



# Agenda

## Florida School for the Deaf and the Blind Board of Trustees Meeting

Moore Hall, Center for Learning and Development  
October 29, 2021, 9:30 a.m.

Page No.

- I. **Call to Order**
- II. **Pledge of Allegiance**
- III. **Roll Call**
- IV. **Public Comments**  
Limited to three minutes per person with a maximum of 45 minutes per meeting for all public comments.
- V. **Approval of Meeting Minutes**  
Minutes, Board of Trustees Meeting, September 24, 2021 1-3
- VI. **President's Reports**  
President's Report – Ms. Snow 4  
Human Resources – Ms. Bucca 5  
Communications and Public Relations – Ms. Bloch 6-9  
Legislative Report – Ms. Eccles 10-11
- VII. **Action Items**
  1. Surplus Property 12-13
  2. FY 2021-22 Operation Budget, Revision #1 14-17
- VIII. **New Business**  
Audit Committee Report and Action Items – Mr. McCaul
- IX. **Unfinished Business**  
President's Evaluation Review and Contract Extension – Ms. Bucca
- X. **Department Updates**  
Allied Health Services – Dr. Gustetic 18-19  
Boarding Program – Ms. Grunder 20-29  
Business Services – Ms. Mintzer 30-45  
Blind Department – Ms. Bogue 46-48  
Deaf Department – Ms. Saunders 49-53  
Instructional Services – Mr. Trejbal 54-63  
Outreach and Technology Services – Ms. Ardis 64-69
- XI. **Board Comments**
- XII. **Adjournment**



# Florida School for the Deaf & the Blind

***Do More. Be More. Achieve More.***

**Board of Trustees Meeting Minutes  
Moore Hall, Center for Learning and Development  
September 24, 2021, 10:30 a.m.**

## **Attendance**

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

## **Call to Order**

Mr. Owen McCaul, Chair, called to order the meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 10:30 a.m. in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

## **Public Comment**

There were no public comments during this meeting.

## **Approval of Meeting Minutes**

*Mr. Hadley moved to approve the minutes from the Board of Trustees Workshop held on August 27, 2021, and the Regular Board of Trustees Meeting held on August 27, 2021. The motion was seconded by Dr. Zavelson and approved unanimously by the Board.*

## **President's Report**

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

- Noted the positive side of COVID 19 is in our use of new technology to live-streaming events, and in our ability to have meetings in Zoom, conduct Parent Engagement Workshops online and watch the legislative sessions broadcasted from Tallahassee.
- Provided the Board with the White Cane Day postcard to remind them of the event, which would be live-streamed on our website.
- Will be attending two conferences representing FSDB in October and November.
- Noted that the Strategic planning survey was sent out to Parents, Alumnus, Community Stakeholders and students the last week of September. We have already received over 100 responses.
- Updated the Board on the new emergency rule from the Florida Department of Health, which is being worked on and disseminated to parents.
- Noted that she would be speaking at the upcoming St. Johns Delegates meeting scheduled on Friday, October 1, 2021.

## Human Resources

Lexi Bucca, Executive Director of Human Resources, addressed the Board and explained that the President's contract is up for an extension on November 2, 2021; evaluation forms will be sent to Board members. Action will be required at the October 29 meeting.

## Legislative Report

Patsy Eccles, Legislative Specialist, provided the Board with an update on upcoming legislative sessions. She also reviewed several items noted in her Board report.

## **Action Items**

### **Action Item #1**

#### **Surplus Property**

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

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

### **Action Item #2**

#### **Final Completion Documents over \$2,000,000**

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Board approval was requested for release of contract retainage and final payment to Contractor Honeywell for the installation of the Campus Mass Notification System.

*Mr. Kramer moved to accept Action Item #2, as presented. The motion was seconded by Mr. Hadley and carried unanimously by the Board.*

### **Action Item #3**

#### **2021-2022 Uniform Statewide Assessment Calendar**

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Board approval was requested for the 2021-2022 Uniform Statewide Assessment Calendar.

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

### **Action Item #4**

#### **2021-2022 School Improvement Plans**

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Board approval was requested for FSDB's 2021-2022 School Improvement Plans.

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

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

### **New Business**

#### **Enrollment and Outreach Committee**

Dr. Zavelson, Chair of the Enrollment and Outreach Committee, stated there were no action items from the committee meeting. He thanked everyone for the presentation and the discussion on the different outreach projects.

#### **Endowment Investment Committee**

Mr. Hadley, Chair of the Endowment Investment Committee, stated there were no action items from the committee meeting. The next meeting will be in April 2022, and at that time, the Endowment policies will be reviewed. He thanked Dave Hanvey and Lacey Conner for the detailed report that was presented.

#### **Florida Safe Schools Assessment Tool (FSSAT)**

Lieutenant David Moore explained that FSDB has completed the FSSAT and has excelled in several areas of threat assessment. Lt. Moore stated that we still have some areas of enhancement and upgrades that we need to focus on, but FSDB has surpassed the district schools throughout the state.

### **Unfinished Business**

No unfinished business was presented during this meeting.

### **Department Updates**

#### **Business Services**

Julia Mintzer, Administrator of Business Services, introduced Mr. Guy Maltese as the new Executive Director of Safety and Facilities Operations. She said that Mr. Joe Bruce accepted a position at Flagler College. Mr. Maltese has worked at FSDB for 12 years and was previously the Assistant Director of Safety and Facilities Operations. He worked directly with Mr. Bruce for several years.

### **Board Comments**

The Trustees were excited to hear of the changes with FSDB's social media presence and live-streaming of the athletic events as well as all the new outreach programs being implemented. They praised the administration and staff for working through everything these last two years.

### **Adjournment**

Meeting adjourned at 11:17 a.m.

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

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Tracie C. Snow, President

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Owen B. McCaul, Board Chair



### **One Year!**

It has been an incredible twelve months as President!

### **St. Johns County Legislative Delegation Meeting**

I had the honor to once again speak before the St. Johns County Legislative Delegation meeting earlier this month. It was an excellent opportunity to express our gratitude to Senator Hutson, Representative Stevenson, and Representative Renner for their support, provide a brief description of our program, share that FSDB has done exceptionally well over this past year providing quality educational programs to our students during the pandemic, and request continued budgetary support.

### **Athletics**

We had a fantastic fall sports season! We recognize that being involved in sports benefits students in developing healthy bodies and minds as well as provides an opportunity for them to be active, learn new skills, and be outside (depending on the sport). It was exciting to watch many of the games, meets, and races for our volleyball, football, swimming, and cross country teams either in person or via live stream. I loved cheering on our athletes while sitting beside our parents, families, students, staff members, and other supporters. There was such energy in the air, and it was hard not to have a smile on your face as you saw great examples of teamwork, leadership, patience, discipline, and perseverance. Athletics has always been important to me as an athlete, a coach, and a parent. I am thrilled our students are back competing this year and look forward to our next season.

### **It's a Deaf Thing!**

It was a pleasure to travel to Lakeland, Florida, to attend the "It's a Deaf Thing!" Expo as an FSDB Ambassador a couple of weekends ago. It was fun to connect with FSDB alumni, listen to their stories, see the campus through their experiences, and share our current program with them. Alumni expressed gratitude for the positive impact attending our school had on their life. We were also able to meet prospective students and their families. I shout out to our Outreach and Communications & Public Relations team for providing amazing collateral to pass out. Next month, I will be going to the DeafNation Expo in Kissimmee, Florida.

### **Enactus Community Advisory Board**

The Flagler College Enactus (Entrepreneurial Action for Other Creates a Better World for Us All) invited me to participate on their advisory board. The mission of Enactus is to "engage the next generation of entrepreneurial leaders to use innovation and business principles to improve the world," and their vision is "to create a better, more sustainable world." At this meeting, community stakeholders (community leaders) discussed needs within the community in order for Enactus students to create and implement entrepreneurial projects. It is an honor to be part of this advisory board as a stakeholder in the St. Augustine Community.



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

Human Resources  
Board Report  
October 29, 2021

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## Class Code Count

Board of Trustees Administrator Positions	70
Teacher Positions	109
Specialist Positions	60
Select Exempt Service Positions	45
Career Service Positions	396
<b>General Revenue Positions</b>	<b>652</b>
<b>Grant Funded Positions</b>	<b>28</b>

## Add/Delete

None

### Service Awards

#### 35 Years

Linda Comeaux

#### 25 Years

Mary Mitchell

Crystal Heindl

#### 20 Years

Jonathan Kochanski

Graciela Quintanilla

#### 10 Years

Dianne Lawrence

Joseph Alexander



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

## Communications and Public Relations

### Board of Trustees Report

**October 29, 2021**

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

#### Earned Media

FSDB was mentioned in an article by Florida News Line titled, "Learn Braille to help the blind and visually impaired," Sept. 1, 2021.

President Snow was featured in a news release and video as one of "St. Johns Women of Distinction" by the Girl Scouts of Gateway Council, Sept. 23, 2021.

#### Public Service Announcements

During August, 550 PSA radio spots (totaling 25,710 seconds) were aired by Cox Media on WAPE-FM, WEZI-FM, WJGL-FM, WOKV-AM and WXXJ-FM, voiced by FSDB alums Trent Ferguson and Marcus Roberts. September metrics will be provided in the next board report.

#### Leadership Communications

We continue to support President's Posts (videos and transcripts) that are shared with parents/guardians and staff members—"Strategic Planning Survey" issued on Sept. 17 was also posted to the school website and social media.

School leadership continues to emphasize the importance of COVID-19 and related health and safety measures with all stakeholders. Staff receive regular FAQs updates based on executive orders released by Gov. DeSantis and relevant CDC, FDOH and FDOE guidance and requirements.

Update from the President on the FDOE Emergency Rule 64DER21-15. Shared with parents/guardians, staff members and on the "Health & Safety Protocols" page on the school website.

#### School-Level Newsletters

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

10 newsletters issued in September engaged a total of 1,156 campus and external stakeholders: ELC - one issue/50 viewers; BEMS - two issues/320 viewers; BHS - two issues/113 viewers; DES - two issues/183 viewers; DMS - two issues/214 viewers; DHS - one issue/276 viewers.

## Social Media Campaign

To supplement our newsletter efforts, we created a new social media campaign for the current academic year. Last year, we used hashtags such as #180HappySchoolDays, #IHeartFSDB and #FSDBPride. But there's more! We expanded hashtags for the current academic year; our social media posts now cover each day of the week:

- #FSDBStudentSpotlightSundays
- #FSDBMemorableMondays
- #FSDBTeacherTuesdays
- #FSDBWheresWalterWednesdays
- #FSDBThrowbackThursdays
- #FSDBFunFactFridays
- #FSDBSupportStaffSaturdays

Social media content and posts are also aligned with the academic calendar as well as national holidays, observances and celebrations. Schools can do the same for their newsletters.

## Marketing Collateral

**Videography** – Production of FSDB learning modules on mental health topics began in spring and continued through September. Mandated by State Mental Health Education requirements for 6th–12th grade classrooms, we delivered an additional session on the topic of Mental Health Wellness–Spreading Kindness & Reducing Bullying with Lucy Mitchell. We also taped Mental Health–Teen Dating Abuse and Prevention for later release in October.

Our new weekly social media series show, “Where’s Walter?” was off and running in September, with four episodes produced – Literacy Week featuring Pope Hall book murals; Gazebo’s highlighting the B.A.T. program; Usina Field and its mysterious sunken tractor; and FSDB Household Laundry services.

Videotaped a training presentation by Ted Lombardo, Psy.D., “A Teacher’s Guide for the Vineland Adaptive Behavior Scale.” To be released in October.

Videotaped a dedication ceremony of a bronze tactile U.S. flag donated and displayed on a wall at Cary White. This event will be featured in a future episode of Where’s Walter?

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

Designed branded print and digital collateral for the following departments:

- Athletics—Cross Country team banner.
- Athletics—Cross Country team calendar.
- Athletics—Football team banner.
- Athletics—Football team calendar.
- Athletics—Football senior posters.
- Athletics—Swimming team banner.
- Athletics—Swimming team calendar.
- Athletics—Volleyball team banner.
- Athletics—Volleyball team calendar.
- Athletics—Volleyball senior posters.

- Early Learning Center—Monthly workshop flyers.
- Human Resources—Department roster flyer.
- Outreach—Campus tour map; Where's Walter logo; children's coloring book.
- Parent Services—Parent University and Parent Engagement Workshop flyers.
- Safety & Facilities—Designed Campus Safety brochure.
- Training and Quality Assurance—PowerPoint presentation template; welcome packet/contents.
- White Cane Day—Award certificates; graphics; invitations, save the dates; social media posts.

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

Designed a vinyl wall wrap that features 326 handprints from former fifth grade students, recently installed in the Deaf Elementary School. Designs for indoor popup banners for various campus departments and display graphics for the new welcome center/tour office in Moore Hall are in progress.

Created FSDB Brand Standards to help with campus-wide consistency and strengthen the FSDB identity and reputation. The FSDB Writing Style Guide was also created simultaneously to provide basic communication rules and standards to help those who write, edit and present on behalf of FSDB.

**Photography** – Photos of school and department-based student activities were taken, including athletic individual and team swimming, cross country and football photos. Captured images for social media campaigns that include teachers, students and staff.

## **Social Media**

**Website**—7,151 visitors (6,435 new) with 10,891 page-views with an average viewing time of 2:11 minutes. Desktop users were 49%, mobile 49% and tablet 2%. A total of 56 people reached out to campus personnel via web contact forms; this does not include phone calls received.

**Facebook**—13,302 likes, 42 posts with a reach of 88,865 and 148,603 impressions. The top post was a of the FSDB Dragons football team winning their season opener with a 47-27 victory over the Old Plank Christian Defenders that reached 8,879 people with 378 reactions (256 likes, 49 comments and 24 shares). School-level and related Facebook groups are private and promote information-sharing with parents/legal guardians of current students.

**Instagram**—50 new followers (2,050 total), 29 posts, with a reach of 13,859 and 2,070 interactions (1,756 likes, 48 comments and 59 shares). Top post was of the FSDB Dragons football team winning their season opener with a 47-27 victory over the Old Plank Christian Defenders, with 137 likes.

**Twitter**—Nine new followers (1,491 total), no new tweets, 4,900 impressions, 879 profile visits and 27 mentions. Top tweet was of Dwayne Lewis story from First Coast News with 293 impressions.

**YouTube**—Five videos uploaded, 18,247 channel views, 819 hours watched, 22 new subscribers, 132,629 impressions and 10,965 unique viewers. The top video was the Star-Spangled Banner in ASL with 5,851 views.

**Vimeo/Livestreaming**—Nine video uploads, 1,315 views, 710 unique viewers and 710 hours watched; Livestreamed events; Volleyball matches (one Middle School, four JV, five Varsity), three Football games, and Board of Trustees meeting. Streamed events totaled of 1,412 total views.

**Museum**

Twenty people visited to the school museum; these included two Deaf High School yearbook classes (17 students) and their teacher; one of the three other guests who visited learned more about her recently deceased husband's time at FSDB as a student/graduate.



By the FSDB Board Meeting date, the Legislature will have completed the first three interim committee meetings. These meetings have consisted of a legislative review of laws and policies passed in the last Legislative Session. The appropriations committees have also been presented with the state agencies’ budget requests. As expected, the reapportionment issue has taken much of the authorized committee meeting periods of these interim meetings.

**1. Interim Committee Meeting Dates**

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

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

September 20-24, 2021	Interim Committee Week 1
<b>October 11-15, 2021</b>	<b>Interim Committee Week 2</b>
<b>October 18-22, 2021</b>	<b>Interim Committee Week 3</b>
November 1-5, 2021	Interim Committee Week 4
November 15-19, 2021	Interim Committee Week 5
November 29 - December 3, 2021	Interim Committee Week 6
January 11, 2022	Regular Session convenes
March 1, 2022	50th day rule (Senate) - last day for regularly scheduled committee meetings
March 11, 2022	60th day - last day of Regular Session

**2. Legislative Delegation Meetings are Scheduled**

St. Johns County’s Legislative Delegation met on October 1 to hear the needs and requests for legislative assistance for the community. President Tracie Snow appeared before the delegation on behalf of FSDB. President Snow asked the legislators to support and fund the school’s legislative budget request as submitted by the Department of Education (DOE). To add to that submission, funding for the renovation of Kramer Hall. Gregg Hall demolition, design, and construction funding is already included in the DOE submission.

