



Amended Agenda^{04/06/23}

Florida School for the Deaf and the Blind

Board of Trustees Meeting

Moore Hall, Center for Learning and Development

April 14, 2023, at 10:30 a.m.

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I. <u>Call to Order</u>	
II. <u>Pledge of Allegiance</u>	
III. <u>Roll Call</u>	
IV. <u>Student Recognition</u>	
V. <u>Teacher of the Year and School Related Employee of the Year Recognition</u>	
VI. <u>Deaf History Workshop</u> – David Snow	
VII. <u>Public Comments</u> Limited to three minutes per person with a maximum of 45 minutes per meeting for all public comments.	
VIII. <u>Executive Session</u>	
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XVII. <u>Adjournment</u>	



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Board of Trustees Meeting Minutes
Moore Hall, Center for Learning and Development
February 24, 2023, 9:30 a.m.

Attendance

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

Call to Order

Mr. Owen McCaul, Board Chair, called to order the meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 9:30 a.m. The meeting was held in Moore Hall, Center for Learning and Development (CLD), on the FSDB campus.

Pledge of Allegiance

Two Blind Elementary School students, sisters, Jesabelys and Jeheili2 Ortiz-Rosa, and one Deaf Elementary School student, Reagan Spillers, led the Board and the audience in the Pledge of Allegiance.

Public Comment

Ms. Leslie Costello addressed the Board as FSDB Education Association (EA) representative. She stated that the EA has been preparing for the legislative session and plans to send teachers to Tallahassee to advocate for students and teachers. She invited the Board to the Spring Music Concert and art show that will be held on April 20, 2023, and the Blind Elementary Music Theater production planned for May 11, 2023.

Mason-Dixon Championship Recognition

President Snow explained that the Boys' Basketball, Girls' Basketball, and Cheerleaders had a clean sweep at the 2023 Mason-Dixon Tournaments.

As the student-athletes introduced themselves to the Board, they provided their names, how long they have attended FSDB, and the city they live in. For purposes of the minutes, only their names are listed.

Boys' Basketball Team

Phoenix Lambirth
Will Devis
Sincere Vazquez
Bobby Torres
Micah Engelman
Angel Guillen
Dylan Bellorin-Santos
Jonah Abenchuchan
Joey Seppala
Hunter Trouille
Frantz Valbrun
Managers: Marco Solis

Coaches:

Head Coach Dakota Kalis
Asst Coach Alexander Hall Jr
Asst. Coach Mauricio Orozco

Girls' Basketball Team

Emma Hancock
Priscilla LeFors
Joss Dagenais
Hannah Alford
Ivabella Essex
Annabelle Abenchuchan
Kayla Debrow
Mariska Dize
Dionni Qunizy
Skylar Bergman
Juliana Diego

Coaches:

Head Coach Joy Fraychineaud
Asst. Coach Lindsay Stergio
Asst. Coach Eric LeFors

Cheerleaders

Ashton Bartok
Oceana Brown
Brieillys Colon-Mendez
Jazmine Camacho-Reyes
Yainoli Garcia
Andrae Hendserson
Markeil Jordan
Katrina Kalis
Kavira Vihugho
Vanessa Waldhof

Coaches:

Head Coach Lia Ferrante
Asst. Coach Annemarie O'Brian

Braille Challenge Workshop

Braille Specialists Leah Belger and Angi McCutcheon introduced themselves and provided a brief history of the Braille Challenge in North America. It started in Anaheim, California, in 2000, by the Braille Institute. The challenge has expanded to include the United States, Canada, and the United Kingdom. Events are divided into one-day local events, regional events, and the winners go on to the championship event in Los Angeles, California. FSDB has been participating since 2002. The recent Braille Challenge was a successful event with 46 student participants. The theme this year was based on the original Candyland board game, with Kramer Hall being decorated and staff volunteers acting as Candyland characters. Parents were invited, and some volunteered and stayed to have lunch with their child.

The two Braille Specialists brought four students who use Braille at different levels. The students were Savannah Lindberg (11th grader), Derek Chisholm (8th grader), Khloe Miller (7th grader), and Jayden Aldana (3rd grader). The students were asked a series of questions about their Braille Challenge experience; each student was given the opportunity to answer the questions.

Approval of Meeting Minutes

Mr. Hadley moved to approve the minutes from the Regular Board of Trustees Meeting held on January 13, 2023. The motion was seconded by Mr. Kramer and approved unanimously by the Board.

President's Report

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

- The Deaf High School, Academic Bowl Team, went to the Texas School for the Deaf and participated in the Gallaudet Academic Bowl, and they came in 2nd place.
- Our Robotics Club attended a National Regional STEM Center (NRSC) competition at the Alabama Institute for the Deaf and Blind (AIDB). The High School VEX Tournament was February 16-20, and the Middle School VEX Tournament was February 23-26, 2023.
- The Florida Department of Education was on campus February 15-17. This was part of a monitoring visit where they met with school leadership, students, parents, and staff members.

Department Updates

Business Services

Ms. Alison Crozer, Executive Director of Budgets and Grants, explained that the Department of Education would be submitting an amendment to our 2023-24 Legislative Budget Request so that it aligns with the Governor's recommendations. There are two "main impacts" on the budget. One is the continuation of our 5.3% increase distributed this year, and two, the Governor is submitting a 5% increase for all state employees to help target retention and recruitment. There were no questions for Ms. Crozier.

Mr. Dave Hanvey, UBS Financial Advisor, provided the Board with the Endowment I and II values. He updated the Board on the current value of each Endowment account and how they compare to the current market trends. There were no questions for Mr. Hanvey.

Strategic Plan Update

Mr. Scott Trejbal, Administrator of Instructional Services, invited the Board to attend the CTE Showcase after today's meeting. He briefly explained all the opportunities available for the students to see and talk with the different companies represented at the showcase.

Ms. Shelley Ardis, Administrator of Outreach, Parent Services, and Technology, explained the upcoming Open House planned for March 23, 2023, at 9-11:00 am. There are currently 279 registrants for the Open House.

Ms. Trish McFadden, Executive Director of Training and Quality Insurance, explained that the employee engagement survey was launched for 2023 and will close on February 15. To date, we have had a 65% participation rate, a 20% increase from last year. Our next Job Fair is planned for March 25, 2023, from 4-7:00 pm.

Action Items

Action Item #1 - Surplus Property

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

Mr. 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 – Use of FSDB Facilities Rate Schedule — 2023-2024

Board approval was requested to implement the Use of FSDB Facilities Rate Schedule for the 2023-2024 fiscal year. The facilities rates represent a 2.41% decrease due to the reduced maintenance costs during the year. Labor costs reflect an increase between 7.5% to 31.1%.

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

Action Item #3 – Operating Budget – Revision #2

Board approval was requested for FY2022-23 Operating Budget – Revision #2.

NOTES:

Revision #2A – Category 104166 reflects adjustments by the Executive Office of the Governor to administer funds for current year statewide pay increases.

Fund 1000	1,174,264.00
Fund 2261	36,283.00
Fund 2339	23,571.00

Revision #2B – Category 104166 reflects a budget realignment in the Federal Grants Trust Fund (Fund 2261) to maximize available funding, net effect zero.

Fund 2261	50,000.00	Food Products
Fund 2261	(15,000.00)	Other Personal Services
Fund 2261	(35,000.00)	Expense

Revision #2C – Category 130300 reflects a budget realignment to support vehicle and equipment purchases, net effect zero.

Fund 1000	275,000.00	Vehicles and Equipment
Fund 1000	(275,000.00)	Structural Enhancements

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 – Annual Contract for Attorney Services

Board approval was requested to enter into contracts for the 2023-2024 fiscal year for attorney services. Currently, the school contracts with the following firms:

Constangy, Brooks, Smith and Prophete, LLC – General Counsel and Human Resources Matters
RISE, Inc. – Special Education Matters

NOTES:

Included within the Constangy, Brooks, Smith, and Prophete, LLC contract is the subspecialty services of the Upchurch, Bailey, and Upchurch firm, specifically Sidney Ansbacher, on an as-needed basis.

The Constangy, Brooks, Smith, and Prophete, LLC contract will reflect 5% hourly rate increases from 2022-2023 (Partner/Senior Counsel at \$246.00 and Associate at \$233.00). These are \$12 and \$11, respectively.

The RISE, Inc. (Resolutions in Special Education, formerly known as the Weatherly Law Firm) contract has no change in rates per hour from 2022-2023 (Attorney at \$200.00 and Paralegal at \$75.00).

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

Action Item #5 – 2023-24 Board and Committee Meeting Dates

Board approval was requested to approve the Board and committee meeting dates prepared for the Board.

Mr. Kramer moved to accept the Board of Trustees meeting dates as presented. The motion was seconded by Dr. Zavelson and carried unanimously by the Board.

Discussion: It was noted that the December 9, 2023, date was incorrect it should read December 8, 2023. The date will be corrected, and a new list will be sent to the Board.

New Business

Audit Committee Report and Action Items

Mr. Hadley, Chair of the Audit Committee, stated the Audit Committee had a meeting earlier, and two action items required Board approval.

Audit Committee Action Item #1 - Internal Audit

Board approval was to renew the contract with Mauldin and Jenkins for the 2023-2024 fiscal year to provide internal audit and financial statement services

	<u>2023-2024</u>	<u>2022-2023</u>
Partner	\$310.00	\$295.00
Director	\$300.00	\$285.00
Manager	\$220.00	\$210.00
IT Specialists	\$305.00	\$290.00
Senior Associate	\$190.00	\$180.00
Associate	\$165.00	\$155.00

Mr. Hadley, as committee chair, moved to accept Action Item #1 as approved by the Audit Committee. The Board carried the motion unanimously.

Audit Committee Action Item #2 - Audit Committee – Endowment Audit

Board approval was requested to renew the contract with Carr, Riggs, Ingram for the 2023-2024 fiscal year to conduct the Annual Audit of Endowment Funds (Fiscal Year Ending June 30, 2023) and Limited Procedures Engagement (Student Accounts and Student Club/Class Organization Accounts).

	<u>2023-2024</u>	<u>2022-2023</u>
Annual Audit of Endowment Funds:	\$22,000.00	\$20,000.00
Limited Procedures Engagement (Student Accounts):	\$2,750.00	\$2,500.00
Limited Procedures Engagement (Club/Class Org. Accounts):	\$2,750.00	\$2,500.00

Mr. Hadley, as committee chair, moved to accept Action Item #2 as approved by the Audit Committee. The motion was carried unanimously by the Board.

Additional New Business

Dr. Zavelson feels that with new legislation coming from Tallahassee that FSDB’s administration needs to look at the potential of starting a magnet program here at FSDB to help increase student enrollment. Dr. Zavelson provided a few examples of programs that have been successful in other school districts. International Baccalaureate, Math, STEM, or performing arts were a few examples.

Mr. Hadley agreed that this could help to increase student enrollment if a magnet program were started.

Unfinished Business

President’s Performance Expectations

Ms. Lexi Bucca, Executive Director of Human Resources, provided the Board with the updated performance expectations via email. Ms. Bucca asked if the Board was okay with the changes or would they like further time to review them. She stated if no further changes were needed that the Board would need to take action on the matter.

Mr. McCaul requested a motion or asked if they needed to table this business for further review.

Mrs. LeFors made a motion to accept the changes made to the President’s Performance Expectations. The motion was seconded by Mrs. Chapman and carried unanimously by the Board.

Board Comments

The Trustees enjoyed the groups of students who attended the meeting. They all think innovation is key to the continued success of the school. They are happy to see the administration working on employee retention and recruitment as part of the school’s success. The Board feels it is important to increase student enrollment numbers.

Adjournment

The meeting adjourned at 11:31 a.m.

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

Tracie C. Snow
President

Owen B. McCaul
Board Chair



Success for Students is one of our three priorities as part of the 5-year Strategic Plan. With the goal of preparing students for a lifetime of success, FSDB provides an incredible number of enrichment and extracurricular activities for FSDB students to be engaged in, which supports learning, innovation, and achievement. In addition to some of the highlights I have provided below, I hope you read through the complete Board Report to learn about student accomplishments and activities. Thank you to our teachers, coaches, and sponsors – this is only possible with your dedication!

Drones Club Competition

Team Dragon Drones (Drones Club members: Jalrik Alvarez, Clark Ashley, Shawn Corbett, and Geoffrey Porter) competed at the first all-Deaf drone competition at the American School for the Deaf in Connecticut, along with 30 other teams. Our Dragon Pilots won the award for Overall Program Champions, and Team FSDB Wyverns won the award for Autonomous Flight. Flying drones requires technical piloting, visual sight observing, navigation, coding, professionalism, and good sportsmanship. We are looking forward to seeing our Dragon Drones Club soar!

Florida State Thespians

Two of our students from the Blind High School (Maxx Ray and Madison Wardell) represented FSDB Blind High School at the Florida State Thespian Festival in Tampa, Florida. They each had solo musical numbers in addition to attending workshops in dance, writing, movement, and improv; watching stage performances; and participating in Broadway Karaoke Night. It was thrilling to learn that they both earned superior ratings on their Solo Musical Performances and earned an invitation to the International Thespian Festival in Indianapolis, Indiana, this summer.

Track

FSDB hosted the first home track meet since before the pandemic. It was wonderful to see so many people out for the meet – athletes, coaches, parents, fans, and volunteers. In addition to this season being a success, five of our athletes have set new FSDB track records!

Bobby Torres set a new record in the 3200m with the time of 10:41:82! The previous record was 10:55, set in 2004.

The girls' 4 x 100m Relay Team set a new record with a time of 52.06! Congratulations to Priscilla LeFors, Mariska Dize, Oceana Brown, and Markeil Jordan. The previous record was 52.13, set in 2018.

Flag Football

Our Flag Football team is ON FIRE! They are having their best season in program history and looking toward a district championship. It is a joy to watch the athletes play on the field and feel the energy of the crowd. Not only are the girls excelling at the game, but they continue to demonstrate excellent sportsmanship, great attitudes, and grit.

Dance Troupe and Blinding Lights Chorus

At the end of March, our Outreach Department hosted a wonderful Community Open House. We had 250 community members from all over the state to see our students perform and learn about FSDB. Our DHS Dance Troupe and BHS Blinding Lights Chorus shined bright on the stage! Guests also had the privilege of purchasing items designed and produced by our D & B Designs promotional enterprise students. As I thanked our community members for coming and our students for performing, it was wonderful to see so many audience members wearing t-shirts and sweatshirts with "FSDB" on them.

Still More to Come!

April and May will continue to provide opportunities to showcase our students' talents. If you are unable to come to the campus, please watch any of the following performances via our live stream: FSDB Elementary Dance Program, Deaf High School Dance Troup performance "Shrek The Musical Jr.," BHS Spring Art Exhibit, Music Department Spring Concert, Blind Elementary Music Theatre's production of 101 Dalmatians, FSDB first-ever Talent Showcase, and Athletic Awards Program.



On March 7, 2023, the 125th Regular Legislation Session since Statehood commenced. A total of 1766 bills were filed by both the House and the Senate. This number includes General Appropriation Bills, which will be taken up in the full chambers of both houses during the week of April 3 - 7. They are expected to pass, and a conference committee will then be appointed to negotiate the differences. Conference meetings are estimated to begin around April 14 and are estimated to continue in negotiation mode for about two weeks.

Funding for FSDB differs in the two appropriations bills, with the House providing about \$1.7 million more than the Senate. The House funding increase is provided for House staff calculated workload and operational expense increases. FSDB did not request this amount in the DOE-approved legislative budget request. In past sessions, the Senate has not accepted funding requests which have not been specifically requested by the agency. This issue will be negotiated in conference.

In substantive legislation, the House passed HB 733 regarding middle and high school start times. This bill has been sent to the Senate and is awaiting a hearing in committee. The Senate has filed an almost identical bill which has also moved to the Fiscal Policy Committee. This bill is expected to be sent to the full Senate for passage shortly. The bill will impact FSDB starting time for high school changing it from 8:00 a.m. to 8:30 a.m. FSDB is considering implementing this policy which would be required beginning July 1, 2026.

The Senate Committee on Ethics and Elections are scheduled for April 4 to review and recommend confirming executive branch appointments to state offices and boards. The appointments of FSDB board members Tom Zavelson, Christine Chapman, Terry Hadley, and chairman Owen McCaul are included in this list. The list will go to the full Senate for approval following the committee's approval and recommendation. As of this board report, no date for that vote has yet been scheduled.

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

- The Legislative Budget Commission issues the Long-Range Financial Outlook.
- State Agencies submit their 2023-24 Legislative Budget Requests.
- The Legislature reviews the agencies' budget requests and receives status reports on prior session issues.
- The Governor makes his budget recommendations 30 days 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 & Senate, executes the budget and develops the base for the next cycle.
- Fiscal Analysis, in Brief, is released in August.
- Final Budget Report released in December.

