



# Agenda

Florida School for the Deaf and the Blind  
Board of Trustees Meeting  
Moore Hall, Center for Learning and Development  
June 3, 2021, 2:00 p.m.

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<b>I.</b>	<b><u>Call to Order</u></b>	
<b>II.</b>	<b><u>Pledge of Allegiance with video</u></b>	
<b>III.</b>	<b><u>Roll Call</u></b>	
<b>IV.</b>	<b><u>Public Comments</u></b>	
	Limited to three minutes per person with a maximum of 45 minutes per meeting for all Public comments.	
<b>V.</b>	<b><u>Executive Session</u></b>	
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<b>XII.</b>	<b><u>Board Comments</u></b>	
<b>XIII.</b>	<b><u>Adjournment</u></b>	



# Florida School for the Deaf & the Blind

## Board of Trustees Meeting Minutes Moore Hall, Center for Learning and Development April 9, 2021, 9:45 a.m.

### **Attendance**

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

Absent: Mr. Matthew Kramer

### **Call to Order**

Chair, Mr. Owen McCaul, convened a regular meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 9:45 a.m. in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

### **Public Comment**

There were no public comments.

### **Approval of Meeting Minutes**

*Mr. Hadley moved to approve the minutes from the Regular Board of Trustees Meeting held on February 26, 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.

- Presented Mr. McCaul with a framed and matted copy of the *Tallahassee Democrat* news article
- Lindenheimer Media Center tour
- Recreation Department's Easter party at the President's house
- Update on Legislative issues provided to the Board
- Introduction of the School-Related Employee of the Year and Teachers of the Year
  - Lorelee Bundrick – School-Related Employee of the Year
  - Michelle Garay – Blind Elementary School Teacher of the Year
  - Hillary Norman – Blind Middle School Teacher of the Year
  - Jerry Heider – Physical Education Teacher of the Year
  - Andrea Binder – Deaf High School Teacher of the Year
  - Cally Traetto – Deaf Elementary School Teacher of the Year
  - Christian Rivera – Deaf Middle School Teacher of the Year
  - Brigit Jensen – Blind High School Teacher and Overall Teacher of the Year

## **Action Items**

### **Action Item #1**

#### **Annual Contract for Attorney Services**

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Board approval was requested to enter into contracts for the 2021-2022 fiscal year for attorney services—currently, the school contracts with the following firms.

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

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

## **New Business**

### **Enrollment/Outreach Committee Report**

Dr. Zavelson, Chair of the Enrollment/Outreach Committee, stated that the presentations were very informative, and he thanked Ms. Ardis and everyone who presented during the meeting. There were no action items for approval.

### **Endowment/Investment Committee Report and Action Items**

Mr. Hadley, Chair of the Endowment/Investment Committee, gave a brief overview of the Committee meeting. Three action items required Board approval.

#### **Endowment/Investment Committee Action Item #1 – UBS Client Services Agreement**

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Board approval was requested to continue the UBS Client Services Agreement for the 2021-2022 fiscal year.

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

#### **Endowment/Investment Committee Action Item #2 – BB&T Banking Services Agreement**

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Board approval was requested to continue the BB&T Banking Services Agreement for the 2021-2022 fiscal year.

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

#### **Endowment/Investment Committee Action Item #3 – Endowment Project Budget for 2021-2022**

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Board approval was for the proposed Endowment Project Budget for 2021-2022. All projects are within the budgetary guidelines established by the Board of Trustees.

*Mr. Hadley, as committee chair, moved to accept Action Item #3 as approved by the Committee. The motion was carried unanimously by the Board.*

**Approval of 2021-2022 Board of Trustee Meeting Dates**

Board approval was requested for the proposed Board of Trustees meeting dates set for the 2021-2022 School year. There were no objections to the proposed dates set for the 2021-2022 School year.

**June's Board Meeting and Graduation update**

Ms. Snow advised the Board of the schedule set for June 3 and June 4, 2021. The Blind Graduation and the Board of Trustees meeting will take place on Thursday, June 3, 2021, starting at 11:00 a.m. for graduation with a luncheon to follow at 12:45 – 1:45 p.m. and Board of Trustees meeting at 2:00 p.m. Deaf Graduation will be Friday, June 4, 2021, at 11:00 a.m.

**Unfinished Business**

No unfinished business.

**Department Updates**

No Department Updates noted.

**Board Comments**

The Trustees praised and thanked staff and administration for their ongoing efforts to stay on top of the ever-changing COVID19 issues. They thanked Mrs. Day and Ms. Ardis for the presentation during the Enrollment and Outreach Committee meeting. They welcomed Mrs. Siguler back after a year of attending BOT meetings via Zoom. They thanked Ms. Snow opening the President's house for the Easter party and congratulated the Teachers and School-Related Employee of the Year.

**Adjournment**

Meeting adjourned at 10:27 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



### FCCDHH Quarterly Meeting

May 13, 2021, I had the honor of being a presenter at the Florida Coordinating Council for the Deaf and Hard of Hearing (FCCDHH) quarterly meeting. This coordinating council is an advisory body that recommends policies that address the needs of Florida's deaf, hard of hearing, late-deafened and deaf-blind community. This council is composed of 17 members representing state agencies and organizations within the state of Florida.

I shared an overview of FSDB's journey since March 2020, when FSDB was directly affected by the impact of the pandemic and had to pivot and close our campus and provide instruction to our students via distance learning. Topics covered in the one-hour presentation and question and answer session were: Instructional Continuity Plan development, providing instruction and support through distance learning, continuing services identified and student Individual education plans, communicating with our internal and external stakeholders, re-opening plan, mental health services for students, Innovative Learning Environment & Brick and Mortar options for the 2020-2021 school year, successes, learning opportunities, best practices, and initial thoughts for the 2021-2022 school year.

The value of this opportunity was to not only present on how FSDB has been succeeding during the pandemic but also to answer questions from external stakeholders and build partnerships with agencies and organizations around the state. I am grateful to have been asked to share our story and journey with individuals who are as passionate about serving the deaf, hard of hearing, and deaf-blind community as I am.

### Deaf Department Alumni

I had the pleasure of talking with two of our alumni from the deaf department in April. Dakota Kalis and Jomar Figueroa represented the Deaf Alumni Association in sharing their thoughts, suggestions, and perspectives on after-school programming, recreations, public relations, athletic programs, academic elective opportunities, and student safety.

I am always grateful for the opportunity to talk with our alumni and learn through their eyes and experiences. I was especially pleased to meet with Mr. Kalis and Mr. Figueroa since I watched them grow and learn at FSDB since they were in elementary school. They have a strong passion and love for FSDB and the desire for all students to be prepared for a lifetime of success. I look forward to building a strong relationship with FSDAA (Florida School for the Deaf Alumni Association.)

### Drawing to a Close

At the time of the Board meeting, I will have served as the President of FSDB for seven months, and in that time, I continue to be impressed and proud of FSDB. The experiences, opportunities, and knowledge gained by me, our students, our staff, and our families have been invaluable. We have learned how to pivot, to do things we have never done before, and to thrive through the unknown. Students, whether they have participated in the Innovative Learning Environment from their homes or through the Brick-and-Mortar option on our campus, have learned and progressed. Our staff members have been resilient, creative, and persevered through all the things.

I am thrilled that we have been able to celebrate not only throughout the year but also through keeping traditions by thinking outside the box. We acknowledged and celebrated all our staff members with gifts and treats, recognized our teachers and employees of the year with lawn signs and a special breakfast with the President and Human Resources department, provide prom for both high schools on the President's lawn, and ensured students would be able to walk across the stage to receive their diploma. We leveraged live streaming technology in order to showcase our students performing arts programs, 8th-grade graduations, sports awards, and senior awards. We kept our FSDB community engaged in knowing and celebrating our students and schools through social media and internal communication applications.

#ThisisFSDB. We overcome challenges. We thrive through adversity. We celebrate successes.

Tracie C. Snow  
President



**Class Code Count**

Board of Trustees Administrator Positions	69
Teacher Positions	113
Specialist Positions	56
Select Exempt Service Positions	47
Career Service Positions	395

**General Revenue Positions** **648**

**Grant Funded Positions** **32**

**Add/Delete**

08378 Health Support Technician – Career Service, 10 months to Licensed Practical Nurse

08640 Director of Development – BOT Administrator, 12 months to Coordinator – BOT Admin (Working Title: Coordinator of Donor Engagement)

**Service Awards**

**35 Years**

Dottie Smith-Perry

**15 Years**

Phillip Rose  
Scott DiPatri

**5 Years**

Joshua Rake  
Carol Bogue



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

### **Earned Media**

FSDB was featured in a National Parks article, "National Park Foundation Provides Grants for Education Programs during the COVID-19 Pandemic," April 20, 2021.

Board of Trustees Chair Owen McCaul was profiled in The Florida Bar News, "McCaul is First Alumnus to Chair Florida School for the Deaf and Blind Board of Trustees," April 16, 2021.

Background music that is part of a song, "The Spanish Tinge," by the Marcus Roberts Trio was added to Roberts' public service announcements. Cox Media continues their generous support in airing radio PSAs voiced by alums Trent Ferguson and Marcus Roberts (0:30 and 1:00 seconds) promoting FSDB on WAPE-FM, WEZI-FM, WJGL-FM, WJGL-HD2, WOKV-AM, WOKV-FM, WOKV-HD2, and WXXJ-FM (March: 559 spots totaling 26,220 seconds; April: 550 spots totaling 25,500 seconds).

### **Leadership Communications**

We continue to support President's Posts (videos and transcripts) that are shared with parents/guardians and staff members.

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

Communications and Outreach personnel met during April to coordinate year-end and summer activities as well as plan for the new academic year.

### **School-Level Newsletters**

Digital newsletters by the individual schools to parents/guardians were distributed on March 11 and April 2, 16, and 30. These continue to highlight student achievement - academics, athletics, boarding/recreation, extracurricular activities, parent services, and related topics.

Dissemination of six newsletters in March resulted in an engagement total of 485 viewers, broken down as follows: ELC - one issue/43 viewers; BEMS - one issue/101 viewers; BHS - one issue/64 viewers; DES - one issue/131 viewers; DMS - one issue/84 viewers; DHS - one issue/62 viewers.

Fifteen newsletters in April engaged 960 viewers, broken down as follows: ELC - one issue/33 viewers; BEMS - three issues/245 viewers; BHS - three issues/171 viewers; DES - one issue/68 viewers; DMS - four issues/247 viewers; DHS - three issues/196 viewers.

Newsletters are also shared with the campus community via Yammer, posted on the Parent Services webpage as well as on individual school webpages.

## Marketing Collateral

**Videography** – Production of FSDB learning modules on mental health topics began in April. Mandated by State Mental Health Education requirements for 6th–12th grade classrooms, we recorded eight presenter sessions and five interpreter sessions on the following topics - General Wellness, Reducing Stigma, Human Trafficking, Suicide Prevention, Coping Strategies, Prescription Drug Abuse Prevention, Tobacco, Vaping, Alcohol, and Drug Abuse Prevention, and Community Resources. Four videos were delivered to classrooms in April, to be followed by the remaining four in May.

Created FSDB-FCTC Virtual Tour and D&B Garden Center videos for the Career and Technical Education learning series, an Early Learning Center video for Outreach Department virtual tour usage, and a Student Crime Watch/FortifyFL video in collaboration with the School Safety Specialist and others. Production will resume this summer on FSDB virtual tour videos in collaboration with the Outreach Department.

Preparations and planning began for recording the Music Department’s Spring recitals, the Dance Troupe’s musical performance of Disney’s High School Musical, and their Final Performance.

**Graphic Design** – Branded flyers for print and digital dissemination were created for the Advancement Department on various programs, including Culinary Arts, Outta Sight Band, Athletics, and Physical Education. Similar flyers featuring a variety of programs are being developed for the Outreach Department to share with families as part of tailored tour efforts.

