



# Agenda

Florida School for the Deaf and the Blind  
Board of Trustees Meeting  
Moore Hall, Center for Learning and Development  
February 25, 2022, 10:30 a.m.

Page No.

- |       |   |       |
|-------|---|-------|
| I.    | <b><u>Call to Order</u></b>   |       |
| II.   | <b><u>Pledge of Allegiance</u></b>  |       |
| III.  | <b><u>Roll Call</u></b>   |       |
| IV.   | <b><u>Public Comments</u></b>   |       |
|       | Limited to three minutes per person with a maximum of 45 minutes per meeting for all public comments. |       |
| V.    | <b><u>Approval of Meeting Minutes</u></b>   |       |
|       | Minutes, Board of Trustees Meeting, January 14, 2022  | 1-3   |
| VI.   | <b><u>President's Reports</u></b>   |       |
|       | President's Report – Ms. Snow   | 4-5   |
|       | Human Resources – Ms. Bucca   | 6     |
|       | Communications and Public Relations – Mr. Johnson   | 7-9   |
|       | Legislative Report – Ms. Eccles   | 10    |
| VII.  | <b><u>Action Items</u></b>  |       |
|       | 1. Use of FSDB Facilities Rate Schedule – 2022-2023   | 11-13 |
|       | 2. Operating Budget - Revision #2   | 14-17 |
| VIII. | <b><u>New Business</u></b>  |       |
|       | Enrollment Committee Report   |       |
|       | Audit Committee Report and Action Items   |       |
| IX.   | <b><u>Unfinished Business</u></b>   |       |
| X.    | <b><u>Department Updates</u></b>  |       |
|       | Allied Health Services – Dr. Gustetic   | 18-20 |
|       | Boarding Program – Ms. Grunder  | 21-29 |
|       | Business Services – Ms. Mintzer   | 30-49 |
|       | Blind Department – Ms. Bogue  | 50-53 |
|       | Deaf Department – Ms. Saunders  | 54-58 |
|       | Instructional Services – Mr. Trejbal  | 59-68 |
|       | Outreach and Technology Services – Ms. Ardis  | 69-73 |
| XI.   | <b><u>Board Comments</u></b>  |       |
| XII.  | <b><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 January 14, 2022, 9:00 a.m.

### Attendance

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

### Call to Order

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

### Public Comment

Ms. Gina Gilmore, FSDB EA President, informed the Board that COVID has been difficult on the teachers and that they are struggling. She thanked Ms. Snow and the President's Advisory Team (PAT) for their efforts to communicate and collaborate with the EA this year. Ms. Gilmore added that she is heading to Tallahassee with other Education Association Presidents to address the new testing assessment bill. While there, she will be promoting FSDB's unique needs for the students.

### Approval of Meeting Minutes

*Mr. Hadley moved to approve the minutes from the Regular Board of Trustees Meeting held on December 10, 2021. The motion was seconded by Mrs. LeFors and approved unanimously by the Board.*

### President's Report

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

- Provided the Board with a "Save the Date" schedule for graduation May 26 & 27, 2022, and the updated list of Board and Committee meetings for the remainder of this school year.
- It was announced that Michael Johnson had been promoted to the Executive Director of Communications and Public Relations.
- Provided the Board with the Strategic Update 2020-2021 booklets, which were also sent out to 180 Legislators, DOE, and the Governor's Cabinet with a letter of invitation to visit our campus.
- Blind Department Ski and Winter Sports club went to Montana this week. They will be posting their activities on Facebook.
- North East Florida Education Consortium (FEFEC) – Ms. Snow will attend the NEFEC Board of Directors meeting next week in Fernandina and present on our Strategic Planning process.
- Attending the St. Johns County Teacher of the Year (TOY) celebration with our TOY Marissa Herrera.

## Legislative Report

Ms. Patsy Eccles, Legislative Specialist, attended the meeting via the TEAMS application. She provided updates on the first week of the 2022 Legislative Session.

## **Action Items**

### **Action Item #1**

#### **Surplus Property**

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

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

### **Action Item #2**

#### **2021-2022 Reallocation of Excess or Unused Funds**

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

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

### **Action Item #3**

#### **Continuation of Business Prior to Approval of the FY 2022-2023 Operating Budget**

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

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

### **Action Item #4**

#### **FY 2022-2023 Out-of-State Tuition Rate**

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

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

## **New Business**

No New Business

**Unfinished Business**

No Unfinished Business

**Department Updates**

Business Services

Ms. Julia Mintzer, Administrator of Business Services, updated the Board on information not covered in her report.

- The Department of Environment Protection (DEP) has provided the school with the final agreement to close the old dry cleaning wells. This will allow that area of the parking lot to be paved.
- Explained that there will be additional requirements for the funding for Gregg Hall because the funds are part of the Federal .

**Board Comments**

The Trustees congratulated Michael Johnson on his new position as Executive Director of Communications and Public Relations. Mr. Hadley reminded the Board about the upcoming stadium project and that they will require large donations to help complete the project. They all thanked Ms. Gilmore for her comments and for attending the meeting.

**Adjournment**

Meeting adjourned at 9:52 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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Owen B. McCaul  
Board Chair



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

President's Report  
Tracie C. Snow  
Board of Trustees Meeting  
February 25, 2022

Since the last Board of Trustee meeting, there have been many exciting student activities! It is incredible to reflect on the ways in which FSDB staff members provided opportunities to enrich the lives of our students in order for them to learn, grow, and reach for the stars. Our students continue on their educational journey even during challenging times.

Day in and day out, our teachers and specialists are meeting the needs of our students, developing creative lessons, supporting their mental health, closing the learning gap, and providing engaging activities in the classroom. Our boarding program staff add value to each student's experience with recreational activities, life skills lessons, helping with homework, cheering them on at athletic events, and providing a safe space after school and in the evenings.

I will continue to say that one of the greatest roles I have been an educator, and now the President of FSDB, is to be engaged in our FSDB community and be part of the lives of our students. Here are a few of the amazing moments over the past month.

**Cheerleaders** - Our cheer team went to the Florida High School Athletic Association State competition this year in Gainesville. I couldn't be prouder of this amazing squad and what they have accomplished. It has been a pleasure to watch their practices, cheer them off at the bus, and see them perform at the basketball games.

**Basketball** - Speaking of basketball...Our boys' and girls' teams have had an incredible season. Many of the games were nail-biters, and baskets were made at the last second. A few times, my watch told me to relax and breathe! It has been a thrill to attend games both here at FSDB and, most recently, traveling with the team to Tallahassee as our Lady Dragons made FSDB history and played in the first round of the state playoffs. My heartfelt thanks to all the students and staff from all departments on campus who paused their day and showed up to see the team off. Also, to our great surprise, our side of the bleachers was filled with alumni who came out to watch our team play! After the game was over, our athletes were treated famously with cheers, congratulations, and lots of pictures being taken of the team.

**Wrestling** - Our wrestling team has been grappling up a storm by competing at schools in northeast Florida. As a mom of two former FSDB wrestlers, there is no more thrilling moment than when the referee slaps the mat to confirm a pin. A round of applause to our athletes who have wrestled hard and, for some, won their first-ever matches by

pinning their opponents. The videos posted on social media have been inspiring to watch.

**Celebrate Literacy Week** – The last week of January was Celebrate Literacy Week for all schools in Florida. FSDB outdid itself again with fun, creative, and engaging ways for our students to celebrate reading as a part of their everyday life. The theme this year was “Launch Into Literacy, Blast Off Into New Worlds.” It was great to join in the fun along with our students and staff as they dressed up following themes of outer space, Emerald City and Follow the Yellow Brick Road, favorite author or storybook character, PJs, and S’mores, and wearing positive words. Flipgrid videos were made, reading to students, sharing books with classmates, Mannequin Challenges, writing poetry and stories, discovering new genres and door decorating.

**Braille Challenge** – My all-time and forever favorite memory just might be wearing a crown and a long puffy pink skirt all day at work so I could be Glinda the Good Witch. It was such a joy to support the braille specialists, leadership, staff, and students in the blind department as they transformed Kramer Hall into the Wizard of Oz and had the first-ever on-campus Braille Challenge for FSDB students. All the students were highly engaged, showed their skills, took pride in their work, demonstrated good sportsmanship, and had lots and lots of fun. The administrators and staff went all out to bring this magical world to life. I can’t wait for next year!

**FSDB Ski & Winter Sports Athletic Club** – Four of our awesome Orientation and Mobility Specialists and nine of our Blind High School students took to the slopes of Montana. They pushed themselves out of their comfort zone, increased their confidence, and practiced their orientation and mobility skills. This trip was an incredible experience for students as well as the wonderful people they met and worked with along the way. It was such a joy to see them off at 4:00 in the morning and be able to hear their stories when they returned. Every student who attended this trip did things they never thought they would be able to do. This learning experience will stay with them for many years to come.

Next month is going to be great. I am so looking forward to our athletic season of flag football and track, this year’s Safety Education Fair, the Career and Technical Education Showcase, Teacher of the Year breakfast, music productions, field trips, performances, and all the other ways we teach and celebrate at FSDB. #ThisIsFSDB



**Class Code Count**

Board of Trustees Administrator Positions	70
Teacher Positions	108
Specialist Positions	61
Select Exempt Service Positions	43
Career Service Positions	398

**General Revenue Positions** **652**

**Grant Funded Positions** **28**

**Add/Delete**

08468 Administrative Assistant II, Career Service, 12-month to Staff Assistant, Career Service

08451 Personnel Services Specialist, SES, 11-month, 1.0 FTE to 0.75 FTE

08378 Health Support Tech, Career Service, 10-month to Licensed Practical Nurse

08291 Specialist, Rank II, 14%, 11-months to 7%

08538 Records Center Manager-SES, 11-month to Data Administration Analyst, Career Service, 12-month

**Service Awards**

**30 Years**

Beatrice Dockter

**25 Years**

Edith Loyd

**15 Years**

John Casey

**10 Years**

Matthew Ward

**5 Years**

Marcella Carpenter

Justyn Keller



# Florida School for the Deaf & the Blind

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## Communications and Public Relations Board of Trustees Report – February 25, 2022

This report summarizes department activities and accomplishments, working in collaboration with campus personnel during December 2021 and January 2022.

### Leadership Communications

- Strategic Update booklet was mailed to approximately 180 State Legislators (State Senate and Congress, Governor’s Executive Office, and Department of Education top offices).
- We continue to support President’s Posts (videos and transcripts) that are shared with parents/guardians and staff members.

### Earned Media

- [Flagler Alum, Marissa Harrer, Represents FSDB as Their District Teacher of the Year](#) – Flagler College, January 3, 2022

### Public Service Announcements

- December: 572 PSA radio spots (:30 and :60 seconds, totaling 25,890 seconds/431.5 minutes) were aired by Cox Media on WAPE-FM, WEZI-FM, WJGL-FM, WOKV-AM, and WXXJ-FM, voiced by FSDB alums Trent Ferguson and Marcus Roberts.
- January: 508 PSA radio spots (:30 and :60 seconds, totaling 23,010 seconds/383.5 minutes) were aired by Cox Media on WAPE-FM, WEZI-FM, WJGL-FM, WOKV-AM, and WXXJ-FM, voiced by FSDB alums Trent Ferguson and Marcus Roberts.

### School-Level Newsletters

School-level digital newsletters continue to highlight student achievement - academics, athletics, boarding/recreation, extracurricular activities, parent services, and related topics. Newsletters are also shared with the campus community via Yammer, posted on the Parent Services web page, and individual school webpages.

- December: Six newsletters issued engaged a total of 519 campus and external stakeholders: ELC - one issue/31 viewers; BEMS - one issue/111 viewers; BHS - one issue/53 viewers; DES - one issue/82 viewers; DMS - one issue/96 viewers; DHS - one issue/146 viewers.
- January: Nine newsletters issued engaged a total of 485 campus and external stakeholders: ELC – one issue/33 viewers; BEMS – two issues/202 viewers; BHS – 2 issues/103 viewers; DES – no issues; DMS – two issues/94 viewers; DHS – two issues/53 viewers.

## Marketing Collateral

### *Videography*

December was remarkably busy recording many Holiday events and performances around campus. Finished productions included 2021 Dance Troupe Holiday; MacWilliams Hall Holiday Greetings; Kirk Auditorium Holiday Celebration featuring BHS Chorus, BHS Band, DES & BES Caroling; Gingerbread House Holiday Village; and a special Where's Walter? Christmas Greetings episode featuring Santa and Mrs. Claus and the Grinch.

Produced a special re-edit of the video "Hidden in Plain Sight-Scary Bones" for David Snow. Edited the first "About Campus – FSDB Blind Golf Clinic," featuring video and interviews from FSDB blind students' recent experience at the World Golf Village.

January – Collaborated with Tim Slater on upcoming Apple Distinguished Educator video. Initiated scripting and editing video B-roll with staff, students, and teachers. Videotaped Braille Challenge event at Kramer Hall, initiated script and logs for edits and captured event photo moments at the Girls Basketball Senior Night game.

### *Graphic Design*

Designed branded print and digital collateral for the following departments:

- Academics—Deaf Homecoming Poster.
- Athletics— Created game day GIFs, Banners, calendars, and senior posters for Boys and Girls Basketball teams and Cheerleading squad.
- Literacy Week—Flyer design.
- Outreach—Blind Department Alumni – Expert Panel flyer and Brochure for Outreach Department.
- Parent Services—Parent University ASL Class flyer
- Safety Fair— T-Shirt and Tote Bag design.
- Strategic Update

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

### *Photography*

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

## Social Media

### *Website*

- In December, we had 6,019 visitors (5,375 new) with 19,155 page-views with an average viewing time of 1:45 minutes. Desktop users were 45%, mobile 53% and tablet 2%. A total of 35 people reached out to campus personnel via web contact forms.
- In January, we had 7,808 visitors (7,178 new) with 26,637 page-views with an average viewing time of 1:51 minutes. Desktop users were 48%, mobile 50% and tablet 2%. A total of 43 people reached out to campus personnel via web contact forms.

**Facebook**

- In December, we had 13,449 total page likes, 46 posts with a reach of 72,506, and 142,019 impressions. The top post was the staff spotlight on Clinton Gadsen, which reached 7,381 people with 982 reactions (421 likes, 268 comments, and 30 shares).
- In January, we had 13,519 total page likes, 45 posts with a reach of 81,027 and 146,687 impressions. The top post was a photo of Olivia Brown being honored for scoring 1,000 points in her basketball career that reached 5,703 people with 394 reactions (272 likes, 48 comments, and 15 shares).

**Instagram**

- In December, we had 2,140 followers 24 posts, with a reach of 1,610, 1,504 likes, 23 comments, and 46 shares. The top post was a student spotlight on a Deaf Middle School student with 143 likes.
- In January, we had 2,142 followers 34 posts, with a reach of 1,522, 1,531 likes, 44 comments, and 82 shares. The top post was a photo of President Snow with the Ski Club with 110 likes.

**Twitter**

- In December, we had Five new followers (1,500 total), five tweets, 4,553 impressions, 406 profile visits, and nine mentions. The top tweet was the Goalball teams winning the High School National Championships with 279 impressions.
- In January, we had two new followers (1,502 total), two tweets, 4,611 impressions, 268 profile visits, and seven mentions. The top tweet was a Where's Walter? video with 271 impressions.

**YouTube**

- In December, we had seven videos uploaded, 14,300 channel views, 665 hours watched, 16 new subscribers, 134,124 impressions, and 8,695 unique viewers. The top video was the Star-Spangled Banner in ASL with 2,690 views.
- In January, we had one video uploaded, 16,028 channel views, 739 hours watched, 16 new subscribers, 155,841 impressions, and 9,616 unique viewers. The top video was the Star-Spangled Banner in ASL with 3,956 views.

**Vimeo/Livestreaming**

- In December, we had 26 video uploads, 2,196 views, 974 unique viewers, and 416 hours watched; 9 livestreamed events; girls and boys basketball games, and Board of Trustees meeting.
- In January, we had 49 video uploads, 2,071, 813 unique viewers, and 593 hours watched; 17 livestreamed events; girls and boys basketball games, and Board of Trustees meeting.

**Museum**

- In December, we had no visitors to the school museum.
- In January, we had 22 people visit the school museum; these included 18 students from Flagler College, FLAGShip: Deaf Ecosystem, led by June Ann LeFors.
- Held bi-weekly community service for students in high school. Work included sorting out artifacts, cleaning up the archival room, rearranging files, compiling artifacts for records, and more.



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

President's Office  
Legislative Services Report  
February 25, 2022

The Legislative Session is about halfway complete and now is when it gets exciting. Appropriation Committees in both Houses have produced spending bills introduced to the full bodies on February 16 and 17. In both the House and the Senate bills are these sweet words:

***From the funds in Specific Appropriation 21, \$4,890,690 in nonrecurring funds is provided for maintenance projects at the Florida School for the Deaf and the Blind.***

***From the funds in Specific Appropriation 21, \$3,477,865 in nonrecurring funds is provided for the Florida School for the Deaf and the Blind - **Kramer Hall Renovation** (HB 4487).***

FSDB continues to analyze the salaries and benefits for teachers, state employees, and other pay categories as both houses will head into conference over budget differences, especially in the area of compensation.