Submitted by:

Patsy Eccles, Legislative Specialist



Health Care Center Report

	Total	Aug 2022 (16 days)	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023
ACU Visits (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." "Physicals", "Vision Screenings", and "Miscellaneous.")	3,238	394	434	554	408	396	419	633				
TCU Visits (*Total includes all students that were admitted to the TCU.)	264	51	32	28	31	37	27	58				
Eye Clinic- Specialty	43	3	6	13	4	6	6	5				
PDC Clinic- Specialty	72	5	12	16	10	3	13	13				
Psychiatry Clinic- Specialty	27	3	4	3	3	4	5	5				
Off Campus (*ER visits, Ophthalmology, Home)	21	1	2	1	5	4	2	6				
Totals	3,665	457	490	615	461	450	472	720	0	0	0	0

Sofia 2 Testing	Total	Aug 2022 (16 days)	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023
Quidel Strep Test	392	63	58	42	50	44	55	80				
Quidel Influenza A & B Test	396	77	65	40	52	43	51	68				
Quidel SARS Antigen	400	82	65	42	53	44	49	65				
	1,188	222	188	124	155	131	155	213	0	0	0	0

Physicians/ Specialists	Total	Aug 2022 (16 days)	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023
Physician Assistant	511	56	46	86	72	68	74	109				
Medical Director/ Pediatrician	72	5	12	16	10	3	13	13				
Ophthalmologist	42	3	6	13	4	6	5	5				
Psychiatry	27	3	4	3	3	4	5	5				
	652	67	68	118	89	81	97	132	0	0	0	0

Dental Report

Dental Clinic Procedures	Total	Aug 2022 (16 days)	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023
Hygiene	60	0	0	14	7	9	17	13				
X-ray	11	0	0	4	3	1	0	3				
Emergency	3	0	0	0	2	0	0	1				
Other	11	0	0	0	7	1	0	3				
Operative	18	0	0	0	3	7	4	4				
Surgical	0	0	0	0	0	0	0	0				
Preventative	0	0	0	0	0	0	0	0				
Screening	18	0	0	10	3	1	0	4				
Exam	21	0	0	4	1	4	2	10				
	142	0	0	32	26	23	23	38	0	0	0	0

Dental Staff	Total	Aug 2022 (16 days)	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023
UF Dentistry	65	0	0	14	15	12	6	18				
Hygienist	77	0	0	18	11	11	17	20				

Mental Health

Training and Conferences

Erica Wotherly will attend and present at the CEASD Conference in Riverside, CA, on April 20th. The presentation titled, "You Don't Know What You Don't Know," focuses on how communication limitations impact the mental health of youth who are DHHDB. Language can be a challenge when addressing thoughts and feelings for a person who can hear. People often say, "I don't know how to put it in words." Whether they are youth who have developed language skills and communication barriers exist or have limited language skills making thoughts and feelings indescribable, we must address ways to mitigate the challenges by engaging multiple forms of expression that meet the youth where they are.

Department Happenings

2023 Talent Showcase

This year, on May 2nd, from 6:30 pm-8:00 pm in Kirk Auditorium, our High School students will have a TALENT SHOWCASE! At this time, the High School students from the Deaf and Blind Departments are preparing their talents for the try-outs that will be held on April 19th and 20th. The first rehearsal will be on April 25th, the Dress Rehearsal on May 1st, and then the BIG SHOW! We are super excited about this new opportunity for our High School students, and we cannot wait to see what they do! The contact people for this new endeavor are Laura Pamer, Cyndi Daigre-Hines, and Tracie Snow.

Expressions Group

Our expressions group has had a lot of fun this school year! The last group session will be on May 2nd to give the staff time to share ideas, think about what went right and things we can improve next school year, and do some ordering for next year. We want to be ready to roll next school year! We have really enjoyed running this group, and the students have had a blast! There have been up to 26 students in the group! The students love that they have the freedom to be creative and social. Recently, we brought 16 tactile canvases to be hung up in Moore Hall. One of our favorite projects was when the students wrote a poem and then created a clay sculpture that went with the poem. This new group was a huge success, and a big shout out to Sydney Kabrich, Laura Pamer, Ileana Ruiz, Jamie Firth, and Debra Coghil for all of the time, effort, patience, and creativity you have given our students every week for the past 6-7 months!

OT/PT

The OT/PT department was aglow this March courtesy of our resident leprechaun - Seamus O'Tea! Seamus has decorated our department with a giant rainbow and clouds! The students traded in a shamrock with their handwritten, secret wish to Seamus in exchange for a bit of his loot. The

students used golden clothes pins to attach their shamrocks to the rainbow. Seamus then allowed the students to take one of his gold coins which had to be pulled from the clouds at the rainbow's end. This activity addressed several OT skills, including hand strength, fine motor, visual-motor, and perceptual motor skills.

Seamus is a real trickster! We never know where he will end up or what kind of hijinks he will get into. The students have shared some pretty fantastic wishes with Seamus, like a wish for a giant box of Lucky Charms cereal, a million dollars, time with family, an everlasting Kit-Kat, superpowers, to become a doctor, happiness, puppies, and kitties, to be a famous author and on and on. It is so interesting to get insights into the deepest desires of our students.

We have a new student of the month for March - LUKE HARRIS from Blind Elementary School. Luke has shown phenomenal growth in his willingness to work, behavior, and his overall motivation to participate in OT activities. He has made great strides in writing his initials, self-care skills, and manual dexterity. We are so proud of Luke and how far he has come.

Beyond rainbows and the student of the month we continue to work on goals, build up the students and stay on top of the everyday busy work that is school life. We are looking forward to the spring season and the final push of the school year. We have a lot of exciting things lined up for April, including a beautiful spring craft, our Spring EGG-stravaganza, and so much more. We will fill you in on those things in the next report. Until then, we hope you have a lovely month.

Speech & Audiology

Lizzy Owens (SLP) is assigned to work with our youngest students in the Early Learning Center. She celebrates the students' successes on her caseload and has two students she has seen make progress in recent months! One student is starting to combine signs to communicate ideas, which is huge progress! He typically relies on gestures and acting out to communicate. The other student is picking up signals quickly and learning to communicate using language for the first time. He is thriving with exposure to ASL now!

Rosemary Brigham (SLP) in DES continues to work with students to meet their IEP goals. She makes an effort to create engaging activities that are relevant to daily life and to support the teachers by focusing on academic vocabulary. For students working on spoken communication, she has recently been using video recordings so that the student can see themselves or their partners, make self and peer assessments, and discuss ways to improve and practice those skills. Mrs. Brigham feels it is very important to reach out to parents to share progress or just to share excitement about their child's performance.

Sharon Griffiths (Speech Teacher) says many of her students have IEP goals focusing on answering questions. A fun and useful app that her students enjoy is called "WH-Questions Island," created

by Virtual Speech Center Inc. The student can select Flashcards or a Board Game. These pictures are realistic, and answer choice options are provided. Students love the Board Game options, which are full of cute graphics.

In the Deaf High School, speech-language pathologist Sally Satin received a new Smart Board this month. The students love having some high-tech elements added to their speech and language therapies. Ms. Satin is eager to use the Smart Board to provide an increased variety of innovative, effective, and motivating therapy activities. Some students are already using the Smart Board for interactive map skills activities and to learn about geographically, culturally, and historically interesting places in the United States and abroad. These highly motivating topics provide wonderful articulation, reading, and semantic/syntactic development opportunities.

This school year, the BES and BMS ULS students have combined for language and literacy groups during special seasonal times such as Halloween, Thanksgiving, and Valentine's Day. The students made presentations by sharing their accomplishments in language and literacy. Preparation was a collaborative effort of the two classroom teachers, Carla Ferber and Anna Bartlett, and Donna Huffstetler (SLP). These opportunities have enabled the students to gain confidence and leadership skills while sharing their accomplishments in language and literacy. For example, a middle school student's presentation consisted of reading a seasonal poem and leading questions to enable peers to identify targeted rhyming words. A younger student who may not be reading yet has participated by singing songs with the same goal, to question and ask their peers to listen and identify rhyming words.

The Speech and Audiology Department is very happy to report that we have hired Paige Barber as a speech-language pathologist for the Deaf High School! We are thrilled to have a full complement of speech-language pathologists for this department. A huge shout-out to Mary Hanson (SLP) for taking on additional responsibilities in the DHS as well as maintaining a caseload of students in the BEMS and BHS.

Stan Gustetic

Stan Gustetic
Administrator Allied Health Services



Apartment Program

Young Men

The young men of the Apartment Program are successfully learning and modeling independence. Several students throughout our program have reached Step 4, our “Modeling Independence” step. Most of our student population is on Step 3 at this point of the year. We are now experiencing a few of our continuing education students transitioning into independent living programs, the workforce, or higher learning institutions. On behalf of the overall program, I can firmly say we feel good about the life skills they have obtained in our program. We think that we have impacted their lives as they continue to practice becoming productive and responsible citizens.

Several of our students are a part of the Culinary Program here at FSDB, and they create some amazing dishes. It is always a great benefit for the seniors to witness and partner with our culinary students during meal planning, prepping, and cooking dinner.

As winter ends, so will the chilly days and nights. Several young men in the Apartment Program strongly focus on getting or staying in shape now. The blind students in our program are in the weight room each night. The weight room is open for their leisure activity. According to my students, “It’s time to get into shape for summertime beach days!”

Young Ladies

Empowerment Hour

Our student population engages more on their cellular devices than with each other. Our goal is to promote socialization and leisure activities monthly. These events will be titled Empowerment Hour. During this time, we will have activities that offer peer engagement without cellular devices.

Empowerment Hour in February was a Game Night. A staff member led the games, and everyone involved was fully engaged. The students jumped right into playing games without complaint. The room was filled with so much laughter and fun that students did not realize they had played far beyond the required hour.

Areas of growth

When Soranlli joined the Apartment Program last year, she struggled with shopping on a given budget, locating items on the shopping list, or following a recipe. When Soranlli was shopping for her apartment recently, she showed determination to retrieve all the correct items and be under budget. If she needed help understanding a word on the shopping list, instead of asking staff for assistance, she pulled out her phone and used her resources to help guide her to the correct items. She understood which area of the grocery store she had to go to and used a tremendous amount of patience to find each item. Soranlli also helped her peers shop by sharing how she used her phone to understand the differences between food items.

Ja'Lyn is a very kind, intelligent, and shy student. She has a tiny circle of peers whom she loves to interact with and will try her best to initiate small talk with staff members. Ja'Lyn is always willing to go to recreational activities but is more of an observer. During game night, Ja'Lyn initially started within her comfort zone of peers. However, throughout the night, she moved from different games and played with other students with whom she typically does not interact. While playing various games, we observed Ja'Lyn attentive to rules, engaging with staff, and showing patience with peers still learning the rules. She also makes jokes with her peers and staff members. Ja'Lyn has begun to step out of her comfort zone and make new friends. We are proud of the growth she is displaying.

Student Praise

Destiny works well independently and uses her time wisely. She consistently manages a busy workload: academic responsibilities, goalball, work, and apartment duties. She meets required deadlines, completes tasks without reminders, and complies with the rules. Destiny also shows commitment when giving her word. She asked me to postpone a meeting until the next day. The next day, without prompting from a staff member, Destiny went to the meeting. Destiny is a busy bee who finds time to help her peers and lend a helping hand.

Blind Department

Kramer Hall (from Dorm Program Supervisor Vickie Plummer)

- Spring is in the air, and so is my retirement! It is hard to believe that 43 years have passed since I first stepped onto this campus. Retirement is indeed a blessing, but my feelings are bittersweet. It will be very difficult to leave my “Kramer babies.”
- For February, Kramer students enjoyed interactive gaming, a movie night with snacks, walks around campus, and our annual Valentine’s Dinner with music and dancing. We ended the month with a Black History Dinner celebration, including story time and soul food.
- Now that the temperature has warmed up, students had a chance to enjoy a water day and cupcakes. Students enjoyed celebrating Black History Month and were excited about the senior carnival on March 20th.

Cary White

Cary White started the month of February with a Super Bowl Party. Some students cheered for the Kansas City Chiefs, and others supported the Philadelphia Eagles. They watched the game with their peers, chowed down, and socialized while cheering on the teams. The Cary White students used the colors of the participating teams to make Super Bowl-themed invitations, and we planned a menu that incorporated the teams' colors into the foods. The students enjoyed eating helmet-shaped brownies decorated with their favorite team colors.

For Valentine’s Day, Mr. Derwin and Mrs. Sandra bought pizza, Dunkin Donuts, and heart-shaped chocolate candy for each student in Cary White. The students and staff showed their appreciation to Nathaniel’s parents.

Cary White celebrated Black History with “a powerful reminder that Black History is American history, Black culture is American culture, and Black stories are essential to the ongoing story of America — our faults, our struggles, our progress, and our aspirations” (White House proclamation on National

Black History Month, 2022). Dottie Smith spoke about her mother and memories at the Florida School for the Deaf and the Blind, and afterward, the staff prepared a soul food dinner.

Black History Month

The students learned about Carter G. Woodson, a Black historian who received his Ph.D. from Harvard University in 1912 and was known as the “father of Black history,” once stated, “We should emphasize not Negro History but the Negro in history. What we need is not a history of selected races or nations but the history of the world void of national bias, race hate, and religious prejudice.” Inspired to celebrate Black heritage, history, and accomplishments, Woodson founded the Association for the Study of Negro Life and History, which later birthed a Negro History Week that grew into Black History Month. – Lynette Nicholas, Reader’s Digest

In the Cary White pods:

- Pod 228: Spring is here, and the 8th grade girls in Pod 228 are working hard on their independent living skills. High school is right around the corner, and they are doing everything they can to prepare. Learning to heat food in the microwave safely, organizing one’s belongings, and interpersonal skills have been our focus this quarter. The girls have enjoyed learning to finger crochet, a skill brought to the dorm by Ms. Debra, and have been making numerous bracelets for themselves and their friends. Spirits were high as we discussed plans while tidying the dorm in preparation for Spring Break.
- The students of Pod 229 have been broadening their cooking skills. Items like microwave mac & cheese, ramen noodles, French banana pancakes with caramelized bananas or apples, and deviled eggs. Homemade spaghetti is on the menu next. The girls have improved their organizational skills, especially in the mornings, by making beds and straightening desktops. In the evening, they have developed the habit of putting anything used that day (from dirty clothes to lotions and powder) back where it belongs, keeping their area clean and tidy.
- We celebrated two birthdays: Briyannah and Khloe. We had pizza, soda, homemade ice cream, and cupcakes for the entire dorm. We have four birthdays coming up in April.
- The Cary White playground has seen many of our students swinging, sliding, and singing during the spring weather. We are enjoying daylight savings time and the extra hour of sunlight on the playground.
- Pod 231 has been working on emergency and personal safety while practicing organizational skills. The students have improved tremendously with bed-making and clothing grouping skills. One student stated that his grandmother was so proud of him for knowing how to make his bed. She asked him who taught him how to do that, and he replied, "my dorm staff."
- The students get much practice with emergency safety here on campus. They understand what to do and where to go during an emergency. They know how to silence their cell phones during lockdown drills. Most importantly, they know how important the drills are and why we practice them.

- For the next few weeks, we will work on memorizing personal information such as the parent's names, addresses, phone numbers, etc. This knowledge will be helpful during emergency situations.
- In Pod 232, the boys are working on time management: arriving at a place promptly, obeying phone rules, and performing duties. They are doing this by watching the time and asking for the time. The boys are improving in this skill every day. They are also working on organizational skills. They do this by straightening their rooms, cleaning up after themselves, and picking up where needed. They are improving in these skills weekly. We worked on kitchen skills: preparation, cooking, and cleaning up afterward. They worked diligently on this with success.
- Pod 233: This week's curriculum in Pod 233 taught organizational skills. We decided to take the students to their school lockers and clean them out. The students did a fantastic job removing all clutter and old assignments. This allowed them to organize their books and other supplies meticulously. We then had time to clean out and organize all desk drawers within the pod. They've learned how organizing these two areas makes it easier for them to be diligent students.

Koger Hall

- Our recent Taking the Lead outing was very rewarding: first, for the recipient, Michelle, and the puppies at St. Augustine Harley Angels Dog Rescue. Second, the three students who got to save up funds from several months of the program chose specific needs of the rescue and gave them away. The girls received that incomparable intrinsic reward for doing something great for someone who could not return the favor.
- We celebrated the coming of spring and spring break with a good old-fashioned cookout with MacWilliams dorm. Everyone had a great time enjoying good food and each other's company.
- The juniors hosted a taco night for the freshmen and sophomores in the dorm. The juniors did a great job preparing the food and showing off the kitchen skills they have learned this school year.

MacWilliams Hall

- MacWilliams students recently completed a gratitude project for February Character Counts. Students signed "thank you" cards and created gift bowls of candy. They delivered them to the Health Care Center, Campus Police, Household/Laundry, MacWilliams Cafeteria, and Recreation Department to show our appreciation for all they do for us.
- We've had an electronic drum kit and keyboard stored away for some time. Recently several of the students assisted Mr. Wolfe in moving them into an unused office space on the first-floor East wing and created a "music room." Students cleaned the instruments and, with some help, set the drum kit up for use. Many students have also brought some of their instruments and an amplifier so they can practice together.
- MacWilliams students asked to celebrate Black History month in the dorm. Some students prepared short presentations on Black History. Ms. Lacy and Mr. Baker cooked dinner for the

evening, and we were all treated to a meal comprising baked chicken, meatloaf, mac & cheese, collard greens, candied yams, and pineapple upside-down cake.

- MacWilliams Hall and Koger Hall staff held a spring break celebration cookout Wednesday before spring break for our students. Both students and staff enjoyed feasting on grilled hamburgers and hotdogs, macaroni salad, mac & cheese, and baked beans. For dessert: freezer pops.
- We're looking forward to spring; daylight savings brings warmth and longer evening light for outdoor activities, especially fishing.
- Many students have diligently worked with O&M specialists over the last few months and earned their Mobility Pass. Several have already taken advantage and ventured out for snacks from Hazel's Hot Dogs just up the street from campus. With the weather and time change, we anticipate seeing even more activity with our students venturing out. This is an excellent opportunity to practice many independent life skills we teach them in the dorm.

Deaf Department Elementary and Middle School

Vaill Hall

- Vaill Hall students are working on social skills, including being kind to others, inclusive, encouraging, and empathetic daily by utilizing teachable moments. Some students are working on tying shoes and hygiene. Our oldest students are working on communication and working through their issues with each other independently and with reduced involvement by staff.
- All pods involve various arts and crafts, including painting, fuse beads, coloring, drawing, and play dough. Some pods have plans to make snacks while teaching kitchen safety and hygiene.
- Our dialog with students is focused on trustworthiness and what it means to be trustworthy. In addition, we teach students to question their behavior, such as: was that kind, helpful, or respectful?

