means the concern for future violence toward another person is low. There may nonetheless be significant concerns about the person but at that time, the concern for violence toward another is at the low end of the spectrum.
- **Medium Level of Concern:** A Medium Level of Concern designation is appropriate where the person does not appear to pose an immediate threat of violence, but the person exhibits behaviors that indicate a potential intent to harm or exhibits other concerning behavior that requires intervention. This level suggests that violence toward another may occur, and although the situation is not urgent, violence cannot be ruled out. The threat management team may not have complete or completely accurate information to guide the outcome of the assessment.
- **High Level of Concern:** A High Level of Concern designation is appropriate where the person poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behavior that requires immediate intervention and protective measures for the target. This level suggests the student of concern is reaching a critical point on the pathway to violence from which they perceive it may be difficult to turn back. A High Level of Concern requires immediate and continuing attention from threat management resources to ensure violence does not occur.

**Manifestation Determination:** When a student receiving special education services is being considered for a change in placement due to a behavioral issue, including a threat to others, the IEP Team must determine whether the IEP was being implemented correctly at the time of the behavior, and whether the behavior was a manifestation of the student's disability. A manifestation means that the behavior had a direct and substantial relation to the disability.

**Student of Concern:** Any student reported to the Chair, Vice-Chair, SBTMT, or DTMT who exhibits any behavior or communication that may constitute a threat or concern regarding school safety.

**Student Support Management Plan (SSMP):** The SSMP is a plan that uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP identifies mandatory action steps that are needed to ensure school safety and responses that can help the student of concern and make positive outcomes more likely.

**Threat:** A threat is communication or behavior indicating that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. A threat includes communication or behavior characteristic of a person who is on the pathway to violence. It may be expressed or communicated behaviorally, orally, visually, in writing, electronically, or through any other means. Communication or behavior is considered a threat regardless of whether it is observed by or communicated to the target of the threat, or to a third party, and regardless of whether the target of the threat is aware of the threat. **A threat is not a communication or behavior that is an obvious joke or unequivocally known by the observer to be innocuous.**

**Threat Management:** The threat management process is a systematic, fact-based method designed to identify, using threat assessment protocols, whether behaviors or communications constitute a concern for violence or harm to another person. Upon a determination that a risk of violence exists, the threat management process then results in determining the level of concern and appropriate management of the person posing the concern to mitigate the risk of harm and remove them from the pathway to



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violence. The Student Support Management Plan (SSMP) is part of the threat management process. It is ongoing and ends only when the threat management team deems it appropriate under the circumstances, or responsibility is transferred to another threat management team.

**Unfounded Determination:** An unfounded determination means that there is not a sufficient factual basis to support the allegation, or it can be determined that the threats were never made; what was said was clearly not a threat; or the incident/behavior of concern did not happen or rise to the level of posing a threat or concern of harm to the school community. The reporting person may simply have been mistaken about the behavior or based upon known facts about the situation, behavior, and context, no risk of violence exists. This unfounded summary disposition should only be used when it is clear and articulable that there is no basis for concern. The case should be advanced to the next step for further evaluation if there is any doubt.

### **III. Detailed Policy Statement**

#### **A. Teams and Roles**

The **District Threat Management Coordinator (DTMC)** shall be designated by the FSDB President to oversee the district's harm prevention and threat management program. The DTMC is the direct liaison between the school district and the Florida Department of Education's Statewide Threat Management Coordinator. Pursuant to Rule 6A-1.0019, F.A.C., the DTMC is responsible for ensuring the fidelity of the District's threat management program, which includes ensuring that all school threat management team personnel are appropriately trained. The DTMC must chair the District Threat Management Team.

The **District Threat Management Team (DTMT)** shall be established by the FSDB President. The DTMT is a multidisciplinary team that will receive referrals from the School-Based Threat Management Teams (SBTMT) and assess serious situations. The DTMT must include the DTMC, persons from school district administration (Administrator of Business Services, Administrator of Boarding Services) and persons with expertise in counseling (Executive Director of Mental Health), instruction (FSDB President), and law enforcement (Chief of FSDB Campus Police). The DTMT may assist the SBTMTs in providing on-going effective threat management, or after assessing the matter, the DTMT may refer the case back to the SBTMT for it to manage.

The **MTSS Multi-Tiered System of Support (MTSS) Team** consists of academic, boarding, and mental health professionals and other staff members. The team uses a problem-solving approach to review student concerns and develop/monitor interventions. The MTSS team is especially important for students with a determination of a Low Level of Concern that do not meet the monitoring criteria of a formal SSMP but could benefit from additional support services.