Designed branded print and digital collateral for the following departments:

- Academics - Classes of 2021/Commencement celebratory yard signs.
- Academics/Human Resources - Teachers of the Year and School-Related Employee of the Year celebratory yard signs.
- Academics/Outreach - Expanded Core Curriculum (ECC) Interactive Summer Camp flyers.
- Academics/Outreach - STEM and STEAM Summer Camp (Deaf Elementary and Middle Schools and Blind Elementary Middle School) flyers.
- Career and Technical Education - “Brag sheet” and general brochure.
- Instructional Services - Deaf History Month banners.
- Mental Health Department - General brochure with contact specifics.
- Parent Infant Program-DHH - Newborn Hearing Screening Program, Shared Plan of Care, and Working with Professionals guidance documents.
- Parent Services - Parent University and Parent Engagement Workshop flyers.

Social media posts were designed for events and activities listed above, including spotlight features on students engaged in Cobra Corner and Dragon’s Lair culinary work, Dance Troupe routines, and Photography class assignments. Presented on graphic design principles to Multimedia students in the Deaf High School.

Created branded, color-coordinated designs for outdoor light pole banners for placement throughout the campus. Designed a vinyl wall wrap for the Deaf Elementary School that features 326 handprints from former fifth-grade students. Indoor pop-up banner designs for various campus departments and display graphics for the new welcome center/tour office in Moore Hall are in progress.

**Photography** – Photos of school and department-based student activities were taken, including athletic individual and team photos and commencement (senior) photos. Captured images of students engaged in an Easter Egg hunt at the President’s Residence, also at Cobra Corner and Dragon’s Lair,

Early Learning Center, Homegoing Transportation, Deaf High School Musical and Photography classes as well as Interpreter Service personnel in action; these will also be used for the Advancement Department's year-end collateral.

## Social Media

**Website** – March: 7,442 visitors (6,894 new) with 19,762 page-views with an average viewing time of 1:26 minutes. Desktop users were 54%, mobile 44%, and tablet 2%. A total of 49 people reached out to campus personnel via web contact forms; this does not include phone calls received. April: 6,149 visitors (5,627 new), with 15,588 page-views with an average viewing time of 1:28 minutes. Desktop users were 53%, mobile 46%, and tablet 1%. A total of 36 people reached out to campus personnel via web contact forms.

**Facebook** – March: 12,909 likes with 12 posts on the main account with a reach of 22,480 and 47,749 impressions. The top post was an announcement about current job openings that reached 4,532 people with 88 reactions (40 likes, 23 comments, and 23 shares). April: 12,962 likes, 23 posts with a reach of 50,388 and 82,544 impressions. The top post were photos of students working in the Dragon's Lair and Cobra Corner that reached 8,835 people with 699 reactions (414 likes, 90 comments, and 50 shares). School-level and related Facebook groups are private and promote information-sharing with parents/legal guardians of current students.

**Instagram** – March: Six new followers (1,889 total), 10 posts with a total of 243 likes. The top post was a photo of our Deaf Robotics student contestant-representative, with 82 likes. April: Five new followers (1,894 total), 15 posts, with a total of 318 video views and 851 likes. The top post was the Dance Troupe rehearsing for their musical, with 123 likes.

**Twitter** – March: No new followers (1,483 total), two tweets, 2,355 impressions, 255 profile visits, and two mentions. The top tweet was an announcement for FSDB families interested in learning ASL with 208 impressions. April: One new follower (1,484 total), two tweets, 2,244 impressions, 232 profile visits, and five mentions. The top tweet was a contest for FSDB families to show how they are being safe and having fun with 207 impressions.

**YouTube** – March: One video upload, 19,973 channel views, 974 hours watched, 44 new subscribers, 136,365 impressions, and 11,676 unique viewers. The top video was the Star-Spangled Banner in ASL with 3,740 views. April: Two video uploads, 18,040 channel views, 900 hours watched, 19 new subscribers, 125,208 impressions, and 10,579 unique viewers. The top video was the Star-Spangled Banner in ASL with 3,637 views.

**Vimeo/Livestreaming** – March: Three video uploads, 1,543 views, and 11,491 minutes watched; no events were streamed. April: 14 video uploads, 2,460 views, and 24,480 minutes watched; three streamed events (Board of Trustees meetings) garnered a total of 106 views.

## Museum

Hosted 55 Deaf Elementary, Middle, and High School students and instructional/dormitory personnel (eight academic classes and boarding groups) during March and April.



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The 2021 Legislative Session ended April 30, 2021, within the constitutional time frame. Including the General Appropriations Act, the Legislature passed 275 bills in both chambers. As of May 18, the Florida Senate, which has the administrative oversight of the appropriations bill this session, had not yet submitted the budget bill to the Governor for his signature and vetoes. This status may differ by the time of the FSDB Board of Trustees meeting, and if so, you will be provided with an update.

The overall conclusion of the session's impact on FSDB is mostly a positive outcome. Pending any budget vetoes by the Governor, FSDB's operational funding was not reduced, but in fact, was increased by over \$1.0 million general revenue. At this time, FSDB does not have any information on how the funds should be utilized. For the current fiscal year 2020-2021, holdbacks by the Governor allowing the Legislature to review and revert "saved funds" were not taken by the Legislature but were directed to be released to the school. In non-operations, FSDB received its budget request in Fixed Capital Outlay (PECO) for repairs and renovations. Still, no additional items which were not included in the Department of Education submitted Legislative Budget Request for FSDB were picked up (Gregg Hall or Kramer Hall replacements).

The Legislature did, as expected, reduce the amount of dollars the school carries forward into the following fiscal year by \$4.0 million. The Legislature did work with FSDB in deriving the amount of carry forward that, by the nature of the funds and their legal use, could be reduced and not immediately impact the school. It is hoped that this cut and the action of cutting carry forward funds from the school will be a one-time, non-recurring action.

Within two weeks, after the end of the 2021 Legislative Session, the Legislature called itself back into a Special Legislative Session to address issues relating to changes and increases in gaming activities in the state. Increased state revenues from these changes and any other impacts on state revenue programs will be addressed in the coming legislative sessions.

The 2022 Legislative Session begins January 11, 2022, with monthly committee meetings expected to be scheduled starting in September 2021 and continuing until the start of the legislative session.

**Submitted by:**

Patsy Eccles  
Legislative Specialist

**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>
55691	Imac	9 YRS.	1399.00
56017	Macbook	6 YRS.	1314.00
53761	Embosser	11 YRS.	1965.00
55702	Embosser	8 YRS.	2221.10
43576	Braille Printer	27 YRS.	4215.00
55082	Floor Scrubber	10 YRS.	2540.00
55083	Floor Scrubber	10 YRS.	2540.00
55315	Floor Scrubber	10 YRS.	1188.00
55139	Smart Board	11 YRS.	3918.00
55422	Smart UPSXL	10 yrs.	1070.00
55414	Smart UPSXL	10 yrs.	1070.00
55420	Smart UPSXL	10 yrs.	1070.00
54456	Camera	10 yrs.	1070.00
55832	Macbook	12 YRS.	1012.62
53027	Myreader 2	12 YRS.	3995.00
53865	4000wattAC.PS.UNIT	11 yrs.	2850.00
53866	4000wattac.ps.unit	11 YRS.	2850.00
54313	Macbook	11 YRS.	1525.31
55378	Imac	10 YRS.	1779.00
55377	Hpkxt949	10 YRS.	1038.50
55443	Hive AP 340	10 YRS.	1495.12
55681	Hive AP 330	10 YRS.	1020.24
55653	Hive AP 330	10 YRS.	1020.24
55658	Hive AP 330	10 YRS.	1020.24
55733	Iboss filter	9YRS.	1526.00
55804	Macbook	9 YRS.	1012.62
55832	Macbook	9 YRS.	1012.62
56247	iMAC	5 YRS.	2975.00
56518	Palo Alto pa-200	4 YRS.	1400.00
55401	Logging System	10 YRS.	4896.00
56272	Canon Copier	5 YRS.	9409.00
56634	Macbook	4 YRS.	1406.00
56113	Fastpass System	6 YRS.	5935.00
55665	Hive AP 330	10 YRS.	1020.24
55667	Hive AP 330	10 YRS.	1020.24
55651	Hive AP 330	10 YRS.	1020.24
55645	Hive AP 330	10 YRS.	1020.24
55673	Hive AP 330	10 YRS.	1020.24

Review Board:

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X

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Shelley Ardis  
Administrator of Outreach and Technology ...

X

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Corbett Owens  
IT Project Manager

X

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Kim Whitwam  
Purchasing Director

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

**SUBJECT: 2022-2023 PECO Legislative Budget Request and 2021-2026 Campus/Facility Master Plan**

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**PROPOSED BOARD ACTION**

Board approval is requested for the 2022-2023 PECO Legislative Budget Request and the 2021-2026 Campus/Facility Master Plan. This approval is requested in accordance with Florida Statute 1002.36.

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**Note:** These documents are in alignment with each other, as well as the Educational Plant Survey. The Campus/Facility Master Plan is amended annually to reflect any changes.

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**Attachments: 2022-2023 PECO Legislative Budget Request and 2021-2026 Campus/Facility Master Plan**

**Presenter/Department: Joe Bruce, Executive Director of Safety and Facilities Operations**



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

**Legislative Budget Request for 2022-2023**

**June 3, 2021**

**Pending Board of Trustees Approval**

**Public Education Capital Outlay (PECO)**

Per Florida Statute 1002.36, the Florida School for the Deaf and the Blind (FSDB) shall prepare and submit Legislative Budget Requests (LBR) for operations and fixed capital outlay, in accordance with Chapter 216 and Florida Statutes 1011.56 and 1013.60, to the Florida Department of Education (FDOE) for review and approval. The FDOE must analyze the amount requested for fixed capital outlay to determine if the request is consistent with the school's Campus/Facilities Master Plan, and Educational Plant Survey. Projections of facility space needs may exceed the normal space and occupant design criteria established in the State Requirements for Educational Facilities (SREF).

**Safety and Facilities Operations Departmental Mission**

The mission of FSDB Safety and Facilities Operations is to develop, maintain, clean, repair, and remodel campus facilities collaboratively with all internal and external stakeholders in collective pursuit of heightened student achievement.

**Florida School for the Deaf and the Blind Mission**

The mission of the Florida School for the Deaf and the Blind is to utilize all available talent, energy, and resources to provide free appropriate public education for eligible sensory-impaired students of Florida. As a school of academic excellence, the school shall strive to provide students an opportunity to access education services in a caring, safe, unique learning environment to prepare them to be literate, employable, and independent lifelong learners. The school shall provide outreach services that include collaboration with district school boards and shall encourage input from students, staff, parents, and the community. As a diverse organization, the school shall foster respect and understanding for each individual.

Bordered by Florida's Intracoastal Waterway, FSDB is located in the nation's oldest city of St. Augustine. White stucco buildings with Spanish tiled roofs, graceful palm trees, and majestic live oaks create a serene setting for students who are deaf/hard of hearing or blind/visually impaired to learn, live and play.

Established in 1885, FSDB is a fully accredited state public school and outreach center available, tuition-free, to eligible Pre-K through 12<sup>th</sup> grade deaf/hard of hearing or blind/visually impaired students. Comprehensive educational services at FSDB are individualized, specific to the unique communication and accessibility needs of each student to develop independence and lifelong success. In addition to a rigorous child-centered instructional program, FSDB offers students unique services including but not limited to: transportation, boarding, meals, a health care center, community involvement, and opportunities for athletic and artistic achievement. Currently, FSDB serves approximately 540 students on campus in Pre-K through 12<sup>th</sup> grade academic programs, as well as about 572 infants and toddlers and their families across the state of Florida through Parent Service programs.

Families choose FSDB for the unique resources and opportunities that cannot be found elsewhere which include innovative K-12 academic, career development, and independent living opportunities that extend well beyond the traditional classroom. Students choose FSDB for ease of direct learning, the variety of academic programs, campus life activities, and the effortless communication they have within the campus and with community partners. Students at FSDB meet Florida high school graduation requirements; the majority of FSDB graduates continue their education at postsecondary or technical training programs while others go directly to competitive work. From the moment you set foot onto the FSDB campus, you will sense the passion and commitment that defines the school, the teachers, and the students. Our expectations are high and our enthusiasm for our students to *“Do More, Be More, and Achieve More”* has no limits.