Gregg Hall

- February was another busy month for Bloxham. Our girls tried out for the flag football and track and field teams. They have been practicing hard while learning to manage their responsibilities simultaneously.
- We look forward to their upcoming games and meets.
- Our students enjoyed a Valentine's Dance compliments of the recreation department. Our girls had fun fixing their hair, nails, and even some makeup before dressing to the nines. They spent the evening socializing with the DMS and BMS students, dancing to their favorite songs, and enjoying delicious snacks. Two days later, it was time to head to Jacksonville for a Jax Icemen hockey game. For many of our girls, this was their first time seeing a hockey game, and they enjoyed the new opportunity.
- Our character education trait for February was compassion. While we teach our students the value of being compassionate to others, we also want them to show themselves the same care. On Wednesdays, DMS behavioral specialist Christian Rivera has been coming to Bloxham and teaching a voluntary yoga class. The class runs for about 45 minutes, and our girls learn a variety of poses. Christian also teaches the girls about the positive physical, mental, and emotional benefits of exercises like yoga. The girls say they feel calm, relaxed, and more focused after class. One girl said she liked the upward stretching poses the best since they

spend so much of the day “hunched over desks and laptops.” We are very grateful to Christian for providing our girls with this opportunity.

McLane Hall

- Spring is in full swing! The McLane Hall boys have enjoyed various events over the past few months. Some boys signed up for track and field and competed in a few meets. Other boys watched a professional hockey game in Jacksonville and a basketball game at Flagler College. We also took the boys for some shopping fun in Durbin Park before watching a new movie, "Ant-man and the Wasp."
- We had Christian Rivera, our deaf middle school behavior specialist, stop by to teach the boys about yoga. He explained the positive benefits of doing exercises like yoga, and the boys reported feeling relaxed after trying it out. We also had a visitor from the FSDB Police department. Officer O'Brien stopped by to teach the McLane Hall boys about the dangers of sexting. The boys stated that they learned so much from the workshop and now know exactly what to do should they come into a situation involving sexting.
- We have another scheduled workshop with Officer O'Brien to discuss social media and how to watch out for scams.

Deaf Department High School

James Hall

- The girls are continuing to show positive behavior. We have recognized the following students for Student of the Week: Dionni, Sakura, Ja'niyah, Joselyn, Michelle, and Myianeei. These girls have shown cooperation, respect, and responsibility.
- For our Students of the Month, we have Aliveya and Ellen. These two go above and beyond to help their peers and their staff. These young ladies earned a \$10 gift card from the supervisor for consistently demonstrating excellent positive behavior.
- We use our teachable moments for curriculum, and every day is curriculum for our girls. The staff explains how to use the washing machine properly, how to use the correct temperature on the stove and clean out the vacuum for better results.
- For our James Hall community service projects, the girls went to the blind elementary dorm and made St. Patrick's Day goodie bags for the students.
- Coming in April, the students who sign up will attend an Orlando Magic Basketball game. Also, in April, girls who are interested can attend Flagler College to see Cinderella live on stage.

Rhyne Hall

- February and March were busy months for the Rhyne Hall boys. They were excited about spring break and did a deep clean of the dorm. Before the break, we had several events in the dorm. The super bowl party was a blast. The boys enjoyed watching the game on the projector and socializing with their friends. They also enjoyed chicken wings, snacks, and drinks. We had two trips to Flagler College, one for a Basketball game and one for a lacrosse game. The boys enjoy watching live college games.
- Staff has been taking the students off campus for curriculum to teach them how to behave in public and how to order food on a budget. We have been working with the boys in Rhyne Hall to teach them their addresses and the importance of knowing emergency information. We are

also working with the campus police to set up a curriculum about safe texting and the safe use of social media.

- For community service, some of our boys went to Vaill Hall to help set up the Annex for the elementary boys to move in. The boys have been helping in the FSDB museum and learning about Deaf history while they volunteer.

Recreation Department

The Recreation Department hosted the socials for the Boys' Mason Dixon Basketball Tournament and Cheer Competition. The students from the visiting schools were treated to a variety of entertainment, got to tour the town for the "Nights of Lights," had a dance party with a photo booth to make memories in, and had a final night of great food and new friends.

The Elementary students continued with the workshops in D&B Designs. They finished making a shirt that they could keep. Valentine's Day was very festive; each age group was treated to a dance.

The Recreation Department continues to offer various activities for every age group.

Youth League Basketball started in March in conjunction with St. Johns County Parks and Recreation. We have two teams: boys 11-12 years old; and girls 9-11 years old. They will play through May.

FSDB Elementary Dance Program

The dance program has started to learn their dances for the Spring Recital on Thursday, May 11.

Learn to Swim

Identified students have been taking swim lessons from two qualified swim instructors and showing great improvement. The lessons will continue through the end of the school year.

Respectfully submitted by:

Kathleen Grunder

Administrator of Residential Services



ACCOUNTING
John Wester, Comptroller

Accounting: Prompt Payment Compliance – Section 215.422, Florida Statutes, Prompt Payment of Vendor Invoices: For the period through March 15, 2023, 99.57% of 237 invoices were paid in accordance with the statute (compliance minimum is 95%).

Purchasing: The annual Tangible Personal Property physical inventory has been completed. A total of three items were missing for the second year in a row with an original cost of \$8,030.75 and the remaining book value of \$917.85. An Unaccounted For property report has been filed with Campus Police.

ADVANCEMENT
Traci Anderson, Executive Director of Advancement

<p><u>Donations for February 2023</u> Number of Donors = 155 Number of Gifts = 155 Dollars Received = \$21,918.67</p>	<p><u>Donations for January 2022</u> Number of Donors = 191 Number of Gifts = 189 Dollars Received = \$67,699.27</p>
<p><u>Current FY To Date</u> Number of Donors = 1535 Number of Gifts = 2450 Dollars Received = \$1,492,243.01</p>	<p><u>Previous Year to Date – Last FY to Date</u> Number of Donors = 1512 Number of Gifts = 2349 Dollars Received = \$1,283,203.70</p>

Comparison of 21/22 to 22/23: Current number of donors and number of gifts are trending up after implementing the below strategies over the last several months.

- Lapsed donor mailing with a special copy.
- Extra informational inserts for new donors.
- Donor survey redesign to obtain additional information from donors.
- Hand-written thank you notes to all donors.

AUDIT
Julia Mintzer, Administrator of Business Services

On March 23, the Auditor General conducted the exit conference for the June 30, 2022, Financial Statement Audit. The audit yielded a positive report with no material weaknesses or significant deficiencies to report.

BUSINESS SERVICES BULLETIN**Julia Mintzer, Administrator of Business Services**

To keep campus stakeholders updated on the latest and greatest in Business Services, status updates on initiatives and projects will be periodically posted on Yammer. The March 27th posting included the following information:

START WITH WHY EDITION

The Strategic Leadership Team continues to engage in a monthly book chat. The book selected for this year is *Start With Why* by Simon Sinek. Throughout the book, we examine the Why, How, and What of successful organizations. Why is a belief. How is the action. What is the result of the action. Many of us are able to easily articulate what we do and how we do it. More importantly, do we know WHY we do what we do? The Business Services leadership team took some time to reflect on this very question. Here's our why...

Accounting

Why accounting? Accounting provides the formal mechanisms and processes that are intended to provide information that is useful in making business and economic decisions. Accounting supports the process of informed decision-making that can affect the economic, legal, political, and social environment of its users. Accounting at FSDB ensures that our students are able to study in a safe, secure environment by providing the backbone processes for other departments to succeed at their responsibilities in supporting our students whether it be books, food, a secure environment, classrooms, or other student needs. Accounting ensures these goals are met by paying the bills and tracking the costs necessary for the effective operation of the School. Accounting ensures our staff is compensated and our vendors paid while providing the public with the transparency expected for the use of their tax dollars. Accounting is not an end in itself, it provides the assurance expected by the public that we are good custodians and fiscally responsible, ensuring our students are getting the best benefit from their education possible for the money spent.

Advancement

Advancement raises funding to provide value-added projects for FSDB students.

Why: Value-added projects provide many benefits to FSDB students such as (but not limited to):

- Positive behavior
- Working as a team
- Sportsmanship
- Following rules
- Building good reading habits
- Workforce Education

Since State dollars only pay for academic learning, these value-added projects add essential skills that are vital to FSDB students to “do more, achieve more, be more”. These projects encourage developing and applying life skills that can be used in everyday life and are beneficial to helping students get a leg-up when wanting to join the workforce once they graduate.

Budget Management

The Budget Management Department supports FSDB internal and external stakeholders by providing a variety of services including payroll administration, grant financial reporting, fiscal compliance audits, and budget management. Our team members work collaboratively with our FSDB community to ensure adherence to attendance and leave procedures, which will generate accurate and timely payments to employees. Agency personnel process biweekly and supplemental payrolls, which include regular wages, overtime payments, and accrued leave payouts. Also, agency staff members conduct ongoing fiscal compliance audits, maintain the account ledgers for several trust funds, and produce required grant financial reporting. Further, the Budget Management Department implements the FSDB Operating Budget, submits the Legislative Budget Request, and acts as a liaison with the Governor's Office and Florida Department of Education on budgetary matters. While the work of our department is mostly "behind the scenes," the Budget Management Department supports the FSDB Mission by implementing financial best practices and supporting continuous improvement models through robust audits and ongoing education. Maintaining sound financial processes is imperative so that FSDB staff members can focus their talents and energies on providing academic and support services to students, collaborating with families, maintaining the facilities, providing outreach, and being active and productive members of the St. Augustine community.

Business Services Office

The Business Services Office oversees the business operations of the FSDB organization. Under the authority of the Administrator of Business Services, this office

- Maintains a unified vision of FSDB's vision, values, goals, and mission.
- Sets a standard; and communicates expectations.
- Provides direction aligned with the organization's processes and policies.
- Values its human resources at all levels.

Why are we necessary? This office is the face of the entire Business Services department. We are vital because we represent with passion and integrity; inform with fidelity. We are relied upon for guidance at all levels of business matters. By establishing guidelines, and maintaining our credibility as we lead by example, we offer staff a healthy environment in which they can trust, develop, and focus on tasks that ensure all facets of the school's operations are running efficiently and effectively.

Campus Police

Why: The FSDB Campus Police Department was officially created by the Florida Legislature in 1994. The Department's mission is to provide a safe, crime-free, and drug-free school campus environment.

How: The Department operates under the statutory authority of F.S.S. 1002.36 (8) and 316.640. The Department has 20 employees; 11 are sworn police officers and 9 are non-sworn support staff members.

What: The Department maintains a full-service law enforcement operation, 24/7, providing school-based policing and security services directly to the campus community. These services include but are not limited to law enforcement, physical security, investigations, access control, communications, emergency management, fire alarm, and severe weather monitoring, mass communication notifications, fingerprinting, evidence/property management, records management, crime

prevention, parking/traffic enforcement, public relations, school resource officer program, and school safety compliance.

Safety and Facility Operations:

Safety and Facilities Operations provides several benefits for the students and staff. These benefits are the “why” or the need and purpose of SaFO.

The safety area ensures the students and staff are in an environment that promotes the safest learning and living spaces. Through regular fire drills and consistent maintenance of the fire alarm system (using both staff technicians and sub-vendors) fire detection is above industry standards. Working closely with the State Fire Marshal any hazards are detected and corrected early. Reports from the State Fire Marshal ensure staff and students are educated on the “why” of the fire code. Testing, drilling, and regular maintenance of the mass notification system keep students and staff safe in the event of other emergencies such as weather-related or human-created. The safety team also performs regular building inspections which include chemical hygiene, standard safety, and AHERA (Asbestos).

Facilities and construction ensure students and staff experience operational buildings. Whether dormitory, academic, or administrative, each building is under consistent preventive maintenance. This ensures each building’s plumbing, electrical, mechanical, and environmental components are operating at optimal performance. The carpentry department ensures the campus is aesthetically pleasing with paint, ceiling tile, glass, wall repair, and general building maintenance. When any component fails or is beyond “maintenance” repair it is turned over to the construction department. The construction ensures the best possible vendor is doing the repair with the intention of meeting program needs as a priority. Of course, managing state funds and receiving the best possible “job” for the cost is also the responsibility of the construction department.

Household/custodial department, this team has a great “why”. Not only are the students here for classes but additionally, they board here. Household provides a clean and pleasant learning environment but also a living environment. Creating a pleasant “home” environment in our dorms and recreational spaces enables students to feel as comfortable and safe in a dorm, recreation area, or class as they would at home.

Grounds department, another team with a huge “why”. Whether walking on a debris-free sidewalk or attending an event under a well-lit tent, grounds provide invaluable service to students. Safely managing luggage or keeping well-maintained shrubs around buildings for security and safety, this team goes beyond each day. Mowing, weed eating and edging are important in order to create a pleasant environment but this team’s purpose is so much more.

Training and Quality Assurance

Why? TQA’s role is to provide compliance and professional development courses to prepare FSDB staff for their work roles and enable them to develop and implement skills that may be transferred to their stakeholders.

TQA also leads the Strategic and Quality Assurance Plans for FSDB which provides a solid blueprint and determines specific goals for the organization. These activities move the organization forward and create a foundation for continuous improvement.

How? TQA provides annually a significant number of in-person and online compliance and professional development training classes for FSDB staff members. Classes are taught and/or created by subject matter experts and staff certified in each discipline to provide timely, relevant information for FSDB Employees.

In addition, TQA facilitates the five-year FSDB Strategic Plan and annual Quality Assurance Plan; teams meet monthly and quarterly respectively. The teams consistently monitor their objectives to ensure that they are on track through measurement and implementation.

The school practices continuous improvement in support of these initiatives which has a direct impact on every member of the school including students, parents, staff, and the community.

What? Employee participation in these classes enables them to remain in compliance with school policy and provides the knowledge to perform successfully in their roles. Mastering these requirements enables staff to work effectively and in a supportive role with students, whether or not they have direct student contact.

The Strategic and Quality Assurance Plans are critical to the continued success of FSDB and keep the school on track and enable the district to adjust course as necessary in response to other operational factors or influences.

Transportation

Transportation plays a critical role for FSDB as an organization. The safe, secure transportation of students is the primary goal of the department. There are two programs in Transportation that serve 87% of the enrolled students at FSDB. The yellow bus program provides daily transportation to and from school for students who live in the counties surrounding St. Johns, including Flagler, Putnam, Clay, and Duval. The SHOW (Students Home On Weekends) program provides transportation to students who live outside the surrounding counties and throughout the state. Picking them up on Sundays and returning them on Fridays. Some of the SHOW transportation is provided by Annett Charter Buses.

The department consists of seven administrative staff, eleven school bus operators, twelve chaperones, three mechanics, 33 OPS bus chaperones, and 23 emergency drivers. The responsibilities of these individuals may vary, but each one plays an important role in working toward the success of the organization. In addition to transporting students daily and weekly, we also provide transportation for field trips, extracurricular activities, and sporting events. Other transportation vehicles that are used across the 80-acre campus to move people, materials, and equipment include 73 golf carts. White fleet vehicles are used to allow staff and students to travel outside of campus to attend meetings, conferences, and other required functions of the school. These include 26 vehicles, most of which are passenger vans. Our mechanics provide routine and preventive maintenance to the entire fleet of vehicles ensuring the safety of all drivers and passengers.

INVESTMENT PERFORMANCE**David Hanvey, First Vice President-Wealth Management: UBS**

Endowment I: During the month of February, the endowment decreased -\$466,917.76 (-2.25%), increased +0.56% Year to Date, and decreased 4.64% for the trailing 12 months with a closing portfolio value of \$18,703,735.96. Dividends and interest income totaled +\$35,388.05 and accrued interest decreased -\$2,345.40. During the same period, the Benchmark decreased -2.62%, increased +2.72%, and decreased -7.86% while the S&P 500 decreased -2.44%, increased +3.69%, and decreased -7.69% respectively. Additionally, \$175,000 was distributed during the month. Furthermore, the average 60/40 portfolio (60% in equities and 40% in bonds) according to Bloomberg increased +2.5% Year to Date, and the UBS central scenario forecast for the S&P 500 is projected to decrease to 3,800 (-4.2%) by 1% by December 31, 2023.

The first day of spring officially occurs on March 20; however, in the last couple of weeks, a winter chill swept across the financial markets. Silicon Valley Bank and Signature Bank have put extreme stress with confidence on both the regional banking and financial conditions in the U.S. Regulators have stepped in and are protecting deposit holders while equity and bondholders are taking the brunt, if not all, of the losses. Globally, the Swiss Government gave a lifeline to Credit Suisse last week, but it wasn't enough to save a company that was over 150 years old. Over the weekend, UBS Group, purchased Credit Suisse for \$3.2 billion dollars increasing the firm to more than \$5 trillion in assets. We expect the banking and financial systems to be under the microscope by both regulators and investors over the next several months. For now, we hope that the actions taken in both the U.S. and globally will bring stability and the green shoots of spring to the economy. More news to come!

Endowment II: During the month of February, the endowment decreased -\$267,987.84 (-2.25%), increased +1.1% Year to Date, and decreased 5.05% for the trailing 12 months with a closing portfolio value of \$10,863,711.55. Dividends and interest income totaled +\$31,049.34 and accrued interest decreased -\$13,680.12. During the same period, the Benchmark decreased -2.62%, increased +2.72%, and decreased -7.86% while the S&P 500 decreased -2.44%, increased +3.69% and decreased -7.69% respectively. Furthermore, the average 60/40 portfolio (60% in equities and 40% in bonds) according to Bloomberg increased 2.5% Year to Date, and the UBS central scenario forecast for the S&P 500 is projected to decrease to 3,800 (-4.2%) by 1% by December 31, 2023.

SAFETY AND FACILITIES OPERATIONS**Guy Maltese, Executive Director of Safety and Facilities Operations****Project Management**

- AHERA sampling (Asbestos Hazard Emergency Response Act) is complete for this cycle.
- Asbestos training for staff has been negotiated and a contract request has been submitted.
- Gregg Hall project meetings continue toward establishing final drawings as well as the guaranteed maximum price (GMP).
- Competitive procurement is underway for an owner's representative to prepare the design criteria package for the Kramer Hall renovation.
- Upgrades to the Transportation complete.
- Aisle lighting has been installed in Kirk Auditorium.
- New dish machine installed in Memorial Cafeteria.
- The Kids Town theater has been demolished.

- 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

Trish McFadden, Executive Director of Training and Quality Assurance

The Training and Quality Assurance Department held or will hold, the following training classes between February 24, 2023, and April 13, 2023: two CPI Full Courses, four CPI Refresher courses, five CPR courses, one QPR class, one Youth Mental Health First Aid class, two New Employee Onboarding sessions, and two AlerT Training classes.