The **School-Based Threat Management Team (SBTMT)** is a multidisciplinary team at the school level and is comprised of at least four members with expertise in counseling, school instruction, law enforcement, and a school administrator. The school administrator should not be a building principal (Assistant Principal) because they have the administrative oversight of the SBTMT. Additional members of the team include the Boarding Program's Director of Student Life and the Assistant Director of Student Life. The SBTMT must also include a member with personal knowledge of the student of concern that is being evaluated by the team. If none of the designated threat management team members are familiar with the student of concern being assessed, the Chair must assign a staff member of the school's instructional or administrative personnel. This staff member must be available for consultation and provide background information to the SBTMT. Consulting personnel do not have to complete Florida Model training and may not participate in the decision-making process. Consulting personnel are assigned on a case-by-case basis.

The **Counseling** team member must be a school-based mental health services provider that is able to access student mental health records. This person must be a school psychologist certified under Rule 6A-4.0311, F.A.C., a school social worker certified under 6A-4.035, F.A.C., a school counselor certified

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under Rule 6A-4.0181, F.A.C., or a mental health professional licensed under Chapter 490 or 491, F.S., who is employed or contracted by a District to provide mental health services for FSDB.

The **Instructional** team member must be a person who meets the definition of instructional personnel under Section 1012.01(2)(a) -(d), F.S., or someone who holds a current Florida Educator Certificate under Section 1012.56, F.S.

The **Administrative** team member must be a person who meets the definition of administrative personnel under Section 1012.01(3), F.S. This should not be the building principal (Assistant Principal) because they have administrative oversight of the SBTMT.

The **Law Enforcement** team member must be a sworn law enforcement officer, as defined by Section 943.10(1), F.S., including a School Resource Officer, School-Safety Officer, or other active law enforcement officer. At a minimum, a law enforcement officer serving on a threat management team must have access to the local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on SBTMTs must also have clearance to review Criminal Justice Information and Criminal History Record Information.

The **Threat Management Chair and Vice-Chair** is appointed by the FSDB President for the SBTMT. The Vice-Chair performs the Chair's duties in the Chair's absence. The SBTMT Chair is the point person at each school for threat management and receives initial reports of all threats and concerning behavior that may result in harm toward self or others (although imminent threats must always be first reported directly to law enforcement). The SBTMT Chair is responsible for assessing and triaging each reported threat or concern and determining whether it has a factual basis and whether the matter should be summarily closed or reviewed by the entire SBTMT.

## **B. Threat Management Operational Process**

All threats or reports of concerning behavior should be taken seriously and thoroughly reviewed to determine their merit and the level of concern. Threats made anonymously and through electronic communication must be assessed no differently than those made in-person or where the reporting party is identified. It is critically important to gather as much information as possible to understand what is happening with a student of concern.

Threat management teams must consider the totality of threat factors, warning and concerning behaviors, stressors, precipitating events, and protective factors present in a student of concern's life. Once this information has been gathered, the threat management team can assess whether there is merit to a threat or other concerning behavior and if so, determine the level of concern.

### **Reporting Responsibility for Members of the School Community**

Where an imminent threat to life or physical safety exists, school personnel must immediately report the matter to law enforcement.

School personnel are responsible for knowing the reporting options for FSDB. Reports of concern that may represent a threat to the community, school, or self must be routed to the Chair of the respective SBTMT for intake, initial evaluation, and an initial merit determination. The Chair must be well identified to everyone on FSDB campus.

#### **Step 1: Report-Concerns are Reported to Chair**

School personnel must immediately report any behavior or communications that may constitute a threat or concern regarding school safety to the SBTMT Chair. Before or after school hours, school personnel should immediately report the situation to law enforcement for evaluation if appropriate and report it to the Chair as soon as possible but no later than immediately upon returning to school on the next school day. If a school administrator receives the information before the SBTMT Chair, the time for the chair of the SBTMT to review the report and complete the *Intake and Case Disposition Form (Form A)* begins at

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that time. The Chair must use the *Intake and Case Disposition Form (Form A)* to document the receipt of the threat or other concerning behavior.

### **Step 2: Initial Chair Determination**

The chair will be responsible for initially evaluating the report and hold a brief conversation with the student of concern to determine whether there appears to be a factual basis for the assertions that warrant further review. This determination must be completed in time for the SBTMT to meet the following school day if necessary. If the Chair determines that there is not a sufficient factual basis to support the allegation, the Chair may summarily close the matter as unfounded.