The delegation members’ response was positive and supportive. Senator Travis Hutson, who chairs the delegation, indicated that the members would file a member project request seeking legislative funding. Senator Hutson will sponsor this request in the Senate, and Representative Cyndi Stevenson will do so in the House.

Legislative Delegations are the Senators and House members who represent a county of government in Florida. Delegations are required to hold at least one public meeting prior to a legislative session to allow city and county governments, organizations, and constituents to inform the delegation members of the needs of the county. The legislators who make up the delegation for St. Johns County are Senator Travis Hutson, Representative Paul Renner, and Representative Cyndi Stevenson.

### **3. Legislation – Bills Filed**

As of October 15, 2021, 497 bills have been filed for the 2022 Session. Many more bills have been submitted to the bill drafting offices in both houses, which are pending their review and edits before the official filing and assignment of bill numbers. These bills are under review for impact on FSDB.

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

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

### **Submitted by:**

Patsy Eccles, Legislative Specialist

**October 29, 2021  
Action Item Number 1**

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

**SUBJECT: Surplus Property**

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**PROPOSED BOARD ACTION**

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

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**Attachment: Surplus Property List**

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

Mrs. Mintzer,

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

**BOT APPROVAL FOR EQUIPMENT DISPOSAL**

<b>FSDB Property #</b>	<b>Description</b>	<b>Age</b>	<b>Acquisition Cost</b>
55774	MacBook	9yrs.	1012.62
55784	MacBook	9yrs.	1012.62
55805	MacBook	9yrs.	1012.62
55817	MacBook	9yrs.	1012.62
55821	MacBook	9yrs.	1012.62
55849	MacBook	9yrs.	1012.62
55867	MacBook	9yrs.	1012.62
55896	MacBook	9yrs.	1012.62
56293	MacBook	5yrs.	1310.00
56304	MacBook	5yrs.	1310.00
56355	MacBook	5yrs.	1310.00
56391	server	5yrs.	18006.42
55805	MacBook	9yrs.	1012.62
55747	iMac	8yrs.	1399.00
49381	Refrigerator	18yrs.	2981.10
55106	Speaker system	11yrs.	1656.00
56389	Tech. hardware	5yrs.	33822.00
56163	Tech. hardware	6yrs.	1451.25
56162	Tech. hardware	6yrs.	1451.25
52517	Smartboard	13yrs.	2560.00

Review Board:

**X**

Shelley Ardis  
Administrator of Outreach and Technology ...

**X**

Corbett Owens  
IT Project Manager

**X**

Kim Whitwam  
Purchasing Director

**October 29, 2021  
Action Item Number 2**

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

**SUBJECT:** FY 2021-22 Operating Budget, Revision #1

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**PROPOSED BOARD ACTION**

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

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

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

**Attachments:** FY 2021-22 Operating Budget, Revision #1

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

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

<b>FY 2021-22 SPECIAL CATEGORY - RISK MANAGEMENT INSURANCE (103241)</b>	
From General Revenue	\$ 398,592.00
From Administrative Trust Fund	44,556.00
<b>FY 2021-22 GENERAL REVENUE FUND (104166)</b>	
Salaries and Benefits	43,126,774.00
Other Personal Services	2,840,649.00
Expense	4,208,115.00
Operating Capital Outlay	504,466.00
Food Products	212,150.00
Special Categories:	
Professional Supplements	116,990.00
Overtime	121,355.00
Students Home on Weekends	1,999,902.00
	<u>53,130,401.00</u>
<b>TOTAL GENERAL REVENUE FUND</b>	
<b>FY 2021-22 ADMINISTRATIVE TRUST FUND (104166)</b>	
Salaries and Benefits	30,000.00
Other Personal Services	30,000.00
Expense	30,000.00
Operating Capital Outlay	30,937.00
	<u>120,937.00</u>
<b>TOTAL ADMINISTRATIVE TRUST FUND*</b>	
* Carry forward appropriation is available if additional grants are awarded.	
<b>FY 2021-22 FEDERAL GRANTS TRUST FUND (104166)</b>	
Salaries and Benefits	1,328,018.00
Other Personal Services	516,563.00
Expense	220,222.00
Food Products	20,000.00
Overtime	1,000.00
	<u>2,085,803.00</u>
<b>TOTAL FEDERAL GRANTS TRUST FUND*</b>	
* Carry forward appropriation is available if additional grants are awarded.	
<b>FY 2021-22 GRANTS AND DONATIONS TRUST FUND (104166)</b>	
Salaries and Benefits	866,635.00
Other Personal Services	1,261,214.00
Expense	475,990.00
Operating Capital Outlay	20,000.00
Overtime	2,500.00
	<u>2,626,339.00</u>
<b>TOTAL GRANTS AND DONATIONS TRUST FUND*</b>	
* Carry forward appropriation is available if additional grants are awarded.	
<b>FY 2021-22 SPECIAL CATEGORY - PEOPLE FIRST ASSESSMENT (107040)</b>	
From General Revenue	188,416.00
From Administrative Trust Fund	37,183.00
<b>TOTAL FY 2021-22 SPECIFIC APPROPRIATIONS</b>	<b>\$ <u><u>58,632,227.00</u></u></b>

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

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

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

<b>Carry forward from General Revenue</b>	<b>\$</b>	<b>15,892,864.09</b>
FY 2020-21 Payables		2,013,149.87
FY 2020-21 Encumbrances		286,913.12
<b>FY 2021-22 Recommended Projects</b>		
Construction - Professional Services		320,000.00
Food Service Equipment		55,365.00
Technology		656,808.00
Furniture		35,000.00
Mechanical Enhancements		530,000.00
Structural Enhancements		1,101,485.00
Property Enhancements		660,000.00
Safety/Security/Health/Welfare Enhancements		1,206,868.10
Transportation Vehicles		605,277.00
<b>Subtotal - Recommended Projects</b>		<b>5,170,803.10</b>
<b>Emergency Reserve - Disaster Recovery</b>		<b>1,200,000.00</b>
<b>Emergency Reserve - Operating</b>		
Minimum of 5% and up to two months average General Revenue expenditures based on the prior fiscal year		<u>7,221,998.00</u>
<b>TOTAL CARRY FORWARD FUND</b>	<b>\$</b>	<b><u>15,892,864.09</u></b>
<b>FY 2021-22 SPECIAL CATEGORY - NONOPERATING TRANSFER AUTHORITY</b>		
From Administrative Trust Fund (180007)		100,000.00
From Federal Grants Trust Fund (180200)		16,000.00
From Federal Grants Trust Fund (181259)		171,500.00
From Federal Grants Trust Fund (185080)		100,000.00
From Federal Grants Trust Fund (220030)		85,000.00
From Grants and Donations Trust Fund (181259)		<u>20,000.00</u>
<b>FY 2021-22 TOTAL APPROPRIATED FUNDS</b>	<b>\$</b>	<b><u>75,017,591.09</u></b>

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

**History:**

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

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

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

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

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

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

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

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

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



**Health Care Center Report**

(14 days)

	Total	Aug 2021	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
<b>ACU Visits</b> (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." "Physicals", "Vision Screenings", and "Miscellaneous.")	919	297	622									
<b>TCU Visits</b> (*Total includes all students that were admitted to the TCU.)	186	95	91									
<b>Eye Clinic- Specialty</b>	31	13	18									
<b>PDC Clinic- Specialty</b>	9	4	5									
<b>Off Campus</b> (*ER visits, Ophthalmology, Home)	0	0	0									
	<b>1,145</b>	<b>409</b>	<b>736</b>	<b>0</b>								

Sofia 2 Testing	Total	Aug 2021	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
Quidel Strep Test	50	9	41									
Quidel Influenza A & B Test	33	0	33									
Quidel SARS Antigen	112	0	112									
Quidel SARS/ Influenza	84	84	0									
	<b>279</b>	<b>93</b>	<b>186</b>	<b>0</b>	<b>17</b>							

Physicians/ Specialists	Total	Aug 2021	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
Physician Assistant	123	23	100									
Medical Director/ Pediatrician	25	13	12									
Ophthalmologist	6	0	6									
Psychiatry	8	4	4									
	<b>162</b>	<b>40</b>	<b>122</b>	<b>0</b>								

**Dental Report**

Dental Clinic Procedures	Total	Aug 2021	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
Hygiene	21	5	16									
X-ray	2	0	2									
Emergency	2	1	1									
Other	0	0	0									
Operative	0	0	0									
Surgical	0	0	0									
Preventative	0	0	0									
Screening	0	0	0									
Exam	0	0	0									
	<b>25</b>	<b>6</b>	<b>19</b>	<b>0</b>								

Dental Staff	Total	Aug 2021	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
UF Dentistry	0	0	0									
Hygienist	20	1	19									
	<b>20</b>	<b>1</b>	<b>19</b>	<b>0</b>								

## **Mental Health Department**

Erica Worthery, a Licensed Clinical Social Worker in the Blind Department, will move into the position of Executive Director of Mental Health on October 15. Ms. Worthery brings experience and personality into the position. We're pleased to have her!

School Psychologists Jeremy Saling and Dan Binder recently met virtually with an educator of deaf children in Polk County. They provided consultation regarding best practices relating to the intellectual assessment of Deaf and hard-of-hearing students.

Dr. Ted Lombardo, Clinical Psychologist in the Blind Department, retired from FSDB on September 30 after 22 years. He started his journey at FSDB in 1999, working in the Deaf Middle School. Dr. Lombardo will be missed, and we wish him much happiness in retirement. His replacement, Dr. Silke Douglas, a Clinical Psychologist, comes to the Blind Department from the Deaf Middle School, and she brings an abundance of experience with her.

**Stan Gustetic**

Stan Gustetic  
Administrator Allied Health Services



## **Apartment Program**

### ***Young Men***

The Apartment young men closed the month of September with our students eagerly anticipating the return of their references for promotion in our Steps to Independence Program. Each student must complete an application, get a couple of references, and get approval from the Apartment supervisor(s) to move to the next level of independence in our step system. Each level gives the student more independence and more responsibility.

The return of sports brings some form of normalcy back to our campus! The students are excited about attending these events with their peers. Our annual PBS Kick-Off for Apartment Program Team is scheduled for this month as the students will engage in a Dessert Cook-Off. A judging panel of staff and students have been selected, and they will visit each apartment to judge the desserts. Both students and staff are looking forward to this event.

Our students are continuing to go off-campus with staff members after school. Our BHS boys continue to practice hard every Tuesday and Thursday after school to prepare for their upcoming goalball tournament in November. Our DHS boys are practicing hard as well as they will be traveling to the Alabama School for the Deaf on October 8 for a rivalry football game.

To better serve our students and our teams, several Apartment Program staff are actively engaged in professional development by attending ASL classes and Orientation and Mobility classes. The Young Men continue to dedicate themselves to **Developing Lives** and **Shaping Futures** as we Do More, Be More, Achieve More.

### ***Young Ladies***

Our weekly shopping trips continue to provide insight into student capabilities. Students are learning the importance of listing items in categories to make shopping go smoothly. When items are not listed in categories, time is wasted by going back and forth to the same section to get missed items. We have two young ladies who reside in Collins who are skilled with shopping; Ashely and Erica needed no assistance from staff. The only thing they needed was for staff to pay for their food. The girls also used good problem-solving skills by getting an additional cart to hold the groceries that had been scanned and bagged.

In Wartmann Hall, we have Amber, who has great shopping skills. She can navigate the sections of the store to make selections, shop independently, and does not need a personal shopper. On several occasions, staff has stated, Amber is given a list and told to meet in a specific area when she is done. Amber is always ready, has the items on her list, and is within her budget.

We have been emphasizing the importance of planning balanced meals. Our biggest struggle is getting the girls to select and cook vegetables and consume fewer carbs. Our strategy with vegetables is to have students try different cooking techniques or recipes, as we've noticed students tend to open a canned item and heat the contents or steam veggies in the microwave. Encouraging balanced meals continues to be a challenge. In one apartment, Autumn interrupted the meal planning discussion and stated, "Guys, we have too many carbs on our list; let's pick something different." Autumn's comments were welcomed by staff because she reminded the girls that they needed fewer carbs and more veggies.

We have several students who are working hard to try different foods. Skylar made homemade curry chicken and rice, and she did an excellent job with the prepping and cooking. Her apartment enjoyed the meal and had very few leftovers. Ambria also prepared homemade Ruben sandwiches; she practiced kitchen safety techniques and kept her area clean and sanitized. She also wore gloves during her preparation. Ambria was so excited about her sandwiches she insisted that all the staff try one.

Mobility skills have been a challenge for several of our blind students this year. Adjusting to walking from the Blind High School to Wartmann and from the Gore Bus loop to Wartmann has been complicated. At the beginning of the year, staff met students outside of Gibbs to walk them in a group to Wartmann. A month later, students are showing independence with navigating both routes. Staff meet students at a midway point and allow them to walk in front; assistance is only provided when needed. This is a positive gain for our students. They can navigate halfway to Wartmann without assistance. In addition, students are working together by giving directions instead of guiding a student who is still learning the way to Wartmann.

## **Blind Department**

### **Kramer Hall**

- Kessler has started the year filled with excitement and joy! He proudly lets staff know when he has finished all his dorm responsibilities. He then asks if he can go to the big boys' side during free time. Kessler loves to play 1-2 switch with his buddies and ask if he can volunteer to help around the dorm. What a great start to the year for Kessler.
- September has been a great month here in Kramer Unit A! During our free time, the students came up with some fun activities to enjoy, all together. One of our students loves art and has encouraged others to enjoy this passion as well. They take turns coming up with an idea of what they should all draw that day. Afterward, they take turns being the "Art Expert" and scoring the exhibits. It's been entertaining seeing the creativity they show with their skills.
- Brianna has been enjoying dorm life. She comes into the dorm every day with a smile on her face, completes all her homework and dorm duties. She enjoys playing with Legos, watching TV, and playing on her new iPhone. Brianna is also very helpful to staff and students in the dorm. What a great way to start the new school year!
- Moses has been in Kramer Hall for many years now, and this will be his last year before going into the middle school Cary White dorms. Moses has grown into a great young man, always helping others whenever possible. He is physically active and always enjoys a good obstacle course or race across the playground. He is very polite, and throughout the years, he has

been able to learn from each mistake while bettering himself in the process. It is truly a pleasure having Moses as a student in Kramer Hall, and though we are all excited for his journey into middle school, he will be greatly missed.