All buildings on the FSDB campus are owned by the State of Florida. Data for each building is available in FSDB’s Educational Plant Survey dated May 2019. Additionally, as required by Florida Statute, all FSDB facility information is contained within the Florida Department of Education’s electronic Education Facilities Information System (EFIS) database which houses FSDB’s Educational Plant Survey and Florida Inventory of School Houses (F.I.S.H.) information.

Facilities are inspected on a regular basis. Any deficiencies are noted and entered into a work order system where they are prioritized and assigned to Safety and Facilities Operations staff for correction. All high priority and safety deficiencies are addressed immediately. Additionally, an Americans with Disabilities Act (ADA) assessment of FSDB facilities has been completed, and buildings are brought into compliance as they are renovated.

### **Legislative Budget Request: 2022-2023**

The following is the 2022-2023 request anticipated for Fixed Capital Outlay needs as a result of the Campus/Facilities Master Plan and Educational Plant Survey. The following pages define the capital requests by category, project scope, estimated cost, and request methodology, including necessary maintenance and repairs pursuant to Chapter 1013 Florida Statutes, FDOE’s State Requirements for Educational Facilities, and life safety codes.

Safety and Facilities Operations is fervent about protecting and maintaining to the highest degree possible, the historical, cultural, and educational integrity of the FSDB campus. We aim to use any funds received resourcefully, and effectually to do so.

### **2022-2023**

Maintenance and Repair	<b>\$3,195,345</b>
Capital Projects	<b><u>\$9,139,490</u></b>
	<b>\$12,334,835</b>

**MAINTENANCE AND REPAIRS**  
(Per Florida Statutes Chapter 1013 and State Requirements for Educational Facilities)

FSDB Maintenance and Repairs have been identified based on four critical categories: Safety and Security, Essential Equipment Maintenance, Technology, and Facility/Infrastructure Repairs. Project scope, estimated cost, and request methodology have been carefully evaluated and documented as FSDB respectfully requests Maintenance and Repair dollars in the amount of **\$3,195,345**.

<b>1) SAFETY AND SECURITY</b>				
	<b>Project Scope</b>	<b>Estimated Cost</b>		<b>Request Methodology</b>
		<b>Recurring</b>	<b>Non-Recurring</b>	
1.0	<p><b>Fire Extinguisher Inspections</b> – Annual inspection and maintenance of 850 fire extinguishers, campus-wide.</p> <p>Required per National Fire Protection Association (NFPA) Code 10.</p>	\$10,000		Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2022-2023.
1.1	<p><b>Fire Alarm &amp; Mass Notification System Maintenance</b> – Labor and materials to inspect, maintain and certify all campus fire alarm systems, “lockdown” buttons, and outdoor strobes, as well as the Enterprise Building Integrated (EBI) System through which all fire alarms, card access, security gates, mass notification devices, outdoor audible speakers, weather strobes, and security cameras are configured.</p> <p>This project is in alignment with Safe Schools initiatives, the Marjory Stoneman Douglas Commission findings, Senate Bills 7026 and 7030, and National Fire Protection Association (NFPA) Code 101.</p>	\$325,828		This is a sole source contract due to proprietary software that integrates fire alarms, gate security, and security cameras into one, central monitoring system. This is the not-to-exceed contract price for 2022-2023.

1.2	<p><b>Electronic Campus Security Gates</b> – Preventative maintenance and inspections of access systems for card and security gates.</p> <p>To supplement compliance with the Jessica Lunsford Act (H.R. 1505) and maintain alignment with Safe Schools initiatives, the Marjory Stoneman Douglas Commission findings, Senate Bills 7026 and 7030.</p>	\$5,899		<p>This is a sole source contract due to proprietary software that integrates fire alarms, gate security, and security cameras into one, central monitoring system. This is the not-to-exceed contract price for 2022-2023.</p>
1.3	<p><b>Campus Security Fencing</b> – Installation, repair, and maintenance of campus perimeter and containment fencing for over 82 acres. Fencing must be maintained to ensure perimeter safety as well as security from various hazardous areas. This is of heightened importance given our special student population.</p> <p>To supplement compliance with the Jessica Lunsford Act (H.R. 1505) and maintain alignment with Safe Schools initiatives, the Marjory Stoneman Douglas Commission findings, and Senate Bills 7026 and 7030.</p>	\$85,000		<p>Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2022-2023.</p>
1.4	<p><b>Fire Sprinkler Semi-Annual Inspections and Repairs</b> – Inspection, maintenance, recertification, and repairs of building fire sprinkler systems, backflow preventers, and fire hydrants. This is a Life Safety system.</p> <p>Required per National Fire Protection Association (NFPA) Codes 13 &amp; 15.</p>	\$25,000		<p>Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2022-2023.</p>

1.5	<p><b>Kitchen Fire Suppression Systems</b> – Inspection, maintenance, and recertification of the kitchen fire suppression system in commercial and dorm kitchens tied to the fire alarm system.</p> <p>Required per National Fire Protection Association (NFPA) Codes 13 &amp; 15.</p>	\$25,000		Existing contract acquired via competitive solicitation according to FS & Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2022-2023.
1.6	<p><b>Air Quality Testing Services</b> – Testing of indoor air quality as well as moisture testing, HVAC inspections, microbial identification and laboratory testing as needed to ensure safe and healthy learning/living environments.</p>	\$7,500		Existing contract acquired via competitive solicitation according to FS & Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2022-2023.
1.7	<p><b>Digital Video Monitoring</b> – Labor and materials to maintain and repair the campus security cameras and integrated monitoring system.</p> <p>To supplement compliance with the Jessica Lunsford Act (H.R. 1505) and maintain alignment with Safe Schools initiatives, the Marjory Stoneman Douglas Commission findings, and Senate Bill 7026.</p>	\$57,609		This is a sole source contract due to proprietary software that integrates fire alarms, gate security, and security cameras into one central monitoring system. This is the not-to-exceed contract price for 2022-2023.

1.8	<p><b>Honeywell Repairs</b> – Labor and materials to perform repairs to all campus fire alarm systems, “lockdown” buttons, and outdoor strobes, as well as the Enterprise Building Integrated (EBI) System through which all fire alarms, card access, security gates, mass notification devices, outdoor audible speakers, and security cameras are configured.</p> <p>This project is in alignment with requirements set forth by the Environmental Protection Agency (EPA).</p>	\$20,000		Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2022-2023.
1.9	<p><b>Fuel Station Maintenance and Repairs</b> – Labor and materials to perform preventative maintenance and repairs to the above and below-ground fuel tanks that serve the transportation and school vehicle fleet.</p> <p>This project is in alignment with Safe Schools initiatives, the Marjory Stoneman Douglas Commission findings, Senate Bill 7026, and National Fire Protection Association (NFPA) Code 101.</p>	\$18,000		At the time of this request, there exists no current contracted services. Based on preliminary findings and repair history, this not-to-exceed amount should be sufficient to procure this service for a new contract in 2022-2023.
<b>SAFETY AND SECURITY</b>		<b>\$579,836</b>	<b>\$0</b>	<b>TOTAL: \$579,836</b>

<b>2) ESSENTIAL EQUIPMENT MAINTENANCE</b>				
	<b>Project Scope</b>	<b>Estimated Cost</b>		<b>Request Methodology</b>
		<b>Recurring</b>	<b>Non-Recurring</b>	
2.0	<b>Exhaust Cleaning and Inspection</b> – Cleaning of kitchen hoods, fans, filters, and ducts.  Required per (NFPA) Code 101.	\$2,499		At the time of this request, contracted services are not-to-exceed \$2,499 annually. The current contract will expire June 30, 2021. The requested not-to-exceed amount should remain sufficient to procure this service for a new contract in 2022-2023.
2.1	<b>Grease Trap Cleaning</b> – Quarterly pumping at MacWilliams Hall and Memorial Hall cafeterias.	\$8,550		At the time of this request, contracted services are not-to-exceed \$6,800 annually. The current contract will expire June 30, 2021. Due to anticipated industry rate increases, the newly request not-to-exceed amount should be sufficient to procure this service for a new contract in 2022-2023.
2.2	<b>Water Treatment</b> – Chemical treatment of the hot water/chilled water loop to prevent corrosion, increase longevity, and maintain proper function of the system.	\$20,000		Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2022-2023.

2.3	<b>Generator</b> – Scheduled preventative maintenance and annual load bank tests of two emergency generators for the main campus and Police Services building. Emergency repairs for essential electrical switchgear.	\$18,000		This is a sole source contract due to proprietary equipment and warranty policies. This is the not-to-exceed contract price for 2022-2023.
2.4	<b>Laundry Equipment</b> – Preventative maintenance and repairs on commercial laundry equipment serving the campus.	\$10,000		Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2022-2023.
2.5	<b>Kitchen Equipment</b> – Maintenance of campus-wide, commercial kitchen equipment.	\$10,000		At the time of this request, contracted services are not-to-exceed \$10,000 annually. The current contract will expire June 30, 2021. Given the maintenance and repair history, the requested not-to-exceed amount should remain sufficient to procure this service for a new contract in 2022-2023.
2.6	<b>500-Ton Chillers</b> – Quarterly service and inspection on the two 500-ton chillers in the central plant.	\$6,965		This is a sole source contract due to proprietary equipment and warranty policies. At the time of this request, contracted services are not-to-exceed \$6,633 annually. The current contract will expire June 30, 2021. Given the maintenance and repair history, the newly requested not-to-exceed amount should remain sufficient to procure this service for a new contract in 2022-2023.

2.7	<b>1000-Ton Chiller</b> – Quarterly service and inspection on the 1000-ton chiller and the variable speed frequency drive in the central plant.	\$51,496		This is a sole source contract due to proprietary equipment and warranty policies. The current contract will expire June 30, 2021. At the time of this request, contracted services are not-to-exceed \$46,708 annually. Given the maintenance and repair history, and a potential 5% annual increase each year, the newly requested not-to-exceed amount should remain sufficient to procure this service for a new contract in 2022-2023.
2.8	<b>Air Cooled Chiller</b> – Quarterly service and inspection of the air-cooled chiller at Moore Hall.	\$2,881		This is a sole source contract due to proprietary equipment and warranty policies. The current contract will expire March 2022. Given the maintenance and repair history, and a potential 5% annual increase, the requested not-to-exceed amount should remain sufficient to procure this service for a new contract in 2022-2023.

2.9	<p><b>Elevators</b> – Inspections, preventative maintenance, and lubrication of campus-wide elevators.</p> <p>Required per Occupational Health and Safety Administration (OSHA) Standard 1917.116.</p>	\$28,848		<p>At the time of this request, contracted services are not-to-exceed \$26,166 annually. The current contract will expire June 30, 2021. Given the maintenance and repair history, and a potential 5% annual increase, the newly requested not-to-exceed amount should remain sufficient to procure this service for a new contract in 2022-2023.</p>
2.10	<p><b>Electrical</b> – Licensed annual inspections, repairs, or replacement of transformers, switchgears, lights, and other essential high voltage equipment.</p>	\$200,000		<p>Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2022-2023.</p>
2.11	<p><b>Plumbing/Mechanical</b> – Licensed labor and materials to perform minor and major plumbing, mechanical, heating/ventilation/air-conditioning (HVAC), and repairs and installations campus-wide.</p>	\$500,000		<p>Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2022-2023.</p>
2.12	<p><b>CEP/EBI HVAC Controls</b> – Maintain the Enterprise Building Integrated (EBI) System for entire campus HVAC controls. This is the central monitoring system for all diagnostics and controls of the system.</p>	\$243,383		<p>This is a sole source contract due to proprietary equipment, software, and warranty policies. This is the not-to-exceed contract price for 2022-2023.</p>