Substantive bills are beginning to be heard and passed by both chambers. They are being monitored for FSDB impact.

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

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

**Submitted by:**

Patsy Eccles, Legislative Specialist

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

**SUBJECT: Use of FSDB Facilities Rate Schedule — 2022-2023**

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**PROPOSED BOARD ACTION**

Board approval is requested to implement the Use of FSDB Facilities Rate Schedule for the 2022-2023 fiscal year. The amounts represent a 4.51% increase due to the increased cost of assets.

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**Attachment: Use of FSDB Facilities Rate Schedule — 2022-2023**

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

**Use of FSDB Facilities – Rate Schedule  
Effective July 1, 2022**

**A. ROOM USE**

	<b>BUILDING NAME</b>	<b>FLAT FEE</b>
*	Campus-wide Per Room	\$227.04
**	Kirk Auditorium	\$1,583.20
**	Music Building Auditorium	\$1,028.13
	Settles Gym	\$2,347.37
	Knowles Gym	\$1,033.64
	Copeland Gym	\$1,188.27

\* All rooms (classrooms, conference rooms, gyms, etc.) shall be charged per room for the Flat Fee, which includes utilities. Dormitory use – see below.

\*\* No food or beverages. The flat fee includes utilities.

\*\* Occupancy will be limited to the available seating. (Kirk Auditorium – 841; Music Building Auditorium – 243)

\*\* Aisles and exits will be kept clear at all times.

**NOTE:** One-half the amount of the Flat Fee will be applied to times of use other than the performance hours (rehearsals, early openings, etc.). Flat Fee charges apply to each single-use for a duration of no longer than one 8-hour day per single-use.

**B. DORMITORY USE**

The fee shall be \$36.11 per night, per person, per single room. The fee includes utilities, use of bath facilities, and custodial labor.

<b>DORMITORIES</b>		
Bloxham Hall	Koger Hall	Rhyne Hall
Cary White Complex	Kramer Hall	Ted Johnson Apartments
Collins Hall	MacWilliams Hall	Vaill Hall
Gregg Hall	McLane Hall	Wartmann Hall Apartments
James Hall	Ray Charles Apartments	

**C. VEHICLE USE**

FSDB vehicles are not available for use.

## Use of FSDB Facilities – Rate Schedule

Effective July 1, 2022

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### D. LABOR

Program Support Personnel (Maintenance and Custodial) will be required at all indoor events. Maintenance personnel are required to begin one-half hour prior to the start of the event until completion of the event. Custodial personnel are required to provide cleanup. Campus Police will be utilized during events requiring parking and traffic control. Each event will be reviewed to determine the approximate labor hours required.

**Additional personnel will be required when occupancy is expected to be at capacity or when deemed appropriate by FSDB. The following hourly rates will be applied to the fee based on the personnel needs required for the event. The costs are the responsibility of the facility user.**

SUPPORT PERSONNEL	HOURLY RATES
Custodial	\$25.11
Maintenance Technician	\$29.60
Police	\$39.72
Safety	\$31.64
Audio/Visual Technician	\$28.32

### E. MISCELLANEOUS FACILITIES

Program Support Personnel may be required for outdoor events. Each event will be reviewed to determine the approximate labor hours required.

FACILITY	FEE
Football Field/ Track	Day Use: \$90.00 per hour Night Use: \$113.00 per hour
Grounds	\$226.00 per use
Pool	\$23.00 per hour A certified lifeguard must be on duty at all times when the pool is in use. The facility user is responsible for securing the certified lifeguard.

### F. FOOD COSTS

The facility user will arrange menus and provide the estimated number of participants to be served. This information will be provided to the FSDB Director of Culinary Programs. The FSDB Director of Culinary Programs, in turn, will order the appropriate food items to implement the approved menu. Invoices for food will be presented to the facility user for immediate payment at the conclusion of the activity. In addition, the facility user must engage FSDB Culinary Programs employees under separate contracts at their current hourly rates. The FSDB Director of Culinary Programs will provide a list of requisite employees under separate contracts at current hourly rates.

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

**SUBJECT: Operating Budget—Revision #2**

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**PROPOSED BOARD ACTION**

Board approval is requested for FY 2021-22 Operating Budget – Revision #2

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**Revision #2A** – Category 104166 reflects budget realignments in the Federal Grants Trust Fund (Fund 2261) and the Grants and Donations Trust Fund (Fund 2339), net effect zero.

Fund 2261	51,313	Food Products
Fund 2261	245,126	Expense
Fund 2261	(101,347)	Salaries and Benefits
Fund 2261	(195,092)	Other Personal Services
Fund 2339	1,500	Overtime
Fund 2339	23,928	Expense
Fund 2339	51,308	Operating Capital Outlay
Fund 2339	(76,736)	Salaries and Benefits

**Revision #2B** – Category 130300 reflects a budget realignment to support property enhancements, net effect zero.

Fund 1000	100,000	Property Enhancements
Fund 1000	(100,000)	Safety/Security/Health/Welfare Enhancements

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**Attachment: FY 2021-22 Operating Budget, Revision #2**

**Presenter/Department: Alison Crozier/Executive Director of Budgets and Grants**

**The Florida School for the Deaf and the Blind  
2021-22 Operating Budget**

<b>FY 2021-22 SPECIAL CATEGORY - RISK MANAGEMENT INSURANCE (103241)</b>	
From General Revenue	\$ 398,592.00
From Administrative Trust Fund	44,556.00
<b>FY 2021-22 GENERAL REVENUE FUND (104166)</b>	
Salaries and Benefits	43,126,774.00
Other Personal Services	2,840,649.00
Expense	4,208,115.00
Operating Capital Outlay	504,466.00
Food Products	212,150.00
Special Categories:	
Professional Supplements	116,990.00
Overtime	121,355.00
Students Home on Weekends	1,999,902.00
	<u>53,130,401.00</u>
<b>TOTAL GENERAL REVENUE FUND</b>	
<b>FY 2021-22 ADMINISTRATIVE TRUST FUND (104166)</b>	
Salaries and Benefits	30,000.00
Other Personal Services	30,000.00
Expense	30,000.00
Operating Capital Outlay	30,937.00
	<u>120,937.00</u>
<b>TOTAL ADMINISTRATIVE TRUST FUND*</b>	
* Carry forward appropriation is available if additional grants are awarded.	
<b>FY 2021-22 FEDERAL GRANTS TRUST FUND (104166)</b>	
Salaries and Benefits	1,226,671.00
Other Personal Services	321,471.00
Expense	465,348.00
Food Products	71,313.00
Overtime	1,000.00
	<u>2,085,803.00</u>
<b>TOTAL FEDERAL GRANTS TRUST FUND*</b>	
* Carry forward appropriation is available if additional grants are awarded.	
<b>FY 2021-22 GRANTS AND DONATIONS TRUST FUND (104166)</b>	
Salaries and Benefits	789,899.00
Other Personal Services	1,261,214.00
Expense	499,918.00
Operating Capital Outlay	71,308.00
Overtime	4,000.00
	<u>2,626,339.00</u>
<b>TOTAL GRANTS AND DONATIONS TRUST FUND*</b>	
* Carry forward appropriation is available if additional grants are awarded.	
<b>FY 2021-22 SPECIAL CATEGORY - PEOPLE FIRST ASSESSMENT (107040)</b>	
From General Revenue	188,416.00
From Administrative Trust Fund	37,183.00
	<u>225,600.00</u>
<b>TOTAL FY 2021-22 SPECIFIC APPROPRIATIONS</b>	<b>\$ <u><u>58,632,227.00</u></u></b>

**The Florida School for the Deaf and the Blind  
2021-22 Operating Budget**

**FY 2021-22 SPECIAL CATEGORY - CARRY FORWARD (130300)**

**(Per Section 1011.57(4), F.S.)**

<b>Carry forward from General Revenue</b>	<b>\$</b>	<b>15,892,864.09</b>
FY 2020-21 Payables		2,013,149.87
FY 2020-21 Encumbrances		286,913.12
<b>FY 2021-22 Recommended Projects</b>		
Construction - Professional Services		320,000.00
Food Service Equipment		55,365.00
Technology		656,808.00
Furniture		35,000.00
Mechanical Enhancements		530,000.00
Structural Enhancements		1,101,485.00
Property Enhancements		760,000.00
Safety/Security/Health/Welfare Enhancements		1,106,868.10
Transportation Vehicles		605,277.00
<b>Subtotal - Recommended Projects</b>		<b>5,170,803.10</b>
<b>Emergency Reserve - Disaster Recovery</b>		<b>1,200,000.00</b>
<b>Emergency Reserve - Operating</b>		
Minimum of 5% and up to two months average General Revenue expenditures based on the prior fiscal year		<u>7,221,998.00</u>
<b>TOTAL CARRY FORWARD FUND</b>	<b>\$</b>	<b><u>15,892,864.09</u></b>
<b>FY 2021-22 SPECIAL CATEGORY - NONOPERATING TRANSFER AUTHORITY</b>		
From Administrative Trust Fund (180007)		100,000.00
From Federal Grants Trust Fund (180200)		16,000.00
From Federal Grants Trust Fund (181259)		171,500.00
From Federal Grants Trust Fund (185080)		100,000.00
From Federal Grants Trust Fund (220030)		85,000.00
From Grants and Donations Trust Fund (181259)		<u>20,000.00</u>
<b>FY 2021-22 TOTAL APPROPRIATED FUNDS</b>	<b>\$</b>	<b><u>75,017,591.09</u></b>

**The Florida School for the Deaf and the Blind  
2021-22 Operating Budget**

**History:**

7-1-21 All figures, except carry forward and nonoperating transfers, tie to Laws of Florida, Ch. 2021-36

8-13-21 Per EOG Memo #22-006 Casualty Insurance Realignment - Category 103241

Fund 1000	(77,586.00)
Fund 2021	(3,835.00)

8-27-21 Per EOG Memo #22-009 Human Resources Services Adjustment - Category 107040

Fund 1000	(16,754.00)
Fund 2021	(3,306.00)

9-1-21 Per EOG Memo #22-010 State Employee Retirement Adjustments

Fund 1000	225,736.00
Fund 2261	7,320.00
Fund 2339	3,838.00

9-15-21 Per EOG Memo #22-014 Pay Increase Distributions

	Salary/Benefits	OPS	Total
Fund 1000	1,019,575.00	1,344.00	1,020,919.00
Fund 2261	33,062.00	384.00	33,446.00
Fund 2339	17,334.00	41,039.00	58,373.00

2-4-22 Budget Realignment - Category 104166

Fund 2261	245,126.00	Expense
Fund 2261	51,313.00	Food Products
Fund 2261	(101,347.00)	Salaries and Benefits
Fund 2261	(195,092.00)	Other Personal Services
Fund 2339	1,500.00	Overtime
Fund 2339	23,928.00	Expense
Fund 2339	51,308.00	Operating Capital Outlay
Fund 2339	(76,736.00)	Salaries and Benefits

2-4-22 Budget Realignment - Category 130300

Fund 1000	100,000.00	Property Enhancements
Fund 1000	(100,000.00)	Safety/Security/Health/Welfare Enhancements



## Health Care Center Report

	Total	Aug 2021 (14 days)	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
<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.")	3,061	297	622	590	471	342	739					
<b>TCU Visits</b> (*Total includes all students that were admitted to the TCU.)	312	95	91	20	21	10	75					
<b>Eye Clinic- Specialty</b>	26	0	6	5	8	7	0					
	79	13	12	18	18	6	12					
<b>PDC Clinic- Specialty</b>	26	4	4	4	5	5	4					
	7	0	1	0	4	0	2					
<b>Off Campus</b> (*ER visits, Ophthalmology, Home)												
<b>Totals</b>	<b>3,511</b>	<b>409</b>	<b>736</b>	<b>637</b>	<b>527</b>	<b>370</b>	<b>832</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Sofia 2 Testing	Total	Aug 2021 (14 days)	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
Quidel Strep Test	50	9	41	24	24	26	30					
Quidel Influenza A & B Test	33	0	33	15	16	19	24					
Quidel SARS Antigen	112	0	112	37	31	30	157					
Quidel SARS/ Influenza	84	84	0	0	0	0	0					

Physicians/ Specialists	Total	Aug 2021 (14 days)	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
Physician Assistant	123	23	100	85	75	54	79					
Medical Director/ Pediatrician	25	13	12	18	18	6	12					
Ophthalmologist	6	0	6	5	8	7	0					
Psychiatry	8	4	4	4	5	5	4					

## Dental Report

Dental Clinic Procedures	Total	Aug 2021 (14 days)	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
Hygiene	51	5	16	8	8	0	14					
X-ray	5	0	2	1	2	0	0					
Emergency	9	1	1	0	2	3	2					
Other	2	0	0	0	0	0	2					
Operative	11	0	0	3	4	4	0					
Surgical	0	0	0	0	0	0	0					
Preventative	3	0	0	1	2	0	0					
Screening	8	0	0	1	0	5	2					
Exam	27	0	0	5	3	14	5					
	<b>116</b>	<b>6</b>	<b>19</b>	<b>19</b>	<b>21</b>	<b>26</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Dental Staff	Total	Aug 2021 (14 days)	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
UF Dentistry	0	0	0	9	9	23	7					
Hygienist	20	1	19	10	12	3	18					

## **Speech & Audiology**

The Speech and Audiology Department uses innovative technology to meet the needs of our students who are deaf/hard of hearing and visually impaired.

The audiologists continually update their knowledge and monitor trends in individual and small group amplification devices. Hearing aids and cochlear implants can connect to iPads, computers, and cell phones via Bluetooth with the growth in digital technology.

The speech-language pathologists have been using iPads for several years now. More and more, we are finding apps that focus on auditory, speech, and language development! Our department has progressed from simply using the apps as a reward for hard work to targeting key areas of speech and language when a student struggles.

Smartboards have been a tremendous asset for speech-language pathologists, especially when providing services to students in a small group. The speech-language pathologists have been very creative in using their smart boards for games, interactive worksheets, etc., to meet their students' needs.

## **Mental Health**

### **Department Expansion**

The Mental Health Department is growing! We have a new psychologist, Michelle Florio, who has joined us from the Rhode Island School for the Deaf, where she worked for the past 17 years. We also have a new social worker, Ileana Ruiz, joining us to fill the evening position. She has been a social worker for over 25 years, primarily in New York. Both have relocated to Florida recently and reside in the St. Augustine area.

### **Training and Conferences**

In January, Dr. Silke Douglas participated in Best Practices for Cognitive Evaluation of Students with Visual Impairment and Using a Team Approach when Evaluating Students with the Woodcock-Johnson IV Braille Adaptation webinars. Lucy Mitchell and Dee Stoddard attended the 2021-2022 FASFEPA and ECTAC Spring Technical Assistance Forum on February 1-3, 2022. Erica Wortherly will be attending the American Deafness and Rehabilitation Association Conference March 13-17.

### **Department Happenings**

There have been 14 new requests for Mental Health Services (12 Counseling Consults, 1 Behavior Consult, 1 Social Work Request) between December 1 and February 1. This semester, Lucy Mitchell will facilitate a 6-week Anger Management group with 8<sup>th</sup> & 9<sup>th</sup>-grade boys. Laura Pamer, Wendy Williams, and Erica Wortherly will present an overview of the mental health services provided at FSDB during a districtwide training on February 4.

### **Food Service**

The Foodservice department currently has 25 staff and has hired seven new staff this year. Training and operating has been challenging, but current and new staff meet the demands within the two kitchens preparing meals for students Sunday through Friday.

Extracurricular(Off-campus) activities have kept our department extremely busy with "pack-out" meals to go in addition to our regularly planned hot meals. Staff must have these meals prepared and packed for transportation, so students have meals at any location their activities are scheduled to occur.

Maintaining a full options menu with all the supply chain shortages has been challenging, but we have been able to keep the students from feeling the struggles.

We offered our Holiday meals and brought January in with our celebration lunch for "National Braille Month," with a menu chosen by our students in BHS for the entire campus.

We are currently focused on our Administrative Review, which happens every 3-5 years, to monitor our compliance with the Federal Programs that provide our school with many funded programs.

**Stan Gustetic**

Stan Gustetic  
Administrator Allied Health Services



## **Apartment Program**

A few weeks into the new year, the day-to-day operation of the Apartment Program continues to be extremely enjoyable. The young adults of the program display self-advocacy, practice daily living skills and enjoy positive peer interactions throughout campus. Several of our *Steps to Independence* program students take full advantage of their independent living skills during small group walking trips off-campus to our local community partner stores.

Our senior athletes who participate in basketball or goalball have had a great season. The basketball teams have had some competitive games. Athletics teach our senior student body teamwork, sportsmanship, and leadership – characteristics that contribute to their development as solid citizens. Sports teaches us that life is not just about winning but how we respond to failures in life. These are good life lessons.