### Cary White

- Pod 228: The girls in Pod 228 have enjoyed their time together and working on their independence. Our curriculums have ranged from learning new kitchen skills to developing better hygiene. Some of our best days are spent outside in nature and playing games in the dorm. We are off to a great start with an awesome group of girls!
- Pod 229: The girls have stayed busy with their extra-curricular activities after school. They enjoy music and bouncing balls in the common area in the evening. This week we got the Switch hooked up, which they really enjoyed playing! Also, others looked forward to auditions and performers from The Voice on Monday and Tuesday nights.
- Pod 231: The students in Pod 231 have been working on organizational skills, such as keeping their desks and closets organized, as well as basic hygiene skills and bed-making skills. Also, they have been learning what hygiene products are and where to purchase them. Students also do a "Best of the Week" project where they all write one thing they really enjoyed during the week. The students really enjoy that.
- Pod 232: The boys have been sharpening their skills learning kitchen utensils taught by Ms. Sharon, and learning the appropriate clothing to wear for the changing seasons. We have discussed symptoms of the common cold and why it is important to stay home if they are ill. This week we will discuss precautions to know with strangers.
- Pod 233: We have a new student that lives in the dorm on Wednesday and Thursday. The other six students are practicing being positive role models for this student. We think that we can indirectly teach this student how to behave in the dorm by showing love and kindness and using our inside voices. 😊(smiling face emoji)

### Koger Hall

#### **New Student Highlights:**

- Savannah started at FSDB at the start of this school year; she is 18 years old, in the 11<sup>th</sup> grade from Pasco County. Her hobbies include reading and playing games on her iPad. Savannah is dual sensory impaired and enjoys teaching her dorm staff ASL. The staff has learned a lot since school started. Savannah says she enjoys her teachers here at FSDB, watching the home football games, living in the dorm, and making new friends. She is undecided about her future goals.
- Markeil, MJ for short, is 15 year old in 9<sup>th</sup> grade who started at FSDB on September 12, 2021, and she is from Jacksonville. Markeil enjoys running, going to the gym, and playing soccer. Markeil enjoys being at FSDB because her teachers care about her education and success; she did not feel the teachers from her district school did. Markeil participated in this month's *Taking the Lead*. She purchased items to make a goodie bag for her mobility teacher, Ms. Lang, to thank her for being a great teacher. Markeil is looking forward to joining the track and soccer teams this year.

MacWilliams Hall

Greetings from MacWilliams Hall, Blind High School Boys Dormitory:

- One month down, nine more to go. With the first full month of the school year behind us, I am confident enough to say that we at MacWilliams Hall are settled in and on our way to doing great things this year. We have had very few behavior incidents in the dorm, and all the students: freshmen, sophomores, and juniors, have been promoted to the second tier of their respective level systems. The students have also started to collect and use the PBIS tickets used to recognize their positive behavior.
- This month, we are working on one of our favorite Community Service projects: Decorating the lighthouse in Kids Town for the 2nd Annual Elementary "Trick or Treat" on October 28. This year, we are assigned the Lighthouse at Kids Town, and we're going to outdo ourselves from last year with our Pirate theme. Mr. Wolfe will breakout the Pirate wardrobe and Mr. Jimmy and several students will join in on the fun to make sure our Elementary Dragons & Cobras have a great time gathering some tasty treats. We are also planning our Annual PBIS "Kick-off" day to coincide with the BHS academic team to get PBIS rolling and off to a good start. Coincidentally, this all falls on the same day at the end of the month, so it surely will be a busy day! We'll make sure to take pictures and share with you all in our next month's report.

**Deaf Department Elementary and Middle School**Vaill Hall

- Our elementary students are learning about developing responsibility, for curriculum, our PBIS character trait of the month. Do what you are supposed to do: plan, persevere, keep on trying, always do your best, use self-control, be self-disciplined, think before you act/consider the consequences, be accountable for your words, actions, and attitudes, and set a good example for others. We encourage our students to practice these skills daily and they are eager to do so. We also are learning activities that can be shared with friends – physical activities such as exercise, proper grooming, hygiene, and counting money. Presentations and examples are given.
- For Community Service our students are volunteering to step up and help with dorm duties and help other students with their homework. We also displayed Community Service to our students by delivering homemade bread to our cafeteria staff, who cater to our every need (especially during thunderstorms) – securing the safety of our students by providing meals to be delivered to the dorm. Our 5th grade girls volunteered to help with our PBIS event. They assembled treat bags, picked up, and wiped tables down. After school activities were enjoyed by all!
- Recreational games we played are 4-Square, Volleyball, Arts & Crafts, BINGO, and Dance classes. The students were able to watch the "Dragon Rocket Launch" from our very own pier. We had playtime on our playground, racing across a Slip-and-Slide, swimming, Arts & Crafts, Ping Pong, walks along our beautiful Intercoastal Waterway (where we were able to observe some of Florida's most natural wildlife) and our Thursday Night Game night!
- Some students experimented with their culinary skills this month by making Paula Dean Corn on the Cob, Banana Nut Bread, Reese's S'mores Pies and Ranch Cheddar Cheese Chips. We had our first PBIS Kickoff event in Vaill Hall. The weather was beautiful, and we spent the evening outside. We held our monthly PBIS drawing. The Recreation Department ensured that

we had lots of fun painting and games. We enjoyed a picnic with pizza, chicken tenders and fresh fruit.

### Gregg Hall

- September was a very busy month in Gregg Hall. Our volleyball players, swimmers and cheerleaders are developing their skills and showing improvement each day, and the girls who are not playing sports are happy to cheer them on from the stands.
- The students were able to enjoy a rare sight this month. From the southern bulkhead we watched the SpaceX night launch. The view was perfect, and our girls were in awe watching the capsule as it crossed the sky. Staff also pointed out three planets that were visible that night. It was an "out of this world" experience.
- Our girls are beginning to explore different activities in the evening to keep themselves busy. Sewing, drawing, baking, and painting have given the girls some fun during their free time. Staff are introducing different skills to encourage the girls to develop interest in new leisure activities.

### McLane Hall

- McLane Hall staff and students enjoyed a Labor Day party outside. Staff grilled hotdogs for the boys, and they also had sloppy joes that were provided by the cafeteria. The boys helped make desert with staff and got another opportunity to practice their baking skills. The weather turned out well and the boys ran, played and socialized outside.
- With the end of the month comes the first winners of the McLane Hall Monthly House Point Reward System. The Green Chameleon group won for the month of September! They were the first group to make it to 40 house points. The points are based on cooperation, respect and responsibility. They will get to choose from a list of rewards. We are very proud of the Green Chameleons!
- We had a Nintendo Switch party night. The boys played games on the Switch and showed great cooperation, respect and responsibility. They took turns playing and helped and rooted for other students when it wasn't their turn. They cohesively worked together to share and have a good time.
- We had a student workshop curriculum lesson about black culture and the differences of positive and negative language. We had three presenters talk about the impact of language, where language originates, and how it can negatively impact other people. The boys were engaged and had a healthy discussion with the presenters about how words can hurt and how it is better to uplift others and use positive words.
- We celebrated several birthdays in September. We had a pizza party along with ice cream and cupcakes. Staff prepared the cupcakes and had enough to give one to all of the students in the dorm. The staff made cards for the birthday boys and all the students signed it. We had a staff birthday party in the dorm this month as well. Staff was surprised by a pizza party and a card signed by the students.
- The boys have been using their PBIS Dragon Dollars for treats in the dorm store. The boys have been buying snacks and saving up to buy time to play on the Nintendo Switch. The boys have been great about sharing and collaborating to earn time to play on the Switch. They have been cooperative and responsible during play time.

- The boys had a cleaning challenge to see who could clean their room the best. Staff was very proud about their efforts and improvements. The supervisor came and judged the rooms for cleanliness and organization. Frantz won for best made bed. Antonio won for best organized closet and Alexzander won for best overall improvement. Each student did so well that they earned house points for their effort.

## **Deaf Department High School**

### James Hall

- For curriculum the girls are learning to understand how receiving critical statements for young adults can be overwhelming but hearing negative statements can change a person's perspective. First, they began by watching a short video about criticism: "Dealing with criticism" – Wisdom for life. Afterwards, the students listed places, events, and conversations, where they would receive criticism such as job interviews, public interactions, sports games, debates, and job evaluations. Together the group discussed the outcomes of getting negative feedback and how to turn the situation into a positive outcome. At the end of the lesson, the students "build a burger of criticism." Each part of the burger represents the steps on how to respond positively. The five steps they listed are, Top bun- Listen to positive comments, Lettuce- Your strong points matter, Tomatoes- Be open to compliments, Patty- Understanding criticism but remember your strong points, Bottom bun- Give thanks, and leave on a positive note.
- James Hall enjoys giving back to the community so for our monthly community service we have collected canned foods to give our local St. Johns County food bank. We would like to make a shoutout to Kyra about donating the most canned foods! Thank you, Kyra!
- For this week's activities, staff member Bakul showed James Hall ladies how to make a traditional Indian dessert, known as Gajar Ka Halwa, as one would call Carrot Pudding. The students put together the ingredients: carrots, cream (half-n-half), sugar, green cardamom, dry fruits, and oil/ghee. Thank you, Bakul, for bringing this beautiful dish to James Hall and teaching our awesome girls!

### Rhyne Hall

- Four curriculum staff have been teaching students various things. One thing that staff taught all students was lockdown procedures. Staff had a group meeting to discuss what to do in an emergency and where to go if there was a lockdown here on campus. Staff have been working with the freshman and sophomores on how to maintain a house, how to do daily chores and what to do if something is broken.
- We have also been teaching them how to use various tools to make different kind of repairs. Jash demonstrated on his skateboard how to change out his motor. This was done to teach the boys how to repair and replace things when needed. Staff member, Sean taught the boys what to do during an interview. He discussed the proper attire, professionalism, and various types of questions that could be asked during an interview.
- The PBIS goal for this month was responsibility. Staff taught the students how to manage their time to complete tasks, homework, and leisure time.
- We had our dormitory PBIS kick-off party. During the event, we explained what PBIS means

and why CR2 is important. We had Chipotle dinner, and the boys enjoyed playing outside. They played basketball and flag football. We also had a drawing for gift cards.

- The boys have earned the privilege to go off campus in groups of two or more. They have been enjoying walking off campus to various restaurants, they are enjoying the freedom of getting off campus. Staff go check on the students while they are off campus to ensure they are safe and following the off-campus rules, however they try to give them some time to enjoy themselves before they go to check on them.

### Recreation Department

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

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

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

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

#### 9/7/21–9/9/21

DES Swimming

BES Swimming

DMS Team Games

BMS Swimming

DHS/BHS Swimming, Bowling, Team Games, Switch Games, Fishing

#### 9/13/21–9/16/21

DES Outdoor Water Activities, Swimming

BES Outdoor Water Activities

DMS Steal the Bacon

BMS Team Games

DHS/BHS Swimming, King Pin Soccer, Weight Training, Walk the track, Cobra-Ball

#### 9/20/21–9/23/21

DES Cross Net Volleyball

BES Cobra Ball

DMS Switch Games

BMS Walk the track

DHS/BHS Swimming, Cross Net Volleyball, Weight Training, Arts/Crafts

#### 9/27/21–9/30/21

DES Board Games

BES Board Games

DMS King Pin Soccer

## BMS Cobra Ball

DHS/BHS Under the Net Volleyball, Volleyball Weight Training, Arts/Crafts

The Recreation Department has implemented a program for Blind/Visually Impaired students who are not yet confident in their skills to participate in recreation. They are divided into small groups with two orientation and mobility professionals to better understand how to participate in a recreation/leisure activity. The groups are selected by the O&M staff based on their lack of participation in recreation. Activities for the month of September included base testing and basic yoga classes.

The Recreation Department also has brought back Elementary Dance Program. This program is for deaf and blind students who want to learn tap/ballet/jazz. The program culminates with a recital on May 5, 2022. There are 25 students participating right now, I expect more as we open the classes up to day students. The program is two days a week with ballet/jazz on one day and tap on another. The students are learning dance steps/skills, terminology, body positions, strength/conditioning each and every class.

## Staff Training & Development and Student Independent Living Skills

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

### Professional Development Activities

Eyvolle M. Pamphile completed and participated in the following:

- Vignettes Learning: Webinar on 9/07/21 – *Extraordinary Techniques for Successful Webinars*
- GovLoop: Webinar on 9/14/21 – *Staying Resilient Amidst Chaos*
- On24: Webinar on 9/15/21 – *How to Become a Superstar Webinar Presenter*
- GovLoop: Webinar on 9/22/21 – *Government Innovators Virtual Summit: How to Build a People First Culture*
- Training Magazine Network: Webinar on 9/29/21 – *The Impact of Diversifying Learning Content*
- On24: Webinar on 9/29/21 – *How to Make Real Human Connections in Virtual Events*
- Training Magazine Network: Webinar on 9/30/21 – *Creating Instant Microlearning to Help Boost Learner Performance*
- Training Magazine Network: Webinar on 10/05/21 – *Best Practices for Engaging Course Content*
- Training Magazine Network: Webinar on 10/07/21 – *The 5 Missing Qualities Necessary to Build Virtual Relationships*
- Training Magazine Network: Webinar on 10/07/21 – *Lights, Camera, Action: Behind the Scenes of Successful Virtual Events*
- Training Magazine Network: Webinar on 10/12/21 – *6 Ways to Strengthen Your Training with Social Learning*
- Training Magazine Network: Webinar on 10/19/21 – *Why is Content Important to the Learning Ecosystem*

## Staff Workshops

- Fall 2021 Blind Department Professional Development Program:
  - 12 Week Basic Orientation & Mobility continues with Cristina Sapp – FSDB Orientation & Mobility Specialist
  - 12 Week Braille I continues with Mary Bilancio – FSDB Blind Department Parent Advisor and State Trainer
- 9/21/21 – CPAP Training for Koger Hall evening shift, with FSDB HCC Nurse Kathy Halkin
- 9/23/21 – Diabetes Training for Vaill Hall evening and overnight shifts, with FSDB HCC Nurse Kathy Halkin
- 10/07/21 – Diabetes Training for Gregg Hall evening and overnight shifts, with FSDB HCC Nurse Kathy Halkin

## Monthly Staff In-Service Trainings & Updates

Monthly In-Service via the *BP In-Service Training: 2021-2022* Google Classroom for 112 staff. 9/19/21 to 9/26/21: Communication #2 – How to Receive Feedback

10/03/21 to 10/10/21: Communication #3 – Miscommunication: What You Can't See

10/17/21 to 10/24/21: Communication #4 – Why Leaders Eat Last

- The 112 staff completed this session within the required timeframe and also participated in supervisor led *face-to-face* or *Teams Groups* discussions on the topic.
- This session supports **FSDB's Strategic Planning Goal #2:** *Develop face-to-face and virtual professional development activities to support non-academic staff to acquire workplace skills through training events and online formats such as but not limited to Google Classroom, Yammer Groups, Teams Groups.*
- This session supports **FSDB's Staffing Goal:** *To recruit, train, and maintain qualified staff.*

## Student Independent Living Skills (ILS) Workshops

**09/20/21:** *Social Relations Workshop* for McLane Hall, dorm students, with Erica Wotherly – FSDB Clinical Social Worker; James Salamunovich – FSDB Coordinator of Student Conduct; and Mechelle Johnson – FSDB Dormitory Program Supervisor.

LCCE Objectives: 12.51.1-3; 13.56.1-2; and 16.68.1-2

### Competency 12 – Achieving Socially Responsible Behavior

*51 – Demonstrate Respect for the Rights and Properties of Others*

*1 – Identify personal rights of others*

*2 – Identify reasons for respecting the rights of others*

*3 – Demonstrate respect for others*

### Competency 13 – Maintaining Good Interpersonal Skills

*56 – Demonstrating Listening and Responding Skills*

*1 – Identify proper listening and responding techniques*

*2 – Identify positive outcomes of listening and responding appropriately*

### Competency 16 – Communicating with Others

*68 – Communicate with Understanding*

*1 – Demonstrate a variety of verbal expressions related to communication*

*2 – Identify and demonstrate methods of speaking appropriately in social conversation*

ILS Hour schedule

- *1<sup>st</sup> Quarter ILS Hour* began on 8/22/21 and ended on 10/03/21 for elementary to high school dorms, and 8/22/21 to 10/05/21 for Apartment Program dorms.
- *2<sup>nd</sup> Quarter ILS Hour* begins on 10/24/21 and will end on 12/15/21 for elementary to high school dorms, and 10/24/21 to 12/14/21 for Apartment Program dorms.

Weekly Sessions: Elementary to High School Dorms:

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

Bi-Weekly Sessions: Apartment Dorms:

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

**Breaks & Holidays**

Long Weekend is scheduled on 10/15/2021. Boarding Students will return to campus on 10/18/21 and classes resume on 10/19/2021.