The Safety Education Fair was held on Wednesday, February 22, 2023. There were 16 state, local, and federal agencies represented at this annual event. Students were provided with information about personal safety as well as safety careers and the required education and training needed to be successful in these positions. In addition, students received an FSDB visor and safety pen light as a token of appreciation for their participation in this event.

The next New Employee Onboarding session will be held on Wednesday, March 29, 2023. FSDB has welcomed an additional 32 new employees since the last program in December 2022. This program provides new employees with a broad overview of programs and services, Safety/Emergency Management training and protocols, and the opportunity to meet directly with the members of the President's Advisory Team (PAT) to learn about their departments and ask questions. The post-program survey is conducted via Survey Monkey followed by a second survey 90 days later. The information gathered from these surveys will enable the Strategic Leadership Team to use this data to improve and enhance our current onboarding process supporting the priority goal of Employee Recruitment, Retention, and Engagement (ERRE).

Survey season is in full swing with the completion and distribution of the annual Employee Engagement Survey. The results of this survey were sent to supervisors for analysis and the creation of action plans to implement and share with their respective teams. The School Climate surveys for Parents, Staff, and Students will be distributed in mid-April.

TRANSPORTATION

Submitted by Kevin Greene, Executive Director of Transportation

February has been a busy month for the Transportation Department. As we focused on the ridership data for February, it is evident that efficiency is critical to our operational success. During the month of February, the Yellow Bus Program transported a combined total of 5,164 students on our daily routes, Monday through Friday. The SHOW Program transported a combined total of 1,409 students on Fridays and Sundays.

At the beginning of March, the Transportation Department completed the third quarter of the PBIS program for this year. The themes represented for the 3rd quarter were *Success Skills* and

Compassion. One student from each Yellow Bus/SHOW route who exemplified these themes was chosen as a winner for the 3rd quarter. The students listed below are the 3rd quarter winners.

Yellow Bus Routes

Route 20 Abinadi Hancock

Route 22 Daxton Hoang

Route 23 Logan Bridges

Route 25 Amy Morgan

Route 26 Jordan Williams

Route 27 Daniel Diaz

Route 29 Tiffany Sa'

SHOW Bus Routes

Route 1 Jose Galvan-Aguirre

Route 2 Decedrick McKenzie

Route 3 Dracob Hunt

Route 4 Vivienne Matos

Route 5 Juliana Sevilla

Route 7 Ingrid Ramos Huerta

Route 8 Nalyeis Bynes

Route 9 Starlyn Dize

Route 10 Angelina Solorzano

Route 12 Derek Merced

Route 13 Caitlin White

We have continued our employee recognition program started at the beginning of this year. This program recognizes one driver and one chaperone for going above and beyond their normal job duties to make a difference for the students they transport. February's recognition went to Andy Mueller and Lee DePriest; March's recognition went to Robert Callahan and Barbara Asbell.

Respectfully Submitted,

Julia Mintzer

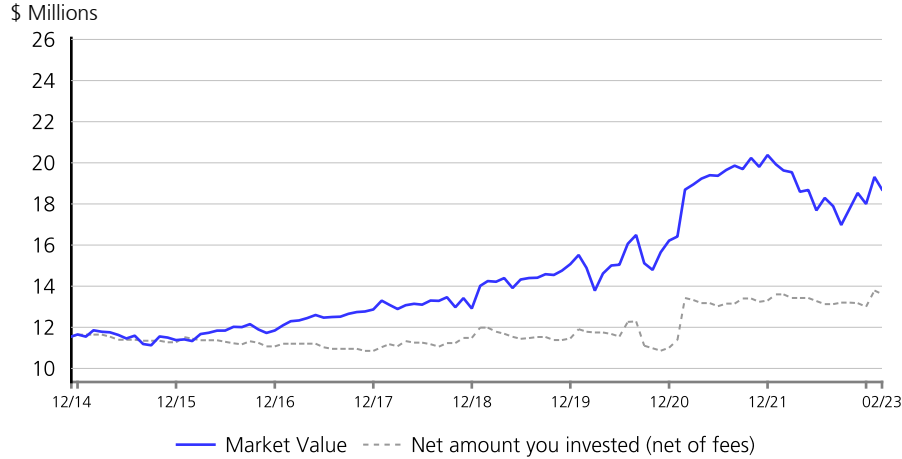
Administrator of Business Services



Performance review

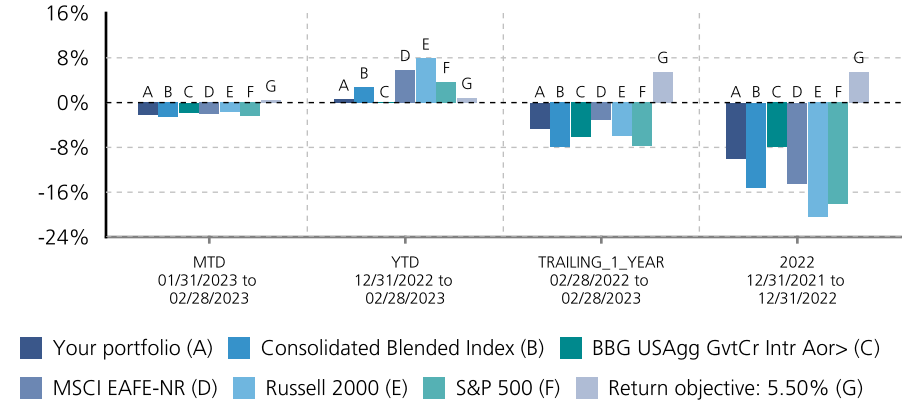
as of February 28, 2023

Sources of portfolio value



Portfolio and selected benchmark returns

Net Time-weighted returns annualized



Consolidated Blended Index: Start - Current: 6% Russell 3000; 9% Russell 2500; 5% Russell 1000 Value; 5% Russell 1000 Growth; 14% Russell 1000; 12% MSCI EAFE-NR; 2% MSCI Emerg Mkt Gwth-NR; 2% 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, April 14, 2023

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

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

Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 01/31/2023 to 02/28/2023	YTD 12/31/2022 to 02/28/2023	1 Year 02/28/2022 to 02/28/2023	2022 12/31/2021 to 12/31/2022
Opening value	19,312,611.07	17,999,902.34	19,626,838.84	20,380,179.16
Net deposits/withdrawals	-175,000.00	589,315.88	-85,734.79	-403,435.85
Div./interest income	35,388.05	60,464.57	435,215.63	429,209.67
Change in accr. interest	-2,345.40	3,791.92	16,610.68	11,824.46
Change in value	-466,917.76	50,261.25	-1,289,194.39	-2,417,875.10
Closing value	18,703,735.96	18,703,735.96	18,703,735.96	17,999,902.34
Net Time-weighted ROR	-2.25	0.56	-4.64	-10.00

Net deposits and withdrawals include program and account fees.

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 01/31/2023 to 02/28/2023	YTD 12/31/2022 to 02/28/2023	1 Year 02/28/2022 to 02/28/2023	2022 12/31/2021 to 12/31/2022
Your portfolio(%)	-2.25	0.56	-4.64	-10.00
Consolidated Blended Index	-2.62	2.72	-7.86	-15.16
BBG USAgg GvtCr Intr Aor>	-1.76	-0.06	-6.19	-7.93
MSCI EAFE-NR	-2.09	5.84	-3.14	-14.45
Russell 2000	-1.69	7.89	-6.02	-20.44
S&P 500	-2.44	3.69	-7.69	-18.11
Return objective: 5.50%	0.41	0.87	5.50	5.50

Additional information about your portfolio

as of February 28, 2023

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

	Performance	Start date to ITD Start date	02/28/2023
Consolidated	12/08/2014		4.71%

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 February 28, 2023

Consolidated report prepared for Board Of Trustees For

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

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		12/31/2022 to 02/28/2023	02/28/2022 to 02/28/2023	02/28/2020 to 02/28/2023	02/28/2018 to 02/28/2023	02/28/2016 to 02/28/2023	02/28/2013 to 02/28/2023
Cash Alternatives	US Treasury Bill - 3 Mos	0.69	2.21	0.84	1.32	1.12	0.80
US - Fixed Income	BBG Agg Bond	0.41	-9.72	-3.77	0.53	0.67	1.12
	BBG Muni 1-10Y 1-12Y	0.20	-2.19	-0.69	1.58	1.30	1.65
	BBG Muni 5 Yr 4-6 TR	0.04	-2.48	-0.87	1.34	1.06	1.44
	BBG Muni 7 Yr 6-8 TR	0.30	-2.73	-1.00	1.81	1.43	1.93
	BBG Muni Bond	0.55	-5.10	-1.60	1.66	1.58	2.11
	BBG US Agg Gvt & CR 1-3 Y	0.05	-2.51	-0.75	1.00	0.89	0.87
	BBG US Gov/CorpInter TR	0.04	-6.22	-2.17	1.01	0.90	1.11
Global/International - Fixed Income	BBG GblAgg	-0.15	-13.60	-5.14	-1.74	-0.30	-0.27
	BBG GblAgg ex-USD	-0.65	-16.69	-6.31	-3.61	-1.19	-1.41
US Equity	Dow Jones Ind Avg	-1.13	-1.59	10.95	7.77	12.61	11.33
	NAREIT Equity	3.55	-12.17	3.43	7.40	6.74	6.95
	NASDAQ Composite	9.45	-16.70	10.16	9.51	13.94	13.74
	Russell 1000	4.17	-8.21	11.90	9.67	12.68	12.08
	Russell 1000 Growth	7.05	-13.34	12.04	11.54	14.87	14.25
	Russell 1000 Value	1.47	-2.81	10.94	7.21	10.05	9.60
	Russell 2000	7.89	-6.02	10.07	6.01	10.46	9.05
	Russell 2000 Growth	8.76	-7.92	6.51	5.06	10.19	9.30
	Russell 2000 Value	7.02	-4.40	12.86	6.37	10.24	8.46
	Russell 2500	7.42	-5.42	11.47	7.67	11.26	9.96
	Russell 3000	4.39	-8.07	11.78	9.42	12.53	11.86
	Russell Mid Cap	5.68	-4.99	11.45	8.40	11.28	10.68
	Russell Mid Cap Growth	7.65	-8.31	8.65	8.73	12.02	11.45
	Russell Mid Cap Value	4.62	-3.42	11.94	7.27	10.13	9.62
	S&P 400 Mid Cap	7.25	-0.62	14.46	8.57	11.67	10.67
	S&P 500	3.69	-7.69	12.14	9.82	12.76	12.24
Global/International - Equity	MSCI AC World - NR	4.10	-8.26	8.80	5.82	9.73	7.92
	MSCI ACWI xUSA-NR	4.32	-7.19	5.26	1.62	6.68	3.93
	MSCI EAFE-NR	5.84	-3.14	6.84	2.64	6.79	4.83
	MSCI Emerging Markets-NR	0.90	-15.28	0.97	-1.86	6.34	1.52
	MSCI Emerging Markets-PR	0.80	-17.70	-1.39	-4.21	3.85	-0.89
	MSCI World	4.57	-6.86	10.42	7.43	10.79	9.35
Commodities	DJ UBS Commodity	-5.17	-4.72	15.49	5.27	6.29	-1.63
	Goldman Sachs Commodity	-3.91	-0.30	16.61	5.61	7.74	-3.66
Non-Traditional	HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
	HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
	HFRX Eqty Hdg-EqMktNeu	-0.31	-0.65	-0.42	-1.83	-1.45	-0.18
	HFRX Event Driven	1.49	-4.99	0.99	0.55	2.98	1.48
Balanced	S&P 500 40% /BBG Agg 60%	1.72	-8.57	2.70	4.52	5.65	5.69
	S&P 500 50% /BBG Agg 50%	2.05	-8.35	4.30	5.47	6.87	6.81
	S&P 500 60% /BBG Agg 40%	2.38	-8.16	5.89	6.39	8.07	7.92
Miscellaneous	Consumer Price Index	0.80	5.45	5.06	3.74	3.39	2.57



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.

Concentrated Equity Solutions (CES) managers are not involved in the selection of the underlying stock positions. The Manager will advise only on the options selection in order to pursue the strategy in connection with the underlying stock position(s) deposited in the account. It is important to keep this in mind when evaluating the manager's performance since the account's performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

Pricing: All securities are priced using the closing price reported on the last business day preceding the date of

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

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

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

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

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

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

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

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

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

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

Important information for former Piper Jaffray and McDonald Investments clients: As an accommodation to former Piper Jaffray and McDonald Investments clients, these reports include performance history for their Piper Jaffray accounts prior to August 12, 2006 and McDonald Investments accounts prior to February 9, 2007, the date the respective accounts were converted to UBS FS. UBS FS has not independently verified this



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

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.

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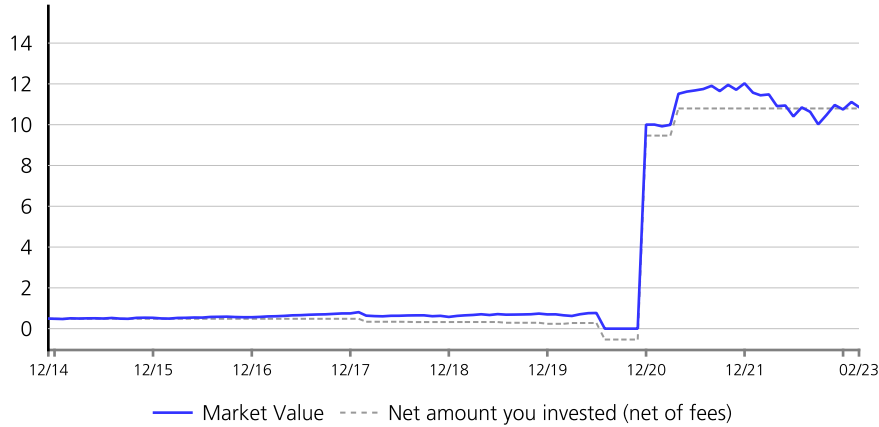


Performance review

as of February 28, 2023

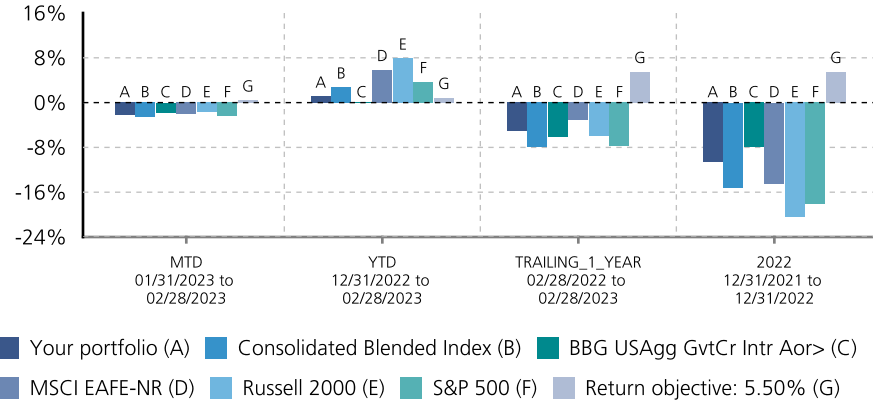
Sources of portfolio value

\$ Millions



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

Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 01/31/2023 to 02/28/2023	YTD 12/31/2022 to 02/28/2023	1 Year 02/28/2022 to 02/28/2023	2022 12/31/2021 to 12/31/2022
Opening value	11,114,330.17	10,745,307.02	11,441,003.05	12,027,125.37
Net deposits/withdrawals	0.00	-12,733.26	-49,679.35	-51,648.36
Div./interest income	31,049.34	50,118.29	270,735.44	256,387.50
Change in accr. interest	-13,680.12	-13,290.96	3,881.38	15,697.99
Change in value	-267,987.84	94,310.45	-802,228.98	-1,502,255.48
Closing value	10,863,711.55	10,863,711.55	10,863,711.55	10,745,307.02
Net Time-weighted ROR	-2.25	1.10	-5.05	-10.66

Net deposits and withdrawals include program and account fees.