We are halfway through the school year and heading toward graduation day in less than four months. Our Apartment Program team and young adults will focus on much-needed life skills for life after FSDB. Curriculum this semester will emphasize living skills such as creating a resume, applying for college or work, researching colleges, Job-Corps programs, independent living programs, and various vocations of their choice. Additionally, the team will be assisting our students in areas such as: selecting housing and managing a household; the importance of credit and credit score reports; the difference in student loans, grants, and scholarships; checking and saving accounts, personal loans, car loans, and interest rates; and apartment leases, rental agreements, mortgages, and property taxes. The team will prepare our young adults to transition into the next step of their lives as independent, life-long learning graduates of FSDB.

Every interaction with our students is a teachable opportunity. We look forward to a wonderful remainder of the school year full of learning experiences, community enrichment, academic excellence and support, fun, and teachable opportunities as we prepare our students for a lifetime of success.

## **Blind Department**

### Kramer Hall

- This month has been full of different events, big and small. The month started with a relay race across the playground, and throughout the race, staff acknowledged good sportsmanship and encouraged teamwork. The staff continued to discuss the importance of teamwork as we took students on a walk around campus to celebrate a good race. The students also had a blast welcoming two new students to the dorm with a welcome party. Students took the time to make "welcome to the dorm" cards and present them to the new students after snacks, dancing, and games. The staff helped the students show compassion, empathy, and understanding toward the new students. Each week, students enjoy showing off their table

manners at dinner. They pretend they are at a restaurant. They sit properly, no elbows on the table, chewing with their mouths closed, and showing overall good table manners.

- Highlights of the Month: This month, staff worked with Moses on room organization and hygiene skills, helping him set up a nightly routine to utilize the last few hours of each night effectively. They talked with him about the importance of helping others during a time of need. Moses agreed and was excited to try to uplift his classmate, who is new to the school, by helping her study spelling words each day. Staff have routinely worked with Kramer students on proper table manners and to thank each cafeteria staff for preparing their dinner. Students enjoyed numerous video game tournaments heavily focused on good sportsmanship. Students talked with staff about welcoming new guests into the dorm and how to make newcomers feel welcomed in an unfamiliar environment. Students worked together and made welcome cards for the new students. We welcomed two new girls to Kramer: Hannah and Braylie. This past month has been an excellent month for new experiences and new learning opportunities in a fun and exciting ways. The Kramer staff look forward to the upcoming months and the new experiences they will bring.

#### Cary White

- Pod 228: The girls in Cary White Pod 228 have had a great month in the dorm! We have seen a lot of growth from the girls over the past few months. Although they learn something new every day, we focus on specific lessons in our weekly curriculum. The students have been working hard with staff to improve their daily living skills. From reviewing basic hygiene to properly vacuuming, there is always something for these young ladies to learn or improve.

The girls especially enjoyed our lessons involving kitchen skills. They shared many laughs learning to crack an egg for the first time and using a hand mixer. The dorm favorite was making dessert pizzas from scratch! Our approach varies from student to student depending on their mobility skills and vision level, but they are all capable of so much and love to gain more independence. We work with the girls daily to ensure they have the proper tools to succeed when moving on from FSDB into the real world.

- Pod 229: The girls learned to make cake-pops and proudly devoured their carefully crafted creations. Briyannah joined the book club and has discovered a new excitement for reading and discussing the club's current book, *Jinxed*.

Jazmine and Teagan donned their new uniforms and cheered our basketball team to victory at an on-campus game. We discussed respect and its many forms and applications – how having mutual respect can strengthen friendships and how respecting personal belongings and personal space is essential when living with a roommate in the dorm. We did some hands-on learning in the kitchen for curriculum, practicing kitchen safety and cleaning procedures. The students did an excellent job, exhibiting patience with each other and fairness in delegating the steps of the recipe. This curriculum did much more than sharpen the girls' kitchen techniques; it also strengthened their communication and interpersonal skills.

- Pod 231: We have been working with the students on becoming more independent in their responsibilities. We encourage organization, cleaning up after themselves, and remembering to keep track of their belongings. We have also been working on social skills – particularly focused on dining habits, including techniques to "getting along with others" who you must be around

even if they aren't your friends. The dining habit practice also includes education about healthy food choices and recognizing your nutritional needs based on your activities and activity levels.

- Pod 232: It has been a great month for the students in 232! We have been working diligently on improving self-confidence and building self-esteem through affirmations. We teach the students the value of friendship, being a friend to someone, and choosing appropriate friendships. The students are also learning independence through dorm duties such as vacuuming and cleaning tabletops and desks, and while this seems a mundane chore for some, the students look forward to cleaning the dorm weekly.
- Pod 233: During this month's curriculum, we had classes on Basic First Aid and personal growth through bullying. The students participated in the Basic First Aid class and showed a lot of interest. They were able to work through the process together, from 'Assessing the Scene' to Giving EMTs the information they need when they arrive. Regarding bullying, we discussed the importance of determining actual bullying from misunderstanding, and we also discussed the reporting requirements and consequences if a bullying claim is founded.

#### Koger Hall

- *Taking the Lead*. An endowment-funded project created by Koger Hall Senior Residential Instructor, Patrice Raymond, will start again soon! The recent impact of student and staff absences made us cancel for this past month, but we will be up and running next month.

Goals for *Taking the Lead* include:

- Planning a purchase within a budget
  - All points of contact accomplished by the student
  - Blind and VI students learning to find and utilize Service Centers and Service Specialists to help find the best values when shopping
  - Executing their plan as staff follow behind, assuring them they are safe
  - Increasing the values of self-advocacy, autonomy, self-confidence, generosity, social etiquette, and intrinsic reward
  - The students feel like they have overcome major fears of the unknown
  - Students gain community service hours
  - Students can learn safely through possibly making errors
  - To budget for an activity of giving back while enjoying the intrinsic reward
- Student Highlight of the Month: Sofia, a sophomore, shows some fundamental leadership skills! She mentioned to her dorm staff that she wanted to teach a curriculum class on "the psychological needs of a child and how these can be provided." She reported she is taking Psychology and is very excited about it. She wanted some time to prepare for her lesson and is looking forward to the opportunity to share what she is learning.

Sofia has demonstrated independence in other new ways by taking care of herself. Almost daily now, she rolls out the yoga mat and works out, which she says took some overcoming to do with her roommate in the room. Sofia has also begun to take college classes in Forensics at SJRSC. She is an exceptional young woman who enjoys challenging herself, and she is rising to the occasion!

#### MacWilliams Hall

- MacWilliams Hall young men have started a mentorship program for the middle school boys of Cary White dorm. It began with the supervisors of each dorm discussing how we could provide

peer to peer leadership for the young men of MacWilliams Hall and having the male staff influence. Meeting with MacWilliams staff members, Mr. Jervell and Mr. Jimmy, about what kind of program we could put together to meet this need. We came up with that each of us, every other week, would take turns and bring some of our students to interact with the boys of Cary White.

- We kicked this off just before Winter Break, and we have received positive feedback from the staff and students who have participated, from both MacWilliams Hall and Cary White. Our young men can support the younger students by helping with homework, socializing, and developing their social interaction skills. They play games like Uno and Connect Four and share their talents of playing instruments and singing together. During all this, they are building relationships that could give these younger students an older peer to look up to and even seek guidance from as they mature and transition into the high school program in the future.
- I am most proud of MacWilliams staff and students for taking this on with such enthusiasm and energy. MacWilliams students can use this program for community service, but I do not think this is their motivation. They really enjoy the interaction with the younger guys. A couple of our freshmen mentioned that they "wish they would have had this when they were in middle school." I believe this program will be incredibly beneficial to our students as we progress through the remainder of this year – and for years to come.

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

### Vaill Hall

- Vaill Hall curriculum activities included how to accept and give praise. We used our PBIS Behavior Rewards and school achievements as an opportunity to teach students to congratulate each other and give examples.
- We have been teaching time management. Students are being introduced to determine the amount of free time after their daily responsibilities are completed and how to make choices between time for a snack, free time, technology time, and bedtime.
- We also worked on our manners during meals by practicing in the cafeteria.
- The students continue to work on personal hygiene and are given examples of washing and retaught after-hygiene activities.
- Some students learned what they needed to do to participate in a team and play basketball.
- Students learned how to get in line and order from the concession at sporting events. They learned how to add the cost of the items they wanted and see if they had enough money.
- Other students made their pizzas and learned how to make grilled cheese. The students love to make food and enjoy eating what they have learned to make.
- One pod placed 2nd for behavior in December and is looking forward to a trip to the Quilting Guild that donates quilts to FSDB every year.
- Vaill Hall will be having a Super Bowl party with hotdogs, chips, and a football pool that students will compete in to win their very own pizzas.

### Gregg Hall

- In Gregg Hall, our curriculum has focused on the appropriate conversation in social settings and understanding how one's emotions can affect others. The staff has used role-playing scenarios and individual reminders and suggestions when situations arise.

- On January 19, we had our first dorm trip of the school year. We went to Epic Theaters and enjoyed *Ghostbusters: Afterlife*. The girls had a chance to demonstrate appropriate behavior in public and practice their money skills when ordering at the concession stand.
- We are looking forward to Super Bowl Sunday. The girls will enjoy pizza, chips, drinks, and cupcakes while cheering on their favorite team!

#### McLane Hall

- To honor and celebrate Martin Luther King Jr.'s Holiday, McLane Hall students did an "I Have a Dream" activity paper and wrote about their experiences and dreams for the future. The staff collected the activity papers and put them on a poster to prepare for Black History Month.
- The Yellow Labradors, 6th and 7th-grade group, won the House Point challenge for December. They will be enjoying a pizza party with ice cream as their reward. They earned their points by showing Respect, Responsibility, and Cooperation in the dorm setting. They did a fantastic job. Congratulations, Yellow Labradors!
- The students also enjoyed an activity about feelings. The boys played a fishing game where they caught fish and then read the prompt on the bottom of the toy fish. This activity helped the students identify and express their feelings and develop a sense of empathy and understanding toward their peers.

### **Deaf Department High School**

#### James Hall

- The curriculum for January included reinforcing the proper ways to wash your hands, knowing the signs and symptoms of illnesses, and how to protect and prevent them. This curriculum cooperates with the PBIS character, which is a success.
- Some students picked up trash off-campus for community service this month to help keep our environment clean. Some students had the opportunity to help organize our Campus Museum to earn community hours.
- Our upcoming activity will be a Super Bowl party for the girls to enjoy pizza, drinks, chips, and desserts.

#### Rhyne Hall

- For curriculum, the Rhyne Hall boys are finishing brushing up their interview skills to be prepared to enter the workforce. The staff has also been teaching them basic mechanical skills. Staff showed the boys how to change the battery in their car. Staff demonstrated this to the boys and talked about maintaining safety around the positive and negative wires. For the PBIS goal, the staff taught the boys about teamwork. Staff have set up several different curricula to teach about working together as a team. One example of teamwork and cooperation was with the boys. They had to lower a yardstick to the ground without taking their fingers off the yardstick. This taught the boys that they needed to work as a team and find a way to communicate with their teammates. If one finger came off the yardstick, they had to start over; this was a challenging game for them, and they learned that if you do not succeed at something, it is just as important that you try.
- The boys walked around campus, picking up trash for their community service. Some of the boys also helped in the Deaf library with organizing. Several Rhyne Hall students have also worked in

the FSDB Museum to help clean and organize things. The boys have also cleaned the dorm and helped clean out the Rhyne Hall storage unit.

- The boys are in the process of planning a Super Bowl party in Rhyne Hall. We will broadcast the Super Bowl through the projectors in the TV rooms of Rhyne Hall, and the boys will have pizza, chips, drinks, and a dessert. The boys enjoy this celebration because they get to stay up late, watch the game with their friends and staff, and show their support for their team. The staff and students will be dressing in the spirit of the team they support, and the student on each floor who shows the most team spirit will win a prize.

### Recreation Department

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

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

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

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

#### 1/2/22 – 1/6/22

DES Steal the Bacon/Team Game

BES Trivia

DMS Trivia

BMS Trivia

DHS/BHS Trivia, Basketball, Weight Training, Cardio Track, Team games

#### 1/10/22 – 1/13/22

DES Kickball

BES Cobra Ball

DMS Team Games

BMS Cobra Ball

DHS/BHS Team Games, Table Games, Weight Training, King Pin Soccer, Under-the-Net Volleyball

#### 1/17/22 – 1/20/22

DES Team Games

BES Table Games

DMS Swedish Kickball

BMS Under-the-Net Volleyball

DHS/BHS Team Games, Swedish Kickball, Weight Training, Bowling

#### 1/24/22 – 1/27/22

DES Bowling

BES Bowling

DMS Bowling/Table Games, Hula-Hoop Freeze Tag

BMS Bowling/Table Games

DHS/BHS Bowling/Table Games, Hula-Hoop Freeze Tag, Weight Training, Arts/Crafts, Switch Games

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

The Blind/Visually Impaired Recreation/Sports Development group develops skills and confidence through yoga and band/weight training.

The Elementary Dance program is ready to work on more difficult skills and steps. The students are now working on their dances for the Spring Recital, which will be on Thursday, May 5, 2022, at 7 p.m. in Kirk Auditorium. Please come to support the student dancers!

### **Staff Training & Development and Student Independent Living Skills**

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

### **Professional Development Activities**

Eyvolle M. Pamphile completed and participated in the following:

- Training Magazine Network: Webinar on 1/13/22 – *Icebreakers to Awkward-Proof Virtual and Face-to-Face Training*
- Training Magazine Network: Webinar on 1/19/22 – *Shut Up So Learners Can Learn: No Lecture Virtual Training*
- Training Magazine Network: Webinar on 1/20/22 – *Simple Steps to Build 5 Custom Learning Interactions in Adobe Captivate*
- Training Magazine Network: Webinar on 1/25/22 – *W.I.S.E. Up: Women, Inclusion, and Self-Improvement*
- ON24: Webinar on 1/26/22 – *Driving Growth in the Hybrid Era: Adaptive Digital Business Processes and Technology*
- Training Magazine Network: Webinar on 1/28/22 – *Language, Labels and the Litmus Test: A DEI Discussion Session*
- Training Magazine Network: Webinar on 2/3/22 – *The Art of Asking Questions in Virtual Events*
- Training Magazine Network: Webinar on 2/3/22 – *Power Up Blended Learning in Hybrid Workplaces*
- Training Magazine Network: Webinar on 2/8/22 – *Company Culture for a Virtual Workforce*
- Training Magazine Network: Webinar on 2/8/22 – *How to Align and Design DEI Solutions to Deliver Results*
- Training Magazine Network: Webinar on 2/9/22 – *How to be a Super Facilitator in Virtual Training*
- Training Magazine Network: Webinar on 2/15/22 – *Leading with Happiness: Proven Ways to Lead Positive Change and Embrace the New World of Work Well-Being*
- Training Magazine Network: Webinar on 2/16/22 – *5 Coaching Models to Reinforce Your Training*
- Training Magazine Network: Webinar on 2/16/22 – *Pivot with Passion: Build Leadership Engagement at All Levels*
- Training Magazine Network: Webinar on 2/17/22 – *Essentials for Easy Virtual Classroom Conversion*
- Training Magazine Network: Webinar on 2/24/22 – *Design Learning to Avoid Failures and Errors*

**Staff Workshops:** Spring 2022 Boarding Department Professional Development Program:

- **Spring 2022 Blind Department Professional Development Program:**
  - 12 Week Basic Orientation & Mobility with Cristina Sapp, FSDB Orientation & Mobility Specialist, began on 2/2/22
  - 12 Week Braille I with Mary Bilancio, FSDB Blind Department Parent Advisor and State Trainer, began on 1/25/22
- **2/3/22 – Dual Sensory Impaired (DSI) Training** for James Hall evening shift, with FSDB Orientation and Mobility Specialist Tim Puch

**Monthly Staff In-Service Trainings & Updates**

Monthly In-Service via the BP In-Service Training: 2021-2022 Google Classroom for 125 staff.

1/9/22 to 1/17/22: Integrity #5 – The Three W's of Integrity – Your Worth

1/23/22 to 1/30/22: Integrity #6 – The Three W's of Integrity – Your Word

2/6/22 to 2/13/22: Integrity #7 – The Three W's of Integrity – Your Wholeness

2/21/22 to 2/28/22: Integrity #8 – Building Empathy to Address Critical Topics

- The 125 staff completed these sessions within the required timeframe and participated in supervisor-led face-to-face or Teams Group discussions on each topic.
- These sessions support FSDB's Strategic Planning Goal #2: Develop face-to-face and virtual professional development activities to support non-academic staff to acquire workplace skills through training events and online formats such as but not limited to Google Classroom, Yammer Groups, Teams Groups.
- These sessions also support FSDB's Staffing Goal: To recruit, train, and maintain qualified staff.

**Student Independent Living Skills (ILS) Workshops**

2/22/22: *Financial Workshop* for MacWilliams Hall dorm students, with FSDB Student Bank Accountant Supervisor Jen Hiddleston.