Kathleen Grunder  
Administrator of Residential Services



**ACCOUNTING/BUDGETS & GRANTS**

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

**Accounting**

Agency Prompt Payment Compliance report – the latest quarterly report shows FSDB at 98.59% compliance of all invoices sent to the Florida CFO for approval. We’ll continue working for 100%.

Audits – GASB based financial schedules are being prepared and converted to the AG preferred format for the State Auditor General’s Office for the FY20-21 Financial Statement Audit, which has already started.

**Budgets and Grants**

Annual compliance report – On September 24, 2021, the annual *Accounts Referred for Collection in Fiscal Year* Report for FY 2020-2021 was filed with the President of the Florida Senate, the Speaker of the Florida House of Representatives, and the Florida Chief Financial Officer in accordance with Section 17.20(4), Florida Statutes. The report is on file in the Office of the Director of Budgets and Grants.

Budget Revision #1 – During the October BOT meeting, an action item will be presented to approve a revision to the 2021-2022 operating budget. An explanation of the revised budget may be found below.

The Risk Management Casualty Insurance Realignment (EOG Memo #22-006) and appropriation is utilized to transfer the annual payments to the Division of Risk Management for workers’ compensation, general liability, civil rights, and auto liability insurances.

Fund	FY 2021-22 Original Operating Budget: Risk Management	Realignment	Operating Budget, Revision #1
Fund 1000	476,178	(77,586)	398,592
Fund 2021	48,391	(3,835)	44,556

The Human Resources Services Adjustment (EOG Memo #22-009) and appropriation is utilized to transfer payments to the Department of Management Services for the agency’s proportional share of People First System invoice.

Fund	FY 2021-22 Original Operating Budget: People First Assess.	Adjustment	Operating Budget, Revision #1
Fund 1000	205,170	(16,754)	188,416
Fund 2021	40,489	(3,306)	37,183

The State Employee Retirement Adjustments (EOG Memo #22-010) are utilized to support the increased employer retirement contributions for FTE positions. The Pay Increase Distributions (EOG Memo #22-014) will increase the minimum wage for impacted FTE and OPS positions to \$13/hour as required. Remaining funds may be utilized to address compression.

**Salaries and Benefits:**

Fund	FY 2021-22 Original Operating Budget	Retirement Adjustment	Pay Increase Distribution	Operating Budget, Revision #1
Fund 1000	41,881,463	225,736	1,019,575	43,126,774
Fund 2261	1,287,636	7,320	33,062	1,328,018
Fund 2339	845,463	3,838	17,334	866,635

**OPS:**

Fund	FY 2021-22 Original Operating Budget	Pay Increase Distribution	Operating Budget, Revision #1
Fund 1000	2,839,305	1,344	2,840,649
Fund 2261	516,179	384	516,563
Fund 2339	1,220,175	41,039	1,261,214

**ADVANCEMENT**

Submitted by Amy Moring, Executive Director of Advancement

<p><b>Donations for September 2021</b></p> <p>Number of Donations = 384</p> <p>Number of Donors = 383</p> <p>Dollars Received = \$320,330.12</p>	<p><b>Donations for September 2020</b></p> <p>Number of Donations = 590</p> <p>Number of Donors = 574</p> <p>Dollars Received = \$ 158,668.52</p>
<p><b>21/22 Year to Date</b></p> <p>Number of Donations = 781</p> <p>Number of Donors = 627</p> <p>Dollars Received = \$ 542,289.79</p>	<p><b>Previous Year to Date</b></p> <p><b>Last year as of September 30, 2020</b></p> <p>Number of Donations = 878</p> <p>Number of Donors = 723</p> <p>Dollars Received = \$ 424,528.80</p>

**Comparison of 20/21 to 21/22**

Thus far, year-over-year, donations are nearly 28% above 20/21 gifts received as of September 30<sup>th</sup>.

Our acquisition appeal mails in September and during 2020, were received in homes about one week earlier than in 2021. The number of donations and number of donors are expected to match or exceed those from 2020 as we progress through October.

## **INVESTMENT PERFORMANCE**

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

### **Endowment I**

During the month of September, the endowment decreased -\$453,192.69 (-2.08%), +5.90% Year-To-Date and increased +13.72% for the trailing 12 months with a closing portfolio value of \$19,694,595.77. Dividends and interest income totaled +\$34,247.87 and accrued interest increased +\$1,728.53. During the same period, the Benchmark decreased -2.61%, +5.64%, and 15.29% respectively. According to Bloomberg, as of September 25, the average moderate diversified portfolio has increased +6.9% year to date. Additionally, \$250,000.00 was deposited during the month.

We have been discussing increased volatility during the past board meeting and recent reports; and September did not disappoint. During the month, the S&P 500 decreased -4.65% as investors had concerns over a litany of issues such as growth, inflation, fiscal impasse, gridlock with infrastructure bills, and higher rates. Essentially, there was a general malaise from ongoing issues that needed to be resolved and the markets took a pause. Growth sectors have also underperformed (-5.2%) versus value stocks (-3%) due to increasing rates and valuations. We continue to believe that both sides will eventually come to an agreement on a longer-lasting spending plan. UBS remains positive on equities, with a tilt toward cyclicals, such as energy and financials. Our preference in equities is for US mid-caps, value stocks versus growth stocks and Japanese equities. However, we do expect volatility to stay elevated and markets challenged until we have some clarity on the previously discussed issues.

Looking ahead, our central scenario forecast for the S&P 500 is to increase to 4,600 (+6.70% from current levels as of September 30) by December 2021, 4,800 (+11.40% from current levels) by the end of June 2022, and 5,000 (+16.0% from current levels) by December 31, 2022.

### **Endowment Fund II**

During the month of September, the endowment decreased \$283,115.02 (-2.17%) and increased +2.82% since funds were invested beginning February 9, 2021. The closing portfolio value as of month end was \$11,647,322.21. Dividends and interest income totalled +\$18,277.00 and accrued interest increased +\$6,609.75. During the same period, the Benchmark decreased -2.61%, and increased +2.83% respectively.

## **SAFETY AND FACILITIES OPERATIONS**

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

Staff Member Promotion: We extend our congratulations to Greg Peacock on his promotion to Assistant Director of Facilities. Greg has been a member of the Safety and Facilities Operations

team since 2010 in the capacity of Groundskeeper, Carpenter, and Superintendent of Grounds. We wish Greg much success in his new role.

Quarterly review of the Safety Risk Management Plan:

- Safety testing and inspections have occurred on their regularly scheduled frequency with zero variations from the standard.
- The large swimming pool renovation was completed and the pool was reopened on August 3, 2021.
- Implementation of the Mass Notification System took effect on August 13, 2021.
- Quarterly inspections of the fire sprinkler systems were performed with no discrepancies.
- Ongoing emergency preparedness drills have been conducted to include fire, lockdown, shelter-in-place, evacuation, and accountability drills.
- Transportation has performed monthly bus/ vehicle inspections with zero variations from the standard.
- Food Service is not on the schedule for a Department of Health inspection at this time, and there has been no report of violations or corrective action needed.
- Allied Health Services reports monthly on the biohazard program with zero variations from the standard.

Project Management: The Safety and Facilities Operations team continues to manage projects in alignment with the Campus/Facilities Master Plan and the Public Education Capital Outlay (PECO) Legislative Budget Request. These projects focus on Safety and Security, Essential Equipment Maintenance, Technology, and Facility/Infrastructure Repairs. Regular project management meetings are held to ensure that projects are progressing on time and within budget.

## **TRAINING AND QUALITY ASSURANCE**

**Submitted by Christy Slater, Director of Training and Quality Assurance**

The Training and Quality Assurance Department held, or will hold, the following classes between September 27, 2021, and October 29, 2021: three CPR courses, three CPI refreshers, one CPI full course, two QPR courses, one YMHFA course, one New Employee Onboarding, and one AlerT course.

TQA has upgraded from Adobe Connect to a new learning management system (LMS), Moodle, which will serve as a platform for compliance training. With this transition comes several benefits including increased accessibility, increased active user capacity, improved data tracking, and greater customization features. As we settle in with this new platform, TQA is exploring its nearly limitless functions and aims to create a well-rounded and accessible e-learning environment for our staff.

One of the courses that our department provides to our staff is Youth Mental Health First Aid (YMHFA). This course introduces participants to the unique risk factors and warning signs of mental health problems in adolescents and transitional youth and builds an understanding of

the importance of early intervention. In addition, it teaches participants how to help a young person in crisis or experiencing a mental health challenge. YMHFA uses role-playing and simulations to demonstrate how to recognize a mental health crisis, provide initial help, and connect young people to professional, peer, social, and self-help care. All FSDB staff members are required to participate in this valuable course.

Progress on the 2022-2027 Strategic Plan is on schedule. In mid-October, the Strategic Leadership Team met to review feedback from our stakeholders regarding our strengths, areas of growth, opportunities, and how outside factors impact FSDB. We are using this information to identify key goals for our next Strategic Plan. In addition, Goal Champions are wrapping up the final year of our current Strategic Plan (2017-2022) with team meetings to discuss progress, outcomes, and final plans for the current year. We are looking forward to continued collaboration among all team members as we finish out one plan and prepare for another five-year cycle of Strategic Planning.

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

## **TRANSPORTATION**

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

October is special time for the Transportation Department as we celebrate bus safety.

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

These drills are designed to familiarize students with evacuation procedures and their role in the event of an emergency. To pass the drill, staff and students must successfully exit the bus in under two minutes. Students are instructed to leave their personal belongings on the bus and staff are required to exit the bus with the route book and their two-way radio. All Day and SHOW Buses passed the evacuation drill successfully on their first attempt!

As a follow-up to the required School Bus Evacuations, Day Bus Staff participated in an Emergency Bus Procedures workshop. This team building activity created an open dialogue on procedures, student communication, and safety. In addition, staff were provided with a great refresher on identifying and using the various emergency exits on all bus models. Each team created a plan to share with their students as part of National Bus Safety Week for which preparation is underway.

This annual event is held during the third week of October and is a great educational opportunity to highlight our transportation objectives and provide teachable moments to our students regarding the importance of school bus safety. The centerpiece of National School Bus

Safety Week is the poster contest. Contest winners and other program highlights will be shared in next month's Board Report.

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

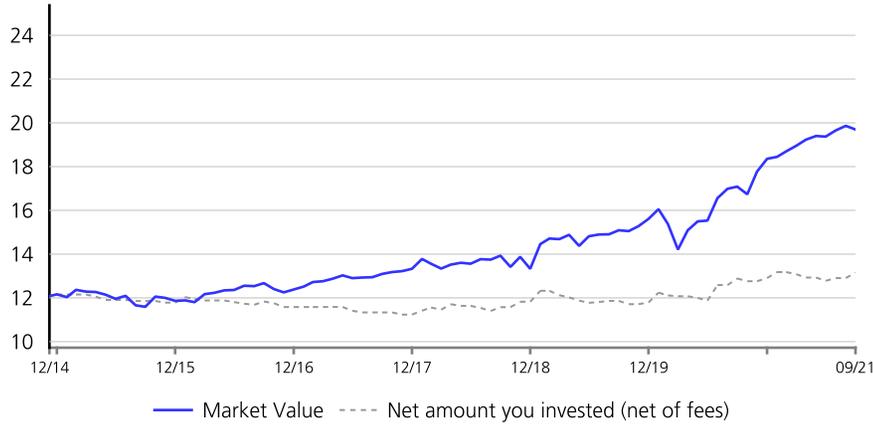


# Performance review

as of September 30, 2021

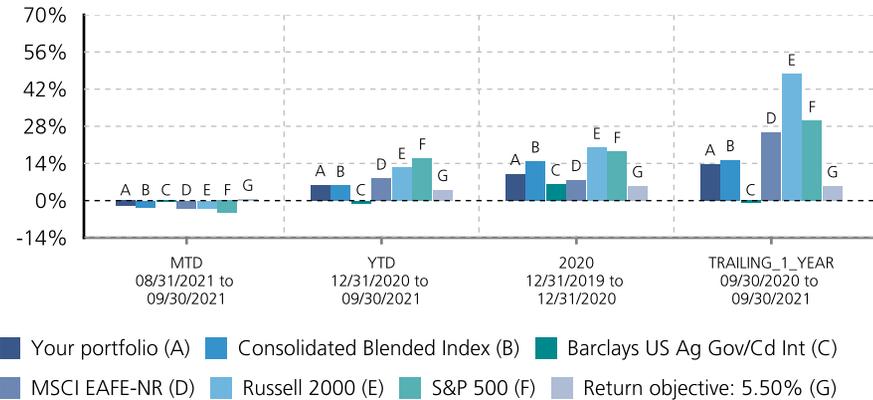
## Sources of portfolio value

\$ 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 XX189 Fixed Income  
NX XX181 ESG  
NX XX191 Div Ruler  
NX XX187 Fixed Income  
NX XX185 OEI

NX XX190 QGARP  
NX XX183 ESG  
NX XX182 Small Cap  
NX XX186 MID CAP  
NX XX407 ^ Fixed Income

NX XX184 Div Ruler

## Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 08/31/2021 to 09/30/2021	YTD 12/31/2020 to 09/30/2021	2020 12/31/2019 to 12/31/2020	1 Year 09/30/2020 to 09/30/2021
<b>Opening value</b>	<b>19,861,812.05</b>	<b>18,355,571.59</b>	<b>15,610,310.87</b>	<b>17,084,084.93</b>
Net deposits/withdrawals	250,000.00	170,222.48	1,029,658.90	164,719.94
Div./interest income	34,247.87	279,618.91	372,261.60	369,456.89
Change in accr. interest	1,728.53	-658.16	-9,018.75	5,320.12
Change in value	-453,192.69	889,840.94	1,352,358.97	2,071,013.88
<b>Closing value</b>	<b>19,694,595.77</b>	<b>19,694,595.77</b>	<b>18,355,571.59</b>	<b>19,694,595.77</b>
Net Time-weighted ROR	-2.08	5.90	10.08	13.72

Net deposits and withdrawals include program and account fees.