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

	MTD 01/31/2023 to 02/28/2023	YTD 12/31/2022 to 02/28/2023	1 Year 02/28/2022 to 02/28/2023	2022 12/31/2021 to 12/31/2022
Your portfolio(%)	-2.25	1.10	-5.05	-10.66
Consolidated Blended Index	-2.62	2.72	-7.86	-15.16
BBG USAgg GvtCr Intr Aor>	-1.76	-0.06	-6.19	-7.93
MSCI EAFE-NR	-2.09	5.84	-3.14	-14.45
Russell 2000	-1.69	7.89	-6.02	-20.44
S&P 500	-2.44	3.69	-7.69	-18.11
Return objective: 5.50%	0.41	0.87	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, April 14, 2023

Additional information about your portfolio

as of February 28, 2023

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

	Performance	Start date to ITD Start date
Consolidated	12/04/2020	02/28/2023 -1.83%

Benchmark composition

Consolidated

Blended Index

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



Financial Markets Summary

as of February 28, 2023

Consolidated report prepared for Board Of Trustees For

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

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		12/31/2022 to 02/28/2023	02/28/2022 to 02/28/2023	02/28/2020 to 02/28/2023	02/28/2018 to 02/28/2023	02/28/2016 to 02/28/2023	02/28/2013 to 02/28/2023
Cash Alternatives	US Treasury Bill - 3 Mos	0.69	2.21	0.84	1.32	1.12	0.80
US - Fixed Income	BBG Agg Bond	0.41	-9.72	-3.77	0.53	0.67	1.12
	BBG Muni 1-10Y 1-12Y	0.20	-2.19	-0.69	1.58	1.30	1.65
	BBG Muni 5 Yr 4-6 TR	0.04	-2.48	-0.87	1.34	1.06	1.44
	BBG Muni 7 Yr 6-8 TR	0.30	-2.73	-1.00	1.81	1.43	1.93
	BBG Muni Bond	0.55	-5.10	-1.60	1.66	1.58	2.11
	BBG US Agg Gvt & CR 1-3 Y	0.05	-2.51	-0.75	1.00	0.89	0.87
	BBG US Gov/CorpInter TR	0.04	-6.22	-2.17	1.01	0.90	1.11
Global/International - Fixed Income	BBG GblAgg	-0.15	-13.60	-5.14	-1.74	-0.30	-0.27
	BBG GblAgg ex-USD	-0.65	-16.69	-6.31	-3.61	-1.19	-1.41
US Equity	Dow Jones Ind Avg	-1.13	-1.59	10.95	7.77	12.61	11.33
	NAREIT Equity	3.55	-12.17	3.43	7.40	6.74	6.95
	NASDAQ Composite	9.45	-16.70	10.16	9.51	13.94	13.74
	Russell 1000	4.17	-8.21	11.90	9.67	12.68	12.08
	Russell 1000 Growth	7.05	-13.34	12.04	11.54	14.87	14.25
	Russell 1000 Value	1.47	-2.81	10.94	7.21	10.05	9.60
	Russell 2000	7.89	-6.02	10.07	6.01	10.46	9.05
	Russell 2000 Growth	8.76	-7.92	6.51	5.06	10.19	9.30
	Russell 2000 Value	7.02	-4.40	12.86	6.37	10.24	8.46
	Russell 2500	7.42	-5.42	11.47	7.67	11.26	9.96
	Russell 3000	4.39	-8.07	11.78	9.42	12.53	11.86
	Russell Mid Cap	5.68	-4.99	11.45	8.40	11.28	10.68
	Russell Mid Cap Growth	7.65	-8.31	8.65	8.73	12.02	11.45
	Russell Mid Cap Value	4.62	-3.42	11.94	7.27	10.13	9.62
	S&P 400 Mid Cap	7.25	-0.62	14.46	8.57	11.67	10.67
	S&P 500	3.69	-7.69	12.14	9.82	12.76	12.24
Global/International - Equity	MSCI AC World - NR	4.10	-8.26	8.80	5.82	9.73	7.92
	MSCI ACWI xUSA-NR	4.32	-7.19	5.26	1.62	6.68	3.93
	MSCI EAFE-NR	5.84	-3.14	6.84	2.64	6.79	4.83
	MSCI Emerging Markets-NR	0.90	-15.28	0.97	-1.86	6.34	1.52
	MSCI Emerging Markets-PR	0.80	-17.70	-1.39	-4.21	3.85	-0.89
	MSCI World	4.57	-6.86	10.42	7.43	10.79	9.35
Commodities	DJ UBS Commodity	-5.17	-4.72	15.49	5.27	6.29	-1.63
	Goldman Sachs Commodity	-3.91	-0.30	16.61	5.61	7.74	-3.66
Non-Traditional	HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
	HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
	HFRX Eqty Hdg-EqMktNeu	-0.31	-0.65	-0.42	-1.83	-1.45	-0.18
	HFRX Event Driven	1.49	-4.99	0.99	0.55	2.98	1.48
Balanced	S&P 500 40% /BBG Agg 60%	1.72	-8.57	2.70	4.52	5.65	5.69
	S&P 500 50% /BBG Agg 50%	2.05	-8.35	4.30	5.47	6.87	6.81
	S&P 500 60% /BBG Agg 40%	2.38	-8.16	5.89	6.39	8.07	7.92
Miscellaneous	Consumer Price Index	0.80	5.45	5.06	3.74	3.39	2.57



Disclosures applicable to accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Concentrated Equity Solutions (CES) managers are not involved in the selection of the underlying stock positions. The Manager will advise only on the options selection in order to pursue the strategy in connection with the underlying stock position(s) deposited in the account. It is important to keep this in mind when evaluating the manager's performance since the account's performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

Pricing: All securities are priced using the closing price reported on the last business day preceding the date of

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

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

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

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

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

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

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

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

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

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

Important information for former Piper Jaffray and McDonald Investments clients: As an accommodation to former Piper Jaffray and McDonald Investments clients, these reports include performance history for their Piper Jaffray accounts prior to August 12, 2006 and McDonald Investments accounts prior to February 9, 2007, the date the respective accounts were converted to UBS FS. UBS FS has not independently verified this



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information nor do we make any representations or warranties as to the accuracy or completeness of that information and will not be liable to you if any such information is unavailable, delayed or inaccurate.

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

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

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

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Blind High School Freshman English

BHS English-1 students have been honing their writing skills this semester. In February, students independently researched, planned, composed, edited, and shared multi-paragraph essays about figures in Black history. The class learned about film directors, athletes, scientists, chefs, musicians, and more. Students discovered historical and contemporary figures that they hadn't known about previously. They also experienced the entire writing process and developed their formatting and citation skills. The research was conducted online and in the Blind Library with the help of our librarian, Joy Carriger. Students particularly enjoyed selecting to research a person of their choice based on their interests and curiosities.

In March, students participated in a writing contest hosted by the American Council for the Blind and the Described and Captioned Media Program. Students selected an audio-described movie or video to watch and wrote a persuasive review about the effectiveness of the audio description. Through this assignment, students learned about the components of an effective argument, using previous contest-winning entries as mentor texts. Discussions about audio descriptions facilitated in class brought our blind and visually impaired students new insights about accessibility, access to experiences, and their rights.

Hannah Glynn – BHS English and Social Studies teacher

Future City Project

Ms. Bartlett's 8th grade class constructed a mock city in accordance with the rules and regulations of the National Future City Competition. They created a city that was self-sustaining and could help fight climate change. The future city was named "The Forest City" and was set in a forest-like setting. The Forest City fought climate change by having residential structures covered in foliage and built partially underground. The city also uses solar energy and skylights to power buildings. The city had its own recreation center and greenhouse to grow much of its food. The project incorporated reading, math, and science in its design.

Ana Bartlett – Special Education Teacher

Third Grade Update

The third graders have been busily working across the board. Instruction was centered around cross-curricular themes, and students worked intently. They also spent a significant amount of time diligently working on their test-taking skills to increase their knowledge and use before their big exam days. During mathematics, students honed their double-digit multiplication skills and their understanding of place value and the function of parenthesis in an equation. During English language arts and social studies, the students took a cross-curricular journey across the United States to learn how children around the nation live in various communities and how landforms affect homes, jobs, and agriculture.

Students also celebrated a couple of birthdays. The birthday student chose their favorite cake, and the class made this cake. They followed recipes, doubled, tripled, or halved as needed, stirred, and mixed, and learned how to use kitchen appliances and equipment safety. Students also practiced their table manners and social skills.

Michelle Sminkey

BHS HOPE Class, CPR, First Aid

Students in HOPE classes learned about CPR and First Aid techniques. Students learned how to assess the scene, check for responsiveness, call for help, and check for breathing. They practiced compressions using the training mannequin. Making sure they compressed deep enough, fast enough, and had proper chest recoil. Students also experienced working with AEDs using mannequins. In the first aid portion of the training, students practiced proper glove removal, use of the epinephrine trainer pen, processes for bleeding control, and choking protocols.

Physical Education

After returning from spring break, students completed their last round of fitness testing for the school year. The physical fitness test includes height and weight data, a timed mile, sit-ups, pull-ups, sit and reach, and the shuttle run.

Ana Tutak – Physical Education and Health Teacher

Athletics Update - Spring Sports Season

Our Girls' Flag Football team is doing very well. When writing this article, the girls won five games and lost one game. They were victorious over several big schools, including Middleburg, Palatka, Orange Park, and Pedro Menendez. We will likely host the first round of district playoffs here on campus.

Our Girls' and Boys' track teams are also doing well. Congratulations to the girls' 4 x 100m relay team for setting a new record at 52.06 at an FSDB meet. The previous record was 52.13, set in 2018. The girls are Pricilla LeFors, Markeil Jordan, Mariska Dize, and Oceana Brown.

On April 14th, twelve boys and eight girls will travel to Austin, Texas, for the 7th Annual Berg/Seeger Track and Field Classic at Texas School for the Deaf. Seventeen Deaf schools nationwide are scheduled to participate in the meet, which begins on April 15th. For more information about the Berg/Seeger Track and Field Classic, please go to this link --- <https://www.usadtf.org/bergseeger-classic/information/>

Boys' football spring practice begins on May 1st. We expect many boys to play on the football team in the coming year.

The Sports Award night will be on Thursday, May 4th, at 6:30 pm at Kirk Auditorium.

We will have doctors coming from the Mayo Clinic to give physical exams to our athletes on two different dates – May 8th and May 22nd from 3:30 to 7 pm.

Billy Lange – Interim Athletic Director

Voter Education Program

The Supervisor of Elections brought her staff on campus and presented a Voter Education program to our middle and high school students. The value of voting was discussed along with where to vote based on where you live in FL. Students practiced voting using Express ADA voting machines, giving them a better understanding of what to expect and how the voting process works. Students turning 18 within the coming year could complete their voter registration forms. The Supervisor of elections mailed their forms to their home counties.

DD Stein – Social Studies Teacher

Blind High School Carnival

On March 23rd, the Class of 2023 hosted the annual Senior Carnival. In the back of campus, 11 different booths were set up “block party” style. Each student was allowed to earn a sticker at each booth to add to a carnival passport given to them at the beginning of the night. Students enjoyed traditional carnival activities and a pie-throwing booth in which students had the opportunity to throw whipped cream “pies” at several teachers. The lines to throw pies at the math teachers were particularly long! Activities included a bounce house, an inflatable obstacle course, and a white elephant tent sale. Students could drop by the Cobra Corner and purchase classic carnival foods prepared by blind department culinary students. The carnival was a huge success and hosted a large crowd that included students of all grade levels from both the deaf and blind departments, family members, and staff members from across campus and their families. Everyone appeared to have a wonderful time participating in the night’s festivities.

Tim Puch – Orientation and Mobility Instructor and Class Sponsor

2nd Annual Blind Middle School Earth Day Celebration

On April 21st, in the pavilion behind Gibbs Hall, the 2nd Annual Earth Day Celebration will be held for the Blind Middle School students at 12:15 pm. Ms. Daniels and Ms. Stein will present a variety of foods for students to explore. Students will learn about the reproduction process of each food, its history, and how it propagated to North America. Samples of these foods will be given to each student. On behalf of PBIS, Dr. Fortun and Ms. Pamer will talk about the effect of good nutrition on mental health.

Karen Daniels

Music Department Update

BES: Auditions occurred in all the Blind Elementary general music classes for our return to the stage! Every student in kindergarten through 5th grade will have a role in our spring musical theater production of *101 Dalmatians Kids*, which will be performed in the Music Building auditorium on May 11 at 1:30 pm. Over the next several weeks, students will practice their stage presence, singing, and acting in their music classes. Students will be assisted by the high school theater class, who stage direct, run the technical aspects of the play, and manage props and costumes. Before the auditions, the kindergarten, first, and second grades learned about dynamics and duration, and second-grade students began reading music in print and the braille music code. Third-grade students read musical scores in print and the braille music code, and they read their music for the recorder. Students used a "recorder karate" method, gaining color belts on their recorders to show their growth. Fourth and

fifth graders learned about Orff instruments and applied new techniques to playing barred instruments, such as the xylophone and marimba.

BMS: A middle school exploratory music class learned about the use of technology in music and experimented with GarageBand, Tabs, and DJ on their iPads. The students learned about the types of music they could create, including commercial jingles and film scores. They also learned the types of music they could find or create, including commercial jingles and film scores. We transitioned back to acoustic instruments, where they learned the basic techniques of playing a drum set (bass, snare, toms, and cymbals). They played melodies on guitar and learned about found sounds. Another middle school class created their own "garage band," using a drum set, keyboards, electric guitars, bass guitar, and vocals. They collectively chose 3-4 songs to learn by the end of the school year, showing teamwork and decision-making using provided data. These students will perform near the end of the school year.

BHS: Chorus and band are hard at work, preparing for this year's Spring Concert, which will be held on April 20 at 6:30 pm in the Music Building Auditorium. The band has been working on a pop song that taught them how to read and manipulate "da segno" and "coda" and another song written about the eruption of an ancient volcano, which requires them to navigate different emotions and tempos while also working independently with lines that juxtapose intricately. Show Choir, our after-school audition group, is also preparing for this show. The Show Choir recently sang at the school Open House. Students prepared five songs, including one student solo, one duet, and one second-grade soloist, who stole the show, singing Tomorrow from Annie. Students answered questions about music accommodations, clubs at FSDB, and orientation and mobility. Students Savannah Lindberg, Madison Wardell, Alina Tirado, and Addison Burgess were wonderful ambassadors for FSDB. They explained what they do at FSDB and highlighted that they are just regular kids who use some special accommodations for things. They were excellent Ambassadors for FSDB. High School Piano Classes recently finished a Mozart Sonata and worked on scales and fingering techniques. Their next assignments will be ensemble work, to practice playing in groups and listening for rhythms and chords created by more than two hands.

After-school lessons continue to thrive, with students already requesting their slots for the next school year. Students are currently taking voice, piano, drums, guitar, trombone, recorder, and flute lessons. A blind school student is teaching drum lessons, and his students are showing excellent growth. Some students have also booked slots of time to work together for "jam sessions," creating their own small groups.

We look forward to the continued growth of the music department. #FSDBArts is alive and thriving!

Leslie Costello and Laurie Wohl – Music Teachers

High School Leadership Class

The Leadership Class has been focusing on individual projects this month. Four seniors, three juniors, and one sophomore are in the class. The seniors were assigned projects focused on their immediate after-school plans. First, they needed to decide on their plans for August, and then their assignments were expanded based on that decision. Two students chose to defer their diploma and take dual enrollment classes while still receiving support from FSDB. These students also plan to work on

independent living skills and obtain a job. The students completed paperwork, secured letters of recommendation, gathered their academic information, listed goals, and filed a formal request to initiate their plans. The students were accepted into the dual enrollment program. Another top senior was guided through the application process. He applied to UNF and UCF and was granted admission to both. He is now deciding which school he plans to attend. The final senior was still determining what he wanted to do, but this project identified three locations where he wants to apply for a position immediately upon graduation. He is applying to his first choice, the Golf and Country Club near his home.

The juniors were tasked with narrowing their career goals. All three juniors intend to attend college, so they researched possible majors and the coursework involved. They reviewed this information and systematically eliminated some options. One student plans to enter the Visual Disabilities program at FSU and become a TVI, another is researching music therapy, and the 3rd is planning a political science major/history minor and hopes to become a lawyer. The sophomore researched the requirements for the Bright Futures scholarship and determined his current standing.

Leslie Costello – Music and Leadership Teacher

Sea Class Shore

The Blind Class of 2024 is in the center of planning this year's Prom. The prom theme is "Sea Glass Shore" and will be held on April 27 from 6:30-10:00 pm at Beachwalk Club at Crystal Lagoon (off County Road 210 in North St. Johns County.) The juniors began planning the Prom at the end of their sophomore year and brainstorming ideas. During their first class meeting of this year, they decided on the style of the prom as "simple elegance." The junior class leaders reached out to the senior class to gather their input, ideas and hopes for the prom. Both classes wanted a simple yet elegant style. They want an off-campus venue with dinner served. Important considerations were reviewed, such as accessibility, easy access to bathrooms, and inside areas. With that information in hand, the Class Sponsors, Leslie Costello, Laurie Wohl, and Brigit Jensen, began researching possible venues. The sponsors located three locations that were affordable options. The sponsors presented this information to the Prom Committee and took some student representatives to view the location choices in person. It was a unanimous decision to choose Beachwalk! We were pleased with the staff at Beachwalk. They worked with us and treated our students with respect. Using a democratic process, decisions were made regarding the menu, colors, theme, and everything in between. With a sea glass theme, the colors will be pastel blues and greens with hints of lavender, pink, and a pop of cobalt. Ticket sales, contracts, permission slips, linens, decoration making, chaperone commitments, and all the logistics planning are underway. Dress donations will be gathered at a "Say Yes to the Dress" event on April 5 for students who need a dress but may be unable to purchase one, and a tux fitting will take place on April 12. Michaels Formalwear works graciously with our school and provides stellar service, coming to us for the fitting, drop off, and pick up at a low cost. Parents have been invited to both pre-events if they would like to attend and "shop" with their child. Parents are also included on the day of the Prom. We have coordinated with Misty Porter in Parent Services to provide a "Lunch and Learn" workshop aimed at the juniors' and seniors' parents with the theme "Parenting a Young Adult." Following the workshop, parents may help their student get ready for the prom, see their child off to the prom, and take photos at the entrance to the prom. A photographer from FSDB's PR Department will take pictures during the prom. Parent leaders within the junior and senior class are working together to plan a meetup at a local venue nearby so that they can enjoy each other's company before picking their child up at the Prom. We hope for great weather and a

lovely Prom night where the students can escape the stress and rigors of testing, life decisions, classes, and pending graduation and enjoy a good meal, dancing, and chatting with friends. We hope to create memories they can reflect on with peace and love for their time at FSDB.

Leslie Costello – Junior Class Sponsor

International Thespian Society

This school year, FSDB Blind High School added a new club – the International Thespian Society (ITS). It is an honor society for students participating in a theater program. The BHS chartered our first-ever ITS troupe, Troupe 11048, and had two members interested and prepared to compete in the District Level competition. At this competition, students perform a theatrical piece - acting, singing, dancing, stage tech, marketing - and are scored based on a rubric worth 90 points.

On December 4, 2022, Madison Wardell and Maxx Ray attended the District 2 Festival; and both competed in the Solo Musical division. Both students earned an invitation to the State Festival. During Spring Break, Madison and Maxx and Troupe Directors Mrs. Laurie Wohl and Mr. Scott Botelho spent the latter part of the week in Tampa at the Florida State Thespian Festival. Madison and Maxx again performed their Solo Musical pieces for judges, and both earned Superior Ratings and an invitation to the Final Round - International Thespian Festival in Bloomington, Indiana! While in Tampa, both students participated in workshops geared toward different theater categories. Maxx took several dance workshops with Broadway, Film, and Television greats such as Laura Bell Bundy, Kerry Butler, and Andrew Cao. Madison leaned into her life plans of being a writer and took several writing workshops, one with Devon Glover - The Sonnet Man - based on turning Shakespeare into Rap and Hip-Hop! Both students also took a movement workshop with actor Matt Burke (Jurassic World, 9-1-1, The Resident). Several Main Stage Performances took place during the week by top high schools in the state, either at the Tampa Theater or the Straz Center for the Performing Arts. Madison and Maxx attended Rabbit Hole, a play about overcoming grief, and 1776, a musical comedy about the creation of the Declaration of Independence. They participated in an impromptu Broadway Karaoke Night at the Tampa Convention Center to end the week. It was a great week of learning, performing, sightseeing, food, and company!