**LCCE Objectives: 1.5.2 and 1.6.1 & 2**

Competency 1 – Managing Personal Finances

5 – Use Credit Responsibly

2 – Name Advantages and Disadvantages of Using Credit Cards

6 – Use Banking Services

1 – Open a Checking Account

2 – Open a Savings Account

ILS Hour schedule:

3<sup>rd</sup> Quarter ILS Hour began on 01/09/22 and will end on 03/02/22 for elementary to high school dorms and 02/22/22 for Apartment Program dorms.

Weekly Sessions: Elementary to High School Dorms:

- Mondays – Vaill, McLane, Gregg, Koger, and MacWilliams Halls
- Wednesdays – Kramer Hall and Cary White Dorm
- Sundays – James and Rhyne Halls

Bi-Weekly Sessions: Apartment Dorms:

- Mondays – Collins House, Wartmann Hall (2<sup>nd</sup> Floor)
- Tuesdays – Bloxham Hall (1<sup>st</sup> Floor), Ray Charles Center (1<sup>st</sup> Floor), Ray Charles Center (2<sup>nd</sup> Floor), Ted Johnson Center (1<sup>st</sup> Floor), and Ted Johnson Center (2<sup>nd</sup> Floor)
- Wednesdays – Wartmann Hall (1<sup>st</sup> Floor)

**Breaks & Holidays**

Long Weekend: Martin Luther King, Jr. Holiday scheduled from 1/13/22 to 1/17/22; boarding students returned 1/17/22, and classes resumed 1/18/22.

Long Weekend scheduled from 2/18/22 to 2/21/22; boarding students returned 2/21/22, and classes resumed 2/22/22.

**Respectfully submitted by:**

Kathleen Grunder  
Administrator of Residential Services



**Florida School for  
the Deaf & the Blind**

*Do More. Be More. Achieve More.*

ADMINISTRATOR OF BUSINESS SERVICES  
BOARD REPORT  
BOARD OF TRUSTEES MEETING  
FEBRUARY 25, 2022

**ACCOUNTING/BUDGETS AND GRANTS**  
Submitted by John Wester, Comptroller and Alison Crozier, Executive Director of Budgets and Grants

**Accounting**

Prompt Payment – Section 215.422, Florida Statutes, compliance (Prompt Payment of Vendor Invoices): For the period ended January 31, 2022, 100.00% of 202 invoices were paid in accordance with the statute (compliance minimum is 95%).

**Purchasing**

Tangible Personal Property Inventory – Rule 69I-72.006, Florida Administrative Code: The annual inventory of property is proceeding as planned.

**Budget Revision-#2**

Revision #2A – Category 104166 reflects budget realignments in the Federal Grants Trust Fund (Fund 2261) and the Grants and Donations Trust Fund (Fund 2339), net effect zero.

<b>FY 2021-22 FEDERAL GRANTS TRUST FUND (104166)</b>	<b>Revision #1</b>	<b>Recommended Adjustment</b>	<b>Revision #2</b>
Salaries and Benefits	1,328,018	(101,347)	1,226,671
Other Personal Services	516,563	(195,092)	321,471
Expense	220,222	245,126	465,348
Food Products	20,000	51,313	71,313
Overtime	<u>1,000</u>	<u>0</u>	<u>1,000</u>
<b>TOTAL FEDERAL GRANTS TRUST FUND (FUND 2261)</b>	<b>2,085,803</b>	<b>-</b>	<b>2,085,803</b>

<b>FY 2021-22 GRANTS AND DONATIONS TRUST FUND (104166)</b>	<b>Revision #1</b>	<b>Recommended Adjustment</b>	<b>Revision #2</b>
Salaries and Benefits	866,635	(76,736)	789,899
Other Personal Services	1,261,214	0	1,261,214
Expense	475,990	23,928	499,918
Operating Capital Outlay	20,000	51,308	71,308
Overtime	<u>2,500</u>	<u>1,500</u>	<u>4,000</u>
<b>TOTAL GRANTS AND DONATIONS TRUST FUND (FUND 2339)</b>	<b>2,626,339</b>	<b>-</b>	<b>2,626,339</b>

The recommended external category adjustments in the Federal Grants Trust Fund and the Grants and Donations Trust Fund will ensure resources are utilized in the most efficient manner. When the

budget was developed, it was anticipated the ESSER II funding would support OPS expenditures. However, it was determined that purchasing technology expense items for the schools, like iPads and assistive technology, would maximize the funding opportunity. Also, a budget reallocation is recommended within the National Lunch and Breakfast Program to expand the existing milk purchases to include other eligible breakfast and lunch expenditures. An external category adjustment is also recommended in the Grants and Donations Trust fund to align the budget with the statewide object codes for purchasing audiology equipment. Lastly, after analyzing the overtime budget, it is recommended that a budget reallocation be implemented to support the pace of potential overtime expenditures for the remaining fiscal year.

**Revision #2B** – Category 130300 reflects a budget realignment to support property enhancements, net effect zero.

<b>FY 2021-22 Recommended Projects</b>	<b>Original Budget</b>	<b>Recommended Adjustment</b>	<b>Revision #2</b>
Construction - Professional Services	320,000.00	0	320,000.00
Food Service Equipment	55,365.00	0	55,365.00
Technology	656,808.00	0	656,808.00
Furniture	35,000.00	0	35,000.00
Mechanical Enhancements	530,000.00	0	530,000.00
Structural Enhancements	1,101,485.00	0	1,101,485.00
Property Enhancements	660,000.00	100,000.00	760,000.00
Safety/Security/Health/Welfare Enhancements	1,206,868.10	(100,000.00)	1,106,868.10
Transportation Vehicles	<u>605,277.00</u>	<u>-</u>	<u>605,277.00</u>
<b>Subtotal - Recommended Projects</b>	<b>5,170,803.10</b>	<b>-</b>	<b>5,170,803.10</b>

The recommended project adjustment in the General Revenue carry forward provides funds to recarpet the floors in the Wilson Music Building.

**ADVANCEMENT**

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

Please join us in welcoming Traci Anderson, Executive Director of Advancement, to the Business Services Department of FSDB. Traci graduated Magna Cum Laude with her Bachelor of Applied Science specializing in Organizational Management. She is a member of Phi Theta Kappa, the Society for Collegiate Leadership, and Toastmasters. Traci comes to us from County government with several years of experience in finance, environmental reviews, and supervising the intake center for the Restore St. Johns Grant Program.

Traci is a native Floridian. She has a passion for helping others succeed, learning sign language, and gaming with her daughter. She has been married for 13 years to a wonderful, supportive husband named Mark and has one child, Alexi, who is not only beautiful but also an exceptional student.

Traci is excited about the opportunity to promote the acquisition and use of private funds to enhance the value-added projects at FSDB. With her expertise in grant management, she will serve as a knowledgeable resource for campus stakeholders as they develop and implement projects. She looks forward to representing the School's philanthropic interest through community engagement as she shares our amazing story with individuals, groups, and organizations throughout Florida.

Traci's office is located in Moore Hall (Room 113). She may be reached via email at [andersont4@fsdbk12.org](mailto:andersont4@fsdbk12.org) and at extension 2235. Traci, welcome to the team!

<p><b>Donations for December 2021</b>                  Number of Donors = 604                  Number of Donations = 626                  Dollars Received = \$492,085.98</p>	<p><b>Donations for December 2020</b>                  Number of Donors = 544                  Number of Donations = 552                  Dollars Received = \$509,297.05 *</p>
<p><b>2021/2022 Current FY to Date as of December 31, 2021</b>                  Number of Donors = 1,438                  Number of Donations = 2,156                  Dollars Received = \$1,175,433.86</p>	<p><b>2021/2022 Last FY to Date as of December 31, 2020</b>                  Number of Donors = 1,393                  Number of Donations = 2,003                  Dollars Received = \$1,030,018.00*</p>

*\*Excludes the \$10,000,000 Foundation for the Schools for the Deaf and the Blind donation.*

**CAMPUS POLICE**  
 Submitted by Jerry Chandlee, Chief of Campus Police

**2021 ANNUAL REPORT OF CRIME STATISTICS**

CRIME OFFENSES	2018	2019	2020	2021
MURDER	0	0	0	0
FORCIBLE SEX OFFENSE	0	0	0	0
ROBBERY	0	0	0	0
AGGRAVATED ASSAULT	0	0	0	1
AGGRAVATED STALKING	0	0	0	0
BURGLARY	0	0	0	0
LARCENY/THEFT	0	1	1	0
MOTOR VEHICLE THEFT	0	0	0	0
KIDNAP/ABDUCTION	0	0	0	0
ARSON	0	0	0	0
SIMPLE ASSAULT	1	0	0	0
SIMPLE STALKING	0	0	0	0
DRUGS/NARCOTICS	1	1	0	4
BRIBERY	0	0	0	0
EMBEZZLEMENT	0	0	0	0
FRAUD	0	0	0	0

COUNTERFEIT/FORGERY	0	0	0	0
EXTORTION/BLACKMAIL	0	0	0	0
INTIMIDATION	0	0	0	0
PROSTITUTION	0	0	0	0
NON-FORCIBLE SEX OFFENSES	0	0	0	0
BUY/RECEIVE/POSSESS STOLEN PROPERTY	0	0	0	0
DUI	0	0	0	0
DESTRUCTION/DAMAGE/VANDALISM	0	0	0	1
GAMBLING	0	0	0	0
WEAPONS VIOLATION	0	0	0	0
LIQUOR LAW VIOLATION	0	0	0	0
MISCELLANEOUS	0	0	0	0
TOTAL	2	0	0	6
STOLEN PROPERTY VALUES REPORTED	\$0	\$70	\$394	\$0
STOLEN PROPERTY VALUES RECOVERED	\$0	\$0	\$394	\$0
ARRESTS	1	1	1	1

**\*\*NOTE\*\* The one arrest was student-related.**

### **INVESTMENT PERFORMANCE**

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

#### **Endowment I**

During the month of January, the endowment decreased -\$780,607.74 (-3.78%), +10.12% during 2021, and +6.98% for the trailing 12 months with a closing portfolio value of \$19,898,296.58. Dividends and interest income totaled +\$30,954.58, and accrued interest decreased -\$3,312.19. During the same period, the Benchmark decreased -4.10%, increased +9.23%, and +5.12%, respectively. According to Bloomberg, as of January 31st, the average moderate diversified portfolio has decreased -3.4% for the month and increased 8.1% during 2021. Additionally, \$271,082.77 was deposited during the month.

"As goes January, so goes the year." This famous Wall Street adage predicts that the tone for the market's annual performance is set in the first month of the year. Just as Groundhog Day, on February 2, predicts when spring will arrive, the market prognosticators provide guidance on how long January's shadow will remain throughout the year. The increased volatility we have seen over the past several months is most likely due to fears of the Federal Reserve tightening conditions to reduce liquidity, continued uncertainty caused by the specter of inflation, and political and geopolitical risks. Volatility is a normal occurrence of investing but tends to cause greater stress when it occurs to the downside (ex: when stocks declined 34% in March 2020). In 2020, the S&P 500 closed down at least 1% for the day at least 45 times, with five of those drops greater than 5% or more (Zewig, Jason. "Be the Calm in the Market Storm" Wall Street Journal 1/29/2022). History shows that since 1928-2019, the S&P Index has experienced a drop of 10%, or more, approximately every seven months. While corrections bring anxiety, a correction is a natural periodical occurrence. It is important to understand that the current news cycle influences volatility and our emotions in the short term but rarely has the same impact in the long term. Long-term performance and fulfilling

your goals are predicated on understanding your investment model and adherence to market discipline in times of turbulence.

As the market reaches nearly full employment following uncertain labor rates due to the pandemic, rising inflation will be the main factor in driving Fed policy as well as consumer behavior. If inflation rates remain high, consumers could rein in their spending, which would threaten the pace of growth for a year that begins otherwise. It has a good chance to finally overcome the challenges of the pandemic's influence. Consumer spending accounts for two-thirds of gross domestic product (GDP). As investors turn their attention to the midterm elections, politics will continue to play a large role in government spending as well.

Looking ahead, we believe volatility will remain elevated in the short term. We would expect market focus to gradually shift back to the positive earnings and economic growth outlook. We remain vigilant to our discipline and process and look for additional opportunities with changing market conditions. As of February 2nd, our central scenario forecast for the S&P 500 is to increase to 5,100 (+12.9%) by year-end 2022.

### **Endowment II**

During January, the endowment decreased -\$461,905.80 (-3.81%), +6.2% during 2021, and increased +2.16% since funds have been invested beginning 02/09/21. Closing portfolio value, as of 01/30/22 is \$11,569,446.11. Dividends and interest income totalled +\$16,167.93, and accrued interest increased +\$2,760.88. During the same period, the Benchmark decreased -4.24%, +4.63%, and increased +1.96%, respectively.

## **SAFETY AND FACILITIES OPERATIONS**

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

### **Safety Risk Management Plan**

- Safety testing and inspections have continued as scheduled with zero variations from the standard.
- Fire sprinkler inspections and maintenance have continued; deficiencies remedied. Fire sprinkler upgrades were completed over break.
- Emergency preparedness drills have continued as scheduled.
- Transportation has performed monthly bus/vehicle inspections with zero variations.
- Allied Health Services reports their biohazard program is operating within protocol with zero variations.
- Food Services has not had a random inspection since September 3, 2021. According to the Director of Culinary Programs, there have been no reported violations or corrective actions.

### **Project Management**

- The Cary White roofing project is an active work in progress, with crews on-site daily.
- The Campus sign project for the Genoply and Causeway locations is underway. Preliminary drawings have been received from the architect.
- Cooling Tower project demolition is complete, and site work is underway.

- In cooperation with the City of St. Augustine (C.O.S.A.), planning of the Alfred-Douglas greenspace is underway.
- Planning of the LBR and CFMP—driven by the Facilities Condition Assessment (FCA) and current campus conditions—continues.
- The Campus domestic water isolation valve project started January 31, 2022, and is underway.
- Candidate reviews for professional services have begun, and two vendors are preparing presentations for the Gregg project. Work with RSM for language, planning, and expectations to continue.
- The new Radio antenna is on-site, and the foundation will be poured on February 4, 2022.
- Observation deck upgrades at the floating dock/kayak launch area have been completed, and the walkway has been delivered. The installation will be managed by FSDB staff.
- Safety Department has begun weather strobe and camera upgrades.
- SaFO has worked with the C.O.S.A. to repair the manhole on Genoply St.
- SaFO continues to manage projects in alignment with Campus/Facilities Master Plan and Public Education Capital Outlay (PECO) Legislative Budget Request. Project Management meetings are held regularly concerning Safety/Security, Essential Equipment Maintenance, Technology, and Facility Infrastructure Repairs. Meetings focus on new projects, the progress of existing projects, and budget management.

### **TRAINING AND QUALITY ASSURANCE**

**Submitted by Paula Libassi and Zach Lang, Research and Training Specialists, and Julia Mintzer, Administrator of Business Services**

#### **Training**

January proved to be a productive month for our department, as we successfully re-certified our two Lifeguard instructors and coordinated the initial certification of six new CPI instructors – four of whom are from the Boarding Department and will spearhead the CPI training needs for our dorm staff members as they contribute to the ongoing success of our students.

The TQA department will undergo the necessary training to become "site coordinators" for Mental Health First Aid; so that the department assumes the responsibilities for getting new staff members registered on the site and enrolled in the necessary online components for their required Youth Mental Health First Aid course. This shift of course management aligns with the responsibilities TQA already holds for our other in-service training and allows our YMHFA instructors (all certified mental health professionals) to spend more time with our students.

The following compliance training courses were launched on January 18<sup>th</sup> for the Spring 2022 semester:

- Attendance and Leave
- Preventing Sexual Harassment
- General Workplace Safety
- Personal Protective Equipment
- Homeless Students Policy

- Transgender Students Policy
- Hazardous Materials

The remaining trainings are anticipated to be launched prior to the February 25<sup>th</sup> Board of Trustees Meeting:

- FERPA
- Threat Assessment Process
- My Florida Marketplace (MFMP) Training
- Identifying and Reporting Fraud, Waste, and Abuse
- QPR Annual Update

### **Climate Surveys**

TQA has also begun the necessary steps in preparation for "Survey Season," as the department oversees the production, distribution, collection, and analysis of the Climate Surveys for Students, Parents, and Academic Staff.

### **Strategic Planning**

The Strategic Leadership Team continues to draft the 2022-2027 FSDB Strategic Plan by further defining Core Values, establishing Strategic Priorities, and generating Goals and Action Items. The team continues to encourage input from departments across campus as we prepare a plan to be presented for Board approval that will serve as a guidance document in support of the Mission and Vision.