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

Performance returns (annualized > 1 year)

	MTD 08/31/2021 to 09/30/2021	YTD 12/31/2020 to 09/30/2021	2020 12/31/2019 to 12/31/2020	1 Year 09/30/2020 to 09/30/2021
<b>Your portfolio(%)</b>	<b>-2.08</b>	<b>5.90</b>	<b>10.08</b>	<b>13.72</b>
Consolidated Blended Index	-2.61	5.64	14.79	15.29
Consolidated Blended Index 2	N/A	N/A	15.89	N/A
Barclays US Ag Gov/Cd Int	-0.59	-1.02	6.15	-0.95
MSCI EAFE-NR	-2.90	8.35	7.82	25.73
Russell 2000	-2.95	12.41	19.96	47.68
S&P 500	-4.65	15.92	18.40	30.00
Return objective: 5.50%	0.44	4.09	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% Barclays Sht Trsy 1-3mth; 45% Barclays Agg Gov/Cd 5-10Y **Consolidated Blended Index 2:Start - Current:** 2% Barclays Sht Trsy 1-3mth; 45% Barclays Agg Gov/Cd 5-10Y; 24% Russell 1000; 9% Russell 2500 Equal Wtd; 6% Russell 2000 Growth; 2% MSCI Emerging Markets-NR; 12% MSCI EAFE Curr (USD)

Board of Trustees Meeting, October 29, 2021

# Additional information about your portfolio

as of September 30, 2021

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

	Performance	Start date to Start date	ITD
Consolidated	12/08/2014	09/30/2021	6.56%

## Benchmark composition

### Consolidated

#### Blended Index

**Start - Current:** 6% Russell 3000; 9% Russell 2500; 5% Russell 1000 Value; 5% Russell 1000 Growth; 14% Russell 1000; 12% MSCI EAFE-NR; 2% MSCI Emerg Mkt Gwth-NR; 2% Barclays Sht Trsy 1-3mth; 45% Barclays Agg Gov/Cd 5-10Y

#### Blended Index 2

**Start - Current:** 2% Barclays Sht Trsy 1-3mth; 45% Barclays Agg Gov/Cd 5-10Y; 24% Russell 1000; 9% Russell 2500 Equal Wtd; 6% Russell 2000 Growth; 2% MSCI Emerging Markets-NR; 12% MSCI EAFE Curr (USD)



# Financial Markets Summary

as of September 30, 2021

NX XX189 Fixed Income  
 NX XX181 ESG  
 NX XX191 Div Ruler  
 NX XX187 Fixed Income  
 NX XX185 OEI

Consolidated report prepared for Board Of Trustees For

NX XX190 QGARP  
 NX XX183 ESG  
 NX XX182 Small Cap  
 NX XX186 MID CAP  
 NX XX407 Fixed Income  
 NX XX184 Div Ruler

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2021 to 09/30/2021	09/30/2020 to 09/30/2021	09/30/2018 to 09/30/2021	09/30/2016 to 09/30/2021	09/30/2014 to 09/30/2021	09/30/2011 to 09/30/2021
<b>Cash Alternatives</b>	US Treasury Bill - 3 Mos	0.01	0.05	1.11	1.09	0.81	0.58
<b>US - Fixed Income</b>	Barclays Agg Bond	0.05	-0.90	5.35	2.94	3.26	3.01
	Barclays Govt/Credit 1-3Y	0.09	0.30	2.87	1.89	1.70	1.47
	Barclays Govt/Credit Int	0.02	-0.40	4.63	2.60	2.74	2.52
	Barclays Muni 1-10Y BL	-0.01	1.33	3.93	2.50	2.59	2.72
	Barclays Muni 5Y	0.13	1.08	3.86	2.41	2.41	2.52
	Barclays Muni 7Y	-0.03	1.42	4.65	2.83	3.07	3.27
	Barclays Municipal Bond	-0.27	2.63	5.06	3.26	3.57	3.86
<b>Global/International - Fixed Income</b>	Barclays Gbl Agg Bond xUS	-1.59	-1.15	3.17	1.10	1.22	0.90
	Barclays Global Agg	-0.88	-0.91	4.24	1.99	2.17	1.86
<b>US Equity</b>	Dow Jones Ind Avg	-1.46	24.15	10.99	15.67	12.92	14.71
	NAREIT Equity	0.23	31.54	11.72	8.41	10.03	12.12
	NASDAQ Composite	-0.38	29.38	21.52	22.14	18.14	19.57
	Russell 1000	0.21	30.96	16.41	17.10	14.08	16.75
	Russell 1000 Growth	1.16	27.32	21.98	22.82	18.49	19.66
	Russell 1000 Value	-0.78	35.01	10.06	10.93	9.31	13.50
	Russell 2000	-4.36	47.68	10.53	13.44	11.89	14.62
	Russell 2000 Growth	-5.65	33.27	11.68	15.33	13.18	15.73
	Russell 2000 Value	-2.98	63.92	8.58	11.02	10.18	13.21
	Russell 2500	-2.68	45.03	12.45	14.25	12.18	15.26
	Russell 3000	-0.10	31.88	15.98	16.84	13.92	16.59
	Russell Mid Cap	-0.93	38.11	14.20	14.38	12.14	15.51
	Russell Mid Cap Growth	-0.76	30.45	19.12	19.25	15.37	17.53
	Russell Mid Cap Value	-1.01	42.40	10.27	10.59	9.59	13.92
	S&P 400 Mid Cap	-1.76	43.68	11.07	12.96	11.56	14.71
	S&P 500	0.58	30.00	15.98	16.89	14.00	16.62
<b>Global/International - Equity</b>	MSCI AC World - NR	-1.05	27.44	12.57	13.19	9.94	11.89
	MSCI ACWI xUSA-NR	-2.99	23.92	8.02	8.94	5.68	7.47
	MSCI EAFE-NR	-0.45	25.73	7.62	8.81	5.80	8.09
	MSCI Emerging Markets-NR	-8.09	18.20	8.58	9.23	5.61	6.08
	MSCI Emerging Markets-PR	-8.84	15.81	6.14	6.76	3.19	3.59
	MSCI World	0.09	29.39	13.71	14.34	11.09	13.29
<b>Commodities</b>	DJ UBS Commodity	6.59	42.29	6.86	4.53	-1.49	-2.66
	Goldman Sachs Commodity	5.22	58.30	-1.49	3.64	-6.78	-4.82
<b>Non-Traditional</b>	HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
	HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
	HFRX Eqty Hdg-EqMktNeu	-1.11	4.52	-2.39	-1.45	-0.71	-0.48
	HFRX Event Driven	-1.04	6.56	4.63	3.62	1.71	3.32
<b>Balanced</b>	S&P 500 40% /BC Agg 60%	0.30	10.74	9.95	8.63	7.71	8.51
	S&P 500 50% /BC Agg 50%	0.35	13.80	11.03	10.03	8.79	9.87
	S&P 500 60% /BC Agg 40%	0.40	16.92	12.09	11.43	9.86	11.23
<b>Miscellaneous</b>	Consumer Price Index	0.69	5.10	2.71	2.53	2.01	1.89



## 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.

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

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



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

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 program fees (including wrap fees) and other fees.

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

**Performance Start Date Changes:** The Performance Start Date for accounts marked with a '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.

**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.

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

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

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

**Account changes:** At UBS, we are committed to helping you work toward your financial goals. So that we may continue providing you with financial advice that is consistent with your investment objectives, please consider the following two questions:  
1) Have there been any changes to your financial situation or investment objectives?  
2) Would you like to implement or modify any restrictions regarding the management of your account? If the answer to either question is "yes," it is important that you contact your Financial Advisor as soon as possible to discuss these changes. For MAC advisory accounts, please contact your investment manager

directly if you would like to impose or change any investment restrictions on your account.

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

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

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

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

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

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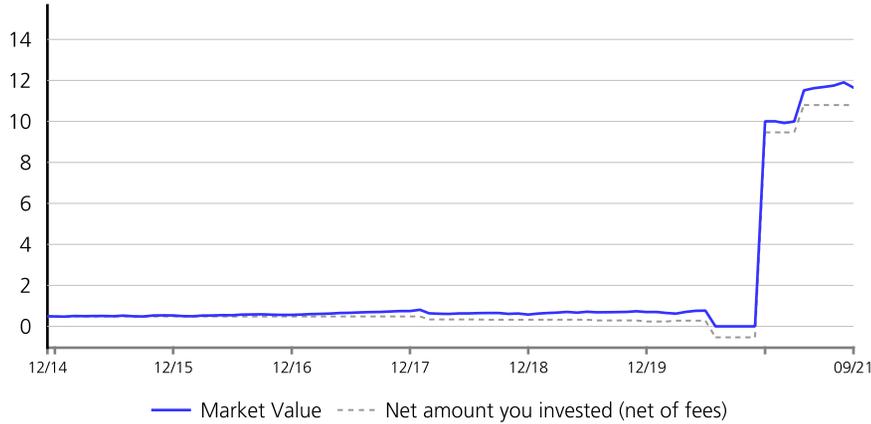


# Performance review

as of September 30, 2021

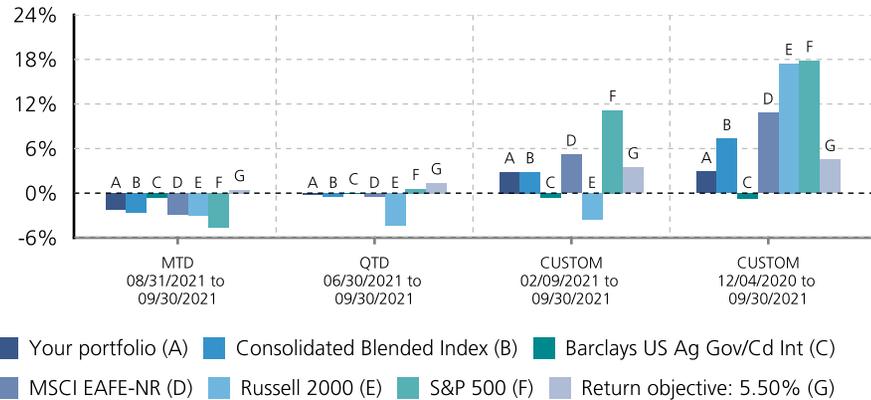
## Sources of portfolio value

\$ Millions



## Portfolio and selected benchmark returns

Net Time-weighted returns annualized



**Consolidated Blended Index: Start - Current:** 6% Russell 3000; 9% Russell 2500; 5% Russell 1000 Value; 5% Russell 1000 Growth; 14% Russell 1000; 12% MSCI EAFE-NR; 2% MSCI Emerg Mkt Gwth-NR; 2% Barclays Sht Trsy 1-3mth; 45% Barclays Agg Gov/Cd 5-10Y **Consolidated Blended Index 2: Start - Current:** 2% Barclays Sht Trsy 1-3mth; 45% Barclays Agg Gov/Cd 5-10Y; 24% Russell 1000; 9% Russell 2500 Equal Wtd; 6% Russell 2000 Growth; 2% MSCI Emerging Markets-NR; 12% MSCI EAFE Curr (USD)

Board of Trustees Meeting, October 29, 2021

Report created on: October 07, 2021

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

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

## Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 08/31/2021 to 09/30/2021	QTD 06/30/2021 to 09/30/2021	For the period of 02/09/2021 to 09/30/2021	For the period of 12/04/2020 to 09/30/2021
<b>Opening value</b>	<b>11,905,550.47</b>	<b>11,677,989.57</b>	<b>10,003,684.52</b>	<b>10,000,000.00</b>
Net deposits/withdrawals	0.00	-15,663.22	1,301,111.12	1,299,610.54
Div./interest income	18,277.00	57,989.63	103,883.92	109,079.54
Change in accr. interest	6,609.75	5,303.11	45,121.76	45,121.76
Change in value	-283,115.02	-78,296.88	193,520.89	193,510.37
<b>Closing value</b>	<b>11,647,322.21</b>	<b>11,647,322.21</b>	<b>11,647,322.21</b>	<b>11,647,322.21</b>
Net Time-weighted ROR	-2.17	-0.26	2.82	2.87

Net deposits and withdrawals include program and account fees.

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

Performance returns (annualized > 1 year)

	MTD 08/31/2021 to 09/30/2021	QTD 06/30/2021 to 09/30/2021	For the period of 02/09/2021 to 09/30/2021	For the period of 12/04/2020 to 09/30/2021
<b>Your portfolio(%)</b>	<b>-2.17</b>	<b>-0.26</b>	<b>2.82</b>	<b>2.87</b>
Consolidated Blended Index	-2.61	-0.46	2.83	7.30
Consolidated Blended Index 2	N/A	N/A	N/A	N/A
Barclays US Ag Gov/Cd Int	-0.59	0.00	-0.65	-0.70
MSCI EAFE-NR	-2.90	-0.45	5.19	10.82
Russell 2000	-2.95	-4.36	-3.49	17.43
S&P 500	-4.65	0.58	11.16	17.81
Return objective: 5.50%	0.44	1.36	3.48	4.50

Page 1 of 5

# Additional information about your portfolio

as of September 30, 2021

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

	Performance	Start date to ITD Start date	
Consolidated	12/04/2020	09/30/2021	2.87%

## Benchmark composition

### Consolidated

#### Blended Index

**Start - Current:** 6% Russell 3000; 9% Russell 2500; 5% Russell 1000 Value; 5% Russell 1000 Growth; 14% Russell 1000; 12% MSCI EAFE-NR; 2% MSCI Emerg Mkt Gwth-NR; 2% Barclays Sht Trsy 1-3mth; 45% Barclays Agg Gov/Cd 5-10Y

#### Blended Index 2

**Start - Current:** 2% Barclays Sht Trsy 1-3mth; 45% Barclays Agg Gov/Cd 5-10Y; 24% Russell 1000; 9% Russell 2500 Equal Wtd; 6% Russell 2000 Growth; 2% MSCI Emerging Markets-NR; 12% MSCI EAFE Curr (USD)



# Financial Markets Summary

as of September 30, 2021

Consolidated report prepared for Board Of Trustees For

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

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2021 to 09/30/2021	09/30/2020 to 09/30/2021	09/30/2018 to 09/30/2021	09/30/2016 to 09/30/2021	09/30/2014 to 09/30/2021	09/30/2011 to 09/30/2021
<b>Cash Alternatives</b>	US Treasury Bill - 3 Mos	0.01	0.05	1.11	1.09	0.81	0.58
<b>US - Fixed Income</b>	Barclays Agg Bond	0.05	-0.90	5.35	2.94	3.26	3.01
	Barclays Govt/Credit 1-3Y	0.09	0.30	2.87	1.89	1.70	1.47
	Barclays Govt/Credit Int	0.02	-0.40	4.63	2.60	2.74	2.52
	Barclays Muni 1-10Y BL	-0.01	1.33	3.93	2.50	2.59	2.72
	Barclays Muni 5Y	0.13	1.08	3.86	2.41	2.41	2.52
	Barclays Muni 7Y	-0.03	1.42	4.65	2.83	3.07	3.27
	Barclays Municipal Bond	-0.27	2.63	5.06	3.26	3.57	3.86
<b>Global/International - Fixed Income</b>	Barclays Gbl Agg Bond xUS	-1.59	-1.15	3.17	1.10	1.22	0.90
	Barclays Global Agg	-0.88	-0.91	4.24	1.99	2.17	1.86
<b>US Equity</b>	Dow Jones Ind Avg	-1.46	24.15	10.99	15.67	12.92	14.71
	NAREIT Equity	0.23	31.54	11.72	8.41	10.03	12.12
	NASDAQ Composite	-0.38	29.38	21.52	22.14	18.14	19.57
	Russell 1000	0.21	30.96	16.41	17.10	14.08	16.75
	Russell 1000 Growth	1.16	27.32	21.98	22.82	18.49	19.66
	Russell 1000 Value	-0.78	35.01	10.06	10.93	9.31	13.50
	Russell 2000	-4.36	47.68	10.53	13.44	11.89	14.62
	Russell 2000 Growth	-5.65	33.27	11.68	15.33	13.18	15.73
	Russell 2000 Value	-2.98	63.92	8.58	11.02	10.18	13.21
	Russell 2500	-2.68	45.03	12.45	14.25	12.18	15.26
	Russell 3000	-0.10	31.88	15.98	16.84	13.92	16.59
	Russell Mid Cap	-0.93	38.11	14.20	14.38	12.14	15.51
	Russell Mid Cap Growth	-0.76	30.45	19.12	19.25	15.37	17.53
	Russell Mid Cap Value	-1.01	42.40	10.27	10.59	9.59	13.92
	S&P 400 Mid Cap	-1.76	43.68	11.07	12.96	11.56	14.71
	S&P 500	0.58	30.00	15.98	16.89	14.00	16.62
<b>Global/International - Equity</b>	MSCI AC World - NR	-1.05	27.44	12.57	13.19	9.94	11.89
	MSCI ACWI xUSA-NR	-2.99	23.92	8.02	8.94	5.68	7.47
	MSCI EAFE-NR	-0.45	25.73	7.62	8.81	5.80	8.09
	MSCI Emerging Markets-NR	-8.09	18.20	8.58	9.23	5.61	6.08
	MSCI Emerging Markets-PR	-8.84	15.81	6.14	6.76	3.19	3.59
	MSCI World	0.09	29.39	13.71	14.34	11.09	13.29
<b>Commodities</b>	DJ UBS Commodity	6.59	42.29	6.86	4.53	-1.49	-2.66
	Goldman Sachs Commodity	5.22	58.30	-1.49	3.64	-6.78	-4.82
<b>Non-Traditional</b>	HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
	HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
	HFRX Eqty Hdg-EqMktNeu	-1.11	4.52	-2.39	-1.45	-0.71	-0.48
	HFRX Event Driven	-1.04	6.56	4.63	3.62	1.71	3.32
<b>Balanced</b>	S&P 500 40% /BC Agg 60%	0.30	10.74	9.95	8.63	7.71	8.51
	S&P 500 50% /BC Agg 50%	0.35	13.80	11.03	10.03	8.79	9.87
	S&P 500 60% /BC Agg 40%	0.40	16.92	12.09	11.43	9.86	11.23
<b>Miscellaneous</b>	Consumer Price Index	0.69	5.10	2.71	2.53	2.01	1.89



## 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.

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

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



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

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 program fees (including wrap fees) and other fees.