### **Step 3: Determination of Harm to Self, Others, or Both**

If the Chair determines there is factual basis for the reported threat or concerning behavior contains a threat of self-harm, the student shall immediately be processed under *OPP 10.08 Self-Harm*. If the threat is self-harm only, with no other indicators of concern regarding potential harm toward others, no further action is required by the Chair. The Chair will document the referral on the *Intake and Case Disposition Form (Form A)* and summarily close the matter. The Assistant Principal shall review the completed form as soon as possible but within two school days and the DTMC shall review the case as soon as possible but within two school days after its review by the Assistant Principal.

### **Step 4: SBTMT Referral Decision**

If the Chair determines the matter does not warrant a review by the full SBTMT, the Chair can summarily close the case as a low level of concern. The Chair may refer the student for services that are not part of a Student Support Management Plan (SSMP). All decisions made by the Chair shall be documented accordingly in the *Intake and Case Disposition Form (Form A)*. Accountability review will follow thereafter by the Assistant Principal and DTMC as soon as possible but within two school days.

### **Step 5: Preliminary SBTMT Meeting- Assigning a Preliminary Level of Concern**

If the Chair refers the matter to the SBTMT, the team must convene no later than the next school day after the concerning behavior was reported to the Chair or an administrator, whichever is earlier. At this initial meeting, the SBTMT will conduct an initial assessment, assign a preliminary level of concern (Low, Medium, or High), and determine the necessity to implement an interim SSMP. A Low Level of Concern is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal, and it appears that any underlying issues can be resolved easily. A Medium Level of Concern is appropriate where the student does not appear to pose an immediate threat of violence, but the student exhibits behaviors that indicate a potential intent to harm or exhibits other concerning behavior that requires intervention. A High Level of Concern is appropriate where the student poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behaviors that requires immediate intervention and protective measures for the target.

If the preliminary level of concern is low, the SBTMT may implement an interim SSMP. If the preliminary determination is Medium or High, then it must implement an interim SSMP. If a change in placement is part of the SSMP and the student has an Individualized Education Plan (IEP), a determination must be made whether the IEP was being implemented correctly at the time of the behavior, and whether the behavior was a manifestation of the student's disability. The SBTMT must consult with the appropriate authority therein to make this determination if the student has an IEP. It is not the SBTMT's role to make and IEP manifestation determination.

After the SBTMT convenes for the initial assessment and preliminary determinations, the SBTMT will then begin the assessment phase of the threat management process utilizing the standardized threat management forms.

### **Step 6: Collect Information and Conduct Interviews**

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The SBTMT will obtain background information from school records, law enforcement records, and mental health providers, as available, to evaluate more thoroughly the threatening or concerning behavior and determine whether a threat toward others or actionable concerning behavior actually exists. This detailed information collection should include questionnaires and interviews with the student of concern, witnesses, teachers, people familiar with the student, including parents and guardians, and the target of the threat.

For cases with a preliminary Medium or High Level of Concern, a member of the FSDB Mental Health Services Department may complete mental health interview forms of the student of concern, as well as parent of guardian. The purpose of the mental health interview is to help the SBTMT determine appropriate services that may benefit the student as part of the SSMP when appropriate.

#### **Step 7-9: SBTMT Final Disposition and Level of Concern**

The SBTMT must meet as soon as possible after it has acquired all necessary information, but no later than two school days after the preliminary meeting and determine that the case was unfounded or assign a level of concern. Any extension of this timeline must be approved by the Assistant Principal and the extension granted may not exceed two school days. Additional extensions must be approved by the DTMC and may be granted for a maximum of one school day each and only due to exigent circumstances. All extensions must be documented on the *Intake and Case Disposition Form (Form A)*.

The SBTMT may make a final determination of a case to be unfounded, Low Level of Concern (without an SSMP), Medium Level of Concern (SSMP required), or High Level of Concern (SSMP required).

#### **Step 10: Review and Referral by the DTMC for Medium and High Levels of Concern**

If the SBTMT determines that the level of concern is Medium, the DTMC upon review may refer the case to the DTMT for its consideration. If the SBTMT determines that the level of concern is High, then the DTMC must refer to the DTMT for review. The DTMT must convene to consider the case within two school days of receiving the referral from the DTMC. The DTMT may refer the case back to the SBTMT without providing additional support or oversight or may provide additional and ongoing support to the SBTMT.

#### **Step 11: Monitoring of the SSMP**

The SBTMT is required to meet monthly, assess each SSMP for its effectiveness, and make modifications as appropriate.