### **Quality Assurance Plan**

The Quality Assurance Team recently completed a quarterly update of the Quality Assurance Plan. During these meetings, the team re-visits the following indicators:

- Monitoring of the Provision of Student Education, Services, and Care
- Monitoring of the Role and Scope
- Monitoring of Facility Safety and Maintenance
- Behavior Trend Analysis
- Internal Management Directives
- Safe Schools

## **TRANSPORTATION**

**Submitted by Trish McFadden, Executive Director of Transportation**

The second-semester bus evacuation drills were conducted during the week of January 31, 2022.

Evacuation drills are an integral part of the department's safety initiatives and a requirement from the Florida Department of Education. During the first six weeks of each semester, students that regularly ride a school bus and persons qualified to transport students participate in unannounced evacuation drills.

These drills are designed to familiarize students with evacuation procedures and their role in the event of an emergency. To pass the drill, staff and students must successfully exit the bus in under two minutes. Students are instructed to leave their personal belongings on the bus, and staff are required to exit the bus with the route book and their two-way radio. Except for one bus that did not pass on the first attempt (exceeded the time limit by 21 seconds), all buses passed the evacuation drill successfully on their first attempt. The bus that did not pass the first drill repeated the evacuation process and passed successfully.

The department is also preparing for the Safety Education Fair, which is scheduled for Wednesday, February 23, 2022. This educational opportunity is designed to promote personal safety awareness for youth and adolescents. In addition, students learn about safety careers and the required education and training needed to be successful in these positions.

We are very excited to welcome our agency safety partners to share their program services and information with our students.

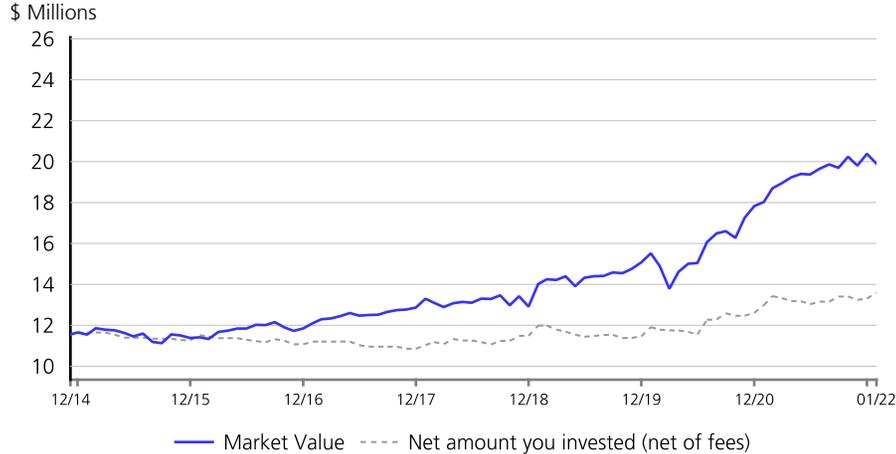
**Respectfully Submitted,**  
**Julia Mintzer**  
**Administrator of Business Services**



# Performance review

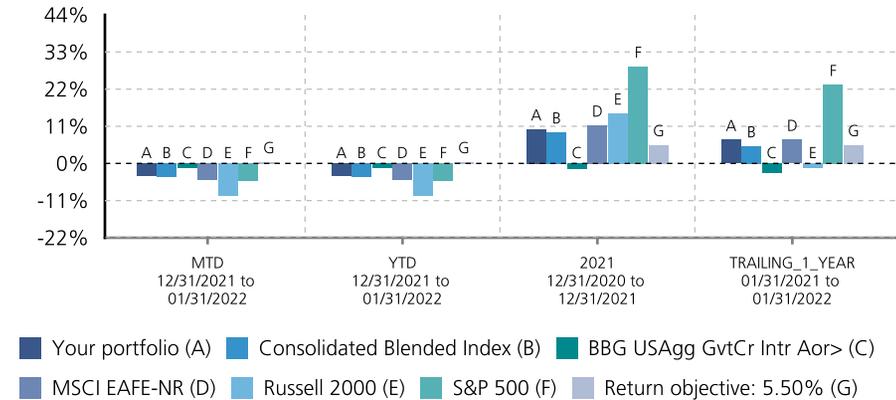
as of January 31, 2022

## Sources of portfolio value



## Portfolio and selected benchmark returns

Net Time-weighted returns annualized



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

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

## Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 12/31/2021 to 01/31/2022	YTD 12/31/2021 to 01/31/2022	2021 12/31/2020 to 12/31/2021	1 Year 01/31/2021 to 01/31/2022
<b>Opening value</b>	<b>20,380,179.16</b>	<b>20,380,179.16</b>	<b>17,823,052.27</b>	<b>18,024,351.01</b>
Net deposits/withdrawals	271,082.77	271,082.77	587,003.11	507,739.77
Div./interest income	30,954.58	30,954.58	380,154.24	382,694.80
Change in accr. interest	-3,312.19	-3,312.19	1,619.20	2,615.83
Change in value	-780,607.74	-780,607.74	1,588,350.34	980,895.16
<b>Closing value</b>	<b>19,898,296.58</b>	<b>19,898,296.58</b>	<b>20,380,179.16</b>	<b>19,898,296.58</b>
Net Time-weighted ROR	-3.78	-3.78	10.12	6.98

Net deposits and withdrawals include program and account fees.

## Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 12/31/2021 to 01/31/2022	YTD 12/31/2021 to 01/31/2022	2021 12/31/2020 to 12/31/2021	1 Year 01/31/2021 to 01/31/2022
<b>Your portfolio(%)</b>	<b>-3.78</b>	<b>-3.78</b>	<b>10.12</b>	<b>6.98</b>
Consolidated Blended Index	-4.10	-4.10	9.23	5.12
BBG USAgg GvtCr Intr Aor>	-1.37	-1.37	-1.60	-2.69
MSCI EAFE-NR	-4.83	-4.83	11.26	7.03
Russell 2000	-9.63	-9.63	14.82	-1.21
S&P 500	-5.17	-5.17	28.71	23.29
Return objective: 5.50%	0.46	0.46	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, February 25, 2022

# Additional information about your portfolio

as of January 31, 2022

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

	Performance	Start date to Start date	ITD
Consolidated	12/08/2014	01/31/2022	6.19%

## 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 January 31, 2022

Consolidated report prepared for Board Of Trustees For

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

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		12/31/2021 to 01/31/2022	01/31/2021 to 01/31/2022	01/31/2019 to 01/31/2022	01/31/2017 to 01/31/2022	01/31/2015 to 01/31/2022	01/31/2012 to 01/31/2022
<b>Cash Alternatives</b>	US Treasury Bill - 3 Mos	0.00	0.04	0.86	1.08	0.81	0.58
<b>US - Fixed Income</b>	BBG Agg Bond	-2.15	-2.97	3.66	3.08	2.37	2.58
	BBG Muni 1-10Y 1-12Y	-2.22	-2.07	2.38	2.47	2.00	2.22
	BBG Muni 5 Yr 4-6 TR	-2.42	-2.41	2.18	2.25	1.82	2.02
	BBG Muni 7 Yr 6-8 TR	-2.72	-2.79	2.69	2.88	2.30	2.62
	BBG Muni Bond	-2.74	-1.89	3.50	3.46	2.81	3.20
	BBG US Agg Gvt & CR 1-3 Y	-0.72	-1.22	1.90	1.67	1.42	1.28
	BBG US Gov/CorpInter TR	-1.47	-2.62	3.05	2.55	2.07	2.12
<b>Global/International - Fixed Income</b>	BBG GblAgg	-2.05	-5.83	2.36	2.70	1.94	1.39
	BBG GblAgg ex-USD	-1.96	-7.92	1.16	2.28	1.47	0.40
<b>US Equity</b>	Dow Jones Ind Avg	-3.24	19.36	14.46	14.61	13.38	13.43
	NAREIT Equity	-7.93	30.18	12.47	10.57	8.25	10.60
	NASDAQ Composite	-8.98	8.95	25.03	20.45	17.38	17.59
	Russell 1000	-5.64	20.32	20.49	16.58	14.33	15.31
	Russell 1000 Growth	-8.58	17.52	26.42	22.26	18.31	18.01
	Russell 1000 Value	-2.33	23.37	13.83	10.48	9.99	12.27
	Russell 2000	-9.63	-1.21	11.98	9.68	9.68	11.32
	Russell 2000 Growth	-13.40	-15.04	11.35	10.92	9.74	11.69
	Russell 2000 Value	-5.83	14.75	11.71	7.92	9.17	10.64
	Russell 2500	-8.32	5.75	14.19	11.48	10.68	12.42
	Russell 3000	-5.88	18.80	19.91	16.10	14.01	15.02
	Russell Mid Cap	-7.37	13.85	16.13	12.80	11.25	13.35
	Russell Mid Cap Growth	-12.90	-1.49	17.37	15.79	12.93	14.21
	Russell Mid Cap Value	-4.27	23.14	14.09	9.88	9.50	12.39
	S&P 400 Mid Cap	-7.21	14.05	14.54	11.03	10.79	12.62
	S&P 500	-5.17	23.29	20.69	16.77	14.55	15.41
<b>Global/International - Equity</b>	MSCI AC World - NR	-4.91	13.23	15.40	12.63	10.35	10.65
	MSCI ACWI xUSA-NR	-3.69	3.63	9.08	8.03	6.00	6.18
	MSCI EAFE-NR	-4.83	7.03	9.33	7.85	5.93	6.93
	MSCI Emerging Markets-NR	-1.89	-7.23	7.19	8.29	5.73	4.16
	MSCI Emerging Markets-PR	-1.93	-9.13	4.79	5.85	3.31	1.71
	MSCI World	-5.27	17.03	17.14	13.83	11.55	12.14
<b>Commodities</b>	DJ UBS Commodity	8.78	34.73	11.00	5.39	1.82	-2.27
	Goldman Sachs Commodity	11.63	49.30	8.85	5.38	0.50	-4.66
<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	0.48	0.45	-1.51	-1.33	-0.85	-0.57
	HFRX Event Driven	-0.75	-0.88	5.21	2.13	2.38	2.71
<b>Balanced</b>	S&P 500 40% /BBG Agg 60%	-3.36	7.01	10.58	8.68	7.37	7.78
	S&P 500 50% /BBG Agg 50%	-3.66	9.62	12.30	10.06	8.60	9.07
	S&P 500 60% /BBG Agg 40%	-3.97	12.26	14.00	11.43	9.81	10.35
<b>Miscellaneous</b>	Consumer Price Index	0.00	6.58	3.46	2.80	2.55	2.09



## Disclosures applicable to accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

are delivered in or out of the accounts. Wrap fees will be included in this calculation except when paid via an invoice or through a separate accounts billing arrangement. When shown on Client summary and/or Portfolio review report, program fees (including wrap fees) may not be included in net deposits/withdrawals. PACE Program fees paid from sources other than your PACE account are treated as a contribution. A PACE Program Fee rebate that is not reinvested is treated as a withdrawal.

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

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

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

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

**Performance Start Date Changes:** The Performance Start Date for accounts marked with a '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 CES Strategy seeks to manage idiosyncratic (un-systematic) risk through options trades on a client's existing concentrated equity position(s). The Manager will advise only on the options selection in order to pursue the strategy in connection with the underlying stock position(s) deposited in the account. It is important to keep this in mind when evaluating the manager's performance since the account's performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

**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).

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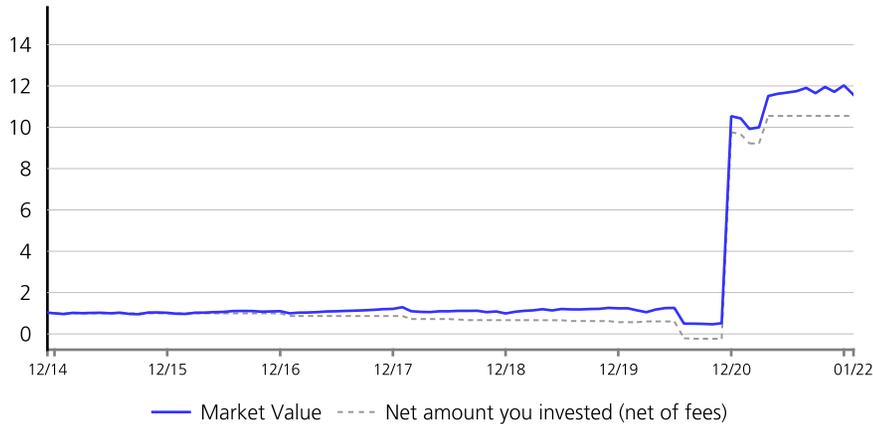


# Performance review

as of January 31, 2022

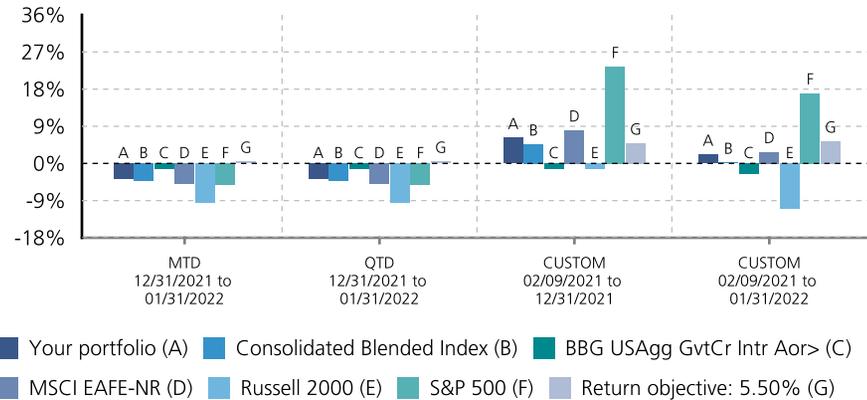
## Sources of portfolio value

\$ Millions



## Portfolio and selected benchmark returns

Net Time-weighted returns annualized



**Consolidated Blended Index: Start - Current:** 2% BBG US Short TSY (1-3 M); 45% BBG USAgg GvtCr 5-10 Y; 24% Russell 1000; 9% Russell 2500 Equal Wtd; 6% Russell 2000 Growth; 2% MSCI Emerging Markets-NR; 12% MSCI EAFE Curr (USD)

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

Board of Trustees Meeting, February 25, 2022

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

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

## Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 12/31/2021 to 01/31/2022	QTD 12/31/2021 to 01/31/2022	For the period of 02/09/2021 to 12/31/2021	For the period of 02/09/2021 to 01/31/2022
<b>Opening value</b>	<b>12,027,125.37</b>	<b>12,027,125.37</b>	<b>10,445,306.88</b>	<b>10,445,306.88</b>
Net deposits/withdrawals	-14,702.27	-14,702.27	844,064.37	829,362.10
Div./interest income	16,167.93	16,167.93	189,828.84	205,996.77
Change in accr. interest	2,760.88	2,760.88	30,328.12	33,089.00
Change in value	-461,905.80	-461,905.80	517,597.16	55,691.36
<b>Closing value</b>	<b>11,569,446.11</b>	<b>11,569,446.11</b>	<b>12,027,125.37</b>	<b>11,569,446.11</b>
Net Time-weighted ROR	-3.81	-3.81	6.20	2.16

Net deposits and withdrawals include program and account fees.

## Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 12/31/2021 to 01/31/2022	QTD 12/31/2021 to 01/31/2022	For the period of 02/09/2021 to 12/31/2021	For the period of 02/09/2021 to 01/31/2022
<b>Your portfolio(%)</b>	<b>-3.81</b>	<b>-3.81</b>	<b>6.20</b>	<b>2.16</b>
Consolidated Blended Index	-4.24	-4.24	4.63	0.20
BBG USAgg GvtCr Intr Aor>	-1.37	-1.37	-1.23	-2.58
MSCI EAFE-NR	-4.83	-4.83	8.02	2.80
Russell 2000	-9.63	-9.63	-1.42	-10.91
S&P 500	-5.17	-5.17	23.42	17.03
Return objective: 5.50%	0.46	0.46	4.88	5.36

# Additional information about your portfolio

as of January 31, 2022

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

	Performance	Start date to ITD Start date	01/31/2022
Consolidated	12/08/2014		10.55%

## Benchmark composition

### Consolidated

#### Blended Index

**Start - Current:** 2% BBG US Short TSY (1-3 M); 45% BBG USAgg GvtCr 5-10 Y; 24% Russell 1000; 9% Russell 2500 Equal Wtd; 6% Russell 2000 Growth; 2% MSCI Emerging Markets-NR; 12% MSCI EAFE Curr (USD)



# Financial Markets Summary

as of January 31, 2022

Consolidated report prepared for Board Of Trustees For

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

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		12/31/2021 to 01/31/2022	01/31/2021 to 01/31/2022	01/31/2019 to 01/31/2022	01/31/2017 to 01/31/2022	01/31/2015 to 01/31/2022	01/31/2012 to 01/31/2022
<b>Cash Alternatives</b>	US Treasury Bill - 3 Mos	0.00	0.04	0.86	1.08	0.81	0.58
<b>US - Fixed Income</b>	BBG Agg Bond	-2.15	-2.97	3.66	3.08	2.37	2.58
	BBG Muni 1-10Y 1-12Y	-2.22	-2.07	2.38	2.47	2.00	2.22
	BBG Muni 5 Yr 4-6 TR	-2.42	-2.41	2.18	2.25	1.82	2.02
	BBG Muni 7 Yr 6-8 TR	-2.72	-2.79	2.69	2.88	2.30	2.62
	BBG Muni Bond	-2.74	-1.89	3.50	3.46	2.81	3.20
	BBG US Agg Gvt & CR 1-3 Y	-0.72	-1.22	1.90	1.67	1.42	1.28
	BBG US Gov/CorpInter TR	-1.47	-2.62	3.05	2.55	2.07	2.12
<b>Global/International - Fixed Income</b>	BBG GblAgg	-2.05	-5.83	2.36	2.70	1.94	1.39
	BBG GblAgg ex-USD	-1.96	-7.92	1.16	2.28	1.47	0.40
<b>US Equity</b>	Dow Jones Ind Avg	-3.24	19.36	14.46	14.61	13.38	13.43
	NAREIT Equity	-7.93	30.18	12.47	10.57	8.25	10.60
	NASDAQ Composite	-8.98	8.95	25.03	20.45	17.38	17.59
	Russell 1000	-5.64	20.32	20.49	16.58	14.33	15.31
	Russell 1000 Growth	-8.58	17.52	26.42	22.26	18.31	18.01
	Russell 1000 Value	-2.33	23.37	13.83	10.48	9.99	12.27
	Russell 2000	-9.63	-1.21	11.98	9.68	9.68	11.32
	Russell 2000 Growth	-13.40	-15.04	11.35	10.92	9.74	11.69
	Russell 2000 Value	-5.83	14.75	11.71	7.92	9.17	10.64
	Russell 2500	-8.32	5.75	14.19	11.48	10.68	12.42
	Russell 3000	-5.88	18.80	19.91	16.10	14.01	15.02
	Russell Mid Cap	-7.37	13.85	16.13	12.80	11.25	13.35
	Russell Mid Cap Growth	-12.90	-1.49	17.37	15.79	12.93	14.21
	Russell Mid Cap Value	-4.27	23.14	14.09	9.88	9.50	12.39
	S&P 400 Mid Cap	-7.21	14.05	14.54	11.03	10.79	12.62
	S&P 500	-5.17	23.29	20.69	16.77	14.55	15.41
<b>Global/International - Equity</b>	MSCI AC World - NR	-4.91	13.23	15.40	12.63	10.35	10.65
	MSCI ACWI xUSA-NR	-3.69	3.63	9.08	8.03	6.00	6.18
	MSCI EAFE-NR	-4.83	7.03	9.33	7.85	5.93	6.93
	MSCI Emerging Markets-NR	-1.89	-7.23	7.19	8.29	5.73	4.16
	MSCI Emerging Markets-PR	-1.93	-9.13	4.79	5.85	3.31	1.71
	MSCI World	-5.27	17.03	17.14	13.83	11.55	12.14
<b>Commodities</b>	DJ UBS Commodity	8.78	34.73	11.00	5.39	1.82	-2.27
	Goldman Sachs Commodity	11.63	49.30	8.85	5.38	0.50	-4.66
<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	0.48	0.45	-1.51	-1.33	-0.85	-0.57
	HFRX Event Driven	-0.75	-0.88	5.21	2.13	2.38	2.71
<b>Balanced</b>	S&P 500 40% /BBG Agg 60%	-3.36	7.01	10.58	8.68	7.37	7.78
	S&P 500 50% /BBG Agg 50%	-3.66	9.62	12.30	10.06	8.60	9.07
	S&P 500 60% /BBG Agg 40%	-3.97	12.26	14.00	11.43	9.81	10.35
<b>Miscellaneous</b>	Consumer Price Index	0.00	6.58	3.46	2.80	2.55	2.09



## Disclosures applicable to accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

are delivered in or out of the accounts. Wrap fees will be included in this calculation except when paid via an invoice or through a separate accounts billing arrangement. When shown on Client summary and/or Portfolio review report, program fees (including wrap fees) may not be included in net deposits/withdrawals. PACE Program fees paid from sources other than your PACE account are treated as a contribution. A PACE Program Fee rebate that is not reinvested is treated as a withdrawal.

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

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

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

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

**Performance Start Date Changes:** The Performance Start Date for accounts marked with a '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 CES Strategy seeks to manage idiosyncratic (un-systematic) risk through options trades on a client's existing concentrated equity position(s). The Manager will advise only on the options selection in order to pursue the strategy in connection with the underlying stock position(s) deposited in the account. It is important to keep this in mind when evaluating the manager's performance since the account's performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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### **Winter Adventure in Montana**

On January 13-18, the FSDB Ski & Winter Sports Athletic Club traveled to Whitefish, Montana. The nine students who attended experienced several different winter sports and activities. Every student had the opportunity to try downhill skiing, ax throwing, rock climbing, cross-country skiing, sleigh ride, ice skating, and snowshoeing. Whitefish, Montana, was a beautiful small town. The weather was beautiful, and there was plenty of snow to play in. A couple of the students had never experienced snow or even traveled outside of Florida on an airplane. One of the very first experiences the students enjoyed was playing in the snow. They loved playing on the slide built of snow, building snowmen, having a snowball fight, and making snow angels. It was great to observe the students playing and experiencing snow for the first time.

Downhill skiing is always one of the highlights of the trip. DREAM Adaptive provided two highly qualified instructors for each student. It was incredible to watch the instructors with the students and how they kept pushing them to the next level. Natalie and Juan were ready to hit the ski lifts early on since this was their second trip with the ski club. Each of them brushed up on their skills and were off to the slopes. Both loved the rush of speed while coming down the slopes. Almost all of the students were able to progress to the bunny hill and try the magic carpet lift to the top of the hill. Everyone learned how to slow down, make turns, keep their balance, and follow verbal directions from their instructors. One of the highlights of downhill skiing was when students moved from the bunny hill onto the ski lifts. Through these experiences, many students recognized the importance of pushing themselves, stepping outside of their comfort zone, trying new things, and being perseverant were the keys to their successes. Each student trusted their instructors as they guided them through the different stages of learning how to ski. Each student made goals for downhill skiing, and everyone accomplished their personal goals. One of our favorite parts of these ski trips is seeing the students' confidence increase and their joy when they recognize how far they have gone with their skills. By the end of our time on the slopes, many students kept asking for just one more ride down the hill.

The FSDB Ski & Winter Sports Athletic Club is so much more than just a trip to go skiing. The trip works on each of the nine components of the Expanded Core Curriculum. The students learn more about themselves and how life will be after high school. The ski club promotes responsibility, planning, time management, social skills, academics, physical fitness, orientation and mobility, assistive technology, and self-advocacy skills. The program empowers our students and shows them that they can try activities they never thought they would be able to do and shows them different ways to stay physically active. This trip gives students the opportunity to recognize that everything they have learned at FSDB can be transferred to wherever they choose to go in the future and that there is a whole wide world out there for them to explore. The trip helps our students generalize their orientation and mobility skills that they have learned at FSDB to another state. They learn about public transportation in the city they travel to, how to navigate an airport and the similarities

and differences of the layout of the city we travel to. Every student that goes on this trip comes back more confident and ready to take on any challenge the world presents to them.

Jen Enache – Orientation and Mobility specialist

### **Black History Month in Elementary**

February is a month filled with celebrations and an opportunity to discuss issues that have impacted our American history. In the grades 3-5 ELA classes, we are discussing Black History Month and celebrating leaders who advocated for positive change. We talked about Rosa Parks, who was arrested for not giving up her seat on a city bus to a white person, and how this evoked change. We also connected our dialogue to previous stories read about Martin Luther King and Thurgood Marshall. Students had the opportunity to communicate openly about how unfair different groups have been treated over different time periods, how they would have handled things differently or how they would have fought for change and the importance of empathy.

Michelle Garay – Elementary Teacher

### **Literacy Week**

Ms. Bilancio's 2<sup>nd</sup> grade classroom discussed literacy. The class talked about historical fiction and developed a 3-part story entitled "Naughty Louis Braille." The students wrote a 3-part story, one in the classroom, one in the cafeteria, and one about Louis losing his mind over dead contractions. Great fun was had by all, and we filmed the story utilizing sound effects and props.

### **Outta' Sight Music Group Update**

Outta' Sight began its recording sessions at Eclipse Recording Co. in St. Augustine. This project will continue into the Spring. The first part of the project was to record the National Anthem, which they plan to perform at one of the Jacksonville Jumbo Shrimp games in April. Outta' Sight has released CDs previously that are compilations of tunes recorded by the groups of several school years. The current project will be an album consisting entirely of the work of a single year's group. This year's members are Addison Burgess, Allan Burgess, Ray Calatallu, Derrick Chisholm, Gabriela Cuevas, Marquez Derrick, Alexis Fernandes, Camryn Johnson, Caden Montgomery, Sophia Ouelette, and Madison Wardell

Jim Carpenter – Outta' Sight Coordinator

### **Math Update**

Intensive math students began working on their spring projects. The projects ranged and included topics such as dream houses, budgets, itineraries for outings, and feudal country battles.

Students are invested and excited to see them through.

Algebra 1 is continuously moving forward toward mastery of content and readiness for the EOC.

Brigit Jensen

### **Kiwanis Club of Historic St. Augustine**

#### **Florida School for The Deaf and The Blind's Student of the Month**

Amber Cain is a Blind High School Senior. She joined FSDB while in Middle School. She is currently enrolled in both high school classes and college classes at FCTC to become a medical assistant.

Completing her classes and assignments has not always been easy, but Amber has showed

determination, organization, and maturity. Amber is goal-oriented, resilient, and steadfast in her endeavors. She cares deeply about the quality of her work and her relationships. She is insightful and works hard to improve herself and her outlook on life.

She loves to read and enjoys anime. She is bright, energetic, kind, and caring. She can light up a room and hold her own with the best of them. Amber has always been an advocate for her classmates and has represented them in many forms, from Student Council to Class Leader.

Karen Kolkedy – School Counselor

### **Blind Outdoor Club**

The Blind Outdoor Club had an exterior tour around the Castillo de San Marcos that was punctuated with historical information about the 400-year-old fort. Students participated in an age-old custom on the Fort Green – rolling down the hill. A picnic on blankets on the Green was a unique experience for many of the participants. Later, a walk down St. George, an ice-cream treat at Kilwin's, and picture taking in the Plaza with the Nights of Lights rounded out the adventure.

**Edith Stein – Social Studies Teacher**

### **Elementary Physical Education**

BES (K-2) – The students practiced their basketball skills (dribbling and passing) and communicating with their partners. They also received instructions on shooting a basketball. During this unit, we frequently incorporate numbers and math equations into games, which the students enjoyed!

BES (3-5) – The students participated in a Beep Baseball Unit. They worked on batting off a tee, base running, and defensive skills. They will participate in modified game-play in the coming weeks.

BMS – 6<sup>th</sup> – The students made great strides in offensive and defensive dribbling skills and enjoyed modified games like Swiper.

### **Deaf Department PE Update**

1st Block: Our Deaf High School students have been learning about Personal Health, Physical Fitness, and Healthy Habits. They set up personal health and fitness goals. They are working on designing their exercise program. Soon, we will do the Winter Olympics activities, like ice hockey, speed skating, bobsled, etc.

DMS Girls: Our Deaf Middle School girls have practiced and improved their soccer skills, including dribbling, passing, trapping, and shooting. They played various games to improve their skills, and at the same time, to develop basic knowledge about the game of soccer, including rules and strategies.

DES Girls: Our Deaf Elementary girls have learned to dribble and control the soccer ball correctly. They also have learned how to pass the ball to their peers. They have some station works as it gives them the time to practice the skills and focus on improving. Practicing skills at stations help them to play some fun lead-up games.

Joy Fraychineaud – Physical Education Teacher

**High School HOPE Class**

High school HOPE classes began a unit on Human Sexuality. Informational letters and emails were sent home through emails and letters to parents. Students receive information about human sexuality as part of the overall health education curriculum. The following topics are currently covered during HOPE class,

- Personal Safety
- The Reproductive System
- Human Reproduction and Childbirth
- Puberty
- HIV/AIDS and Sexually Transmitted Infections (STDs)
- Contraception and Pregnancy Prevention
- Abstinence
- Healthy Relationships
- Decision Making

Anna Tutak – Health and Physical Education Teacher

Respectfully Submitted by:

Carol Bogue

Blind Department Principal



## **Deaf Department updates:**

In January, our departments participated in the Celebrate Literacy, Florida week with fun literacy events each day of the week. The teams worked with their literacy specialists to create a plan to recognize the importance of literacy in a fun way with the students. We have had some staff changes in the Deaf Department this month. We have welcomed an interim Assistant Principal to work with Deaf Elementary School while we search for the right person to lead the department. We have a new administrative assistant in the Deaf Middle School, a new Behavior Specialist, and two new teachers in the high school. As always with change, we are looking forward to seeing the great things that happen in all of the schools.

We are excited to celebrate Black History Month as we look forward to February! FSDB's history is rich with stories of successful African American students, graduates, and staff members (or, in many cases, all three) who dedicated their lives to this school and its mission of serving the deaf community. Some of these stories and pictures will be shared in the weekly newsletter with information and ideas to share with the students. They have the opportunity to visit the FSDB Museum, which showcases many pictures and articles of FSDB's history that are sure to inspire.

## **Deaf Elementary Department**

Deaf Elementary School has been busy! Students hosted celebrations and learned about holidays around the world, made holiday presents for family members, and practiced kindness around the school community. Upon returning to school in January, students jumped right back into their academic work and began MAP testing. We are excited to see what growth we will see! Students take the assessment seriously and work hard to reach their individual goals.

February 2, DES had a Playground Meeting with Dr. Heidi to say goodbye. The students were able to present her with a fingerprint rainbow wall hang and celebrate with her. Teresa Smith has taken over as the Interim Assistant Principal for the Deaf Elementary Department. Teresa has been at FSDB for 23+ years in various departments and has worked on various teams and projects. She has most recently been the Educational Diagnostician in DES since 2015.

Monthly Character Trait lessons with Ms. Marilyn and Ms. Rhonda have continued. Students attend these lessons in lieu of PE class once each month and learn about the Character Trait of the Month through role-play, interactive videos, and discussion. The Character Trait of the Month is also included in the Morning Meeting that is shown in classrooms each day.

Finally, we were very excited to announce that Ms. Marissa Harrer was selected to represent FSDB as the District Teacher of the Year! Ms. Harrer began in Deaf Elementary School in 2013 and quickly became a valued member of the team. She has taken on leadership roles, including running our Eyes Alive News program, serving curriculum teams, and mentoring colleagues. She is positive, friendly, student-centered, and kind. We are so grateful to Ms. Harrer for her service and wish her the best as she represents FSDB at the state level.

## Deaf Middle School

### Celebrate Literacy Week

As part of Just Read Florida's Celebrate Literacy Week, DMS participated in Launch into Literacy. Each homeroom decorated their door showing a favorite book or author with bonus points if it included the theme. Winners were announced at Honor Roll. Students also got to have guest readers come into their classrooms, or students became guest readers in the elementary classrooms. Another way we celebrated was with S'more Reading, Please! Students wore pajamas and had smores with their ELA teachers. It was a great week promoting literacy as a department.

### Challenges

Deaf Middle School has had to be creative with covering classes and positions. One of our IA's, Lindsay Stergio, has transitioned to become the administrative assistant for Deaf Middle School. One of our instructional assistants transitioned to assist the high school, so we were able to hire a new instructional assistant in January. We are looking for one more instructional assistant to join our group. This time of year, students tend to have more challenges behaviorally. We see this trend in our data. We are being proactive this year, using our PBIS and Character Education to help combat this annual trend.

Karen Newton  
Assistant Principal, Deaf Middle School

## Deaf High School

### *Shared leadership:*

Math book adoption is occurring this month to order the next cycle of textbooks for the upcoming school year. The team will select texts for their classrooms. Professional Learning Communities continue in full swing, monthly, for all content areas focusing on data and strategies. Literacy look-for walkthroughs allow teachers and the Assistant principal to embed literacy in the classroom. A demonstration classroom has been selected to be utilized later in February and onward after demonstration classroom training. The Sub-SAC team, composed of families, specialists, teachers, and the AP, reviewed the midyear reflection component of our school improvement plan and finalized it at the beginning of the month. We will check it during our fourth quarter meeting to see the progress. The high school staff is receiving training in mental health provided by the mental health team to continue to work closely utilizing the set protocol.

### *Positive Behavior Support:*

PBiS is an integral part of our school program. It is practiced monthly via character education sessions during students' Dragon Time (study hall). Our most recent educative session focused on compassion. A new PBiS system is in the works using dragon dollars to reward positive behavior among students. The PBiS team is working on developing a holistic system in which students earn dragon dollars for positive behaviors. These can then be used to purchase items such as prom tickets or other motivating activities appropriate to their age group.