We look forward to our upcoming International Thespian Society Honors Induction Ceremony and end of the school year performance!

Laurie Wohl – Thespian Society Club Sponsor

Talent Showcase

This year, on May 2nd, from 6:30 pm-8:00 pm in Kirk Auditorium, our High School students will have a TALENT SHOWCASE! High School students from the Deaf and Blind Departments are preparing their talents for the tryouts that will be held on April 19th and 20th. The first rehearsal will be on April 25th, followed by the Dress Rehearsal on May 1st, and then the BIG SHOW! We are super excited about this new opportunity for our high school students, and we cannot wait to see what they do! The contact people for this new endeavor are Laura Pamer, Cyndi Daigre- Hines and Tracie Snow.

Laura Pamer – Mental Health Counselor

After School Art Expressions Group

Our expressions art group has had a lot of fun this school year! Our last group meeting will be on May 2nd, and we want to be ready to roll next school year! We have really enjoyed running this group. Last week 26 students attended the group. The students seem to love being both creative and sociable. Recently, we purchased 16 tactile canvases to be hung in Moore Hall. One of our favorite projects was when the students wrote a poem and then created a clay sculpture that went with their poetry. This new group has been a large success. A big shout out to Sydney Kabrich, Laura Pamer, Ileana Ruiz, Jamie Firth, and Debra Coghill for all the time, effort, patience, and creativity they have given our students every week for the past seven months!

Laura Pamer – Mental Health Counselor

Respectfully Submitted by:

Carol Bogue

Blind Department Principal



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Communications and Public Relations Board of Trustees Report

April 14, 2023

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

Earned Media

- [Teacher of the Year: Culinary, International Collaboration, and Drones?](#) – The Division of Career and Adult Education, Feb. 1, 2023
- [Meet Kyle Bray of Saint Augustine \(Blind Alumni\)](#) – Voyage Jacksonville, February 9, 2023

Public Service Announcements

491 PSA radio spots (totaling 21,960 seconds) aired by Cox Media on WAPE-FM, WEZI-FM, WJGL-FM, WOKV-AM, and WXXJ-FM, voiced by FSDB alums Trent Ferguson and Marcus Roberts.

School-Level Newsletters

Nine total newsletters with 786 views. Schools continue to highlight student achievement - academics, athletics, boarding/recreation, extracurricular activities, parent services, and related topics. Newsletters are also shared with the campus community via Yammer and posted on the Parent Services webpage as well as on individual school web pages.

Marketing Collateral

Videography

February involved lots of videotaping of special events and preparing for future videos. We covered the backcourt action at the Mason-Dixon Basketball Tournament and Cheerleading Competition, producing short promos and videos for social media, including a kick-off hype video for the opening night ceremony. Videotaped highlights and interviews with students and parents at the 2023 Braille Challenge, and students and staff at the Safety Education Summit and CTE Showcase. Shot and edited a short video of the ELC's Valentine's Day visit to Moore Hall. Shot highlights and additional coverage of the Parent University panel discussion at Kirk (part of CTE Showcase activities), including an edited promo of parents endorsing the event. Videotaped highlights and full concert coverage of Marcus Roberts' visiting performance at FSDB. Initiated production on a long-form PBIS overview video designed for a March PBIS conference in Jacksonville. This included acquiring teachers, staff, and student interviews along with b-roll footage.

Graphic Design

Designed Flyer for Outreach "Evening with The Experts". Designed Parent Chat Flyer for Parent University for the month of March. Designed and Branded the "Friends of FSDB" logo for the Advancement Department. Created FSDB Safety Fair Signs and FSDB Parent University Art Braille Flyers

and Parent Engagement Workshop Flyers. Created logo for Deaf Golf Camp. Designed senior posters for the wrestling team.

Edited DHS & BHS Senior Photos, Job Fair Flyer, ELC Spirit Week flyer, DMS Spirit Week Flyer, BEMS Valentine's Day postcard, DHS T-Shirt Design

Daily Projects – 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 body text explanations and/or backgrounds describing the focus areas for each day.

Photography

Braille Challenge 2023, Marcus Roberts Visit to Campus, National Honors Society Ceremony, Culinary Class photos, DHS Senior photos, BHS Senior Photos. Deaf Golf Camp at the Players.

Social Media

Website

7,613 visitors (6,575 new), with 24,910 page views with an average viewing time of 1:45 minutes. The most viewed page other than the home page was the Athletics page with 1,934 pageviews.

Facebook

15,340 likes, 42 posts with a reach of 204,778, and 9,573-page visits. The top post was a photo of bicycle maintenance that reached 151,491 people with 833 reactions (742 likes, 41 comments, and 50 shares).

Instagram

2,686 followers, 36 posts, 3,103 accounts reached, 1,748 profile visits, and 48,241 impressions (2,565 likes, 23 comments, 82 shares). Top post with 181 likes was a photo of Brady Perry for Support Staff Saturday Spotlight.

Twitter

No new followers, two tweets, 590 impressions, 199 profile visits, and 5 mentions. Top tweet was a photo of our Academic Bowl team with 37 impressions.

YouTube

One new video uploaded, 18,889 channel views, 872 hours watched, 42 new subscribers, 40,558 impressions and 10,376 unique viewers. The top video for was the Star-Spangled Banner in ASL with 4,440 views.

Vimeo/Livestreaming

46 videos uploaded (4 events livestreamed), 2,181 views, 918 hours watched, 14,191 impressions and 972 unique viewers.

Museum

39 guests visited the museum. Five Deaf students from the Close Up Club were involved with museum community service by organizing books, scanning hundreds of sports team photos for preservation, and other errands. (Note: Close-Up students must complete 25 hours of community service so they can travel to DC for the Close-Up event.) Museum staff continues researching, rearranged displays, and arrange files in archive room. Hosted a Museum Open Tour (walk in, no appointment needed) a few times a month so staff and students can visit museum.



Deaf Department updates:

As we enter the fourth quarter, the Deaf Department prepares our teachers and students for the upcoming end-of-year assessments and course wrap-ups. In order to ensure compliance, trainings are being set up in April for end-of-course exams and as we wrap up the year. Every moment with the students is a learning opportunity, and we are making the most of it.

As part of our Strategic Plan goal of recruitment and retention, one of the resources we are looking into is our connections with colleges that train teachers for Deaf Education and how we can provide opportunities for interns and practicum students to be a part of FSDB to learn from the expertise as well as to potentially seek employment to make a difference in our students' lives. This past month, I attended a meeting with directors at Flagler College and a separate meeting with the intern coordinator at Valdosta State to brainstorm ways to support internships at FSDB. We were able to identify some of the barriers and possibilities to provide rich experiences to both our interns and our teachers. Planning for these ideas will be happening with our leadership team to prepare for the 23-24 school year collaboration with the colleges. Many of our current teachers and leaders who have been with us for years were first exposed to FSDB through practicums and internships. This is essential in recruiting and retaining qualified staff members to serve the students.

Students in our off-campus programming continue to be engaged and active. We are enrolling students in dual enrollment and First Coast Technical College for the summer and next year. This year, our CTE department worked hard to develop a collaboration with Northrop-Grummond. This month, two of our students had interviews for internships with them. We have students working on campus in placements and working with businesses in St. Augustine. When passing these students daily, they show pride and excitement at going to work. For our Post-Graduate students, these are invaluable opportunities for them to learn and be coached in the job skills required for their transitions.

Required Instruction

The Character Education topic for March was "Trustworthiness." There were two required Mental Health and Wellness training for this month: Teen Dating Abuse and Prevention-building healthy relationships, and for our Middle and High School students- Child Human Trafficking, what you need to know. Our mental health team has carefully prepared these for the appropriateness of content and to support our students with sensitive topics. It was also women's history month, and on March 6th, National Deaf Youth Day. Our Bi-lingual specialist created ASL stories and resources for our students to incorporate into the classroom.

Celebrations/Everyone Knows our Name:

Our High School Academic Bowl Team is preparing for the National Championships, and our Deaf High School Robotics Team is preparing to attend Skills USA on April 10-13 to represent FSDB. Our Close-

up Club is getting our students ready to go to Washington, DC, in May, during which they will visit the sights and interact with students to learn about the history and perspectives that impact democracy. They walk through congress and meet with members to discuss issues that impact them. They have a chance to see the government in action and ask questions that relate to them. It is an opportunity for our students to participate in a civic education program in Washington, DC.

Looking ahead:

Deaf High School Prom, Night of the Stars, has been scheduled for April 26th from 6-9.

Deaf High School Graduation and Awards Ceremonies are just around the corner. We are currently looking at our scholarship applications and setting a date for our scholarship committees to review these applications. Our awards ceremony will take place at the senior breakfast from 8:00 am-10:00 am on May 19th in Knowles Hall. This will be followed by our graduation ceremony in Kirk Auditorium from 11:00 am.

We are also preparing for our academic summer camps. We have hired staff to teach our K-2 summer camp, 3rd grade reading camp, and Middle School Steam Camp. We sent home letters to families to begin our summer registration process.

Recently, two teachers left our Deaf High School and one teacher from Deaf Middle School for personal reasons. Because of this, we are actively shifting staff members around and hiring to cover some of the unexpected gaps that have resulted. Our teams are very flexible and support one another as we seek the right individuals to support us in these gaps. One of the ways we are working on coverage is to assess our current interns and work toward OPS hiring to assist in the schools for the short time we have left in the school year. This is a great segway into full-time positions.

We continue to look for ways to improve our educational services to our students and families, and as we approach the end of the school year, we are starting to plan for next year's growth opportunities.

Respectfully Submitted,

Angela Saunders
Principal- Deaf Department



Class Code Count

Board of Trustees Administrator Positions	72
Teacher Positions	106
Specialist Positions	61
Select Exempt Service Positions	41
Career Service Positions	400
General Revenue Positions	647
Grant Funded Positions	33

Add/Delete

08519 Administrative Assistant II – Career Service, 12-months to Staff Assistant

08261 Senior Operating Technician – Career Service, 12-months to Electrician

08451 Personnel Services Specialist – SES, 11-months, .75 FTE to 1.0 FTE

Service Awards

25 Years

Andrea Bartholomew

20 Years

Roberta (Lois) Creech

10 Years

David Findley

Darcy Autrey

David Law

5 Years

Robert Callahan

Sheldon Pettit



Career Development Department

Submitted by Nick Solomon, Executive Director of Career Development

Priority 1: Employee Retention, Recruitment, and Engagement

- The Career Development Center would like to welcome Sophie Gilmore as our newest member of the team who will take on the Career Development Center's Vocational Instructor position. Sophie is finishing her degree in Exceptional Education and has a background in working with students with differences. Sophie has already hit the ground running by supporting the team at the CTE showcase during her first week. She will be leading the after-school work program and responsible for assisting our work programs with mock interviews, resume building, and various employment skills workshops. We were also grateful to be able to celebrate our beloved Darlene Powell's retirement after over 30 years here at FSDB. She will be truly missed.

Priority 2: Success for Students

- The Building Construction Technologies class both last semester and again this semester will participate in a day of service for Habitat for Humanity. We went on a full-day field trip with Habitat for Humanity to a community service building houses for future homeowners. We call this a service-learning opportunity where students get to explore real-world construction and transfer their knowledge, skills, and talent from the woodshop classroom to the construction site. Not only do students get their trade developed, but also they learn the soft and hard skills of a working environment. Professionalism, cooperation, teamwork skills, code of ethics, and so forth are part of the hard/soft skills students were being observed. Representatives from Habitat for Humanity of St. Augustine loved our youth and their enthusiasm for community involvement. Students were able to capitalize the time counted for community service hours to qualify for college scholarships.
- This month in our Career Education classroom in the blind department, the students have been working on soft skills. Soft skills that have been introduced and practiced during class time include communication, time management, teamwork, and problem-solving. In the classroom, six desks are configured in a circle to encourage and practice communication skills on a regular basis.
- Raymond's Warehouse, which is the school store located in the blind department, is being prepared and organized by the Career Education class in the blind department. This will offer our students a highly supported and safe environment for students who need extra support while learning real-world work experience skills. The initial inventory for the store has arrived, and students have been unpacking and organizing the items. One of our blind students has created three braille price lists so that our braille readers in the blind department will be able to independently access the list of items and prices. The store is preparing for a low-key soft opening on March 27th. A grand opening will be advertised and announced in the near future.

- Students in the deaf department's career experience have been learning about a variety of topics over the last few weeks. We have discussed ethics in the workplace, how social media can affect your job search and job, writing a professional email, and most recently, time management. When students return to school after Spring Break, we will start learning and understanding what important personal data you need for filling out job applications.
- D&B Garden Center had a great February! The weather was unusually warm, allowing us to accelerate our propagation efforts tremendously. We didn't experience any frost. We finished the Valentine's Day project and successfully distributed 600 mini dish gardens and cards for all high school students in FSDB. It was a massive effort and we're glad that all high school students had presents to keep or to give to other people. We found 4 monarch caterpillars in the garden that Early Learning Center students planted in the fall. We kept the caterpillars and they emerged and flew away on March 2nd. Students enjoyed watching their metamorphosis from caterpillars to fully-fledged butterflies. Meanwhile, in the classroom, we've been learning about all the different types of common plant insects, pests, and integrated pest management (IPM). IPM is the horticulture industry's standard method of controlling pests. We also took a field trip to the middle school science classroom to observe the predators of the pests. The students had a lot of fun learning about and handling the chameleons, frogs, snakes, dragonflies, and spiders. An interesting fact; dragonflies have the highest kill accuracy of all predators! Good to know how to get rid of pests.
- In Culinary this month, students have been learning about safety within the Flow of Food, from Purchasing and Receiving, Storage, Preparation, and finally Service, focusing on processes for identifying approved vendors, correct temperatures for cold and hot food storage, preparation, cooking, and holding with food-specific cooking temperatures. In the lab, students have prepared foods from each of the five United States regions this quarter: Southeast (Cajun foods-shrimp po-boy, beignets), Northeast (New York bagels, lox, & cream cheese schmear & soft pretzels), Southwest (Tex-Mex beef brisket tacos & slaw with churros), Northwest (Pacific Rim-California sushi roll & bubble tea), and finally Midwest (Bratwurst with sauerkraut and apple pie). In the process, students have practiced baking skills learning to make yeast breads, pie dough, baked and fried enriched doughs; prepare homemade sausage, pickled vegetables (cucumber, ginger, sauerkraut, and onions), homemade mayonnaise, teas, and proper selection and use of commercial tools and equipment. Students have also practiced course curriculum-level specific customer service and management skills working with the Dragon's Lair campus café. We have four students competing in SkillsUSA competitions this year, one in Job Interview, one in Restaurant Service, and one team of two competing in the Wedding Cake category. The teamwork among the group is evident and students interact professionally in the classroom and the lab. Currently, upper-level students are working on a capstone project of planning foods for prom including a variety of finger sandwiches and wedding cakes. Skills include menu development (WORD), communications (in-person and electronic file sharing, OneDrive, OneNote), recipe scaling and development, and ordering and calculating costs for products (Excel).
- Alex Garvey, the new Printer at the Print Shop, is carrying on the legacy left by retired Printer Lorelee and taking things to the next level. He has already adapted to the new

job well since he had experience in the Print Shop as a student himself over sixteen years ago. This month, his student-workers have been taught to do most of the typical jobs as printers. Besides the main job, he has set his sights on implementing changes to make the Print Shop add more focus on 3D printing and expose students to the fast pace of various printing options in the world.

- For D&B Designs, Spirit Week has been a great opportunity for students to show off their design skills concentrating on a theme. Valentine's Day was the theme, and students did not disappoint! Student designs were uploaded and advertised through Yammer so customers could choose a design or in some cases support a specific designer. This was such a great opportunity for the students to receive positive feedback and build their portfolios. February is also the time for our annual CTE Showcase. D&B Design students participated in the showcase by explaining the program and demonstrating the types of manufacturing they have learned. They were also involved in the preparation for the Showcase by creating banners and participant shirts. Additionally, students have worked to refresh Raymond's Warehouse with new signage in preparation for their re-opening. Students feel such a sense of pride and accomplishment when they see the results of work on and around campus.
- In the Dragon's Lair (DL), our DL Supervisor Tracey Dennis has once again led us in passing a surprise State of Florida Health Inspection with flying colors.

Priority 3: Everyone Knows our Name

- The 2023 CTE Showcase was a huge success! We had students from 5th grade up to and including our post-grads love all of the interactive booths and visitors. We had representatives from FCTC, Student Accessibility Services at UNF, Vocational Rehabilitation, Division of Blind Services, and several of our community business partners like Northrop Grumman, Sodexo (formally Flagler Hospital) and Long Horn where our students are interning, getting paid, and obtaining real-world work experiences. Additionally, several of our visitors and guests who end up providing services to our students post-high school stuck around and participated on a panel in a parent-university presentation with the Parent Services Department. Many of the participating parents were thrilled to be able to have a chance to hang out, chat and ask specific questions afterward.
- Additional interviews are currently being conducted with Northrop Grumman for the paid high school internships. We had 3 more of our students apply and interview with them and several others expressed interest in applying in the near future. We will learn of the outcomes soon. We currently have our first and only student representing Blind High School in the internship program and doing very well.
- Several students are continuing to practice after school for SkillsUSA competitions in Jacksonville, including culinary, wedding cake, restaurant service, and robotics.
- Recently, our Drone Club sponsor, Sherry Gaynor traveled with several students to Connecticut to participate in the Robotics Education & Competition (REC) Aerial Drone Competition sponsored and supported by the Mechatronic Engineering for Leadership in Deafness (MELD), Alabama School for the Deaf, and RIT/NTID Regional STEM Center. Six of our students went and brought home two awards for the FSDB Drone Team! Team Dragon Drones (2 students) won the award for Overall Program Champions!