2.13	<b>Roofing Preventative Maintenance and Repairs –</b> Perform inspections, housekeeping, preventative maintenance, thermal scans, and identified major and minor repairs on all campus roofs totaling approximately 654,000 square feet as part of a comprehensive roof rehabilitation program.	\$300,000		Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2022-2023.
2.14	<b>Elevator Refurbishments-</b> There are 28 elevators on campus, many of which are well over 20 years old. On a rotating plan for refurbishment, we intend to rehabilitate 4 elevators per year until complete in order to update the cabs and equipment.  To supplement compliance per Occupational Health and Safety Administration (OSHA) Standard 1917.116.		\$330,750	At the initial time of this request, a contract to refurbish four campus elevators was underway with current contracted services not-to-exceed \$315,000. Based on this project, and a potential 5% annual increase, the newly requested not-to-exceed amount should be sufficient to procure a contract for the next phase of this project in 2022-2023.
2.15	<b>Equipment/System Failure –</b> Unforeseen repair and replacement of aging and failed mechanical equipment and systems essential to the welfare of school operations.	\$173,200		10% of recurring Essential Equipment Maintenance funds.
<b>ESSENTIAL EQUIPMENT MAINTENANCE</b>		<b>\$1,575,822</b>	<b>\$330,750</b>	<b>TOTAL: \$1,906,572</b>

<b>3) TECHNOLOGY</b>				
	<b>Project Scope</b>	<b>Estimated Cost</b>		<b>Request Methodology</b>
		<b>Recurring</b>	<b>Non-Recurring</b>	
3.0	<b>Internal Telephone Services –</b> Service and maintenance of phones and phone switches throughout campus	\$8,937		At the time of this request, contracted services are not-to-exceed \$8,106 annually. The current contract will expire June 30, 2022. Given the maintenance history, and a potential 5% annual increase, the newly requested not-to-exceed amount should remain sufficient to procure this service for a new contract in 2022-2023.
3.1	<b>Low-Voltage Cabling and AV Consultation –</b> Labor and materials for the repair, installation and upgrade to campus infrastructure including installation and termination of low-voltage cabling, within buildings, subterranean, and all associated locations. Labor and materials for the repair, installation and upgrade to campus audio-visual and display equipment, cabling, and associated hardware, components, and parts.	\$150,000		This cost is based on repair and project history of the past four years and forecast repair and project needs. This amount should be sufficient to execute these projects in 2022-2023.
<b>TECHNOLOGY</b>		<b>\$158,937</b>	<b>\$0</b>	<b>TOTAL: \$158,937</b>

<b>4) FACILITY/INFRASTRUCTURE REPAIRS</b>				
	<b>Project Scope</b>	<b>Estimated Cost</b>		<b>Request Methodology</b>
		<b>Recurring</b>	<b>Non-Recurring</b>	
4.0	<b>Site and Infrastructure Maintenance</b> – Licensed labor and materials to perform minor and major interior and exterior, general and civil construction repairs, and projects to aspects of the entire campus infrastructure associated with buildings and outside structures <i>not</i> including plumbing or electrical repairs. Examples may include but are not limited to: painting, drywall, ceilings, causeway bridge, ramps, handrails, sidewalks, covered walkways, bleachers, physical education fields, courts, dock, fences, wells, and erosion control, etc.	\$400,000		At the time of this request, we have four applicable contracts for 2020-2021. This not-to-exceed amount should remain sufficient to procure four new contracts for similar services in 2021-2022, as well as eliminating the need to address similar specific projects separate from these contracts. *Three contracts are necessary due to differences in contractor specialties, the frequent need to address multiple projects simultaneously, and the high number of campus buildings.
4.1	<b>Stormwater Manhole Renovations</b> – Labor and Materials to replace the covers, rims, and structures for approximately 80 campus stormwater and sewer manholes that are well beyond their useful life expectancy.		<b>\$150,000</b>	This estimate is based on a camera inspection and assessment. Amount provided by in-house civil engineer
<b>FACILITY/INFRASTRUCTURE REPAIRS</b>		<b>\$400,000</b>	<b>\$150,000</b>	<b>TOTAL: \$550,000</b>

### **CAPITAL PROJECTS**

The FSDB Capital Projects recommended for 2022-2023 include the demolition, design, and construction of Gregg Hall. Capital project needs have been carefully evaluated and documented as FSDB respectfully requests Capital Projects dollars in the amount of **\$9,139,490**.

#### **Gregg Hall – Demolition/Design/New Construction **\$5,661,625****

Gregg Hall (FSDB Building #9) serves as a dormitory for female students in our Deaf Middle School. This building no longer meets the adequacy of a dormitory and the remodeling/renovation

cost exceeds the practical replacement cost. The current configuration houses 36 students. Existing bedrooms were designed in 1975 to accommodate four students per room and the dormitory has inadequate toilet/shower group facilities. The building has numerous life safety and ADA issues for which renovation will not be practical or cost effective to perform. For example, the building does not have a building fire sprinkler system.

Deteriorating mechanical roof top units are causing roof leaks and poor indoor air quality. There are numerous roof patches which have caused failure of the tapered insulation system. In addition, the Facilities Condition Assessment (FCA) recommends replacement of the built-up roof, roof drains, gutters and downspouts. Also recommended for replacement is the entire building exterior structure to include stucco, brick veneer, paint, and sealants. Doors, hardware, and accessibility do not meet ADA requirements. Sanitary sewer lines have deteriorated to the extent that drain machines will no longer travel down the pipes to remove clogs. The condition of the interior of the pipes is also conducive to paper products catching on jagged edges, collecting, and causing pipe obstructions. The sanitary sewer line runs down the hallway in the center of the building from the south end to the north end. In order to repair or replace these lines, the entire floor down the hallway would have to be cut open, the pipe excavated, replaced, and the floor re-poured. These repairs could not be accomplished while the building is occupied. Interior finishes are rated beyond their useful life and the FCA recommends replacing all interior paint, trim, and carpet.

Staff recommendation is to raze the existing dormitory and replace the structure with a design that will allow an individual pod design to accommodate up to twelve students per pod. Each pod will contain a common living space, residential kitchen, six bedrooms and two shared toilet/shower rooms. The new two-story dormitory will house four pods for a total capacity of forty-eight students.

Funds for Gregg Hall were requested in the FSDB PECO LBR in 2017-2018, 2018-2019, 2019-2020, 2020-2021, as well as 2021-2022. This project was not included in the Florida Department of Education budget submitted for approval by the State Board of Education. The building continues to deteriorate and FSDB respectfully requests funding for Gregg Hall in 2022-2023.



**Kramer Hall – Renovation****\$3,477,865**

Kramer Hall (FSDB Building #34) serves as a dormitory for students in our Blind Elementary School. There are also several other office and classroom spaces. The original building was constructed in 1971 and renovated in 1998. The building has numerous life-safety and ADA issues, both interior and exterior, for which simple correction will not be practical or cost effective to perform short of an interior renovation. Overall, the FCA rates the exterior building components from fair to poor. Bricks and stucco suffer from cracking and deterioration. The roof is experiencing blistering at certain seams and there is a prominent roof leak that has proven difficult to control. The FCA found exterior sealants to be in poor condition and in need of replacement. The building has experienced two major plumbing leaks in main lines that run under the foundation in the last five years.

The interior walls were last repainted during the 1998 renovation, and the interior wall paint, ceramic tile and plastic partitions are in fair condition, overall. That said, paint and bathroom wall partitions are beyond useful life and should be repainted/replaced.

The floor finishes were presumably installed as part of the 1998 renovation. That said, the carpet is beyond its useful life and should be replaced. The elevator plastic laminate wall panels were in fair condition. That said, the carpet flooring for the elevator was observed to be in poor condition and GLE Associates recommends replacement. The air handling units and fan coil units were reportedly installed in 1991 and were in fair condition. The roof-top units (RTUs) appeared to have been installed in 1991 and exhibited signs of corrosion and oxidation and are considered to be in poor condition. That said, air handling units (AHUs) and RTUs are beyond their useful life and GLE recommends replacement of all 12 units.

Finally, the building HVAC system is not equipped with humidity control. As a result, we have had to transfer students and staff twice in the last two years to execute extensive mold remediation performed by a disaster recovery contractor. This, we believe, is due to wooden sub-floor that is under two spaces. This has become a health and welfare concern.





# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

**Campus/Facilities Master Plan for 2021-2026**

**June 3, 2021**

**Pending Board of Trustees Approval**

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## Letter from the President



Established in 1885 by the Florida legislature, FSDB is an accredited state public school which is nationally recognized as a trusted resource. FSDB serves more than 1,000 students each year through statewide parent infant/family programs in addition to a pre-K Montessori early learning center and five K-12 elementary, middle, and high schools on a safe and secure 80-plus acre campus in historic St. Augustine. In addition to providing quality and specialized services to our students and their families, we strive to preserve our campus facilities to a standard of quality worthy of FSDB's rich history of excellence.

This 2021-2026 Campus/Facilities Master Plan is in support of the School's Mission, Vision, Values, Goals, Strategic Plan, Legislative Budget Requests, and the 2019-2024 Florida Department of Education's Educational Plant Survey. In this endeavor, we develop a framework for our maintenance and capital needs to ensure we are providing the finest learning, living, and working environments for our students and staff members.

It is our hope that this document will serve to guide our determination to create an environment that primes our students for a future of value, success, and social responsibility; a future that reflects our dedication to their prosperity.

On behalf of our Board of Trustees, I respectfully submit this Campus/Facilities Master Plan for review and consideration.

Respectfully,

A handwritten signature in blue ink that reads "Tracie C. Snow". The signature is written in a cursive, flowing style.

Tracie C. Snow,  
President

## **Florida School for the Deaf and the Blind (FSDB) Mission**

The mission of the Florida School for the Deaf and the Blind is to utilize all available talent, energy, and resources to provide free appropriate public education for eligible sensory-impaired students of Florida. As a school of academic excellence, the school shall strive to provide an opportunity to access education services in a caring, unique, safe learning environment to prepare them to be literate, employable, and independent lifelong learners. The school shall provide outreach services that include collaboration with district school boards and shall encourage input from students, staff, parents, and the community. As a diverse organization, the school shall foster respect and understanding for each individual. (*Florida Statute 1002.36*)

## **FSDB Vision**

FSDB will prepare each student for a lifetime of success.

## **FSDB Organizational Values**



## **Safety and Facilities Operations Department Mission**

The mission of FSDB Safety and Facilities Operations is to develop, maintain, clean, repair, and remodel campus facilities collaboratively with all internal and external stakeholders in collective pursuit of heightened student achievement.

## **Safety and Facilities Operations Department Vision**

FSDB Safety and Facilities Operations will utilize all available talent, expertise, and energy to provide a safe and effective physical environment that promotes excellence.

## **Program Overview**

Established in 1885, FSDB is a fully accredited state public school and outreach center available, tuition-free, to eligible Pre-K through 12<sup>th</sup> grade deaf/hard of hearing and/or blind/visually impaired students. Comprehensive educational services at FSDB are individualized, specific to the unique communication and accessibility needs of each student to develop independence and lifelong success. In addition to a rigorous child-centered instructional program, FSDB offers students unique services including, but not limited to: transportation, boarding, meals, a health care center, community involvement, and opportunities for athletic and artistic achievement. Currently, FSDB serves approximately 540 students on campus in Pre-K through 12<sup>th</sup> grade academic programs, as well as about 572 infants and toddlers and their families across the state of Florida through Parent Services programs. Highly qualified personnel ensure inclusion and accessibility across full continuum braille, large print, American Sign Language, auditory and speech services.

Families choose FSDB for the unique resources and opportunities that cannot be found elsewhere which include innovative K-12 academic, career development, and independent living opportunities that extend well beyond the traditional classroom. Students choose FSDB for ease of direct learning, the variety of academic programs, campus life activities, and the effortless communication they have within the campus and with community partners. Students at FSDB meet Florida high school graduation requirements; the majority of FSDB graduates continue their education at postsecondary or technical training programs while others go directly to competitive work. From the moment you set foot onto the FSDB campus, you will sense the passion and commitment that defines the school, the teachers, and the students. Our expectations are high and our enthusiasm for our students to “*Do More, Be More, and Achieve More*” has no limits.

## **Campus Facilities Overview**

Bordered by Florida's Intracoastal Waterway, FSDB is located in the nation's oldest city of St. Augustine. White stucco buildings with historically adorned Spanish tiled roofs, create a serene setting for students who are deaf/hard of hearing and/or blind/visually impaired to learn, live and play.