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**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.

**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.

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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.

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- 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?

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### **Blind Department Homecoming**

The following is the proposed schedule of events for the BHS Homecoming Week slated for October 25th-29th. Thanks to the planning committee, with special thanks to James Crozier, members of the student leadership council, and their respective classes for the ideas, organization, and planning. Everyone did a great job collaborating and respecting ideas.

The BHS Homecoming Week Theme is "Through the Decades," and dress up days are as follows:

Monday - Pajama Day (appropriate pajamas)

Tuesday - Twin Day (groups/twins of students dress alike or coordinate)

Wednesday - Spooky Day (typical Halloween dress-up)

Thursday - Spirit Day (PBS kick-off day, so orange, school colors, etc.)

Friday - Character Day (book/movie character, heroes/villains, etc.)

On Thursday, October 28, several activities are scheduled to occur after lunch, including a parade, performances by the FSDB Cologuard and Drumline, recognition of the homecoming court members, an outdoor PBS milkshake event and a pep rally for the goalball teams. A homecoming dance is planned for Thursday evening in the Music Building with the theme of "Through the Decades."

Carol Bogue - Principal

### **FSB Ski & Winter Sports Athletic Club**

The FSDB Ski Club will be traveling to Whitefish, Montana, on January 13-18, 2022, for our annual ski trip. Students in high school will have the opportunity to earn their spot on the trip. We are still in the planning stages of the trip but have already booked airline tickets, lodging, and a sleigh ride. We are still working with DREAM Adaptive Sports for our ski lessons, cross country skiing, and snowshoeing experience. At this time, we have 13 students interested in going on this incredible journey! We will be taking ten students on this year's trip. Students must earn their spot by obtaining high marks in class, completing an application essay, acquiring recommendation letters, displaying excellent behavior in school and dorm, completing workouts with our FSB Ski Club, and participating in extra-curricular throughout this school year.

Jennifer Enache - Orientation and Mobility Specialists

### **Orientation and Mobility Exploration**

Blind department middle school student, Leland, loves learning about the history of St.

Augustine. Throughout the past couple of weeks, he has been working on routes to the Old Jail. He had to work on street crossings, mental mapping, route reversal, communication, and self-advocacy skills. Leland was lucky to be able to explore the inside of the Old General Store during his lesson. He learned about the history of St. Augustine and some of the ways people used to accomplish their daily chores. It was a hands-on experience where he was able to use a machine that took the corn kernels off of the cob, explored old washing machines, and so much more. It was a great experience, and as Leland left the tour, he said, "That

was one of the best experiences I have ever had." We would love to give a huge shout-out to the Old Jail for allowing us to go on the tour for free.

Carl Jacobson – Orientation and Mobility Specialists

### **Algebra Update**

Algebra and Intensive Math students in high school are mastering their basics, and some are recovering from the "COVID slide." Ms. Jensen's students began their Fall projects. Students will be developing either a theme park, store, or restaurant and incorporate math, effective planning, and marketing to relate their project to the class and the real world.

Brigit Jensen – Math Teacher

### **White Cane Day Celebration**

We are so excited that we will be able to celebrate White Cane Day on the actual holiday this year, October 15. We will be celebrating with our annual White Cane Day T-shirts. This year's theme is The Price Is Right. Mr. Cosgrove will be our game show host, with President Snow, Ms. Bogue, and Ms. Fertsch as our game show models. Elementary and middle school will attend first, with the youngest students singing songs. Next, the high schoolers, and finally, we will have the Price is Right Showcase with the winners from each group. We have so many wonderful surprises during the game! Stay tuned for more information! The event will be live-streamed, and the balcony area in Kirk Auditorium has been reserved for parents and family members. The show will take place from 8:15-10:30 am, with participation from each grade level. Happy White Cane Day!

Jennifer Enache – Orientation and Mobility Specialists

### **Golf Clinic**

Sixteen students from the Blind Dept. were invited to attend a golf clinic held at the beautiful World Golf Village, Slammer and Squire in St Augustine. FSDB Physical Education and Orientation and mobility staff members accompanied our students to the Slammer and Squire. The students received one-on-one instruction from Professional Blind Golfers and attended chipping, driving, and putting clinics. After concluding the instruction, USBGA members treated our students with lunch from Chick-Fil-A before returning to FSDB. All had a GREAT time, and we hope to make this an annual event!

Donna Johnson -Physical Education – Assistant Principal

### **FSDB Physical Education**

#### **Deaf Elementary:**

#### **K-2<sup>nd</sup> Grade**

Our 2<sup>nd</sup> grade boys and girls have learned and practiced rolling, under and overhand throws, and catching skills. These skills can be integrated into many games and activities! Students enjoyed playing Fire and Ice Freeze Tag, Rain Game, and Fire the Cannon.

#### **3<sup>rd</sup> – 4<sup>th</sup> Grade**

Our girls are working on tossing, throwing, and catching skills. They play different lead-up games and cooperative games to develop their communication and teamwork skills.

Our boys have been learning soccer techniques, rules, and terminology. They have played various lead-up games to develop basic skills: dribbling, passing, shooting, goalkeeping, and sportsmanship.

**Deaf Middle School:**

DMS girls: Tchoukball is the sport we are currently learning and playing. Last two weeks, we have done different fun drills and lead-up games. Soon, we will play on the full-court Tchoukball. It is an exciting, vigorous, and fun game for all students! All students must be involved, both on offense and defense. Tchoukball requires their alertness and concentration, it teaches anticipation and physics, and it helps the students work together and trust each other.

DMS boys have been playing ultimate football. It is an exciting, fast-paced game with lots of cardio, skills, and teamwork required.

**Deaf High School:**

Our Deaf High School students have been learning about caffeine and energy drinks in their HOPE class. On our activity days, we've been playing ultimate frisbee.

**Blind Elementary****K-2<sup>nd</sup> Grade**

The students have mastered their warm-up routine and have begun exploring self-awareness in space. They enjoy performing a variety of movements, both in traditional and untraditional environments. The students enjoy the obstacle course we set up and performing various animal-like movements on an elevated and curved surface (Railyard Obstacle Course). In the next unit, we plan to introduce rolling, throwing, and tracking skills to the students.

**3<sup>rd</sup> – 4<sup>th</sup> Grade**

BES (3-5) – The students have been honing their Goal Ball Throwing, blocking, and tracking skills. They have just begun to play modified games/scrimmages while wearing eyeshades. They are really enjoying their Goal Ball experience.

**Blind High School HOPE Class**

Students in HOPE have been learning about the importance of mental and emotional health. Students have been learning the characteristics of good mental and emotional health. Students can define resilience, self-esteem, and competence. We have also just introduced Maslow's Hierarchy of Needs, which is a ranked list of those needs essential to human growth and development. Each student has created a short- and long-term goal and continues to track and work on their personal goal throughout the school year.

Respectfully Submitted by:

Carol Bogue

Blind Department Principal



**Deaf Department updates:**

In the Deaf Department, the implementation of our district-wide Literacy Plan has begun. Our teachers receive training in literacy instructional methods, and our department leaders have started walking through the classes to start "Literacy Look Fors" or LLF's. Teachers participate in a pre-conference to determine the types of literacy instruction is planned during a lesson. The department leaders go into the classroom, look for the techniques, and provide follow-up feedback on each of the components of literacy instruction. The department administrators have met to look over the forms and create a clear and easy-to-follow document. I am excited that teachers other than English teachers have begun to recognize ways to incorporate reading and writing instruction into their content areas.

Positive Behavior Support focus has been responsibility and respect. Students have participated in videos on reducing stress and encouraging kindness, compassion, and respect. As part of the Mental Health instruction, schools shared a PowerPoint with students on school resources to obtain support in times of need. This instruction included key individuals in each school and the type of support they can provide the students.

In February, the Deaf Department expects an accreditation team from the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). We have begun to prepare for this visit with a self-study to review the processes, procedures, and data used to guide our Deaf program and instruction. This is an opportunity for us to reflect on what we are doing well as a school and areas that we can continue to strengthen to improve instruction for our students. The self-study will be complete and submitted in December for accreditation team review.

**Deaf Elementary School**

Deaf Elementary School has completed MAP testing. We are so proud of how hard our students worked on their MAP tests and the growth we have seen over the last three years. Last year's School Improvement Plan goal was that 70% of students would meet projected growth on MAP. We achieved 68.25%! It is clear that our teachers' intentional instruction and conferencing is having a positive impact. It is also clear that setting challenging but realistic goals helps us grow. We started the year teaching our students the phrase, "I can do hard things." We're also proud to announce that, as of this month, 100% of our teachers are Reading Endorsed!

We know that students can't learn if they are not provided high-quality instruction, but we also know that students can't learn if they are not emotionally safe. Our support staff does a wonderful job providing support, guidance, counseling, and suggestions to our students so that they can access their "learning brains" (a term we learned during our trauma-informed practice courses). We further support social-emotional health and growth by using our "Reset Room" when students need a brain break to return to a state of being ready to learn.

Recently, school-wide celebrations have included Deaf Awareness, Disability Awareness, Bullying Prevention, and the Character Trait of the Month. This month, our focus was on "Respect." All Deaf Elementary School students attended a class with Dr. Heidi, Ms. Marilyn, and Ms. Rhonda to learn how to show respect to ourselves, our peers, our teachers, our families, and our community. The students learned a song and spent the next few days singing, "R-E-S-P-E-C-T, I treat my friends the way I hope they'd treat me!"

*Submitted by Heidi Jordan, Assistant Principal-Deaf Elementary School*

## **Deaf Middle School**

### *Zones of Regulation*

Teachers and students are continuing to use the language of the Zones of Regulation to support understanding and expression of student emotions. The students continue to get direct instruction on the Zones and as language is modeled, we see students identify with them regularly. Part of healthy development is disconnecting from technology.

### *Growth Notebooks*

In Deaf Middle School, we are excited to offer a way to help students be accountable for their growth and data. With the help of our Tech Integration Specialist, we have designed Growth Notebooks for students in Google Classroom. It has been shown that when students take ownership of their learning and understand their learning goals, they become more engaged. With the growth notebooks, students are responsible for conferencing with teachers to focus on their data and growth. They look at each of the components within the notebook. Their IEP goals and tracking are included in the notebooks to support students in learning self-advocacy and monitoring their needs. They also create personal goals, which they develop tracking criteria. Academic data from Measures of Academic Progress (MAP) testing are placed into the notebook along with a Zones of Regulation toolbox. We are hoping this electronic notebook will follow the students throughout their career in DMS. Students use this information to present their strengths and needs to their family and the team at their IEP meetings. This also allows staff to see student information and progress and to hold students accountable to their goals.

### *Family Communication*

Middle school is difficult for students as they adjust physically, socially, and emotionally into teen life. We are finding that students are learning to develop social networks and communications through social media and phone apps. We have found that many of the conversations and situations that occur through personal technology impacts behaviors and socialization at school. We have seen a widespread impact on social and behavioral situations. Students are requiring more in-depth and specific education. This becomes the dangers and appropriate use of social media. We have sent home information to parents on how to increase monitoring and protection of student devices as they navigate the digital world.

*Submitted by Karen Newton, Assistant Principal- Deaf Middle School*

**Deaf High School***Family communication:*

Biweekly newsletters and teacher/staff communication with families is an ongoing practice in the high school. The newsletter includes snippets of what is happening in the high school, boarding program, and vlogs about literacy in the spirit of our new K-12 literacy initiative.

*Shared leadership:*

Our school-wide literacy initiative was launched district-wide. Our specialists have worked with us to help us set the stage for this new concept to be immersed in instruction. Both reading and math specialists are working with teachers on training in the B.E.S.T. standards through our Professional Learning Communities (PLC). The English teachers were able to provide input regarding book adoption options for our book adoption year. Also, we launched weekly topics for the teachers regarding literacy in the classroom as well as mindsets and taking care of yourself via vlogs posted on our DHS Tidbits weekly staff news. Our team leaders continue to initiate PLCs, with the support of the specialists, in all content areas to gather and analyze data and provide support to one another. Our DHS Tidbits (staff news) is now managed not only by the assistant principal and administrative assistant but allows other members from departments that work with our students to add information. This creates a collaborative effort.

*Positive Behavior Support:*

PBiS is an important part of our school program. It is practiced monthly via character education sessions occurring during students' Dragon Time (study hall).

*Academics:*

We celebrated student growth as they accomplished a percentage of readings successfully on Achieve 3000 by giving them a free book of their choice.

*Submitted by Dina Padden, Principal- Deaf High School*

**Off-Campus Programming**

Currently, our Off-Campus program has placed eleven students into five different programs at the First Coast Technical College (FCTC) for vocational skills training, career development, and transition to post-graduate education. Teachers that serve our students are in frequent communication and receive support for meeting the needs of our student population. This month, a programmatic review meeting occurred with the Assistant Principal at FCTC, the off-campus program coordinator, and the principal of the deaf department to make sure that we are providing the best support to the teachers and that we maintain open communication and collaboration between the schools. Our students are enrolled and are learning skills as follows:

*Automotive Program:* 3 students (a senior and two continuing ed. students)

- All students learn how to identify various tools commonly used in the garage, such as nuts, bolts, and different wrenches. They also have been practicing some safety procedures to complete few tasks as safely as possible in the garage.

*Agriculture Science Program:* 3 students (a continuing ed. student and two seniors)

- The students continue to practice utilizing various landscaping equipment to maintain different areas at FCTC. A second-year student has been given the responsibility to demonstrate some of the landscaping equipment to the other two first-year students. This student appreciates the confidence his FCTC instructor has in him.

*Cosmetology:* 3 students (a continuing ed. student, a senior, and a junior)

- The students continue to complete service hours on manicures, gel manicures, and pedicures. They enjoy being creative with adding artwork when doing manicures.

*Welding:* One student (a senior)

- The student recently learned how to use a gas container and an oxygen container to cut metals using a tool to burn through them. He learned how to adjust the gas flow and to set the oxygen to the correct number to complete a welding task safely and appropriately. Soon, he will start practicing plasma arc cutting. There is a procedure that the student must learn beforehand in preparation to do the actual task in the shop.

*Dental Assisting:* 1 student (a continuing ed. student)

- The student recently completed a project that required her to give a presentation to her class. The presentation was about the process of the eruption of the primary teeth into the eruption of adult teeth. She was very nervous about it, but she did a great job. She had asked for my feedback the week before the presentation, and she was very good at accepting constructive feedback. She made necessary changes to her project to ensure that her information was clear for the class to follow when she did her presentation.

Ten students are dually enrolled in college credit courses with St. Johns River State College (SJRSJ).

*Two students* - Fundamentals of Criminal Investigation

*One student* - Comprehensive Career Exploration

*One student* - Composition 1 / Introduction to Computer Concepts

*One student* - World Religions

*Three students* - Introduction to Sociology

*One student* - Introduction to Computer Programming

*One student* - Composition 1

All dual-enrolled students are busy completing assignments such as short essays, long essays, posts on the discussion board, etc. They recently met with me to fill out the course(s) they want to take for the spring term. Time is flying fast! They are already motivated to start the spring term with the new course(s). Most of their course(s) will end on December 10, except for one course ending on October 13.

One student is enrolled in a course at St. Augustine High School (SAHS) to take Aerospace II, a course opportunity not offered at FSDB. The student recently completed graphs on engine power,

electrical parts, tension, and revolutions per minute (RPM). He is eager for next year when he takes Aerospace III to learn more about orbits.