Team FSDB Wyverns (2 other students) won the award for Autonomous Flight. The students demonstrated strong technical piloting, visual sight observing, navigation, coding skills, professionalism, and good sportsmanship throughout the tournament and enjoyed the social events. They represented FSDB brilliantly and had lots of fun. This was the first of its kind, all-Deaf drone competition. Our students were sponsored and recognized by the Mechatronic Engineering Leadership in Deafness (MELD) at the historic American School for the Deaf with over 30 teams. We are so proud of our Dragon Pilots!!

Curriculum and Professional Development Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- The elementary Literacy Specialist in the Blind Department hosted two intensive practicum students from Florida State University the week of Feb. 27. These students are preparing for their internships. They spent a week with the Literacy Specialist observing classrooms and teachers, district procedures, speaking with administrators, and getting a general overview of FSDB in preparation for their entrance into the professional world. One of these students has requested to complete both her O&M and student teaching internship at FSDB during the 23-24 school year.
- The secondary Literacy Specialists have been providing support for our full-time associate teachers who are covering ELA courses as the teachers of record. We have been co-teaching as well as conferring weekly regarding IEP goals, interpreting assessment data, IEP progress monitoring, establishing a grading system, and assisting them with becoming familiar with core and supplemental curriculum instructional materials.
- The elementary Literacy Specialist in the Deaf Department has been attending the Literacy Coach Boot Camp through the Florida Center for Reading Research.
- The elementary Literacy Specialist in the Blind Department attended the Practice Profiles training located in Flagler County on February 23.
- POWwow Professional Development participants have started coaching cycles to support their implementation of the Reasoning Routines being taught in the monthly POWwow Professional Development sessions.
- Math teachers were provided one on one support in areas specific to their individualized needs, including formative assessment data analysis, lesson planning, curriculum maps, and support using the new curriculum materials by the Math Specialists. This also includes co-teaching, pull-out, and modeling lessons.
- The Curriculum Teams have started on campus. Teachers and specialists were able to join the Signed Reading Fluency Curriculum Team, the Math Fluency Curriculum Team, or the Educational Technology Curriculum Team. Each team has a specific focus to allow teachers to increase their skills and understanding.
- The Deaf Department Literacy and Bilingual Specialists participated in a webinar on March 9, 2023, hosted by the American Reading Company: Why Early Language Acquisition and Identity Matter at Schools for the Deaf. Featured speakers were Jim Cummins and two staff from the Lauren Clerc National Deaf Education Center.

Priority 2: Success for Students

- The Literacy Specialists have launched ELA curriculum mapping in grades K-12. They met with elementary and secondary teachers (in separate groups) on February 24, to begin reviewing their curriculum and identifying B.E.S.T. K-12 ELA Standards stacks for each unit of study. For the Deaf Department, teachers are also adding the correlated ASL Content Standards to the curriculum maps. Teachers provided input on the curriculum map template and began to input data. The secondary curricula included: the HMH Read 180 reading intervention curriculum and the HMH Into Literature curriculum. The elementary curriculum included: Benchmark Advance.
- The Math Specialists are working with teachers on Math Curriculum mapping for each of the schools on campus. They are using the template designed by Billie Jo Mayo to include Tier 1, Tier 2, and Tier 3 instruction on the maps.
- The elementary Literacy Specialist in the Blind Department attended the Practice Profiles training located in Flagler County on February 23.
- The elementary Literacy Specialist in the Blind Department, elementary Math Specialists in the Deaf Department, Assessment and Accountability Coordinator, Executive Director of Curriculum and Professional Development, and Administrator of Instructional Services attended the NEFEC Progress Monitoring Train-the-Trainer session in Gainesville, Florida on February 28.
- The Academic Specialists have been providing progress monitoring support to all teachers in preparation for end-of-quarter reports. Assessments included: HFWL, IRLA, Braille Assessments, Fluency, MFAS, IXL, NWEA Map, etc.
- Professional Learning Communities are meeting continually held across campus to analyze progress monitoring results. Teachers evaluate the effectiveness of Tier 1 instruction for each student and plan for Tier 2 and 3 interventions when needed according to the data.
- The Literacy Specialists in the Blind Department have been collaborating with the librarian to plan for the upcoming Battle of the Books events for elementary and middle school, as well as, preparing for our annual RIF events in grades K-12.
- The Secondary Literacy Specialists in the Blind Department has been co-teaching with the freshmen ELA teacher for the month of February to complete a research project with students to celebrate Black History Month.
- The Literacy Specialists in the Blind Department have been providing support for teachers in applying the new IEP paper-based regulations which must be in place before the PM3 testing begins in May. We have also been collaborating with the District Assessment Coordinator in providing a list of testing groups and testing mediums for all the upcoming PM3 assessments.
- The Bilingual Specialist collaborated with several members of the staff from each department to develop and organize ideas, as well as set dates for upcoming Deaf History Month activities in April 2023. She created a video overviewing the events in April to be shared with students for Deaf History Month, which also included the schedule of upcoming events.
- The Bilingual Specialist provided support to the Deaf Elementary teacher regarding ASL assessment results and ideas for improvement. She participated in a meeting with the Deaf Elementary Lab teachers on incorporating Signed Reading Fluency S3RF in the classroom.
- The Bilingual Specialist posted a video entitled “Is, Are, Was, Were, Am Translation” by Garrett Bose on the FSDB Learning Network, along with the follow-up questions aimed at

encouraging reflections on past and/or possible future classroom implementation for a monthly post on the FSDB Learning Network.

- The Bilingual Specialists continue to develop resources such as creating, translating, and producing ASL videos based on the adopted instructional materials in schools, resources related to required instruction for Black History Month, Women’s History Month, Character Education, and Positive Behavior Support.

Priority 3: Everyone Knows our Name

- FSDB is partnering with FDOE’s Curriculum Planning and Learning Management System (CPALMS) to work towards adding ASL interpreting to their tutorial videos that are online and match the state standards. CPALMS is in stage two of the grant competition and the collaboration with FSDB is now part of their application.
- Literacy Specialists and Bilingual Specialists are developing a partnership with Schools for the Deaf such as California School for the Deaf in Fremont to gather information on effective components of their ASL/English program.
- Literacy Specialists for the Deaf Middle School and Bilingual Specialists presented at the Parent Engagement Workshop entitled “Colorful Language Related to Idioms in ASL.”
- The Deaf Department Literacy Specialists, Bilingual Specialists, and Executive Director of Curriculum and Professional Development participated in a conference call with teachers, specialists, and administrators from the Kansas School for the Deaf to share our expertise about American Reading Company’s resources, including the Independent Reading Level Assessment (IRLA).

- The Deaf High School Literacy Specialist coordinated with St. Johns County for FSDB students to participate in DEAFinition competition. The Deaf High School Literacy and an English Language Arts teacher have been meeting after school a few days each week to practice vocabulary with students for the upcoming DEAFinition competition for which St. Johns County School District D/HH staff graciously invited our students to join.

English Language Learners Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- The ESOL department will see the retirement of one full-time, and two part-time staff members. We wish them the absolute best as they embark on the next phase of their lives.

Priority 2: Success for Students

- ESOL students in Deaf and Blind high school visited the ACCORD Civil Rights Museum on Thursday, February 23rd in honor of Black History Month. The students celebrated with lunch at Crave. The local, health-centric hot spot was aligned with the theme of Health (Black) and Wellness.
- Juan Barrios, a member of the Deaf High School Robotics Team visited the Alabama School for the Deaf to compete with his team in a 3-day competition. The Robotic Dragons placed 4th (Team A) and 12th (Team B). Go Juan!

Priority 3: Everyone Knows our Name

- The ESOL department had documented 42 communications with Spanish-speaking parents and families, as well as completed 41 written translation requests to date.

Respectfully submitted by:

Scott Trejbal

Administrator of Instructional Services



*Admissions,
Executive Director Pauline Wagner*

Department and Staff Update: Interviews for a new Director of Admissions were held, and we anticipate the selected candidate will begin in June.

Total On-Campus Enrollment 501 as of 3/28/23

- 26 ELC (4 blind, 22 deaf)
- 311 Deaf Department
- 164 Blind Department
- 3 eligible and planning to enroll in Fall 2023

Withdrawal Reasons (38)

- 13 Accepted Diploma
- 13 Exit to Work/Aged Out
- 16 Registered at another school in-state
- 6 Moved out-of-state

Admissions in Process (40)

- 40 In the application process
- 3 Scheduled

Parent Infant Program Enrollment 595 as of 3/28/23

- PIP Blind 263
- PIP Deaf 320 (27 referrals since February 7)
- 8 children and families participating in the campus Toddler Stay-and-Play program
- 4 children and families participating in the Baby Bunch program

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

Our Parent Engagement Workshop on February 10 was a huge success. We used color as an overarching theme to discuss both academic and social/emotional topics with our enrolled FSDB families. Everyone was tickled pink to have such a fun and educational event. Our FSDB staff went out of their way to make this event impactful for our families.

Parent Services and the Career & Technical Education (CTE) Department teamed up to offer a wonderful event for FSDB students and families on February 24. Parents were invited to attend the CTE Showcase, dine in the Dragon's Lair, and attend a Parent University Panel. The panel comprised a variety of pertinent professionals who discussed the numerous post-graduation pathways available to our students. Panelist included:

- Dr. Tara Rowe, the Associate Director of the Student Accessibility Services (SAS) and Director of the THRIVE Program at the University of North Florida (UNF)
- Chris Force, the Principal at the First Coast Technical College (FCTC)
- Franklin Stewart, FSDB Alumni and Coordinator of Student Enterprises in the Career Development Department at FSDB
- Stevie Fenton, Florida Department of Education, Division of Vocational Rehabilitation, as a Program Consultant for Deaf, Hard of Hearing, and Deafblind Services
- Jay Boyle, Bureau Chief Division of Blind Services Rehabilitation Center for the Blind and Visually Impaired
- Hillary Norman, FSDB Alumna, and Technology Teacher in Blind Elementary Middle School
- Dan O'Connor, Division of Blind Services District Administrator Jacksonville, and Gainesville satellite offices

Parent University ASL classes (levels I, II, and III) continued to meet face-to-face until Spring Break. We are looking forward to offering virtual classes in April. Rotating virtual and face-to-face classes provide all families an opportunity to join regardless of where they live.

On February 25-26, Misty Porter, FSDB Parent Liaison, and Kristin Gentile, Parent Services Assistant, attended the ASL Weekend in Henderson, NV, presented by the American Society for Deaf Children. The ASL Weekend was a two-day workshop for parents, families, and professionals to learn American Sign Language in an interactive environment with personalized instruction for all skill levels. This small group environment, coupled with the intensive teaching plan, allowed them to learn and develop their ASL skills much faster.

Please Touch the Art, a Parent University event on tactile images and literacy, was held on March 19. FSDB students and families from the Blind Dept. learned to use a variety of textures and materials to create art intended to be experienced by touch. The literacy focus of this event was using contractions. Families worked together to create inspirational “touching” art using braille contractions. One of the favorite pieces of art reads, “This is Knowledge” This is the second time hosting the class; we hope to offer one more class in this series before the end of the school year.

Our second Parent Chat was on March 24. FSDB recognizes that family involvement positively impacts student success and encourages parents/legal guardians to take an active and supportive role to enhance the student learning environment. Parent Chats provide FSDB families a place to ask questions, provide feedback, and learn about opportunities to be included in decision-making teams as stakeholders. During this meeting, we began planning our IDEA and Title I budgets for the upcoming school year. We completed the annual review of the district-level Parent Engagement Plan and developed many strategies to increase family engagement. This event was scheduled the morning after the Blind Department Carnival and a flag football game. This collaborative effort in scheduling allowed parents to attend multiple events while in St. Augustine.

The power of partnership amongst FSDB departments is growing more and more evident as we continue working together to support FSDB students, families, and staff. April will be a busy month for our families, as there are multiple opportunities for them to travel to campus for education events hosted by Parent University.

Our Expanded Core Curriculum series will offer a Life Skills class on April 20. During this class, students and families will learn strategies to be successful and independent in the home. Following the class, we will have “Dinner in the Dark” participants will use vision loss simulation goggles while preparing and enjoying dinner. After dinner, all are invited to enjoy the Blind High School Concert and Art Show.

This school year's final Parent Engagement Workshop will be on April 21. The focus of this event is Safety on Campus and in the Community. School Safety Specialists, Campus Police, St. Augustine's Fire Marshall, and more are joining forces to offer this class to our enrolled FSDB families. We will discuss campus-based programs, creating an evacuation plan, staying safe online, developing a fire safety plan, and emergency preparedness. Participants will be given a demonstration on how to use an extinguisher on a simulated fire. A variety of safety tools for the home will be provided to those in attendance.

On April 22, Parent University will launch a new series. Discovery Days is a new program for enrolled students and families in the Deaf Department. Each event will have a centralized topic and use that theme to teach strategies to support academic and social skills. The name of the first class is "Life with a Twist." Our instructors will use family games to teach signs, concepts, executive function, communication, and teamwork.

A Parent University class will be offered by the Rehabilitation Center for the Blind and Visually Impaired in Daytona. This class will focus on how assistive technology can be used at home, school, and work to overcome obstacles. Following the class, participants will be provided a tour of the facility.

The Parent Services Department utilizes Title I, IDEA, and Endowment funds to support our Parent Travel Reimbursement program. Most of these funds are used to reimburse travel to attend on-campus educational events offered through Parent University. These funds can also be used to support parent attendance at other educational events. This year we are thrilled to have many FSDB parents planning to attend the Florida Instructional Materials Center's Festival of Families and the Family Café.

*L. Daniel Hutto Early Learning Center,
Director Gail Strassel*

"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 the individuals within it, which comes through the experience of freedom within the community." Maria Montessori

Months in Review

The ELC children have been very busy learning about rainbows, planets, space, and so much more in February and March. The children work independently, and the most beautiful thing about Montessori education – is that the younger children learn from older children. In comparison, older children can practice their leadership skills by guiding the younger children.

In February, the children had a Valentine's "Share the Love" Walk – and passed out Valentine's messages all over campus. We had Donuts with Dad/Breakfast with Buddies, and many families participated – even the Saint Augustine Fire Department came to fill in for some of our students without a family member – it was such a fun event.

Upcoming Activities

The ELC has several activities planned for the Spring. Our annual Spring Fling/Pot-Luck Picnic will be on April 7. This is a fun event for families to come together and share food and fun with their children and ELC staff. Countdown to Kindergarten, a transition event for parents of preschoolers attending Kindergarten in

Fall 2023, will be held on April 24 and 25. Muffins with Mom will be held Friday, May 5, and ELC graduation is planned for Friday, May 12. More info to come.

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

Program and Staff Updates

- **Mentors/Snapshots Providers:** Snapshots Curriculum Training was held on March 11-14. Two groups of 14 individuals received training, including 24 new staff members. Four applicants are still in the hiring process, with a search being conducted to explore 2-3 additional hires for the upcoming Deaf Mentor training with the goal of expanding the geographical service area for in-home support. Families overwhelmingly have expressed a preference for in-home delivery of ASL instruction over virtual sessions.
- Deaf Mentor Training is scheduled for May 20, 21, and 22. A contract was officially signed with Utah State University to provide this training.
- **Parent Leaders:** Parent Leader graduates from the January 25 training group are in the process of completing observations. Several are ready to begin services in the new fiscal year of the contract (starting in April), and one has already begun regular services with a caseload.
- A final group of new hires for the Parent Leader team are in the application process. This final cohort is expected to consist of eight or more Parent Leaders to meet the geographic and language needs of families.
- **Parent Empowerment Program (PEP) Vision and Overview:** The goal of new hires is to create a consistent workforce to team with the 15 Early Steps regions across the state to bring Florida in line with guidance from the Joint Committee on Infant Hearing to connect families with individuals with lived experience of being deaf/hard of hearing and raising a child who is deaf/hard of hearing. In the end, we seek to have 15-30 strong Parent Leaders, two groups of six (12 total Snapshots Providers), and 15 dedicated, high-quality Deaf Mentors working under the EHDI/FSDB collaboration and linked to service areas/service types and accessible by request of Early Steps teams statewide.
- **Parent Advisors:** Four applications are under review. Staff is being hired for a virtual listening and language series to parallel our virtual ASL/literacy series. Families participating will receive materials supported by Endowment funds to guide them in the whole family and play based on learning to support their child who is D/HH.
- **Regional Coordination Team:** We welcome two new additions, Samantha Sturgeon in the Northeast and Kasey Hutchinson in the West part of the state.

Family Events

- Sensory Towne Event- Northeast Region, Jacksonville, February 12
 - 11 families attended
 - Deaf Mentors and Parent Leaders attended
- Strawberry Picking- West Region, Brooksville, February 24
 - 5 families attended
 - A Deaf Mentor attended
- ASL Literacy Virtual Event- March 25
 - 8 Families attended the English session, 0 attended the Spanish session

- Book and activity kit shared- *Corduroy*
- Upcoming Events Planned:
 - Painting Play, Tallahassee, in April
 - Playground, Petting Zoo, and Pizza, Bradenton, in April
 - Children’s Schoolhouse Museum, Boynton Beach, in April
 - We Rock the Spectrum Gym, Davie, in April
 - ASL Virtual Story- “The Rainbow Fish” on April 29th
 - ASL Virtual Story- “Are You, My Mother?” on May 27th

Outreach/Information Sharing Activities:

- Tools for Success Conference: 3/3/23 Northeast and East Regional Coordinators hosted an information table with VI Regional Coordinators
- Growing Together Behavior: 4/1/23 Northeast Regional Coordinator will host an information table
- Family Center on Deafness: 3/29/23- PEP Content Expert Lizzy Engelman presents to FCD’s Parent Group
- Nemours’s Conference- Regional Coordinators and NE Parent Advisors will attend for training and networking

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

Outreach for families

- *Sensory Story Time:* Family event for the families in our program features training on making sensory stories for their children with vision impairment. A regional parent advisor, Paige Degryse, offered tips and ideas for adding puppets, tactile elements, and more to the stories their kids enjoy. Parents were provided with materials to take home to create their own adaptations to the books they had at home.
- *Cookie Decorating:* The goal of the event is to bring families together in a social setting. We want families to spend time together and feel confident going out in public. It is also a good time for siblings to have fun family time.
- *Valentine Social:* We made Valentine’s Day crafts. This event was a fabulous opportunity to practice mobility skills. One child used her gait trainer. There were ramps, stairs, and lots of space to move around with interesting statues to look at and touch.
- *Spring Carnival:* Children enjoyed being with their peers, and parents enjoyed meeting other parents and talking about the challenges they face raising children with sensory impairment and services that are available to help (including local school system services, DBS, FSDB, etc.) The sorority set up sensory stations and had a beeping egg hunt and a bunny to visit with the children. We had 47 children and family members attend/participate in this event. Additionally, there were three FSDB parent advisors in attendance.