All 48 buildings on FSDB's 83-acre campus are owned by the State of Florida. Data for each building is available in FSDB's 2019-2024 Educational Plant Survey dated May 2019. Additionally, as required by Florida Statute, all FSDB facility information is contained within the Florida Department of Education's electronic Education Facilities Information System (EFIS) database which houses FSDB's Educational Plant Survey and Florida Inventory of School Houses (F.I.S.H.) information. The campus has a current replacement cost, excluding the site, of \$134,195,311.

Facilities are inspected on a regular basis. Any deficiencies are noted and entered into a work order system where they are prioritized and assigned to Safety and Facilities Operations staff for correction. All high priority and safety deficiencies are addressed immediately. Additionally, an Americans with Disabilities Act (ADA) assessment of FSDB facilities has been completed, and buildings are brought into compliance as they are renovated.

## **Introduction**

The Purpose of this Campus/Facilities Master Plan (CFMP) is to guide future campus development in a manner that supports State assets and optimizes the quality of services we provide to our students. The CFMP should be viewed as a dynamic document that evolves along with the changing circumstances of student needs, educational trends, environmental conditions, and economic considerations. We are committed to the most efficient and reasonable implementation of this CFMP.

## **Objectives**

The general objectives of this CFMP are as follows:

- To employ a sound methodology for forecasting future structure, infrastructure, construction, maintenance, and space planning needs for the next five years.
- To employ a sound methodology for calculating the potential costs of addressing these needs.
- To work in parallel with the 2019-2024 Educational Plant Survey, the Strategic Plan, as well as current and subsequent Legislative Budget Requests.
- To provide a roadmap for continuous quality improvement.

## Special Considerations

Many special circumstances must be considered when planning and forecasting our facility's needs. Some of them include, but are not limited to the following:

- **Funding Sources** - Regarding maintenance and capital improvements, FSDB receives only Public Education Capital Outlay (PECO) appropriations as requested through the Department of Education and funded by the State Legislature. Further, FSDB is free to all eligible students residing in the State of Florida and does not charge levy taxes like school districts. FSDB receives no local funding or lottery funds.
- **Unique Student Population** - FSDB serves approximately 540 deaf/hard of hearing and/or blind/visually impaired students on our campus each day. They range between 3 and 21 years of age. Such exceptionalities generate several special matters to envisage. We must always allow for and promote access to all features of our facility to all students, staff members, and visitors, regardless of sight, hearing, or mobility limitations. For example, when installing emergency notification systems, we must confirm that they are delivered in both visual and audible formats. Dangerous conditions must be denoted with extra precision. Further, clarity of campus planning is essential as blind/visually impaired students must re-learn how to traverse a space that has been changed drastically. Concrete surfaces must be free from imperfections to reduce the risk of slips, trips, and falls. The ability to communicate clearly with sign language depends upon an elevated light level in buildings. Additionally, adaptive technology requires a heightened technological infrastructure. These are but a minor sample of the many ways we must be creative in advancing accessibility.
- **School Safety and Security Initiatives** - Senate Bill 7026 created s.943.687 to establish the Marjory Stoneman Douglas High School Public Safety Commission. In addition to outlining several school violence prevention measures, the Commission Report also states, "equally important are harm mitigation aspects of school safety, which can be divided into a few key components: identifying the threat at the earliest possible moment; notifying others of the threat; implementing an effective response by those vulnerable to the threat; and stopping the threat as soon as possible. These harm mitigation concepts should be immediately implemented across all Florida K-12 schools."

The MSD Commission Final Report dated January 1, 2019, includes Appendix B - Target Hardening which outlines three levels of physical security to be implemented by all schools. The Commission also cited a lack of oversight and a need to verify compliance within school districts. Subsequently, Governor DeSantis issued Senate Bill 7030 which mandates that school hardening and harm mitigation steps be taken with immediacy and urgency, and outlines steps towards establishing a system to check for compliance with regards to school

safety measures. Immediate notification and lockdown capability are crucial to student and staff safety. Given our special population of children, and the challenges inherent in sensory impairment, we have resolved to aggressively pursue projects that address the above-mentioned concerns.

- **Boarding Services** - Over 400 students utilize FSDB's boarding services and live on campus from Sunday evening to Friday afternoon. In addition to maintaining a suitable academic environment, we must expand our sights in an effort to accomplish successful, boarding living environments for students of all ages. We maintain several types of living environments including pod-style living quarters, independent living centers, apartments, and dormitories.
- **24/7 Operation** - FSDB is a 24-hour operation, essentially doubling the use of certain buildings and systems. FSDB has 89 clubs and extracurricular activities, several of which take place during the evening hours. Due to the boarding and after-school activities, mechanical, plumbing, and electrical systems experience higher-than-average wear and a constant need for maintenance.
- **Historical Integrity** - FSDB opened on February 2, 1885. The first four buildings were erected for a total price of \$12,749. Since then, the School has been steeped in its own rich history, as well as that of the city of St. Augustine. The oldest building on our campus was originally built in 1914 and the newest in 2018. Throughout this time, the utmost effort has been expended to ensure that we preserve the historical character and the architectural vernacular of our buildings and campus.
- **FSDB Design Guidelines** - FSDB has created a comprehensive document that outlines with great specificity, the means, methods, product types, and system criteria for construction and renovation projects. The Design Guidelines ensure consistency across buildings and stability of maintenance practices, as well as upholding high standards for quality assurance.
- **Technology** - FSDB houses its own Main Distribution Frame and server on campus. This system, along with the campus-wide Mass Notification System, fire alarm and suppression systems, weather warning systems, message boards, and security cameras require extensive ethernet and fiber cabling configuration. These networks must be maintained not only within each building, but between each building as a vital infrastructure component.
- **Cost Speculation** - As the forecast years progress, it becomes less likely that cost estimates can be attained. Contractors cannot provide accurate quotes for jobs that may be years away. Further, cost estimation software and methodology are subject to change and are often unable to capture nuanced variation in design and unique aspects of individual buildings

and facilities. For this reason, cost estimates should be seen as dynamic and will increase in accuracy as the current year is approached.

- **Unforeseen Circumstances** - Oftentimes, there are aspects of project completion that arise that can drastically change final costs. As many systems are covered and unseen until accessed, they may elude the estimation process. Understanding should be given to this common by-product of project completion.

## **Planning Methodology**

In the fall of 2018, FSDB contracted the services of GLE Associates to provide an objective review of the general condition of the facility, evaluate major building components, provide a general estimate of future needs, and create a sustainable system for accurate assessment of current and evolving facility conditions. This Facilities Condition Assessment (FCA) addresses the following components:

- **Site** – parking, curbing, concrete, fencing, landscaping, railing, etc.
- **Structure** – foundation, masonry walls.
- **Exterior** – roof, roof drainage, paint and weather coatings, entrance and exit assemblies, windows, etc.
- **Interior** – floor finishes, ceilings, walls, cabinetry, interior door and window assemblies, appliances, etc.
- **Systems** – electrical, mechanical, heating, ventilation and air conditioning (HVAC), elevators, plumbing, fire alarm and mass notification, emergency lighting, fire protection, etc.
- **Americans with Disabilities (ADA) compliance** – signage, ramps, accessibility, parking, detectable warnings, etc.
- **Other** –
  - Professional fees such as architectural/engineering costs and/or project management.
  - Auxiliary Scope – required services (such as cutting an opening in a drywall partition to remove and replace a large piece of mechanical equipment).
  - Permit fees.
  - General Conditions.
  - Contingency.

GLE Associates gathered this data through the following methods:

- Reviewing documents provided by FSDB.

- Performing a walk-through survey of the building and site to visually observe the building and property site area to obtain information on material systems and components for the purposes of providing a brief description and identifying physical deficiencies.

Final reports were used by FSDB in the development of the CFMP.

## Project Plans

The following information is comprised of Facilities Condition Assessments (FCA) provided by GLE Associates, RS Means construction cost calculations, and empirical evidence provided by in-house technicians.

### 5 Year Capital Plan

<b>CAPITAL PROJECT SUMMARY 2021-2026</b>		
<b>Fiscal Year</b>	<b>Project</b>	<b>Estimated Cost</b>
2021-2022	Gregg Hall - Demolition/Design/New Construction *Was not Funded	\$5,661,625
2022-2023	Kramer Hall - Renovation	\$3,477,865
2023-2024	McClure Hall - Demolition/Design/New Construction	\$4,057,980
2024-2025	Walker Annex - Renovation	\$3,271,897
2025-2026	MacWilliams Hall - Renovation	\$4,408,489

#### Gregg Hall – Demolition/Design/New Construction

**\$5,661,625**



Gregg Hall (FSDB Building #9) serves as a dormitory for female students in our Deaf Middle School. This building no longer meets the adequacy as a dormitory and the remodeling/ renovation cost exceeds the practical replacement cost. The current configuration houses 36 students. Existing bedrooms were designed in 1975 to accommodate four students per room and the dormitory has inadequate toilet/shower group facilities. The building has numerous life-safety and ADA issues for which renovation will not be practical or cost effective to perform. For example, the building does not have a building fire sprinkler system.

Deteriorating mechanical roof top units are causing roof leaks and poor indoor air quality. There are numerous roof patches which have caused failure of the tapered insulation system. In addition, the FCA recommends replacement of the built-up roof, roof drains, gutters, and downspouts. Also recommended for replacement is the entire building exterior structure to include stucco, brick veneer, paint, and sealants. Doors, hardware, and accessibility do not meet ADA requirements. Sanitary sewer lines have deteriorated to the extent that drain machines will no longer travel down the pipes to remove clogs. The condition of the interior of the pipes is also conducive to paper products catching on jagged edges, collecting, and causing pipe obstructions. The sanitary sewer line runs down the hallway in the center of the building from the south end to the north end. In order to repair or replace these lines, the entire floor down the hallway would have to be cut open, the pipe excavated, replaced, and the floor re-poured. These repairs could not be accomplished while the building is occupied.

Interior finishes are rated beyond their useful life and the FCA recommends replacing all interior paint, trim, and carpet.

Staff recommendation is to raze the existing dormitory and replace the structure with a design that will allow an individual pod design to accommodate up to twelve students per pod. Each pod will contain a common living space, residential kitchen, six bedrooms and two shared toilet/shower rooms. The new two-story dormitory will house four pods for a total capacity of forty-eight students.

Funds for Gregg Hall were requested in the FSDB PECO LBR in 2017-2018, 2018-2019, 2019-2020, 2020-2021, as well as 2021-2022. This project was not included in the Department of Education budget submitted for approval by the State Board of Education. The building continues to deteriorate and FSDB respectfully requests funding for Gregg Hall in 2022-2023.

### **Kramer Hall – Renovation**

**\$3,477,865**



Kramer Hall (FSDB Building #34) serves as a dormitory for students in our Blind Elementary School. There are also several other office and classroom spaces. The original building was constructed in 1971 and renovated in 1998. The building has numerous life-safety and ADA issues, both interior and exterior, for which simple correction will not be practical or cost effective to

perform short of an interior renovation. Overall, the FCA rates the exterior building components from fair to poor. Bricks and stucco suffer from cracking and deterioration. The roof is blistering at certain seams and there is a prominent roof leak that has proven difficult to control. The FCA found exterior sealants to be in poor condition and in need of replacement. The building has experienced two major plumbing leaks in main lines that run under the foundation in the last five years.

The interior walls were last repainted during the 1998 renovation, and the interior wall paint, ceramic tile and plastic partitions are in fair condition, overall. That said, paint and bathroom wall partitions are beyond useful life and should be repainted/replaced.

The floor finishes were presumably installed as part of the 1998 renovation. That said, the carpet is beyond its useful life and should be replaced. The elevator plastic laminate wall panels were in fair condition. That said, the carpet flooring for the elevator was observed to be in poor condition and GLE recommends replacement. The air handling units and fan coil units were reportedly installed in 1991 and were in fair condition. The roof-top units (RTUs) appeared to have been installed in 1991 and exhibited signs of corrosion and oxidation and were considered to be in poor condition. That said, the air handling units (AHUs) and RTUs are beyond their useful life and GLE recommends replacement of all 12 units.