**All Steps - Required Review by Principal and DTMC:** All Chair, Vice-Chair, and SBTMT final decisions and recommendations must be reported to the Assistant Principal, who must review the team's documents to ensure completeness and fidelity, and the Assistant Principal will determine whether he or she concurs with the team's decisions. The DTMC must also review the decisions made by the members listed above. The Assistant Principal must review the team's decisions as soon as possible but within two school days of receipt of the decision of the SBTMT and the DTMC must review the case as soon as possible but within two school days after its review by the Assistant Principal. If there is disagreement at any level of review about decisions made and the participants cannot come to a consensus, then the matter must be automatically referred to the DTMT and it will make the final decision.

### **C. Student Support Management**

The Student Support Management Plan (SSMP requirements will be documented on the *Intake and Case Disposition Form (Form A)* and the *SSMP Implementation and Monthly SSMP Monitoring (Form H)*. The SSMP must be consistent with the following minimum timeframes for SSMP implementation and monitoring:

- Low Level of Concern: 90 calendar days minimum
- Medium Level of Concern: 180 calendar days minimum

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- High Level of Concern: One calendar year minimum.

The SBTMT is required to meet monthly, assess each SSMP for its effectiveness, and make modifications as appropriate. Any modifications to the SSMP must be documented on the *SSMP Implementation and Monthly SSMP Monitoring Form (Form H)*.

At least 30 days before the end of the initial SSMP monitoring period for the assigned level of concern, the SBTMT must consider the matter again and assess whether to close the case upon expiration of the monitoring period or extend the SSMP. If the decision is to extend the SSMP, requirements may be added or deleted and documented on the *SSMP Implementation and Monthly SSMP Monitoring form (Form H)*.

Any SSMP reassessment may not result in the initial level of concern category being changed to a lower level based on subsequent circumstances. However, the SSMP's requirements may be modified downward as the matter is periodically reviewed. The matter may also be reconsidered at any time based on new or additional information and the level of concern may be increased. If the level of concern is increased, then the SSMP must be modified and documented as appropriate with the new level.

#### **D. Threat Management Timelines**

A school day is measured beginning with the next school day after the day of the event or triggering action. For example, if the matter is closed on a Tuesday, the Assistant Principal must review it within two school days of closure. Wednesday is day one and Thursday is day two.

- School personnel MUST immediately report any behavior or communications that may constitute a threat to school safety to the Chair of the SBTMT.
- The Chair of the SBTMT must make their initial determination of whether the report needs to be brought forth to the full SBTMT if necessary by the following school day. The school administrator receives the report before the Chair, the time for the Chair to review and complete *Intake and Disposition Form (Form A)* begins at the time the administrator received the report.
- If the Chair determines the report can be closed without referral to the SBTMT, the Assistant Principal should review the decision to close the case as soon as possible but within two school days of receiving notification of case closure. The DTMC should review the case as soon as possible but within two school days after its review by the Assistant Principal.
- If the Chair determines the report has factual basis, but the threat is related to self-harm only, the Chair must immediately follow the procedures outlined in *OPP 10.08 Self-Harm*. The Chair will summarily close the case and the Assistant Principal will review within two school days and the DTMC must review within two school days of the Assistant Principal.
- If the Chair of the SBTMT refers the matter to the threat management team, the team MUST convene for an initial meeting no later than the next school day from the day the initial report was received by the Chair or Administrator. This is so the SBTMT can assign a preliminary level of concern and consider an interim SSMP.
- The SBTMT must meet a second time as soon as possible after it has acquired all necessary information, or within two school days after the initial team meeting, whichever is earlier.
- An extension of the requirement that the SBTMT meet a second time within two school days to consider the matter MUST be approved by the Assistant Principal and the extension may be granted for a maximum of two school days. After the initial extension, the time can be extended in one day increments based upon exigent circumstances.
- If the SBTMT determines the threat level of concern to be High, the case must automatically be referred to the DTMT for review. DTMT must convene to consider the case within two school days of receiving referral from the SBTMT.

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## **E. Parental Notifications**

A “reasonable effort to notify” a parent or guardian means the exercise of reasonable diligence and care to contact the student’s parent or guardian. The SBTMT Chair or designee must document all attempts to contact the parent or guardian on *Intake and Disposition Form (Form A)* .

Where a report of concern includes an identified student target, the Chair must make a reasonable effort to notify the parent or guardian of the targeted student before the end of the school day that the report was received unless the Chair has determined the concern to be unfounded.

If the Chair of the SBTMT determines the reported behavior is Low Level of Concern and summarily closes the report, the Chair or his/her designee must use reasonable efforts to notify the parent or guardian of the student of concern on the same day the report is closed.

If the Chair does not close the case and refers it to the SBTMT, reasonable efforts shall be made to notify the student of concern’s parent or guardian on the same day the SBTMT assigns the preliminary level of concern.