Leadership and Partnerships

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

- Family Care Council Meeting- Introduction of PIP to the group. Speaker Darlene Foster of Coalition for Independent Living Options (CILO).
- Palm Beach Interagency Council for Young Children with Special Needs

- TATS Meeting
- Visited PPEC of Palm Beach to distribute Brochures and speak to the staff.
- Left Brochures for PIP at Ophthalmologists' offices.
- Interagency meetings in Alachua, Tri-County, Clay, and Ocala
- *DD Shop Talk*: local organizations that serve persons with disabilities. Information was given to The Arc, The Family Care Council, APD, and other local care providers. Materials Distributed: Business cards and flyers were given to the attendees and vendors.
- *Disability Resource Expo*: The expo's goal was to bring resources together for families to gather information. In addition, professionals could network for about 45 minutes before the doors opened to families. This event brought many organizations together for families.
- *Jupiter Jubilee*: The people of Jupiter and the other agencies attending had the opportunity to experience a bit of braille and learn about FSDB PIP.
- *Tools for Success Conference*: We represented the FSDB PIP program at a table with our information. We spoke with families and networked with other providers. The conference featured a keynote presentation followed by breakout sessions—materials Distributed: Brochures, pens, flashlights, memo pads, and business cards.
- *Autism Symposium*: Educational conference for Professionals and family members of children with Autism and related disabilities. Materials Distributed: Brochures, pens, flashlights, memo pads, and business cards.
- *Boating and Beach Bash*: We had a table with information about our program. We connected with community members and staff of other agencies that serve people with disabilities.
- Met with Katie from Great Strides at All Kids North PPEC - Materials Distributed: Brochures, pens, flashlights, memo pads, business cards.
- Met with Kay at Pedi Pec, Materials distributed: brochures and trinkets, and spoke with Kay about our program.
- Spoke with Paula and Dr. Nehemiah Spencer's office, Pediatric Ophthalmologist in Stuart.
- Epilepsy Alliance to exchange brochures in preparation for our virtual social in May.

Staff Updates

- Parent Infant Program Blind/Visually Impaired is seeking Parent Advisors in all the regions served across the state.

*Outreach Services Department,
Statewide Outreach Specialist Jennifer Valdarrama*

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

- The winter session began on January 9, 2023, and ended on March 5. Three instructors taught two classes, each serving a total of 58 participants.
- The spring session starts on March 26, 2023. Two instructors will provide five classes for a total of 65 participants.

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

- The Spring session started on March 22, 2023, with 15 people registered and ready to start the learning journey of reading braille by sight. Included in this course are the history of braille, the fundamental reasons, and learning patterns for children learning braille.

FSDB (Florida School for the Deaf and the Blind) Open House: FSDB campus event held in Kirk Auditorium featuring student performances and presentations.

- We hosted our first Open House in many years for school and community groups on March 23, 2023. A total of 248 participants attended this event. The agenda included the Dance Troupe, Blinding Lights Chorus, and student and staff presentations. People came from nearby counties, Tampa, St. Petersburg, and Amelia Island!

Evenings with the Experts: This series of online sessions include panels of FSDB staff and state partners sharing information on a variety of topics for potential families, current families, and professionals. There will be two sessions focused on deaf/hard of hearing topics and two sessions on blind/visually impaired topics.

- The first Evenings with the Experts session launched on February 27, 2023, and focused on Audiology. Session two is on March 20, session three is on March 27, and the final session is on April 10, with 45 people registered.
- Panelists include FSDB staff and alumni, and partners across the state, including Nemours Hospital, Florida Instructional Materials Center for the Blind/Visually Impaired (FIMC-VI), school districts' staff, American Printing House for the Blind (APH), Lighthouse of Palm Beach.

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

- FSDB Outreach hosted the Spring ECC Interactive Learning Saturday on March 4. A total of 22 families joined to participate in gardening, creating artwork, and interacting with peers.
- Summer ECC Interactive Learning Series is in the planning stage for mid-June. It will be a week-long series of Florida adventures, uniting kids virtually from around the state.
- Planning is also underway to host regional face-to-face events.

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

- FSDB's President Tracie Snow represented at the Vilano Bridge Run on April 1, 2023.
- FSDB exhibited at the VISIONS conference on April 12-14, 2023, in Jacksonville, Florida.
- FSDB representatives will exhibit, participate, and co-sponsor the Festival of Families, facilitated by the Florida Instructional Materials Center, FIMC-VI, on April 14 & 15, 2023, at the University of North Florida (UNF).
- FSDB participated and exhibited at Southeastern Guide Dogs Walk-a-thon in Orlando on April 15th. Participants interacted with FSDB Outreach staff and reviewed programs offered at FSDB while sharing doggie treat goody bags with their canine partners serving those that are blind or visually impaired.

Technical Assistance and Referrals: FSDB serves as a trusted resource as the Outreach department receives emails and calls from stakeholders across the state seeking information.

- The Outreach team continues sending out deaf and blind awareness kits to homeschool groups, girl scout troops, and Sunday school classes.
- We continue to collaborate, provide resources, and answer questions from professionals, educators, and families from all over the state. We build relationships and networks by connecting people to resources here at FSDB and other statewide partners.

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

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

- *Contacts Connection* - February 7
- *Tech Notes* - February 2023 "High-Leverage Practices (HLP) 9: Teach Social Behaviors"
- *Just In Time News & Information* - February 23

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

- Updated - Deaf Ed Express BEES Professional Development Portal (annual review) - (statewide)
- New - Video - *TA-Live! HLP9 - Teach Social Behaviors* (statewide)
- Updated - *High-Leverage Practices LiveBinder* (statewide)
- New - *Teacher Spotlight: Seminole County on Teaching Social Behaviors* (statewide)
- New - Collaborative Efforts Optimized (slide deck) - (district-wide)

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.

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.

- *Coffee with the Contacts* - virtual (statewide) - February 1, 2023
- *TA-Live! High-Leverage Practice (HLP) 9: Teach Social Behaviors* - virtual (statewide) - February 8, 2023
- *Collaborative Efforts Optimized* - Pinellas County - onsite (district-wide) - February 20, 2023
- **Districts participating in PLCs:**
 - *Expanded Skills Community of Practice*
 - Bay, Dade, Hillsborough, Indian River, Manatee, Nassau, and Polk
 - *New Teacher of the Deaf & Hard of Hearing Professional Learning Community*
 - Alachua, Bay, Brevard, Columbia, Manatee, Okaloosa, Pasco, Pinellas, Volusia, Washington
 - *Get Your Sign On*
 - Good Works Learning, Monroe, Pasco, UCP Charter, Volusia

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:

- *Levy, ASL Expressive Skills Test*, February 14, 2023

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

- **Districts/Agencies receiving coaching and mentoring, consultation, and/or support:**
 - **Districts:**

- Bay, Brevard, Citrus, Collier, Columbia, Duval, FLVS, Levy, Pinellas, Polk, Seminole, St. Johns, Taylor, Volusia, Washington
 - **Other Agencies/States**
 - Cirrus, Community Library, FSDB Parent-Infant Program, Oak Hall Academy, Technology and Learning Connections
- **District staff utilizing the RMTC-D/HH Media & Materials Free Loan Library created eight new accounts and returned 14 borrowed materials:**
 - **Districts**
 - Broward, Citrus, Dade, Escambia, Marion, Orange, Pasco, Polk, St. Lucie, Sarasota

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

Conference or Meeting Attendance

- *Assistive Technology Industry Association (ATIA)* - Orlando, Florida
- *Transition Contacts Meeting* facilitated by Project 10 - virtual
- *FDLRS Webmaster Roundtable* - virtual
- *FSDB Onsite Monitoring Visit* - St. Augustine, Florida

Collaborative Efforts

- ***Passport to Learning*** - FIMC-VI and RMTC-D/HH collaboratively facilitated, in coordination with the Technology and Learning Connections Project, the spring launch of Passport to Learning: Technology for Vision and Hearing - Band 2 Travel Package. Through this collaboration, the projects were able to share valuable assistive technology resources with stakeholders to improve the accessibility and learning needs of students who are Deaf, Hard of Hearing, Blind, or Visually Impaired.
- ***TA-Live! Social/Emotional/Behavioral High-Leverage Practices Collaboration with Florida Positive Behavior and Supports Intervention Project (PBIS)*** - RMTC-D/HH and FL PBIS staff collaborate on the videos produced for RMTC-D/HH's technical assistance live (TA-Live!) event. FL PBIS provides input for the videos developed for viewing before the discussion session. FL PBIS also participates in the live discussion sessions to provide technical assistance to stakeholders supporting students who are DHH and in need information and support for social/emotional/behavioral strategies.

Workgroup/Committee Participation

- ***F.A.S.T. Bias and Sensitivity Committee*** - RMTC-D/HH specialists responded to the request for attendance at this three-day event to evaluate reading and math test items for bias for students who are DHH. Through this opportunity, the project is able to ensure that items presented on the annual state assessment for students in Florida are accessible and provide an equal opportunity for students who are D/HH.

Events in March:

- Council for Exceptional Children (CEC) National Convention, March 1-3
- Expanded Skills Community of Practice, March 9
- Get Your Sign On, March 10
- Lesson Integration, March 21
- Fairview Overview for Flagler College, March 23
- Passport to Learning Professional Learning Community (Vision and Hearing), March 28

- Phonics and Phonemic Awareness for DHH for Flagler College, March 30
-

Technology Services Department

- The Records Management Liaison Officer (RMLO) will attend the Florida Records Management Association annual conference to learn specific legal requirements for records retention processes.
- Preparations are underway for the end-of-school processes as well as summer projects. This includes preparing the school rosters for the summer programs, the promotion or retention of students for the new school year, and roster preparation for iPad, computer, and assistive technology collection, assessment, updating, and reassigning.
- Computers are being purchased to update the Parent Services and Parent Infant Program to bring the equipment with staff in the field up to standard.
- Spring break projects were successfully implemented with improvements in our network security for the on-campus and police networks.
- Survey 3 has been submitted to the Florida Department of Education (FLDOE) for both staff and student information. A new survey is submitted monthly containing any records related to the School Environment Safety Incident Reporting (SESIR) level offenses.
- Staff will attend the Florida Association of MIS (FAMIS) conference to learn new state requirements specific to student data privacy, data reporting, and other updates specific to the collection, use, management, and reporting of staff and student data.

Respectfully Submitted by Shelley Ardis

Administrator of Technology, Outreach, and Parent Services

STRATEGIC PLANNING

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

The 2022-2027 Strategic Planning is underway, and the champions for each Strategic Priority have been working with their teams to bring the priorities to life and work toward implementation.

The summaries below are for the areas that have been addressed this past month are listed below.

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

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

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

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

The third FSDB Job Fair was held on March 22, 2023, from 4:00 PM to 7:00 PM. The day of the week and campus location have been modified to assess the potential impact on attendance. This logistical change had a positive impact on the turnout. 26 participants attended this event with a wide range of backgrounds matching several of our current and anticipated 2023/2024 position openings.

The final Job Fair for the 2022-2023 School Year will be held on Friday, June 2, 2023, from 9:00 AM to 12:00 PM in the Moore Hall CLD. We are anticipating greater participation as public schools will have completed their school year and several positions will be available for applicants to apply for the 2023-2024 school year. Human Resources reached out to attendees thanking them for visiting our job fair and sharing the People First website so that they could explore the opportunity to apply for existing vacancies.

Priority 1 - Goal 2: FSDB will enhance campus-wide personnel development and succession planning.

The Executive Director of Training and Quality Assurance (TQA) has enrolled in the University of North Florida's Leadership Academy Certificate Program. As part of this cohort, the Executive Director has participated in four of the eight leadership development modules and will use the knowledge and skills gained to either develop similar courses or contract services for customized leadership and succession planning programs for FSDB supervisors. The program runs from February 7, 2023, to April 18, 2023.

Priority 1 - Goal 3: FSDB will enhance a sense of community through increased employee engagement.

The multidisciplinary focus group related to internal community involvement met on March 6, 2023, and continued to bring excitement and ideas to the table to increase employee engagement. We will meet again on April 3, 2023, and May 1, 2023. Our last Walk-O'-Fun was another success. It was held on March 8, 2023, from 3:30 pm-5:30 pm and had a great turnout.

Strategic Priority 2: Success for Students

(Champions: Scott Trejbal and Randi Mitchell)

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

With changes in some of the requirements that the Florida Department of Education (FDOE) is considering the alignment of the various tools used to monitor student learning is limiting some processes, including “look-fors” used for teacher observation. FSDB is taking a proactive approach and creating processes that meet the requirements that the state is implementing. The production of pacing guides has increased significantly, and the specialists are working with the school staff to complete the guides within the required timeframe. High-leverage practices remain a high priority and focus for academic leaders and staff.

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

The Career and Technical Education (CTE) Showcase was held on February 24, 2023, and was open to 5th Graders - Post Grads in order to encourage early planning for future employment, especially younger students. The Showcase was a success! It included opportunities for students to see not only our FSDB enterprises but features some of our community work partners and resources like Vocational Rehabilitation (VR) and Division of Blind Services (DBS). Students and parents also had the opportunity to ask questions of a panel that included FSDB alum and other successful individuals who are deaf or blind.

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

Boarding staff is continuing to use the new curriculum with the students. Training on inputting the data into Skyward will take place by the end of the school year.

Strategic Priority 3: Everyone Knows Our Name

(Champions: Michael Johnson and Shelley Ardis)

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

The Outreach Department has created a new newsletter template and a schedule for publishing the rest of the 2022-2023 year and a draft schedule for the 2023-2024 year. This newsletter will focus on the following audiences: alumni, non-enrolled families, business partners, and community stakeholders. The newsletter will highlight current staff and students, feature alumni and museum articles, and provide links to upcoming events to attend, watch via livestream, or see FSDB representatives when we are out at events.

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

The on-campus news-sharing application Yammer aka Viva Engage, was updated to feature a campus events community. Staff was missing information on the main news feed due to the wealth of

information shared. This new community was named to focus information related to opportunities staff members have to attend student events and staff-specific events and to learn about events shared by facilities.

As the Strategic Priority “Employee Retention, Recruitment, and Engagement” committee gathers information specific to communication, the Communications and Public Relations team can implement changes to improve internal engagement and access to information.

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

Students attended the Orlando Magic ASL and Deaf Awareness night on April 4th. This partnership has become activity students and Central Florida stakeholders look forward to.

Packets were sent out to ESE Directors in every school district to include a letter reintroducing FSDB’s various admissions and outreach departments, a letter explaining our Outreach Evaluation program, and a set of FSDB Fact Sheets to use as part of IEP meetings or to share within their district in other ways.

The team is kicking off the final sessions of the online Braille Classes, ASL Online Interactive Classes, and the three remaining Evenings with the Experts webinars. The Parent Infant Program and School-Aged Outreach Program staff have been planning and attending the spring quarter events. Some weekends have included three or more possible events to attend! Planning is underway for summer programs, and the teams will evaluate the impact of this year’s activities and set the stage for next year’s core activities to identify where additional staff may be needed.

April 14, 2023
Action Item Number 1

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

SUBJECT: Surplus Property

PROPOSED BOARD ACTION

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

Attachment: Surplus Property List

Presenter/Department: John Wester, Comptroller

Attention: Julia Mintzer, Business Services Administrator

3/23/2023

Subject: Surplus Review Board Report

Line No.	FSDB Property Item No.	Property Description	Age	Acquisition Cost
1	56453	Imac 21.5	7 yrs	\$1,700.00
2	56436	reapeaters sn master 111	7 yrs.	\$1,570.00
3	56805	repeater slr 5700	5 yrs	\$4,600.00
4	56403	macbook pro	7 yrs.	\$1,340.00
5	56945	macbook pro	4 yrs.	\$1,550.00
6	57085	macbook pro	4 yrs.	\$2,039.00
7	56478	macbook pro	6 yrs.	\$2,049.00
8	55839	macbook pro	9 yrs.	\$1,012.62
9	56674	Imac 21.5	6 yrs.	\$1,445.00
10	56409	Imac 21.5	7 yrs.	\$2,140.00
11	51576	smartboard	17 yrs.	\$1,249.00
12	55402	garment printer	11 yrs.	\$20,985.21
13	56155	macbook pro	7 yrs.	\$2,299.00
14	41258	piano	33 yrs.	\$3,200.00
15	45801	video enlarger	25 yrs.	\$2,495.00
16	55700	embosser	13 yrs.	\$2,221.10
17	55015	video enlarger	12 yrs.	\$1,945.00
18	55014	video enlarger	12 yrs.	\$1,945.00
19	bl570401	instalation dishwasher	15 yrs.	\$1,951.10
20	bl570402	dishwasher	15 yrs.	\$37,500.00
21	bl570403	instalation dishwasher	15 yrs.	\$17,559.00
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In accordance with FSDB guidelines, the above list of surplus items exceeding \$1,000.00 have been reviewed by the Surplus Review Board and have been deemed to be outdated, obsolete, irreparable, and of no further use to this school. This list is being submitted for approval for proper disposal and removal from FSDB campus grounds.

Review Board Members:

Signed: _____
Kim Whitwam Director of Purchasing

Signed: _____
Shelley Ardis Director, Technical Services

Signed: _____
Corbett Owens Technology Resource Coordinator