Finally, the building HVAC system is not equipped with humidity control. As a result, we have had to transfer students and staff twice in the last two years to execute extensive mold remediation performed by a disaster recovery contractor. This, we believe, is due to wooden sub-floor that is under two spaces. This has become a health and welfare concern.

### **McClure Hall – Demolition/Design/New Construction**

**\$4,057,980**



McClure Hall (FSDB Building #22) serves as an office/administrative building. The building was originally erected in 1914 and has received numerous, piece-meal renovations, the most recent taking place in 1988. The current configuration of the ceiling spaces will not allow for the installation of fire suppression. Following extensive interior damage caused by Hurricane Matthew, we discovered that existing walls were built atop original brick walls. These bricks experienced substantial hydro-erosion from decades of running water infiltration. There is significant unevenness in the 2<sup>nd</sup> floor corridors.

In addition, FCA reports indicate the clay tile roof be replaced along with the built-up granule roof. Most concerning are the lack of a sprinkler fire suppression system and continually deteriorating structural integrity. These reasons, along with the age of the building and the number of renovations that have been performed make it cost prohibitive to renovate.

One complicating factor that could impact the demolition of the building is its current location. It is sandwiched on three sides and blocked by a covered walkway on the fourth. This walkway would have to be demolished and removed to allow access to the space and rebuilt after the project. Further, construction space surrounding the building will be limited. And finally, for these reasons, the current site would not make a suitable location for rebuilding, therefore, a new site would be selected. Currently, the only available spaces are on the eastern portion of campus and they present issues due to settling of the 1958 Army Corps of Engineers dredge and fill operation performed to create the land. Special considerations must be taken into account for site preparation in this eventuality.

### **Walker Annex - Renovation**

**\$3,271,897**



Walker Annex (FSDB Building #7) was originally constructed in 1946; serves as an administrative building and houses the Deaf Department Library. The building has experienced many different uses over the decades, including being an academic space and a dormitory. The FCA recommends that the built-up roof, as well as the clay tile roof systems be replaced as they are well beyond their useful life. Gutters and downspouts are also beyond their useful life. Windows need to be upgraded to hurricane-proof assemblies as they are currently single-glazed, aluminum framed, fixed, and single-hung.

Exterior conditions are fair to poor, and paint, stucco, and sealants are beyond their useful life. Also slated for replacement are all exterior lighting components. The building needs a fire suppression system as it is not currently equipped with one. Two packaged terminal air conditioners (PTAC) HVAC units are beyond their useful life and should be replaced. Other interior components that the FCA recommends be replaced include the ceramic tile, quarry tile, and carpet flooring systems, interior painting, drywall ceilings, wood and plastic casework, and toilet partitions.

**MacWilliams Hall - Renovation**

**\$4,408,489**



MacWilliams Hall (FSDB Building #31) serves as a dormitory for male students in our Blind High School, as well as the cafeteria for the Blind Department. The FCA rated the overall exterior condition of this building to be fair to poor. Of particular concern was the building envelope and exterior coatings. There is concern that improper attention to this will cause moisture issues. Several areas of delamination have been observed on the exterior of the building. There have been reported moisture issues in the building. Further, the construction of an ADA ramp is necessary on the southeast side of the building. Ceiling and building mounted light fixtures have been rated as poor condition and are slated for replacement. The building needs a dramatic update to make it a more functional space for the blind/visually impaired students.

**5 Year Site & Infrastructure Plan Summary**

SITE & INFRASTRUCTURE PROJECTS 2021-2026		
Fiscal Year	Project	Estimated Cost
2021-2022	Kramer Bus Loop – COMPLETE Roadway and Parking Surface Upgrades	\$475,000 \$108,136
2022-2023	Stormwater Manhole Renovations	\$150,000
2023-2024	Repair Collapsed Storm Sewer Walker Annex Roof Replacement	\$35,000 \$820,000
2024-2025	Repair and Slip-line Damaged Storm Sewer	\$175,000
2025-2026	Repaving of the “Palm Row” Parking Area	\$2,200,000

**Roadway and Parking Surface Upgrades**

**\$108,136**



FSDB has completed widening, raising, re-paving, and drainage improvements to over 94% of the campus roadway. There remain only minimal areas of parking to complete. Significant potholes

have developed and continue to form in the lime rock. This has presented a hazard to staff and students. These portions of the roadway have surpassed their recommended useful life.

**Stormwater Manhole Renovations \$150,000**

Underground stormwater utilities are antiquated and have been subject to decades of use. Several campus manhole covers, rims, and structures are in disrepair. Further, they are indistinguishable from city stormwater systems. Many long-lost manholes have been located and uncovered and need to be raised to ground level. This project will correct all compromised structures and allow for ease of access for maintenance and inspection.

**Repair Collapsed Storm Sewer \$35,000**

Underground stormwater utilities need ongoing improvement. This is due to the age of the campus, the amalgamation of City and campus drainage systems, and conflict structures. The City of St. Augustine has wrestled with drainage issues for years in the historic districts. The FSDB campus is no exception. Our campus is affected by “sunny day flooding” and rapid flooding due to rain events in several locations.

**Walker Annex Roof Replacement \$820,000**

This building’s roof is suffering wood rot to corbels, decking, and trusses. Wood decking and decorative fascia and soffit will need full replacement. Flat, modified bitumen portions will also be replaced.

**Repair and Slip-line Damaged Storm Sewer \$175,000**

There is an inlet structure between these two buildings that must be addressed. Once again, any rain event causes rapid flooding which risks water intrusion to the McClure Center. It has been determined that a collapse is the cause. The line needs to be replaced beneath the parking lot. These lines are also affected by tidal rise which floods the adjacent Macaris Street. Repairs will aid in the proper removal of water from this portion of campus.

- **Genoply (main) entrance** – This area is subject to deep flooding in almost all rain events. Students must traverse this area to go to and from their apartments. Further, this being the main entrance to campus proves problematic for all visitors when flooding occurs. Initial investigation indicates that the flooding may be exacerbated by a “bottleneck” in the system resulting from either a collapsed pipe or a flaw in the designed reduction and decline of the pipes. Our intent is to diagnose and remedy this issue, perhaps in cooperation with the City.

**Repaving of Palm Row****\$2,200,000**

This area accounts for a substantial portion of the campus parking spaces as well as the central entrance and site of the original campus. Four dormitories and one academic building abut this circle drive. Several underground infrastructure projects have undercut the road and it is now a patchwork of concrete and asphalt. This area needs extensive underground infrastructure and drainage upgrades. It also needs to be curbed to contain the soil and landscaping and to preserve the structural integrity of the road edges.

### **5 Year Major Maintenance and Repair Plan Summary**

<b>MAJOR MAINTENANCE AND REPAIR PROJECTS 2021-2026</b>		
<b>Fiscal Year</b>	<b>Project</b>	<b>Estimated Cost</b>
2021-2022	Cooling Tower Replacement	\$472,500
	Elevator Refurbishments x4	\$315,000
2022-2023	Elevator Refurbishments x4	\$330,750
2023-2024	Elevator Refurbishments x4	\$347,288
	Generator Replacement/Upgrades	\$2,817,600
2024-2025	Elevator Refurbishments x4	\$364,652
2025-2026	Elevator Refurbishments x4	\$382,885

**Elevator Refurbishments****\$315,000 - \$382,885**

There are 28 elevators on campus, many of which are well over 20 years old. On a rotating plan for refurbishment, we intend to rehabilitate 4 elevators per year in order to update the cabs and equipment, including but not limited to sump pumps, pumping units, lighting, and electrical components. The cost is forecasted to compound by 5% each year.

**1000 Ton Cooling Tower Replacement****\$472,500**

The Central Utility Plant has one large cooling tower that has exceeded its useful life. We have performed various repairs to prolong its life but have reached the point at which replacement is necessary. We intend to replace the 1,000-ton cooling tower (with a single fan) with two 500-ton cooling towers (with two independent fans) to provide redundancy in the event of mechanical failure.

**Generator Upgrades****\$2,817,600**

Our current campus back-up generator was purchased decades ago and was a used model at the time of purchase. During a power loss, the generator, though capable of standing up campus electricity and lighting, is not capable of powering the Central Utility Plant. This rapidly creates climate control issues that can, and have, caused major concerns in a matter of a few short hours. Humidity has caused damage to doors, wooden floors, gymnasium floors, and drywall. Further, we have experienced significant mold growth in areas following water intrusion. We believe it vital to the interest of continuous operations and intend to make the necessary upgrades to our back-up generator to achieve this. We intend to upgrade from the existing 1,250 kilowatts unit to a 3-megawatt unit. This will provide the power necessary to protect from property damage and ensure continuity of operations

**5 Year Continuing Maintenance Contracts Plan Summary**

<b>CONTINUING MAINTENANCE CONTRACTS 2021-2026</b>		
<b>Fiscal Year</b>	<b>Project</b>	<b>Estimated Cost</b>
2021-2022	Continuance of annual safety, maintenance, and technology contracts necessary for continuity of operations.	\$2,275,836
2022-2023	Continuance of annual safety, maintenance, and technology contracts necessary for continuity of operations.	\$2,714,595
2023-2024	Continuance of annual safety, maintenance, and technology contracts necessary for continuity of operations.	\$2,850,325
2024-2025	Continuance of annual safety, maintenance, and technology contracts necessary for continuity of operations.	\$2,992,841
2025-2026	Continuance of annual safety, maintenance, and technology contracts necessary for continuity of operations.	\$3,142,483

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

**SUBJECT: FY 2022-2023 Legislative Budget Request**

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**PROPOSED BOARD ACTION**

Board approval is requested for the Legislative Budget Request (LBR) for fiscal year 2022-2023.

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**Note:** The following issues are recommended for inclusion in the FY 2022-2023 LBR:

1. Cost to Continue for General Revenue and the Trust Funds.
2. Workload increase of \$2,084,283 is requested in recurring General Revenue funds which include:
  - \$1,364,634 to increase the minimum annual salary (plus benefits) for 169 FSDB teachers and specialists to \$47,500 and provide increases to address additional degrees and various contract lengths within the negotiated labor agreement.
  - \$563,544 to increase 479 Career Service, SES, and BOT administrators \$1,000 (plus benefits) who provide support, services, and administration to programs.
  - \$156,105 to increase the minimum wage to \$14/hour and address compression issues.
3. Fund shift to redistribute existing trust fund appropriation based on estimated expenditures, resulting in a net zero effect.

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

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

**SUBJECT: Operating Budget – Revision #3**

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**PROPOSED BOARD ACTION**

Board approval is requested for FY 2020-21 Operating Budget – Revision #3.

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**Notes:**

Category 104166 reflects a budget realignment to address the additional fourth-quarter release per EOG Memo #21-029.

Fund 1000	801,299.00	Salaries and Benefits
Fund 1000	560,390.00	Other Personal Services
Fund 1000	944,124.00	Expense
Fund 1000	628,825.00	Operating Capital Outlay
Fund 1000	(2,934,638.00)	FY 2020-21 Release hold back per EOG Memo #20-026

Category 130300 reflects a budget realignment to support safety enhancements and the anticipated reversion per the Conference Report on SB 2500, Section 34.