If the level of concern is High (preliminary or final), the Chair or designee must notify the FSDB President or designee to ensure that the notice requirements of F.S. 1006.07(7)(e) are met. Upon a preliminary determination that a student poses a threat of violence or physical harm to himself or herself or others, a threat management team shall immediately report its determination to the FSDB President or designee. The FSDB President or designee shall immediately attempt to notify the student’s parent or guardian.

Parents or guardians must be notified if the threat management process reveals information about their child’s mental, emotional, or physical health or well-being, or results in a change in related services or monitoring, including but not limited to implementation of an SSMP.

Reasonable efforts must be made to notify the student of concern’s parent or guardian on the same day the SBTMT concludes final disposition of a case.

Once an SSMP is finalized and anytime it is substantively revised, the SBTMT Chair or designee shall provide a copy of the SSMP to the student of concern’s parent or guardian. The targeted student’s parent or guardian shall also be informed that an SSMP has been implemented.

THE SBTMT Chair or designee shall notify the targeted student’s parent or guardian to inform them about the content of the threat if the level of concern is Low. The name of the student of concern may be shared with the parent or legal guardian of the targeted student.

The SBTMT Chair or designee shall inform the targeted student and parent or guardian about the content of the threat and identity of the student of concern who made the threat if the level of concern is Medium or High.

## **F. Training & Education**

All FSDB staff members shall complete Youth Mental Health First Aid training.

All FSDB staff members shall complete annual threat management training that includes a review of this policy.

All FSDB Threat Management Team Members at the District and School level shall be trained under the Florida Model in accordance with rule 6A-1.0019, F.A.C. District and school level threat management team members who have been fully trained in a previous school year shall complete an annual refresher training provided by the Office of Safe Schools within the first sixty (60) days of school.

All FSDB Assistant Principals, Chair, and the Vice Chair of the SBTMT’s must complete additional training specific to their respective roles.

The DTMC must complete additional training specific to the Coordinator role.

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## G. Reporting & Accountability

A School Environmental Safety Incident Report (SESIR) of data concerning school safety and student discipline data is required under Florida Statute 1006.09(6). The perpetrator and victim shall be documented within the student information system with required data elements reported to the Florida Department of Education.

Pursuant to F.S. 1006.07(7), school threat management records, including threat assessment reports, all corresponding documentation, and the completed threat management instrument forms are considered education records.

F.S 1003.25 and Rule 6A-1.0955, F.A.C., establish certain requirements for maintaining and transferring records of students who transfer from school-to-school and district-to-district, including threat management records. The law requires that student records be transferred within five school days of receipt of the request of records from the new school or district, or receipt of the identity of the new school and district of enrollment, whichever occurs first. Student records must contain verified reports of serious or recurrent behavior patterns, including threat assessments and intervention services, and psychological evaluations, including therapeutic plans and therapy progress notes created or maintained by school staff.

Transferring these records as soon as possible is important so that the receiving school can assume threat management responsibility for the student of concern. It is required under F.S. 1006.07(7) that the threat management team of the transferring school maintain responsibility for the student on an SSMP until responsibility is formally accepted by the receiving school.

The FSDB President, District Threat Management Coordinator, Administrators, and Department Supervisors share accountability for the implementation of this policy. They shall take steps to assure that standards are fully integrated into school operations and student programming and are pursued with equal effort in policy and practice.

## IV. Getting Help

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<b>If you need assistance with...</b>	<b>Contact...</b>
Interpreting this policy	School Safety Specialist
Training	School Safety Specialist

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## V. References & Forms

### References

Rule 6A-1.0019, F.A.C.

1001.212(12), F.S.

1012.584(4), F.S.

1006.09(6), F.S.

1006.07(7), F.S.

OPP 10.08 Self Harm

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## Forms

Form A -Intake and Disposition

Form B - Initial Interview of Student of Concern

Form C - Initial Interview of Student of Concern's Parent/Guardian

Form D - Witness/Target Interview

Form E -Teacher or Staff Questionnaire

Form F - Mental Health Parent/Guardian Interview

Form G - Mental Health Student of Concern Interview

Form H - SSMP Implementation and Monthly SSMP Monitoring

## VI. Applicability/Approval

This policy on OPP 10.51 Florida Harm Prevention and Threat Management applies to all FSDB students and staff members. The FSDB President is the campus authority for this policy.

### Approved by

\_\_\_\_\_  
Tracie C. Snow, President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Owen McCaul  
Board of Trustees, Chair

\_\_\_\_\_  
Date

## VII. Authority/History

### Authority

Florida Statutes: 1001.212(12)

### Laws Implemented

Florida Statutes: 1001.212(12)

### History

New: **XX/XX/XXXX**