*Submitted by Mandy Nolte, Coordinator of Off-Campus programming*

### **Interpreter Services**

Interpreter Services has been extremely busy this fall. Our full-time department and essential OPS interpreter team is busy covering assignments and classes on campus on off-campus. Increased needs for after-school sports events have required additional hours for interpreting needs. We continue to provide a lot of language facilitation support for newly enrolled students new to a signing/ASL environment. The demand for language facilitation services is requested for 34 classes per day across multiple departments. This is a massive need on top of all the other requests Interpreter Services is tasked with covering each day.

Staff ASL classes began in August, but due to our Staff ASL Instructor assuming a new position in Instructional Services, classes are on hold while a new Staff ASL Instructor is hired. We have plans to offer opportunities to keep staff engaged and learning while the regular class schedule is on hold. When classes resume, they will continue to use the True+Way ASL curriculum to continue their learning.

The Sign Language Proficiency Interview: ASL program is up and running. We are scheduling interviews and completing ratings for new staff and staff due for baseline and re-assessments.

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

St. Johns River State College classes are in sessions and going well.

*Submitted by Katie Bechtold, Director of Interpreter Services*

Respectfully submitted,

Angela Saunders  
Principal  
Deaf Department



## **Career and Workforce Development Department**

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

Priority Goal 1: Academic Achievement and Workforce Preparation

### **Animation/Art Program:**

DMS/DHS Art - We started with drawing exercises early in the school year. Then we each designed and painted our color wheel, developed our character flipbook, and created our papier mâché mask. We just finished doing our Pop Art project. On Fridays, we create digital artworks using the Procreate app on the iPad with an Apple Pencil. Now we are doing computer 3D graphics for 3D printing.

DHS Animation - We started with animation history early in the school year. We began by doing basic traditional animation using the RoughAnimator animation app on the iPad with Apple Pencil. Then we learned about elements and principles of design, different image, and text types, and practiced with the Adobe Animate user interface. We have been doing a variety of Adobe Animate tutorials. Now we are creating original animations using what we learned from the tutorials.

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

Garden Center Now Open to the Public:

We are now open to the public. We had a great response to our Grand Opening on September 30. Students are now getting experience working with customers, handling cash and credit/debit card transactions, and doing the opening and closing duties that come with a business, such as putting out signs and counting the money.

Agriscience Foundations 1 Students Working on Career Safe OSHA Certifications in Agriculture. Students have been busy working on their online OSHA certification course through Career Safe. To date, four students from the Deaf Department have completed the fourteen modules and have passed the comprehensive final exam. Congratulations to Edilberto Arellano Martinez, Esmeralda Heredia, Myianee Murray, and Aaliyah Johnson.

Partnering with Deaf Elementary:

Every two weeks, Jenny Shellhorn brings her 4<sup>th</sup> grade students to the Garden Center to do various gardening activities. The 4<sup>th</sup> graders have their own raised bed in the back of the nursery in which to work. Last week they planted cotton seeds to bring back to their classroom so they could watch them germinate.

#### Learning Propagation Techniques:

Students are learning several techniques for propagating new plants. Last year, students grew a cotton plant. Over the summer, the plant continued to grow, flower, and produced cotton. The students harvested the seeds from the cotton plant to propagate. We also have started many vegetables and herbs from seed. Kathy Fisher set up rows of mist tables in the greenhouse, and we are teaching the students how to take cuttings from plants for propagation. They are seeing the process of the cuttings developing root systems. The plants are then moved into larger pots and can be sold to the public.

#### Donated Sunflower Mosaic:

Last year, Manila Clough, a local artist, created a beautiful tactile mosaic of a sunflower for a garden project the students did in the mall area with the ladies from the Las Adelfas Garden Circle. The sunflower mosaic also has a written quote from Shakespeare and the word “sunflower” in braille. It is now in Kirk Auditorium by the doors for the students, staff, and visitors to see and feel as they exit the auditorium.

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

Excitement runs amuck at the BHS Gazebo. It is nearly complete at about 97%. A bench and “tray caddies” still need to be installed. The project’s focus, which is honed to the BHS students (there are four in the BAT class), is student empowerment in three categories: leadership, critical thinking, and teamwork. One is assigned as the foreman to carry out orders for his/her crew to design and create benches (leadership). Students are locked in a battle with the geometric gods to piece together so many angular forms (teamwork & critical thinking).

This bench is not your ordinary bench with right angles of 90 degrees; that’s so easy anyone can make. These determined students are dealing with 22.5 degree angles to fit inside an octagonal-shaped gazebo. It is purely from scratch; we don’t have an instruction manual tailored for a bench; it is being engineered by the students.

#### **Dragon’s Lair (DL)**

The Dragon’s Lair, commonly known as the DL, now has on-campus student workers 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> blocks. We also have 2<sup>nd</sup> and 3<sup>rd</sup> block level two students who come down from Chef Gaynor’s Culinary Arts class.

In the DL, the students are learning about the fast-food industry.

1<sup>st</sup> block students do salad and deli prep work then set up the salad bar and deli station. This can range from cutting up vegetables, portioning out the cheese and lunchmeat, and grilling the chicken for the chicken salad that we offer. They also make sure each station is well stocked with all items needed for our service times. They also count the money going into the cash register.

3<sup>rd</sup> is our serving time; the students prepare the salad or sandwiches as well as plate up the chef special items that Chef Gaynor's students have prepared for our menu. We have students in each station, rotating weekly. They learn how to make cold and hot sandwiches, making a salad, stocking the areas, greeting, and cashiering. They also follow a ticket that the customer has submitted online to fulfill the order.

4<sup>th</sup> block students learn how to store food properly. They also wash, rinse, and sanitize the tools and all surfaces and close the DL down for the day.

The DL is open two nights a week for the dorm students, Monday is high school, and Tuesday is for elementary school. We have two students paid hourly through the after school work program that works alongside Dragon's Lair staff on both evenings.

### **After School Student Work Program**

Since the beginning of school, a total of three job openings have been advertised: Dragon's Lair Worker, Food Service Worker, and Concession Stand Assistant. The Dragon's Lair and Food Service now have new hires. The Concession Stand is in the process of interviewing qualifying candidates at this time. The hourly wage has been increased from \$8.65 to \$13.00 in less than six months. This resulted in more students applying compared to previous job openings, or so it seems.

In other exciting news, the Career Center is looking forward to an upcoming collaboration with a local Deaf-owned business, The Giving Cypress, Inc. The company owner is seeking a potential student intern who expresses interest in working as a Social Media Manager. A student with an excellent background in digital media and photography showed interest in the position. On Friday, October 8, an interview will be conducted between the owner of The Giving Cypress, Inc. and the student in hopes that the student will meet the expectations to land the paid position. Before the interview, the student was provided two separate services by the Career Center. On the first visit, a resume was developed for the student to document all experience related to digital media and photography and acquired skills. During the second visit, support was given during interview practice by providing feedback and suggestions on improving the student's interviewing skills. This collaboration would not have been possible without the Assistant Principal of Deaf High School and the Digital Media/Multimedia Design Teacher in the Deaf High School who worked closely with the student.

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

Students in the Career Experiences course have secured jobs across campus this quarter and have completed initial training with their supervisors, vocational instructor, and teacher. We currently have students working as Classroom Assistants, Food Service Workers, and Facilities Assistants.

We also have students working in the Training & Quality Assurance, Advancement, and Technology departments.

On Fridays, students spend time in the classroom exploring their interests, abilities, and career goals. During our schoolwide PB(I)S focus on Responsibility in September, students made connections to their jobs on campus, as well as their Weekly Performance Evaluations. Classroom content has also included learning about soft skills, hard skills, and communication.

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

Culinary Arts II students have been learning the essentials of ‘front of the house’ service and applying practical skills in the Dragon’s Lair restaurant by filling orders, greeting and serving guests, suggesting additional items, processing payment transactions, and handling complaints. Block 4 students practiced service skills in role-playing activities in class and served an in-house VIP luncheon to guests. Students designed comment cards to distribute to guests and self-evaluated their skills. Students also explored service scenarios and mistakes to discuss strategies to serve the needs of each guest best.

Culinary Arts III students have learned about professional organizations, competitions, and scholarships offered by National Restaurant Association, American Culinary Federation, and SkillsUSA. They also conducted individual career pathway profiles by researching culinary jobs in the Bureau of Labor Statistics Occupational Outlook Handbook, detailing required training, education, workplace environment, schedule, and projected growth. Culinary Arts III students play a key role in the food planning and production for each menu.

Culinary Arts IV students began the semester learning about Hazard Analysis Critical Control Plan (HACCP) and monitoring critical control points of food items within the flow of food from receiving to service. They are also learning leadership and management skills through the assignment of managing the Culinary Arts II and III students in the Dragon’s Lair and the kitchen, learning to manage both front and back of house operations.

Directed Study one student has opted to join level III students in the assigned coursework for the first quarter. This student has done an outstanding job and manages much of the production in her class, applying and continuing to develop learned knife and cooking skills.

### **D&B Design**

White Cane Day is a national event celebrated every October 15. The purpose of the event is to raise awareness of safety and the laws regarding white canes and guide dogs and those who use them. Each year we work with the blind department to design the annual White Cane Day shirt. After final approval, the students print shirts, cane identifiers, and other items to mark the event. This year we had the pleasure to collaborate with Helen Keller Services in New York to design and

manufacture their White Can Day shirts. They were thrilled to have our students work with them on this project! The students experience such a tremendous sense of pride and satisfaction seeing their hard work enjoyed and appreciated by their customers near and far.

## Literacy Specialists

*Submitted by the Literacy Specialists*

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

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

- The Literacy Specialists hosted Data PLCs to discuss baseline reading data with teachers and create plans for designing instruction in response to data.

### Priority Goal 2: Professional Development (PD)

- Literacy PD for Teachers (in alignment with the K-12 Comprehensive Reading Plan)
  - Literacy Specialists have been collaborating and developing content for the first *Literacy Anytime* monthly professional learning opportunity. They seek ways to advertise to encourage staff to join the FSDB Learning Network Team to engage with the *Literacy Anytime* posts and activities in the Literacy Pineapple Innovation channel. September's activity related to International Literacy Day and the rights for all readers.
  - The Literacy Specialists have been collaborating to develop content for the first *Literacy Live* professional learning opportunity. September's *Literacy Live* session focused on the first ELA Expectation, citing evidence. The *Literacy Live* professional learning opportunity has been designed to be delivered both face-to-face and online via Teams. For our first *Literacy Live*, we had approximately 100 participants.
- Literacy Look-Fors (in alignment with the K-12 Comprehensive Reading Plan)
  - The Literacy Specialists have been collaborating to develop FSDB's Literacy Look-Fors forms based on the REL Literacy Look-For Checklist and align with the B.E.S.T Standards ELA Expectations to create the forms for literacy leaders on the Academic Leadership Team (ALT) to begin implementing and sharing with their teachers.
  - The Literacy Specialists provided a professional learning opportunity for all literacy leaders on the ALT and collected their feedback to develop FSDB's Literacy Look-Fors.
- BEMS/BHS: The teachers in Blind Elementary met for the first curriculum chat in September, and the Braille Specialist shared the Braille progress monitoring tool for grades K-2; they discussed the initial implementation of our new ELA curriculum, Benchmark Advanced. The ELA teachers in Blind Middle School met for their first curriculum chat. They

discussed the various data collected from each assessment tool with the HMH Into Literature (Growth Measure) and the HMH Read180 (Reading Inventory). These teachers developed a spreadsheet for all literacy curriculum data and shared it so that they could continually update and review it. The BHS Literacy Leadership Team met in September and discussed the K-12 Reading Plan, reviewed campus and schoolwide data, and planned to implement a literacy focus activity for BHS in late October. All schools in the Blind Department have participated in a data chat to review and discussed baseline MAP and Achieve3000 data to plan for instruction, set individual student goals, and make recommendations for tutoring.

- DES: Teachers have participated in PLC meetings, contributed to data spreadsheets, and set goals for each student based on IRLA and MAP scores. The literacy specialist presented ELA data to the MTSS team once baseline assessments were complete. The specialist has provided support for the new ELA curriculum, MyView, and assisted teachers with making accommodations and using best practices for D/HH students.
- DMS: Teachers in all content areas participated in professional development on best practices in vocabulary instruction led by the literacy specialist and the assistant principal. Teachers had a few weeks to practice some of the new strategies and then came to the DMS teachers meeting ready to share. It was amazing how everyone implemented or extended the new vocabulary strategies in their particular content area.
- DMS teachers, the literacy specialist, and the technology integration teacher participate in a weekly collaborative group meeting to share implementation ideas, resources, and innovative ways to incorporate technology into our new reading curriculums. One of the highlights of our collaboration has been the development and use of interactive word walls and sharing videos to build background knowledge before reading a story.
- DHS: Teachers have collaborated during PLCs, common planning, and coaching time to analyze IRLA, MAP, and Achieve3000 data and design effective curriculum implementation and specific interventions for students to increase student achievement and performance. The Literacy Specialist has provided support for HMH System 44 Paperback Library, HMH Real Books, and Savvas MyPerspectives. The Literacy Specialist also has facilitated and supported the data analysis for the Science & Social Studies PLC.

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

- The New Worlds Reading Initiative is a state program to provide free books to students with a significant reading deficiency in the state of Florida in grades K-5. The Literacy Specialists have attended informational sessions on the program and have a plan in place to make sure FSDB students and families have an opportunity to register.
- The Literacy Specialists at the elementary level have communicated with families about the Step Up Reading Scholarship Program, which provides funds to families of students in grades 3-5 who have gotten below a level 3 on the 2021 ELA FSA.

## Math Specialists

### *Submitted by the Math Specialists*

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

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

- In addition to supporting teaching and learning of the Mathematics Florida Standards this school year, math specialists will be educating all stakeholder groups on the new B.E.S.T. Mathematics standards. Math specialists have collaborated on the objectives, activities, presentations, and dates for the professional development sessions.
- Deaf High School students participated in the FSA Algebra 1 EOC in early September. Twelve students are anxiously awaiting their results!
- NWEA MAP testing has been completed. Specialists, teachers, and students are reviewing the baseline data for goal setting. Math MAP Data is being used to design and support the work for students participating in math tutoring programs.
- Students are utilizing IXL in their Math, ELA, Science, and Social Studies classes. As of October 7, 2021, in the Deaf Schools, students have answered 286,223 questions and mastered 5,342 skills. The Blind Schools have also recently started using IXL as a tool in select classes testing the accessibility of the program for math.

### Priority Goal 2: Professional Development

- The Math department is offering the following professional development options for educators:
  - Zearn Classroom Implementation 7 teachers in DES have completed the training to date.
  - POWwow PD: Routines for Reasoning Fostering the Mathematical Practices in All Students kicked off with session 1 of 8 on September 29. Twelve participants are registered to participate in this year-long professional learning opportunity.
  - IXL training for Science and Social Studies teachers and additional training for interpreting reports

### Priority Goal 3: Enrollment and Retention

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

### Priority Goal 5: Stakeholder Relationships and Communication

- Specialists attend monthly meetings with FAMS (Florida Association of Mathematics Supervisors) and State Mathematics Leadership for collaboration on transitioning to the B.E.S.T. standards. Specialists have attended NEFEC Instructional Materials Professional Learning opportunities.

## **American Sign Language Specialists**

*Submitted by the ASL Specialists*

- *Lenore Boerner*

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

- ASL Specialist completed the Academic ASL Comprehension Test with DES and DMS
- ASL Specialist completed the Academic ASL Comprehension DES data in Skyward system and on ELA chart and is conducting DMS data in Skyward system and ELA chart this week.
- ASL Specialist will conduct the Academic ASL Comprehension Test with DHS during the week of October 18, 2021.
- ASL Specialist has ASL sessions with students on Tuesdays and Thursdays in the ELC and DES. The focus students are receiving services due to the effects of language deprivation. The focus is on teaching ASL, communication turns and teaching more vocabulary.
- ASL Specialist will work with Literacy Specialist Brent Bechtold to work on the Poetry (written and ASL) contest for the DHS. There was a sponsor who wanted to give prizes (money) for a poetry contest.
- ASL Specialist did the SLPI interview with a new staff member on September 30 and is still active in the SLPI team.
- ASL Specialist worked with several students after school for ASL tutors and Reading/Writing tutors.