Fund 1000	97,000.00	Safety/Security/Health/Welfare Enhancements
Fund 1000	382,974.00	Unbudgeted Carry Forward
Fund 1000	(479,974.00)	Pending one-time, nonrecurring carry forward budget reduction

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**Attachment: 2020-21 Operating Budget – Revision #3**

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

**The Florida School for the Deaf and the Blind  
2020-21 Operating Budget**

<b>FY 2020-21 SPECIAL CATEGORY - RISK MANAGEMENT INSURANCE (103241)</b>	
From General Revenue	\$ 476,178.00
From Administrative Trust Fund	48,391.00
<b>FY 2020-21 GENERAL REVENUE FUND (104166)</b>	
Salaries and Benefits	39,601,420.00
Other Personal Services	3,113,932.00
Expense	4,635,627.00
Food Products	252,200.00
Operating Capital Outlay	635,825.00
FY 2020-21 Release hold back and release per EOG Memos #20-026 & #21-029	-
Special Categories:	
Professional Supplements	116,990.00
Overtime	105,734.00
Students Home on Weekends	1,925,525.00
<b>TOTAL GENERAL REVENUE FUND</b>	<b>50,387,253.00</b>
<b>FY 2020-21 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
<b>TOTAL ADMINISTRATIVE TRUST FUND*</b>	<b>120,937.00</b>
* Carry forward appropriation is available if additional grants are awarded.	
<b>FY 2020-21 FEDERAL GRANTS TRUST FUND (104166)</b>	
Salaries and Benefits	1,269,782.00
Other Personal Services	375,359.00
Expense	349,815.00
Operating Capital Outlay	10,000.00
Food Products	20,000.00
Overtime	4,000.00
<b>TOTAL FEDERAL GRANTS TRUST FUND*</b>	<b>2,028,956.00</b>
* Carry forward appropriation is available if additional grants are awarded.	
<b>FY 2020-21 GRANTS AND DONATIONS TRUST FUND (104166)</b>	
Salaries and Benefits	724,660.00
Other Personal Services	1,444,530.00
Expense	364,007.00
Operating Capital Outlay	20,000.00
Overtime	2,500.00
<b>TOTAL GRANTS AND DONATIONS TRUST FUND*</b>	<b>2,555,697.00</b>
* Carry forward appropriation is available if additional grants are awarded.	
<b>FY 2020-21 SPECIAL CATEGORY - PEOPLE FIRST ASSESSMENT (107040)</b>	
From General Revenue	205,170.00
From Administrative Trust Fund	40,489.00
<b>TOTAL FY 2020-21 SPECIFIC APPROPRIATIONS</b>	<b>\$ 55,863,071.00</b>

**The Florida School for the Deaf and the Blind  
2020-21 Operating Budget**

**FY 2020-21 SPECIAL CATEGORY - CARRY FORWARD (130300)**

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

<b>Carry forward from General Revenue</b>	<b>\$</b>	<b>19,163,077.18</b>
FY 2019-20 Payables		0.23
FY 2019-20 Encumbrances		86,385.83
<b>FY 2020-21 Recommended Projects</b>		
Structural Enhancements		200,000.00
Student Spaces and Shipping		258,965.00
Transportation Vehicles		455,376.00
PECO/FCO Advances (revolving balance)		-
Safety/Security/Health/Welfare Enhancements		800,530.00
Unbudgeted Carry Forward		382,974.12
Mechanical Enhancements		1,495,490.00
Operating Release Hold Back Response		1,319,541.00
Property Enhancements		1,960,352.00
<b>Subtotal - Recommended Projects</b>		<b>6,873,228.12</b>
<b>Pending Reserve - One-time, nonrecurring carry forward budget reduction</b>		<b>4,000,000.00</b>
<b>Emergency Reserve - Disaster Recovery</b>		<b>1,200,000.00</b>
<b>Emergency Reserve - Balance for 8.5% Budget Reduction Plan</b>		<b>-</b>
<b>Emergency Reserve - Operating</b>		
Minimum of 5% and up to two months average General Revenue expenditures based on the prior two fiscal years		7,003,463.00
<b>TOTAL CARRY FORWARD FUND</b>	<b>\$</b>	<b><u>19,163,077.18</u></b>
<b>FY 2020-21 SPECIAL CATEGORY - NONOPERATING TRANSFER AUTHORITY</b>		
From Administrative Trust Fund (180007)		100,000.00
From Federal Grants Trust Fund (180200)		17,500.00
From Federal Grants Trust Fund (181259)		160,000.00
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)		30,000.00
<b>FY 2020-21 TOTAL APPROPRIATED FUNDS</b>	<b>\$</b>	<b><u>75,433,648.18</u></b>

**The Florida School for the Deaf and the Blind  
2020-21 Operating Budget**

**History:**

7-1-20 All figures, except carry forward and nonoperating transfers, tie to Laws of Florida, Ch. 2020-111

8-12-20 Per EOG Memo #21-011 Casualty Insurance Realignment - Category 103241

Fund 1000	(237,904.00)
Fund 2021	(11,759.00)

8-11-20 Per EOG Memo #21-009 Human Resources Services Adjustment - Category 107040

Fund 1000	(2,263.00)
Fund 2021	(446.00)

8-31-20 Per EOG Memo #21-013 State Employee Retirement Adjustments

Fund 1000	390,495.00
Fund 2261	12,663.00
Fund 2339	6,639.00

9-30-20 Per EOG Memo #21-016 Salary and Benefit Adjustments, Effective 9-30-20

Fund 1000	733,186.00
Fund 2261	23,775.00
Fund 2339	12,465.00

12-1-20 Per EOG Memo #21-018 State Employee Health Insurance Adjustments, Effective 12-1-20

Fund 1000	352,937.00
Fund 2261	11,419.00
Fund 2339	5,987.00

2-11-21 Budget Realignment - Category 104166

Fund 1000	7,000.00	Operating Capital Outlay
Fund 1000	(7,000.00)	Salaries and Benefits

2-11-21 Budget Realignment - Category 130300

Fund 1000	60,000.00	Safety/Security/Health/Welfare Enhancements
Fund 1000	380,490.00	Mechanical Enhancements
Fund 1000	(290,490.00)	Unbudgeted Carry Forward
Fund 1000	(150,000.00)	Operating Release Hold Back Response

2-11-21 Budget Realignment - Category 130300

Fund 1000	4,479,974.00	Pending one-time, nonrecurring carry forward budget reduction
Fund 1000	(2,180,297.00)	FY 2019-20 Payables
Fund 1000	(164,922.00)	FY 2019-20 Encumbrances (adjusted)
Fund 1000	(1,222,765.00)	Emergency Reserve - Balance for 8.5% Budget Reduction Plan
Fund 1000	(500,000.00)	PECO/FCO Advances (revolving balances)
Fund 1000	(404,719.00)	Unbudgeted Carry Forward
Fund 1000	(5,736.00)	Transportation Vehicles
Fund 1000	(1,535.00)	Student Spaces and Shipping

**The Florida School for the Deaf and the Blind  
2020-21 Operating Budget**

3-29-21 Nonoperating Budget Amendment - Category 220030

Fund 2261	35,000.00	
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5-11-21 Per EOG Memo #21-029 Hold back released - Category 104166, Effective 5-11-21

Fund 1000	801,299.00	Salaries and Benefits
Fund 1000	560,390.00	Other Personal Services
Fund 1000	944,124.00	Expense
Fund 1000	628,825.00	Operating Capital Outlay
Fund 1000	(2,934,638.00)	FY 2020-21 Release hold back per EOG Memo #20-026

5-17-21 Budget Realignment - Category 130300

Fund 1000	97,000.00	Safety/Security/Health/Welfare Enhancements
Fund 1000	382,974.00	Unbudgeted Carry Forward
Fund 1000	(479,974.00)	Pending one-time, nonrecurring carry forward budget reduction

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

**SUBJECT: Contract Amendment—Internal Audit**

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**PROPOSED BOARD ACTION**

Board approval is requested to amend the RSM US, LLP contract to reflect additional IT Subject Matter Expert positions at the rates listed below.

<b><u>Classification Level</u></b>	<b><u>2021-2022 Rate Per Hour</u></b>
Partner/Director	\$290.00
Manger	\$250.00
Supervisor/Senior	\$210.00
Staff	\$180.00

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**Presenter/Department: Julia Mintzer, Administrator of Business Services**

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

**Subject: Approval of the NEFEC Membership Contract for 2021-2022**

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**PROPOSED BOARD ACTION**

Approve the 2021-2022 Northeast Florida Educational Consortium (NEFEC) Contract

**BACKGROUND INFORMATION**

FSDB is a member of the NEFEC for a variety of contracted services available to small/rural school districts in this region. FSDB has been a member for many years and receives great benefit in collaborating with the regional small/rural districts in addition to receiving direct services from NEFEC. Following the NEFEC Board of Directors meeting, the completed contract will be submitted to the FSDB President to be signed by the FSDB Board of Trustees Chairperson and FSDB President. FSDB contracted services are a benefit to many departments, and the overall contract is facilitated by Shelley Ardis.

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**Attachment: None**

**Department/Presenter: Shelley Ardis, Administrator of Outreach and Technology Services**

This document prepared by:  
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## **DECLARATION OF RESTRICTIVE COVENANT**

THIS DECLARATION OF RESTRICTIVE COVENANT (“Declaration”) is made by the FLORIDA SCHOOL OF THE DEAF AND THE BLIND (“FSDB”), and the FLORIDA BOARD OF EDUCATION (“FBOE”), and their respective successors and assigns (hereinafter, FSDB and FBOE are, collectively, “GRANTOR”), and the FLORIDA DEPARTMENT OF ENVIRONMENTAL PROTECTION, and its successors and assigns (hereinafter “FDEP”).

### RECITALS

A. Pursuant to section 1002.36(4)(d), Florida Statutes (F.S.), the Board of Trustees of FSDB has “complete jurisdiction over the management of the school,” and acts as statutory agent for the FBOE. FBOE is the fee simple owner of certain real property situate in St. Johns County, Florida, more particularly described in Exhibit A attached hereto (hereinafter the “Property”). The portion of the Property that is being restricted by this Declaration is more particularly described in Exhibit B attached hereto and made a part hereof (hereinafter the “Restricted Property”).

B. The FDEP Facility Identification Number for the Property is ERIC\_13638 (former COM\_74558). This Declaration addresses the discharge that was reported to the FDEP on May 5, 1994;

C. The Property is located at 207 N. San Marco Avenue, St. Augustine, St. Johns County, Florida, and is being operated as a Florida public school of choice pursuant to s. 1002.36(1), F.S., by GRANTOR. GRANTOR has conducted site assessment activities at the Property as documented in the following reports which are incorporated by reference:

1. Remedial Action System Status Report 2018-Semi-Annual-1, dated August 14, 2018;
2. Risk Management Option III No Further Action Evaluation, dated August 30, 2018.
3. Memorandum from Michael J. Bland, through Brian Dougherty, to Merrilee L. Palcic, dated September 18, 2018, approving either Risk Management Option II or III.

D. The reports noted in recital C set forth the nature and extent of the contamination that is located on the Restricted Property. These reports confirm that contaminated groundwater exists on the Restricted Property as defined by Chapter 62-780, Florida Administrative Code (“F.A.C.”). Also, these reports document that groundwater contamination is stable or is shrinking, that groundwater contamination does not extend beyond the Restricted Property boundary, that the extent of groundwater contamination does not exceed ¼ acre, that the groundwater contamination is not migrating, and that contamination does not extend to surface fresh or marine waters.

E. It is the intent of the restrictions in this Declaration to reduce or eliminate the risk of exposure to users or occupants of the Restricted Property and the environment to the contaminants and to reduce or eliminate the threat of migration of the contaminants.

F. The FDEP has agreed to issue a Site Rehabilitation Completion Order with Conditions, authorizing Risk Management Option II No Further Action (hereinafter the “Order”), upon recordation of this Declaration, and the FDEP can unilaterally revoke the Order if the conditions of this Declaration or other requirements of the Order are not met. Additionally, if concentrations of the contaminants of concern (COC) increase above the levels approved in the Order, or if a subsequent discharge occurs at the Restricted Property, the FDEP may require site rehabilitation to reduce concentrations of contamination to levels allowed by the applicable FDEP rules. The Order relating to ERIC\_13638 can be found by contacting the FDEP Northeast District Office.

G. GRANTOR deems it desirable and in the best interest of all present and future owners of the Restricted Property that an Order be obtained and that the Restricted Property be held subject to certain restrictions, all of which are more particularly hereinafter set forth.

NOW THEREFORE, to induce FDEP to issue the Order and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged by each of the undersigned parties, GRANTOR agrees as follows:

1. The foregoing recitals are true and correct and are incorporated herein by reference.
2. GRANTOR hereby imposes on the Restricted Property the following restrictions and requirements, as described in Exhibit B:

FOR GROUNDWATER:

- a. There shall be no use of the groundwater under the Restricted Property described as the Groundwater Restriction Area in Exhibit B (hereinafter referred to as “Groundwater Restriction Area”). There shall be no drilling for water conducted on the Groundwater Restriction Area, nor shall any new wells be installed on the Groundwater Restriction Area, other than monitoring or other wells pre-approved in writing by FDEP Division of Waste Management (DWM), in addition to any authorizations required by the

Division of Water Resource Management (DWRM), and the St. Johns River Water Management District (WMD).