### *Academics:*

Teacher classroom walkthroughs occur this month. Teachers get the opportunity to receive constructive feedback and for the assistant principal to learn more about what is happening in the classroom. The AP and the teachers can work on areas of opportunity and strengthen areas of strength. ACCESS for ELL testing occurs this week. Black history month is celebrated this month after we wrapped up the holocaust remembrance instruction.

Literacy was most notable this month with Celebrate Literacy Week kick-off in all content classrooms. Our student journalists released another newspaper edition. We continued with the bi-weekly newsletters, including snippets of what was happening in the high school and the boarding program.

Dina Padden

Assistant Principal, Deaf High School

### **Off-Campus Program**

We currently have eight students who attend five programs at the First Coast Technical College (FCTC).

**Automotive Program:** two students (One senior and one continuing ed. student)

Both students have been working diligently on a chapter that focuses on bolts and nuts. They are to recognize different types of bolts & nuts and know the proper sizes to use when working on a vehicle. They also have task sheets to complete by working on various activities involving the bolts & nuts in the garage.

**Agriculture Science Program:** three students (A continuing ed. student and two seniors)

A second-year student was recently asked by the landscaping instructor to teach the other two students how to drive a tractor. I got to observe this when I visited the program one day recently! The student patiently taught the two students how to use specific parts to operate the tractor successfully. He also demonstrated a few times to help the students to have a visual image of how to operate it. The collaboration between the students was harmonious and perfect!

**Cosmetology:** one student (a senior)

The student continues to work on different techniques on her practice acrylic fingers. She has been giving her classmates manicures to earn service hours, which is one of the requirements in the program. She experimented with using different patterns and colors on the nails. She has enjoyed this course and looking forward to going there every day.

**Welding:** one student (a senior)

The student continues to practice different tasks using the process called "*Shielded Metal Arc Welding*," also known as SMAW. The class is now learning how to weld vertically using the SMAW. They had been welding horizontally. I asked the student why it is important to learn how to weld vertically. He explained that it is all about the speed, the temperature, and the ability to weld vertically. The end result has to be accurate when you have a job as a welder. A welder needs to be able to weld horizontally and vertically depending on what the job requires of the welder. The student said that he has made some mistakes on this skill, but that is okay because this class is all about learning how to strengthen a skill.

**Early Childcare Education:** one student (a continuing ed. student)

Every morning, the student enjoys working with young children in the Tech Tot daycare! She goes there first for the first 30 minutes before her class begins at approximately 10:20 am. She assists the teachers by redirecting young children to pay attention, setting up activities, and playing with a few children. This semester, she will learn about child growth & development, behavioral observation and screening, and appropriate preschool practices.

**Eleven students are enrolled in their respective courses at St. Johns River State College (SJRSC) for the spring semester.**

All students are busy completing weekly assignments and quizzes/exams in their respective courses. They are now learning how useful the syllabus is because it contains ALL information they need to know to be successful in their courses. When I visit the students in the LOC (Learning Opportunity Center), I ask them how their course(s) are coming along. Here are a few comments shared with me from the students. A student taking the

Medical Terminology course mentioned how much she has been learning in her course with understanding the meanings of prefixes, suffixes, and root words for medical terms. One student taking the Art History 1 course stated that she has never written this much for her assignments but appreciates how much she has been learning in that course. A student taking the Constitutional Law course has commented that it is so fascinating to learn more about the Supreme Court in one of her assignments.

**See the list below of spring semester courses:**

**One student** – Introduction to Business

**One student** – Art History I / Introduction to Business

**One student** – Personal Finance

**One student** – Composition II

**One student** - Composition 1

**One student** - World Religions

**One student** - Introduction to Sociology

**One student** - Introduction to Computer Concepts

**One student** – Medical Terminology

**One student** – College Algebra

**One student** – Constitutional Law

**One student is enrolled in a course at St. Augustine High School (SAHS).**

**One student** - Aerospace II

The student has been learning about the layout of airports and the types of lights to help pilots navigate. He was recently nominated to be a part of the National Honor Society!

Mandy Nolte

Off-Campus Program Coordinator

**Interpreter Services**

Interpreter Services wrapped up the first semester and headed straight into an even busier second semester. We are happy to welcome new staff interpreter Samantha Diaz to the team. Samantha interned with Interpreter Services last spring and is a recent graduate of UNF's interpreting program. She is a wonderful addition to our team. We still have one staff interpreter vacancy to fill and look forward to being fully staffed (hopefully!) soon. In January, we received over 100 requests in addition to our daily class schedules. With the second semester came a new class schedules for the students receiving language facilitation services; the new class schedules are even heavier than the first semester's. The basketball season kept us busy almost every night of the week with either deaf middle school practices (interpreting services were needed for a blind middle school on the team) or games for all three teams: middle school, JV, and V. It was a new challenge for our department to learn the ins and outs of the game and to try to cover this busy schedule. We absolutely could not cover all day, evening, and weekend requests without help from our amazing OPS interpreting staff. Each day, they work with us to cover what the staff interpreters cannot.

Staff ASL classes continue with the same schedule we had in the fall with the addition of one beginning level class as well as classes for both the deaf and blind food service groups. Staff ASL Instructor LaDonna Snyder is also excited to be working with the Athletic Department's new OPS Athletic Trainer. She has been providing twice-weekly ASL sessions targeted towards communication related to the athletic program.

The Sign Language Proficiency Interview: ASL program is seeing an increase in requests for ASL assessment appointments. We hope to schedule, rate, and provide results for staff as possible during the spring to ensure we keep staff up to date.

Off-campus classes continue in five programs at FCTC, with nine students requiring daily off-campus interpreting needs. This requires five to six interpreters each day.

Spring semester classes at St. Johns River State College are underway. We have students enrolled in online classes, as well as one student, enrolled in classes at the Orange Park campus.

Katherine Bechtold  
Director, Interpreter Services

Respectfully Submitted,

Angela Saunders  
Principal- Deaf Department



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## **Career and Workforce Development Department**

*Submitted by Nick Solomon, Executive Director of Career Development*

Priority Goal 1: Academic Achievement and Workforce Preparation

### **Horticulture Science and Services (D&B Garden Center)**

- Agriscience Foundations 1 Students Working on Career Safe OSHA Certifications in Agriculture: One more student completed his OSHA certification from the Deaf Department. One more student is nearing completion. Once that student completes the final exam, 100% of the 1st-semester horticulture students will have earned their certifications.
- Propagation Methods: The students in 2nd-semester horticulture learned and practiced various propagation techniques. They have been propagating by division, cuttings, and plantlets. We were able to find Everglade Tomato seeds so that we will have native Florida tomatoes soon. The students also discussed and watched videos on propagation by tissue culture. We ordered two varieties of bananas that were grown using this method. They carefully transplanted them into gallon pots when they arrived.
- Freeze Protection: The students got a real-life experience when the cold weather hit recently. The heater in the greenhouse was not working and could not be repaired in time. Our grounds department came to the rescue and offered to house the plants in their heated garage. The students assisted with loading the plants in crates and on carts so the grounds crew could load them up on the truck to transport them. There were approximately six truckloads of plants that were taken to the back campus! After the freeze passed, the students had to unload all the plants and set them back up in the nursery area. If not for the grounds department, we would have lost most of the plants that the students in 1<sup>st</sup> semester worked so hard to propagate.

### **Build a Tradesman (BAT) Construction Program**

- Students are working on the framing portion for a mock-up construction project. This is in preparation for SkillsUSA-quality building skills. This will take place in the classroom. The students will build up their skills to 100% accuracy before they go for the CTE Technical Trade Show and build an actual structure from a SkillsUSA blueprint.
- A small project the advanced students were working on was a porch platform for a traveling trailer we made. This taught them measurement skills (mathematics) and critical thinking (layout diagram blueprint).

### **On-Campus Work Program- BHS**

- The second semester is off to a great start with new students joining the On-Campus Work Program and others securing new jobs to broaden their experience. Students have been

busy completing training with teachers, vocational instructors, and worksite supervisors. Two students from BHS are working in the FSDB Printshop this semester, combining technology, math, and literacy skills to prepare materials for use across campus. Students enjoy the creative and technical processes involved in learning to use the 3-D printer and design software. Three accomplished musicians from BHS work as Teacher Assistants in the Music Department, helping with elementary music, elementary music theater, and chorus classes. They are excellent role models, and it's exciting to see them share their passion for music with our younger students.

### **On & Off-Campus Work Program- DHS**

- Students in the on-campus program are settling into their new work placements. In class, students are working on a website called MyCareerShines which will help them make decisions about their future whether they plan to go to college or straight to work. The on-campus work program has taken a new approach to ensure students are truly ready for the workplace in all aspects of their careers. The on-campus work program has adopted an A-Day (Monday/Wednesday) and B-Day (Tuesday/Thursday) system. This will allow students to obtain additional instructional time and focus on learning the basics of obtaining and maintaining a job. Half the class will be split into A and B groups. The students will then alternate between a work placement on campus and instructional time in class. This will also allow for the teacher to better prepare and differentiate the lessons to meet the more direct needs of each group of students. On Friday, all students will be in class for group instruction and potential guest speakers by bringing outside community partners or additional workshops with the Career Development Center specialist.
- In the off-campus program, we have three young men deserving of recognition. These students are working at Longhorn Steakhouse. The young men work 2.5 hours Monday - Thursday with classes on campus every other Friday. The classes on Friday focus on their current job environment the successes and setbacks of the students' work week. Additionally, we utilize this class time to bring presenters (off-campus & on) in their work field of choice to motivate and empower students for the future. The students are eager to learn new tasks, learn proper work ethic, and experience real work opportunities.

### **Culinary Arts II, III, IV & Directed Study**

- Culinary Arts II, III, and IV students have learned to classify, distinguish, prepare, and safely handle and serve stocks, soups, and sauces. Students began by learning to fabricate/debone whole chickens, coarse chop mirepoix, prepare bouquet garni (herb bundle for stocks), cook, skim, strain, and properly cool chicken and vegetable stocks. Stocks were frozen and reserved for the following lesson in soups, including clear and thick soups. To celebrate the common backgrounds of many students (Puerto Rico, Guatemala, Venezuela), we prepared soup and stew from South America, including Sopa de Pollo con mofongo and Feijoada (Black Bean Stew) with chorizo (pork or vegetarian), garlic butter rice, and greens. Students have been learning about trends in culinary arts such as TikTok ghost kitchen restaurants, demand for sustainability in restaurants, and food waste

prevention. This week students prepared a consommé (clarified clear soup made from chicken stock) with brunoise (tiny dice) vegetables and vichyssoise, a purée potato-leek soup traditionally served cold. Next week students will prepare grilled chicken, mashed potatoes, sautéed mushrooms, steamed broccoli, and 4 of the five mother sauces (bechamel, velouté, tomato, Espagnole). Students will also have a lesson in inventorying and the use of Excel as we inventory our storeroom and identify equipment and tools used in front and back-of-house operations. Finally, Culinary Arts II students are collaborating in groups of two to present PowerPoint presentations on *Regional US Cuisines (5 Regions)*; Culinary Arts III students will be project-based learning lessons in entrepreneurship using the Everfi Food Truck simulation (delays due to issues with the website and video CC). Culinary Arts IV students are preparing Microsoft SWAY presentations on effective communication and leadership.

### **D&B Design**

- D&B Designs has started the new semester with many returning level 1 students who are now taking level 2 and 3 courses. We have several talented designers this semester, and we look forward to seeing some amazing work! We will again be partnering with Lend An Ear and Coldwell Banker to provide promotional items for their respective businesses.

### **Career Development Center**

- The Career Center has been busy these past two months with advertising three different job positions available to FSDB high school students to apply for after school. The job positions that were advertised were as follows: Recycling Associate, D&B Boutique Associate, and A/V Production Technician. Several students from both Blind and Deaf departments applied, and we are still in the process of interviewing for said positions at this time of writing.
- We are currently planning for our fifth annual Career & Technical Education (CTE) Showcase that will take place on February 25 in the Music Building. Middle Schoolers will visit from 10:26am-11:34am and High Schoolers will visit 1:15pm-2:05pm. There will be several programs that will showcase what they teach their students to show other students the variety of opportunities presented to them here at FSDB. The programs that will be at the CTE Showcase are as follows: Culinary Arts (from both Deaf and Blind departments), 3D Printing, Promotional Enterprises, Digital Media/Multimedia Design (from both Deaf and Blind departments), Building Construction Technologies, Mobile Robotics, On and Off-Campus Work Experience, 3D Animation and Art, and Horticulture Science and Services.
- The event will be open to the public for parents and stakeholders to attend if they wish. The Showcase is open for middle and high school students. The CTE Showcase flyer has been posted on the doors of some buildings around FSDB. We look forward to our fifth annual CTE Showcase.

### Priority Goal 2: Professional Development

- SkillsUSA regional competition will be held in Jacksonville on February 11. We have one student representing us from the Culinary Department who has been staying regularly after school for practice with our Culinary Teacher/Chef. Others will automatically qualify for State competitions due to lack of regional participation; they will compete in those in April, also in Jacksonville. The Florida Division on Career Development and Transition (Florida DCDT) will be hosting their annual VISIONS conference in Orlando from April 6th - 8th. This conference focuses on the professional development of teachers, specialists, and direct support professionals who work with individuals with varying abilities whose focus is on career development and transition. A few staff members will attend the event to participate and learn more about best practices and current trends in the field.

### Priority Goal 3: Enrollment and Retention

- All students participating in work experience classes, or the after-school work experience program have been placed. We have added several work sites to our list of community partners, including the Hampton Inn and Suites in Vilano Beach, who is graciously providing a placement for a Blind student who is highly skilled in customer service, as well as allowing the location to be a worksite for our Enclave class to work and learn new skills. Hampton Inn also stands ready to hire a student in the near future for a paid position.

### Priority Goal 4: Digital Citizenship

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

### Priority Goal 5: Stakeholder Relationships and Communication

- On February 1, the Florida Department of Education informed us that Governor Ron DeSantis proclaimed that February is Career and Technical Education (CTE) Month. Following their request, we play a part in the promotional efforts by highlighting CTE teachers and staff on campus through the use of Yammer and the FSDB social media sites.

## **Literacy Specialists**

### *Submitted by the Literacy Specialists*

- *Elisha Zuaro, Blind Department*
- *Brent Bechtold, Deaf High School*
- *Kathy Pyle, Deaf Middle School*
- *Cally Traetto, Deaf Elementary School*

### Priority Goal 1: Academic Achievement and Workforce Preparation

- Celebrate Literacy Week District-Wide Activities - January 24th-28th "Launch into Literacy: Blast Off into New Worlds."
  - Monday:

- DES: Draw or write a story about when you were kind, or someone was kind to you. Post your story outside your classroom.
- DMS: Door decorating contest of class favorite book or author
- DHS: Launch into a new genre, like science fiction, borrow a Sora ebook (from FSDB or SJCPLS), and read for 30 minutes more than usual in class.
- Blind Department (K-12): Follow the yellow brick road to the Emerald City and launch into literacy by dressing up as your favorite Wizard of Oz character or wearing yellow or emerald to kick off our literacy week and Braille challenge celebration. • Literacy focus minilesson: Elementary-high school Discuss the character perspectives and theme in the Wizard of Oz book or select your favorite popular book.
- Tuesday:
  - DES: Dress as your favorite character from a book.
  - DMS: Dress like an alien or astronaut (Mannequin Challenge video in ELA classes while reading)
  - DHS: Write a "Dear COVID" letter using a mentor text.
  - Blind Department (K-12): Time Travel: Dress in your favorite decade past, present, or future (be creative) • Literacy focus minilesson: Share and discuss literary time periods for middle and high school, historical time periods, etc.
- Wednesday:
  - DES: Write messages of kindness to each other. Take a walk around the building to read everyone's kindness stories.
  - DMS: Half-way to 800 Steps Celebration- S'more Reading Please: PJs and S'mores
  - DHS: Watch (ASL and spoken English) then read (written English) Amanda Gorman's poem, "The Hill We Climb." Use Gorman's poem as a mentor text and write a poem of your own with a similar style.
  - Blind Department (K-12): Out of this World: Dress in your favorite galaxy, space-related, attire • Literacy focus: researching, creating, and collaborating o Students will read the information from the NASA site that has all sorts of good information. The class could take turns reading aloud and sharing the information, or they could create a project with the information they found, combining it with what they have already learned. o The main languages used in space are English and Russian. Talk about the fact that scientific advancements occur all over the world. That people speak different languages, but all recognize the laws of science. • High school field trip to Barnes & Noble
- Thursday:

- \* Campus-Wide Wear Words Wear a shirt of a piece of clothing that has words on it\*\*
- DHS: Create a one-minute "Reading Now" video in Flipgrid with the book cover and a brief explanation of what it is about and how/why you chose to read it.
- Blind Department (K-12): Wear your words day • Literacy focus minilesson: Interpreting Meaning of words and phrases • Braille Challenge Activities
- Friday:
  - DES: Share your favorite book with your class
  - DMS: Honor Roll- Share video of Mannequin Challenge made during independent reading time. • White Elephant book exchange
  - DHS: Recommend an ebook, not in FSDB Sora, and we will add it to our collection.
  - Blind Department (K-12): World language day: Students may choose to bring in artifacts or explore literature and languages from around the world. • Literacy focus minilesson: Reading Across Genres and poetry
- Literacy Specialists assisted with progress monitoring (Achieve3000 LevelSet, MAP Reading & Language, HFWL, fluency, and writing) in all schools.