## **Professional Development for Academic Staff Members**

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

### Priority Goal 2: Professional Development

- The first and fourth Friday of every month will be for campus-wide professional development. The first Friday of the month will be for topics such as technology, social and emotional learning, and other general topics. The fourth Friday will focus on Literacy in relation to the K-12 Comprehensive Reading Plan. The fourth Friday of September was postponed to Friday, October 1. The Literacy Specialist presented on “What does EE stand for?”. Teachers could attend virtually or in-person for this engaging presentation by the Literacy Specialists.
- The Academic Leadership Team had their first professional development of the year, focusing on the Literacy Look-Fors. The Literacy Specialist presented the purpose of the Literacy Look-Fors, how to use the form for Literacy Look-Fors, and opportunities for discussion on the Literacy Look-For forms.
- The Curriculum Teams, receiving Title II monies, advertised for team members beginning in October. Interested teachers and specialists will be able to start the Curriculum Teams in November. The topics for the teams are Literacy in the Content Area, Mathematics Best Practices, Technology Integration, and Expanded Core Curriculum. The teams consist of a

member from each school so they can collaborate, implement research-based strategies in their lessons, and have discourse around best practices in their teams' topic.

Priority Goal 5: Stakeholder Relationships and Communication

- On October 14, the Secondary Literacy Specialists (Brent Bechtold, Kathy Pyle, and Elisha Zuaro) and Randi Mitchell attended the Fall 2021 Secondary Regional Literacy Institute. The institute focused on implementing the B.E.S.T English Language Arts Standards at the secondary level by providing breakout sessions on model classrooms.

## **English Language Learners Department**

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

Priority Goal 1: Academic Achievement and Workforce Preparation

- The ESOL Department continues to conduct file review analyses for students suspected of needing ESOL services for the Admissions Department.
- The ESOL Department celebrates Hispanic Heritage Month with the recognition of two of its staff; Diana Ospina and Maria Hernandez. Both ladies were highlighted through FSDB's social media outlets! In addition, Blind High School students enrolled in ELL classes have developed their cultural awareness with regard to El Salvador, the Spanish-speaking country chosen for the spotlight. FSDB hosts two families hailing from El Salvador and two from neighboring Central American countries! The Department is also working hard to organize and deliver to families this year's Hispanic Heritage Month care package; details to follow!

Priority Goal 3: Enrollment and Retention

- The ESOL Department has welcomed a new student from Ukraine. Currently, there are 38 ELL students enrolled in the ESOL program.

Priority Goal 5: Stakeholder Relationships and Communication

- The ESOL Department initiated and/or received 92 phone calls to and/or from the families of ELL students, September 1, 2021, through September 30, 2021. In addition, there have been 65 written translations completed either through FSDB's electronic form submission or email (staff translating for staff).

## **Libraries**

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

Priority Goal 1: Academic Achievement and Workforce Preparation

- The Blind Library is teaching research lessons to help prepare high school students to meet the expectations of college. Student library helpers learn team-building skills, receive opportunities to train others, and get experience developing soft employment skills such as time management and effective communication.

Priority Goal 2: Professional Development

- The Media Specialists have participated in schoolwide training regarding DOE changes to criteria for access point students and Literacy Professional Development on new ELA Expectations. The Blind Department has also participated in ULS Curriculum, Plan Book, and the Florida Electronic Library webinars.

Priority Goal 3: Enrollment and Retention

- The Blind Department has a new ELL student. We have assisted by providing access to a CCTV for magnification with OCR (Optical Character Recognition) capabilities to translate his native language into English and English text into Russian. We are also curating a small collection of bilingual books to aid the student in language development and to help all his subject area teachers to build vocabulary.

Priority Goal 4: Digital Citizenship

- The Blind Library is assisting with coordinating high school student assistive technology mentors for younger students. One-on-one technology assistance is available by appointment. We have been assisting students in learning to use the reading app Easy Reader and Microsoft Word functionality for writing research papers.

Priority Goal 5: Stakeholder Relationships and Communication

- The Blind Library is assisting CET students with completing applications with the National Library Service to get access to the BARD reading app to ensure students will have access to braille/audio/large print materials after graduation. We are also working with University & Non-Profit organizations and libraries to assist each other in obtaining braille information and resources for individuals who are blind or VI.

**Respectfully submitted by:**

Scott Trejbal

Administrator of Instructional Services



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

Parent Services, Outreach, and  
Technology Services Departments  
Board Report

October 29, 2021

## Parent Services Department

Respectfully submitted by Cindy Day, Executive Director of Parent Services

### Parent Services

- Misty Porter, FSDB Parent Liaison, hosted the September Parent Engagement Workshop (PEW). The focus of this PEW was FSDB Families and how to stay informed and included in happenings on campus.
- The next PEW event is scheduled for November 5, 2021, and will be offered both virtually and in person. Parents are encouraged to join to stay informed on campus happenings and be included in decision-making opportunities.
- Parent Services is hosting a technology class for parents of the Deaf Department with break-out ASL classes on November 4. ASL classes for parents will be offered both virtually and in person next quarter.
- Upcoming Family Friendly projects include updating informational packets for newly enrolled students and creating informative and instructional videos to be shared with parents and stakeholders on FSDB's website.
- September and October included multiple school-level Title I and School Advisory Council meetings for parents.
- Parent Services has partnered with the Advancement Department to secure volunteers from the local Delta Gamma sorority group. Parent Services is excited to have Delta Gamma as a supportive resource and provide the sorority opportunities for philanthropy through the Service for Sight program.

### Parent Infant Program

- FSDB's Parent Infant Program (PIP) served **610** infants and toddlers ages 0-5 and their families at the beginning of October 2021. There were 345 Deaf/Hard of Hearing, 242 Blind/Visually Impaired, and 23 Dual Sensory Impaired children receiving services.
- Kim Carr, Director of Parent Infant Program for Blind/Visually Impaired, prepared a monthly report for the Division of Blind Services (DBS).
- A monthly meeting with PIP Parent Advisors was held to discuss updates regarding DBS, virtual meetings, and procedures.
- The Parent Infant Program is preparing to host INSITE training in October.
- Two FSDB staff members and three FSDB parents attended the Hands and Voices conference on September 17-19 in Franklin, Tennessee.
- Jennifer Cato, Director of FSDB Parent Infant Program for Deaf/Hard-of-Hearing, and her assistant, Carly Spiegel, hosted a Monthly Lunch and Learn training for the month of September to increase Resource Parent capacity. The theme for this meeting was "Understanding the Parent Perspective."
- Alexis LaTouche and Sonia Garcia DeNight represented FSDB's Parent Infant Program at the Deaf Expo in Lakeland, Florida, on October 2.

- The Baby Bunch continues to meet on Fridays for children under 18 months of age.
- The Toddler Program continues to grow – at this time, the program is exploring dividing into “walkers” and “non-walkers” groups better to meet the specific needs of the growing population.
- Additional outreach by the Parent Infant Program includes:
  - Distributing brochures and referral information to the Magnolia Parke Therapy Center and Fundamentals Therapy Center
  - Speaking with Green Acres Library branch children’s librarian about book needs for visually impaired children.
  - A Carnival theme event at Payne Park in Sarasota, Florida, on September 25.
  - A Farm Playdate is planned in Monticello, Florida, for October 30.

**L. Daniel Hutto Early Learning Center**

*“Within the child lies the fate of the future.” -Maria Montessori*

**Enrollment**

PreK DHH Class : 13 students  
 PreK BVI Class: 4 students total – 3 blind and 1 Dual Sensory Impaired (DSI)  
 Toddler Program: 5 children  
 1 DHH and 1 BVI student are eligible and plan to enroll in late October.  
 1 DSI, 1 BVI, and 5 DHH PreK students are currently in file review

- The Early Learning Center (ELC) is currently serving 17 preschool children and five toddlers.
- In October, the ELC children read about spiders, monsters, pumpkins, etc., in preparation for Halloween. The children are learning new vocabulary, practicing new skills, and learning to work in the classrooms. Current lessons are about night and day, the solar system, and the life cycle of a pumpkin. The children will carve pumpkins and plant and roast pumpkin seeds.
- The ELC BVI children and staff took part in campus White Cane Day activities, including a visit from a fire truck and firefighters.
- There are plans for a special Halloween Scavenger Hunt, games, and crafts for the ELC children on October 29.
- Positive Behavior Support (PBS) focus for the ELC in 2021-2022 is Peace Education with an emphasis on self-determination. Self-determination is a foundational tenant of the Montessori Method – when children are curious and deeply interested, their attention is focused on their task, and they develop executive function.
- Fundamental Peace Education in preschool is teaching the children how to articulate and communicate their emotions and feelings. PBS funds will be used to create Peace Corners in each classroom, where children will have access to calming activities and books. Lessons will include greetings, polite ways to get adults’ attention, saying please and thank you, and taking care of our class and school environment.

**Outreach Services Department**

Respectfully submitted by Elizabeth Wilcox, Director of Outreach

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

- Fall Series currently has 27 potential students and families registered for November 6, 2021.

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

- Winter Series begins the first week of January, and registration will open in November.

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

- The first session is at capacity and began October 7, 2021
- The second session will begin in Spring 2022.

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

- 12 prospective families completed a campus tour in September.
- A Campus Tour Feedback Survey is sent to visitors after each tour. This past month's feedback was five-star ratings overall, with a few comments including, "Thanks so much for your amazing tour." And "We will be contacting Naomi next week to begin the [application] process. We loved it!"

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

- 10/2/21- It's a Deaf Thing Conference
- 10/7/21- Council of Schools for the Blind Leadership Conference (Participant)
- 10/8-15/21- American Printing for the Blind Annual Conference (Participant)

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

Respectfully submitted by the RMTC-D/HH Team

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

- Tech Notes – September 2021 "High-Leverage Practices and Students who are Deaf/HH"
- Just In Time News & Information – 3 Volumes in September
- Social Media Presence – 10 Posts July through September

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

- Assistive Technology for D/HH Programs Professional Learning Community (PLC) - (regional)

- Hearing Assistive Technology Legal Compliance - (statewide)
- Assistive Technology for D/HH Professional Learning Community Resources LiveBinder - (statewide)
- Working with the Experts: Emotional Safety Skills Implementation in Deaf Education LiveBinder - (statewide)
- Working With the Experts: Deaf/Hard of Hearing (WWE: D/HH) - Foundational Auditory Training for Children Who Are Deaf and Hard of Hearing: Using the CID SPICE Curriculum LiveBinder - (statewide)
- Working With the Experts: Deaf/Hard of Hearing (WWE: D/HH) - Real World Auditory Learning for Children Who Are Deaf and Hard of Hearing: Using the CID SPICE for Life Curriculum LiveBinder - (statewide)
- High-Leverage Practices and Children who are D/HH LiveBinder - (statewide)
- High-Leverage Practices and Children who are D/HH Video - (statewide)

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

- AT/AEM/UDL Statewide Fall PLC RMTC-D/HH Update - AT/AEM/UDL Statewide PLC (statewide)
- Passport to Learning Professional Learning Community (statewide): RMTC-D/HH collaborated with the Florida Instructional Materials Center for the VI to facilitate a conversation surrounding assistive technology for students in PK-12 settings with educational professionals from Florida.

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.

- Working with the Experts: Emotional Safety Skills Implementation in Deaf Education – virtual training (statewide)
- Working With the Experts: Deaf/Hard of Hearing (WWE: D/HH) - Foundational Auditory Training for Children Who Are Deaf and Hard of Hearing: Using the CID SPICE Curriculum - virtual training (statewide)
- Working With the Experts: Deaf/Hard of Hearing (WWE: D/HH) - Real World Auditory Learning for Children Who Are Deaf and Hard of Hearing: Using the CID SPICE for Life Curriculum - virtual training (statewide)
- Assistive Technology for D/HH Programs PLC Training - FDLRS Springs (regional)
  - Hearing Assistive Technology (HAT) Legal Compliance
  - Functional Listening Evaluation Hands-On
- FTE, Scheduling, and Caseload Management - New Teacher of the Deaf/Hard of Hearing Professional Learning Community (Cohort 3 - statewide)
- IEP Present Levels - New Teacher of the Deaf/Hard of Hearing Professional Learning Community (Cohort 1 & 2 - statewide)
- Chapter 15 Language, Literacy, Speech, and Audition - virtual book study using The Itinerant Teacher's Handbook (statewide)
- TA-Live! Discussion Session for HLPs and Students who are D/HH Introduction (statewide)

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: Columbia, Levy, Orange

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

- Districts/Agencies receiving coaching and mentoring, consultation, and/or support:
  - Alachua, Bay, Clay, Columbia, Dade, Duval, FSDB, Gilchrist, Hardee, Hillsborough, Indian River, Jackson, Leon, Levy, Manatee, Marion, Okaloosa, Okeechobee, Orange, Palm Beach, Pasco, Pinellas, Polk, Sarasota, Seminole, St. Johns, Sumter, Volusia, Wakulla, FDLRS/PAEC
- Districts participating in PLCs:
  - Bay, Brevard, Duval, Gilchrist, Hardee, Levy, Pinellas
- Districts participating in the RMTC-D/HH Media & Materials Free Loan Library created nine new accounts:
  - Participants: Alachua, Columbia, Duval, FSDB, Hillsborough, Indian River, Leon, Marion, Palm Beach, Sarasota, Seminole

#### Workgroup/Committee Participation

- Passport to Learning Planning Meetings, Sherry Conrad, Carmelina Hollingsworth, Scott Walsh, collaboration with the Problem-Solving/Response to Intervention Technology and Learning Connections (PS/RtI TLC), ACCESS, Florida Instructional Materials Center for the VI (FIMC-VI), Florida Diagnostic Learning Resources System (FDLRS) to develop a professional development system whereby participants increase their knowledge and skills in providing assistive technology supports to students who are D/HH and VI
- Florida Educators of Students who are D/HH (FEDHH) Board Meetings, Sherry Conrad and Carmelina Hollingsworth, participate as members-at-large to provide technical assistance and conference planning support for this organization dedicated to the enrichment and professional development of Florida teachers for students who are D/HH. (9/7/2021, 9/20/2021)

#### **Technology Services Department**

Florida Department of Education (FLDOE) Surveys were submitted and corrected for the 2020-2021 year. Preparations are currently underway to submit FLDOE Survey 2, the first major upload for the 2021-2022 school year. A new requirement began this year, monthly reporting of School Environmental Safety Incident Reports (SESIR). A few new training documents were developed and disseminated to assist campus discipline officers in completing and verifying reports.

Our contractor was renewed for records dispositioning, and we have scheduled the shred event dates for the school year. Interviews are being planned and will be scheduled with records custodians. Training is provided to records custodians upon request.

Service contract requests are being processed for the 2021-2022 projects, following the approval of funds at the last board meeting. Some projects include upgrading some of the multipurpose meeting spaces and replacing digital whiteboards in the Blind Elementary and Middle School.

Technology staff members are participating in monthly meetings and training through the Microsoft FastTrack program. Staff members are learning new features in the M365 system. Department procedure documents are being updated as appropriate.

Network infrastructure improvements are underway. The wifi network was updated to allow improved segmenting of business staff, student, and guest (non-FSDB device) traffic. Wiring projects have been scheduled as needed, including adding message boards and doorbells into new locations to ensure there is accessible communication.

**Respectfully Submitted by:**

Shelley Ardis

Administrator of Parent, Outreach, and Technology Services