#### Priority Goal 2: Professional Development

- The DES and DHS Literacy Specialists attended the Coaching Cadre presented by NEFEC in Bradford County on January 18, 2022.
- The *Literacy Anytime* this month focused on explicit instruction, including the why, what, and how to apply the principles.
- The Literacy Specialists provided a Friday Pop-in *Literacy Live* to allow teachers to bring burning questions to the Literacy Labs on January 28, 2022. Here is the link to the announcement: <https://www.youtube.com/watch?v=hdBFBYe4Mjk>

## **Math Specialists**

### *Submitted by the Math Specialists*

- *Mark Largent, Blind Department*
- *Sue Clark, Deaf Middle and High Schools*
- *Billie Jo Mayo, Deaf Elementary School*

### Priority Goal 1: Academic Achievement and Workforce Preparation

- MAP Growth assessment winter administration is complete, and data reviews are underway across the district in PLCs.
- In addition to supporting teaching and learning of the Mathematics Florida Standards this school year, math specialists are educating all stakeholder groups on the new B.E.S.T. Mathematics standards. Math specialists collaborated on the objectives, activities, presentations, and dates for the professional development sessions.

- Students are utilizing IXL in their Math, ELA, Science, and Social Studies classes. As of February 1, 2022, in the Deaf Schools, students have answered 715,300 questions and mastered 12,730 skills.

#### Priority Goal 2: Professional Development

The Math specialists are offering the following professional development options for educators:

- On January 18th and 19th, elementary teachers had their first of five workshops for learning about and planning for the BEST Math standards to be implemented in the '22-23 school year. The first workshop focused on identifying changes in coding, vertical progressions, the state resources including B1G-M (BEST instructional guide for mathematics), and appendices.
- Teachers are reviewing textbook materials for the 2022 mathematics adoption cycle.
- POWwow PD: Routines for Reasoning Fostering the Mathematical Practices in All Students continued with session 5 of an 8 part series on January 16. Twelve participants are participating in this year-long professional learning opportunity.
- New staff are continuing to need IXL training in various content areas and additional training for interpreting reports
- The Deaf Secondary Math Specialist is working with a new math teacher who joined Deaf High School recently.

#### Priority Goal 3: Enrollment and Retention

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

#### Priority Goal 5: Stakeholder Relationships and Communication

- Specialists are attending monthly meetings with FAMS (Florida Association of Mathematics Supervisors) and State Mathematics Leadership for collaboration on transitioning to the B.E.S.T. standards.
- The Deaf Secondary Math Specialist attended FAMS in Orlando on January 20th and 21st. Presentations included: updates from FLDOE and B.E.S.T. Standards, Florida State Test Development Center (TDC) presentation, several FAMS Members collaborative sessions, and professional learning opportunity presented by Dr. Jennifer Bay-Williams on 'Shifting Classroom Practice to Focus on (Real) Fluency.'

### **American Sign Language Specialists**

*Submitted by the ASL Specialist and Bilingual Specialist*

- *Lenore Boerner*
- *Janelle Berry*

#### Priority Goal 1: Academic Achievement and Workforce Preparation

- The Bilingual and ASL Specialists collaborated with DMS teachers and Literacy specialists on effective ways to have students do storytelling on video in order to practice bilingualism by reading and translating English to ASL.

- The Bilingual Specialist gathered multiple sources of information (ASL rubrics, MLK with ASL videos, Black History Month materials, etc.) in response to teachers' requests.
- The Bilingual and ASL Specialists created vocabulary videos for DMS teachers/students.
- The Bilingual Specialist collaborated with the librarian in the Deaf Department to assess what bilingual resources are available for students/teachers and how to go about increasing.

#### Priority Goal 2: Professional Development

- The Bilingual and ASL Specialists participated in the FLDOE ASL review meeting.
- The Bilingual and ASL Specialists participated in the book chat (The Impact Cycle) with other specialists.
- The Bilingual Specialist prepared a PowerPoint and created a video, reviewing and expanding upon the strategy of Preview, View, and Review (PVR) for Pineapple PD.
- The Bilingual Specialist observed a class for two days for the Bilingual Grammar Curriculum Assessment to better understand how students perform in ASL.
- The Bilingual Specialist collaborated via zoom with an ASL/Bilingual specialist from California School for the Deaf to share what has worked in their setting to improve students' bilingual proficiency and discuss resources available that provide teachers with effective, evidence-based strategies.

#### Priority Goal 5: Stakeholder Relationships and Communication

- The Bilingual Specialist added new resources (relevant to topics being covered in classes) onto the Bilingual site to help teachers to promote growth in ASL.
- The Bilingual Specialist contributed the monthly tip and innovation posts for the FSDB Learning Network.
- The Bilingual Specialist met with a DES Math Specialist to discuss an upcoming video project related to creating ASL videos to support BEST standards glossary so that students are better able to comprehend fully.
- The Bilingual Specialist conducted an informal walk-through/check-in with teachers to see if they were in need of any specific resources or assistance.
- The Bilingual Specialist contributed additional resources on the bilingual site targeting Social Studies and ELA.
- The Bilingual Specialist met with 5th-grade teachers to provide strategies on how to improve students' skills on giving presentations following research using ASL and adding ASL standards on lesson plans.
- The Bilingual Specialist visited the elementary department during recess time to informally assess ASL proficiency and needs and to develop a rapport that encourages them to seek assistance at any time.

### **English Language Learners Department**

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

Priority Goal 1: Academic Achievement and Workforce Preparation

- DHS Senior Soranlli Prisila Morales-Salazar earned a certificate in StaffSafe through Culinary Arts.
- ELL students will begin ACCESS for ELLs testing on Wednesday, February 2. The testing window runs from Jan. 24-March 28. Good Luck!
- The ESOL department and ELL students in Deaf and Blind High Schools will celebrate its 3rd cultural event throughout February in honor of Black History Month. Students will learn about the history and significance of Soul Food for Black Americans, read and interact with Achieve articles pertaining to Black History month, and receive a gift card to Publix to safely enjoy a prepared Soul Food meal.
- The ESOL Director and ESOL Specialist will begin reviewing FSDB's current ELL plan in preparation for editing and submitting a plan for the next 4-year cycle.

Priority Goal 2: Professional Development

- FTE will continue to follow the training outlined by FSDB's TQA. OPS staff will participate through designated training PDFs and PPTs.
- Diana Ospina, ELL Teacher, will receive ongoing training in the components of the SIOP model of lesson planning.

Priority Goal 3: Enrollment and Retention

- The ESOL department did not welcome any new students into the program for January. There are currently 37 students receiving services from the ESOL department.

Priority Goal 4: Digital Citizenship

- OPS Educational Language Facilitators will participate in ongoing training.

Priority Goal 5: Stakeholder Relationships and Communication

- The ESOL department made/received 89 phone calls to ELL families and completed 69 written translation requests for FSDB staff.
- ESOL Director has participated in monthly conference calls organized by FLDOE Student Achievement through Language Acquisition Bureau.

**Libraries**

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

Priority Goal 1: Academic Achievement and Workforce Preparation

- We developed a Literacy week presentation for BHS focusing on literacy skills connection to career soft skills.

Priority Goal 4: Digital Citizenship

- Schedule online application training sessions for BHS classes in the spring.
- Facilitating tech mentoring between BES & BHS students on Assistive Technology (AT).

- Coordinating future group AT training for students by students.

Priority Goal 5: Stakeholder Relationships and Communication

- Planned collaborative lessons with BMS teachers on literacy.
- Supported the Braille Challenge proctoring for students' speed and accuracy tests.

**Respectfully submitted by:**

Scott Trejbal

Administrator of Instructional Services



## Parent Services Department

Respectfully submitted by Cindy Day, Executive Director of Parent Services

### Parent Services

- The next Parent University event to be offered is scheduled for February 28. This upcoming capacity building event's theme will be Assistive Technology. Parents from the Blind Department are encouraged to join in and learn about the variety of technology supports available to FSDB students.
- The next Parent Engagement Workshop (PEW) event is scheduled for March 10 and will be offered virtually and in person. The focus for March is going to be on literacy with presentations by FSDB reading specialists, teachers, and other staff. Parents are encouraged to join to stay informed on campus happenings and be included in decision-making opportunities.
- The Parent Services Department is offering classes for parents of FSDB students to learn or improve their ASL skills through February. Classes for three skill levels are being offered weekly with in-person and virtual options.
- Parent Services continues to partner with other departments at FSDB to improve parent communication and encourage family-friendly practices.

### Parent Infant Program

- FSDB's Parent Infant Program (PIP) served **603** infants and toddlers ages 0-5 and their families at the beginning of February 2021. There were 314 Deaf/Hard of Hearing, 239 Blind/Visually Impaired, and 21 Dual Sensory Impaired children receiving services.
- The Parent Infant Program hosted the first part of SKI-HI training for 25 early intervention professionals. The second part of the SKI-HI training will be offered in late February.
- Kim Carr, Director of FSDB Parent Infant Program for Blind/Visually Impaired, held a meeting regarding training for the trainer for upcoming VIISA training in March.
- In January, the Statewide Learning Community Meeting included a presentation on the Outcomes and Developmental Data Assistance Center for EHDI (ODDACE) Program and nationwide assessment of young children with hearing loss.
- Parent Advisors of the FSDB DHH Parent Infant Program will participate in ODDACE and have begun training to implement the program's revised assessment process.
- Additional Parent Infant Program Outreach includes:
  - Regional Coordinators visited therapy centers and libraries in their areas to share info about the program with the professionals at those locations.
  - Paulina Rounsavall, Parent Infant Program Regional Coordinator for the Palm Beach area, represented FSDB at the Family Care Council Interagency and Parent Meeting.
  - The highly anticipated Family Meet-Up at the Tampa Zoo was held in early January.
  - A successful Pirate Ship Park event was held in St. John's County on January 8.
  - A See You at the Sea event for the North Central area is planned for February 27.

### **L. Daniel Hutto Early Learning Center**

*"There is a great sense of community within the Montessori classroom, where children of differing ages work together in an atmosphere of cooperation rather than competitiveness. There is respect for the environment and for the individuals within it, which comes through experience of freedom within the community." Maria Montessori*

#### **Enrollment**

PreK DHH Class : 18 students

PreK BVI Class: 6 students

- 3 Prekindergarten students are currently in file review

Toddler Program: 5 children

- The Early Learning Center (ELC) currently serves 24 preschool children and five toddlers.
- For January, the children are learning about winter, cold and ice, and dressing for the chilly weather. The BVI class studied Antarctica and learned about the properties of water, where to find Antarctica on the globe, and all about penguins. The DHH class studied dinosaurs and animals, including naming, matching, drawing, reading about, and classifying dinosaurs and animals.
- The annual Donuts with Dad/Breakfast with Buddies event resumes on February 18, 2022.
- This month's family focus is Cooperation. Cooperation is vital for maintaining a safe and happy learning environment by helping children learn to work together and join others' work, activity, or play. By learning to use cooperation in different situations, the children are learning that they are in control of their actions and how their choices affect others. Working together to find creative solutions to problems and demonstrate flexible thinking supports emotional maturity, self-confidence, and strong personal identity.

### **Outreach Services Department**

Respectfully submitted by Elizabeth Wilcox, Director of Outreach

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

- Session 1 Nine participants enrolled, and seven participated in the first session. Registrations will stay open throughout the series.
- Session 2 will serve children ages 15-18 is scheduled for June 2022.

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

- The Winter Series event was a success, with ten participants.
- Spring Series registration is open and will take place on April 23, 2022.

- Summer Series registration is open and will take place in person on June 4, 2022. FSDB is partnering with Volusia County Public school, Deltona Library, and Lyonia Environmental Center.

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

- The Winter session began the first week of January, and registration is full. There currently is a waiting list.
- The spring session will run mid-March through mid-May and will continue to offer multiple level, ASL classes.

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

- The spring session starts on March 23, 2022.
- Registration for the Spring Course is open is currently fifty percent full.

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

- Seventeen prospective families and eight community groups completed a campus tour in December and January.
- Twenty-five tour groups, comprised of 98 people, completed a campus tour.
- A Campus Tour Feedback Survey is sent to visitors after each tour. This past month's feedback was five-star ratings overall with comments including, "Everything was amazing! Super friendly and very patient with all the explanation."

**Statewide Exhibitor:** *FSDB Ambassadors share information about the FSDB campus and outreach programs with targeted stakeholders across the State at both in-person and virtual events.*

- 1/16-29/2022 Council for Exceptional Student (CEC) National Conference Orlando, Florida

**Resource Materials & Technology Center for the Deaf/Hard of Hearing**

Respectfully submitted by the RMTC-D/HH Team

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

- Just In Time News & Information - 3 Volumes created during the current month
- Tech Notes - sent January 10, 2022

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

- *HLP3: Collaborate with Families* (video)
- *Deafness 101* (slide deck)
- *Expanded Skills, Service Delivery, and Progress Monitoring* (lesson plan slide deck)
- *IEP Related Services, Supplementary Aids and Services* (slide deck)

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.

- *Thinking on THIRSDay* - FIMC, FSDB (PIP), Palm Beach, UCPC/ Virtual - 1/20/22 (Emotional & Social Skills for D/HH with Dr. Jennifer Johnson)

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

- *TA-Live! HLP3: Collaborate with families to support student learning and secure needed services.* - virtual (statewide) 1/12/22
- *ASL Access, Assistive Technology (AT) for D/HH* - Florida Diagnostic & Learning Resources Network (FDLRS) Springs, Virtual (District Staff) - 1/18/22
- *How to Perform Daily Hearing Aid Checks and Ling Sound Checks*, Onsite (District Staff) - 1/21/22
- *Emergency Preparedness* - Family Center on Deafness (Pinellas County parent) 1/27/22

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

- **Brevard** - ASL receptive language evaluation
- **Hardee** - ASL expressive and receptive evaluation
- **Washington** - Functional Listening Evaluation and ASL receptive evaluation

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:**
  - Alachua, Broward, Citrus, Columbia, Duval, Escambia, Flagler, FLVS, Gilchrist Hardee, Highlands, Hillsborough, Lee, Leon, Martin, Monroe, Orange, Osceola, Palm Beach, Pinellas, St. Johns, Suwannee, Taylor, Volusia, Wakulla, Washington
- **Districts participating in PLCs:**
  - Duval, Hardee, Highlands, Manatee
- **District staff utilizing the RMTC-D/HH Media & Materials Free Loan Library** created six new accounts and returned 12 borrowed materials:
  - Columbia, Flagler, Hendry, Hillsborough, Monroe, Nassau, Orange, RMTC-D/HH, Sumter
- **District staff attended *Thinking on THIRSDay*:**
  - Palm Beach, Volusia, FAVI-DBC, FSDB PIP, UCP Charter

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

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

- *Statewide Learning Community Meeting (Virtual) - 1/12/2022*
- *Florida Educators of Students who are D/HH (FEDHH) Board Meeting - 1/12/2022*
- *The Art of Coaching Book Study (Virtual) - 1/13/22*
- *Institute for Small and Rural Districts (ISR) Winter Institute - 1/18/2022 to 1/20/2022*

#### **Collaborative Efforts**

- *Dual Sensory Impaired Initial Eligibility and Re-evaluation Flowchart Development Meeting (Virtual) - 1/13/22*
- *Southeast Regional Institute for the Deaf (SERID) and Florida Educators for Students who are Deaf/Hard of Hearing (FEDHH) Collaborative Meeting - 1/27/22*
- *Systemic Improvement of Programs for Students who are D/HH Onsite Program Review Visit - January 25- 27, 2022*

#### **Workgroup/Committee Participation**

- *Florida State Assessment (FSA) American Sign Language (ASL) Translation Review Committee - 1/06/22*
- *Passport to Learning Planning Meeting - 1/13/2022*

### **Technology Services Department**

The technology department surpassed 25,000 IT Request work tickets in January! Amazing team!

- The information systems team sets up future scheduling in the student information system and offers training and support to school counselors and school staff.
- Work is underway to validate data in preparation for submitting Survey 3.
- First-semester report cards were completed as well as activities to prepare for the launch of the second semester.
- A vendor was selected for our digital whiteboard upgrade project to replace end-of-life equipment within the Blind Elementary and Middle School and Deaf High School.
- Technicians participate in weekly calls to engineer and manage security and data loss prevention technical policies.
- Weekly activities are underway to plan and implement a new campus-wide phone system.

#### **Respectfully Submitted by Shelley Ardis**

Administrator of Parent, Outreach, and Technology Services