- b. For any dewatering activities in the Groundwater Restriction Area, a plan approved by FDEP's DWM must be in place to address and ensure the appropriate handling, treatment and disposal of any extracted water that may be contaminated. FDEP will rely on this Declaration, Rule 62-621.300, F.A.C., and the guidance incorporated therein, and prior FDEP DWM review of any dewatering plan as the institutional control to ensure that no exposure to contaminated groundwater resulting in risk to human health, public safety or the environment will occur due to dewatering activities on the contaminated site. Rule 62-621.300, F.A.C., requires a permit when conducting dewatering in the area of a contaminated site. FDEP DWM can only approve a dewatering plan that ensures the appropriate handling, treatment, and disposal of any extracted groundwater that may be contaminated to avoid adversely impacting or increasing the potential for exposure to contaminants resulting in risk to human health, public safety or the environment. Unless it is demonstrated that the cleanup criteria under Rule 62-780.680(1), F.A.C., have been achieved, FDEP, in addition to other remedies available at law, may institute proceedings to revoke this Declaration and the Order and require the resumption of site rehabilitation activities if any dewatering activities are commenced without FDEP DWM prior approval.
  
- c. Exhibit B identifies the site and location of existing stormwater swales, stormwater detention or retention facilities, and ditches on the Groundwater Restriction Area. Such existing stormwater features shall not be altered, modified or expanded, and there shall be no construction of new stormwater swales, stormwater detention or retention facilities or ditches on the Groundwater Restriction Area without prior written approval from FDEP's DWM in addition to any authorizations required by DWRM and the WMD. Construction of new or modification of existing stormwater swales, stormwater detention or retention features, or ditches on the Groundwater Restriction Area could destabilize the groundwater plume or increase potential for exposure to contaminants resulting in risk to human health, public safety, or the environment. For this reason, if GRANTOR seeks to construct or modify stormwater features on the Groundwater Restriction Area, GRANTOR must first consult with and receive approval from FDEP DWM in addition to obtaining any authorizations that may be required by FDEP DWRM, the WMD, or other applicable law. FDEP will rely on this Declaration, and prior FDEP review of any plan to construct new or modify existing stormwater features to ensure that there is no exposure to contaminated groundwater entering into new or expanded stormwater features that may result in risk to human health, public safety or the environment due to the contaminated site. A revised exhibit must be recorded when any stormwater feature is altered, modified, expanded, or constructed. Unless it is demonstrated that the cleanup

criteria under Rule 62-780.680(1), F.A.C., have been achieved, FDEP, in addition to other remedies available under law, may institute proceedings to revoke this Declaration and the Order, and require the resumption of site rehabilitation activities if any such stormwater features are constructed or commenced without FDEP DWM prior approval.

3. In the remaining paragraphs all references to GRANTOR and FDEP shall also mean and refer to their respective successors and assigns.
4. For the purpose of monitoring the restrictions contained herein, FDEP is hereby granted a right of entry upon and access to the Property at reasonable times and with reasonable notice to the GRANTOR. Access to the Groundwater Restriction Area is granted via providing access to the Property located at 207 N. San Marco Avenue, and as defined in Exhibit A.
5. It is the intention of GRANTOR that this Declaration shall touch and concern the Restricted Property, run with the land and with the title to the Restricted Property, and shall apply to and be binding upon and inure to the benefit of GRANTOR and FDEP, and to any and all parties hereafter having any right title or interest in the Restricted Property or any part thereof. The FDEP may enforce the terms and conditions of this Declaration by injunctive relief and other appropriate available legal remedies. Any forbearance on behalf of the FDEP to exercise its right in the event of the failure of the GRANTOR to comply with the provisions of this Declaration shall not be deemed or construed to be a waiver of the FDEP's rights hereunder. This Declaration shall continue in perpetuity, unless otherwise modified in writing by GRANTOR and the FDEP as provided in paragraph 7 hereof. These restrictions may also be enforced in a court of competent jurisdiction by any other person, firm corporation, or governmental agency that is substantially benefited by this Declaration. If GRANTOR does not or will not be able to comply with any or all of the provisions of this Declaration, the GRANTOR shall notify FDEP in writing within three (3) calendar days. Additionally, GRANTOR shall notify FDEP within thirty (30) days prior to any conveyance or sale granting or transferring the Restricted Property or portion thereof, to any heirs, successors, assigns or grantees, including without limitation, the conveyance of any security interest in said Restricted Property.
6. In order to ensure the perpetual nature of this Declaration, GRANTOR shall record this Declaration, and reference these restrictions in any subsequent lease or deed of conveyance, including the recording book and page of record of this Declaration. Furthermore, prior to the entry into a landlord-tenant relationship with respect to the Restricted Property, the GRANTOR agrees to notify in writing all proposed tenants of the Restricted Property of the existence and contents of this Declaration. Without limiting the generality of paragraph 3 above, it is the intention of the parties that if GRANTOR has conveyed the Restricted Property, the GRANTOR's successors and assigns shall be required to perform such notification.

7. This Declaration is binding until a release is executed by the FDEP Secretary (or designee) and is recorded in the public records of the county in which the land is located. To receive prior written approval from the FDEP to remove any requirement herein, cleanup target levels established pursuant to Florida Statutes and FDEP rules must have been achieved. This Declaration may be modified in writing only. Any subsequent amendment must be executed by both GRANTOR and the FDEP and be recorded by the real property owner as an amendment hereto.
8. If any provision of this Declaration is held to be invalid by any court of competent jurisdiction, the invalidity of that provision shall not affect the validity of any other provisions of the Declaration. All such other provisions shall continue unimpaired in full force and effect.
9. GRANTOR covenants and represents that on the date of execution of this Declaration that GRANTOR is seized of the Restricted Property in fee simple and has good right to create, establish and impose this restrictive covenant on the use of the Restricted Property.

[REMAINDER OF PAGE LEFT INTENTIONALLY BLANK]

[SIGNATURES FOUND ON FOLLOWING PAGES]

IN WITNESS WHEREOF, GRANTOR has executed this instrument this \_\_\_\_\_ day of \_\_\_\_\_, 2021.

**GRANTOR:**

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

By: \_\_\_\_\_

OWEN B. MCCAUL  
Chair, Board of Trustees  
207 North San Marco Avenue  
St. Augustine, Florida 32084

Signed, sealed and delivered in the presence of:

\_\_\_\_\_  
Witness  
Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Witness  
Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

STATE OF FLORIDA  
COUNTY OF \_\_\_\_\_

The foregoing instrument was acknowledged before me by means of  physical presence or  online notarization this \_\_\_\_ day of \_\_\_\_\_, 2021, by \_\_\_\_\_, as \_\_\_\_\_ (*name and title of position*), who is personally known to me or who has produced a valid driver's license as identification.

\_\_\_\_\_  
Notary Public  
(Print/type name) \_\_\_\_\_  
My commission expires \_\_\_\_\_  
My commission number \_\_\_\_\_

[NOTARY SEAL]

IN WITNESS WHEREOF, GRANTOR has executed this instrument this \_\_\_\_\_ day of \_\_\_\_\_, 2021.

**GRANTOR:**

FLORIDA BOARD OF EDUCATION

By: \_\_\_\_\_

ANDY TUCK  
Chair, Board of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Signed, sealed and delivered in the presence of:

\_\_\_\_\_  
Witness  
Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Witness  
Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

STATE OF FLORIDA  
COUNTY OF \_\_\_\_\_

The foregoing instrument was acknowledged before me by means of  physical presence or  online notarization this \_\_\_\_ day of \_\_\_\_\_, 2021, by \_\_\_\_\_, as \_\_\_\_\_ (*name and title of position*), who is personally known to me or who has produced a valid driver's license as identification.

\_\_\_\_\_  
Notary Public  
(Print/type name) \_\_\_\_\_  
My commission expires \_\_\_\_\_  
My commission number \_\_\_\_\_

[NOTARY SEAL]

IN WITNESS WHEREOF, the Florida Department of Environmental Protection has executed this instrument this \_\_\_\_\_ day of \_\_\_\_\_, 2021.

Approved as to form by:

FLORIDA DEPARTMENT OF ENVIRONMENTAL PROTECTION

\_\_\_\_\_  
Print Name: \_\_\_\_\_  
Asst. General Counsel  
Florida Department of Environmental  
Protection  
Office of General Counsel

By: \_\_\_\_\_  
GREG STRONG  
Director of District Management  
Northeast District  
8800 Baymeadows Way W.  
Jacksonville, Florida 32256

Signed, sealed and delivered in the presence of:

\_\_\_\_\_  
Witness  
Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Witness  
Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

STATE OF FLORIDA  
COUNTY OF DUVAL

The foregoing instrument was acknowledged before me by means of  physical presence or  online notarization this \_\_\_\_ day of \_\_\_\_\_, 2021, by \_\_\_\_\_, as \_\_\_\_\_ (*name and title of position*), who is personally known to me or who has produced a valid driver's license as identification.

\_\_\_\_\_  
Notary Public  
(Print/type name) \_\_\_\_\_  
My commission expires \_\_\_\_\_  
My commission number \_\_\_\_\_

[NOTARY SEAL]

Exhibit A  
The Property

# MAP SHOWING BOUNDARY SURVEY OF: FLORIDA SCHOOL FOR THE DEAF & BLIND CAMPUS

FSDB MAIN CAMPUS PARCEL

A PART OF SECTIONS 7, 8, 48, 53, AND 54, TOWNSHIP 7 SOUTH, RANGE 30 EAST, ST. JOHNS COUNTY, FLORIDA, MORE PARTICULARLY DESCRIBED AS FOLLOWS: FOR A POINT OF BEGINNING COMMENCE AT THE INTERSECTION OF THE EASTERLY RIGHT-OF-WAY LINE OF SAN MARCO AVENUE (A 60 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED) AND THE SOUTHERLY RIGHT-OF-WAY LINE OF MACARIS STREET (A 40 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED); THENCE NORTH 77°53'04" EAST ALONG SAID SOUTHERLY RIGHT-OF-WAY LINE, A DISTANCE OF 1,648.10 FEET; THENCE DEPARTING SAID RIGHT-OF-WAY LINE NORTH 79°12'57" EAST, A DISTANCE OF 33.86 FEET; THENCE NORTH 89°05'05" EAST, A DISTANCE OF 71.81 FEET; THENCE NORTH 82°02'22" EAST, A DISTANCE OF 26.10 FEET; THENCE NORTH 83°02'58" EAST, A DISTANCE OF 58.17 FEET; THENCE SOUTH 64°47'02" EAST, A DISTANCE OF 29.90 FEET; THENCE NORTH 89°06'39" EAST, A DISTANCE OF 126.70 FEET; THENCE SOUTH 88°43'11" EAST, A DISTANCE OF 103.42 FEET; THENCE NORTH 70°46'01" EAST, A DISTANCE OF 24.61 FEET; THENCE NORTH 62°15'13" EAST, A DISTANCE OF 128.74 FEET; THENCE NORTH 39°06'11" EAST, A DISTANCE OF 49.97 FEET; THENCE NORTH 22°43'23" EAST, A DISTANCE OF 138.66 FEET; THENCE NORTH 00°49'06" EAST, A DISTANCE OF 65.75 FEET; THENCE NORTH 19°20'57" EAST, A DISTANCE OF 49.87 FEET; THENCE NORTH 52°24'43" EAST, A DISTANCE OF 89.79 FEET; THENCE SOUTH 86°26'39" EAST, A DISTANCE OF 45.15 FEET; THENCE SOUTH 69°59'50" EAST, A DISTANCE OF 151.09 FEET; THENCE SOUTH 54°05'21" EAST, A DISTANCE OF 97.95 FEET; THENCE SOUTH 72°16'19" EAST, A DISTANCE OF 90.42 FEET; THENCE SOUTH 54°52'24" EAST, A DISTANCE OF 29.51 FEET; THENCE NORTH 72°19'23" EAST, A DISTANCE OF 12.10 FEET; THENCE NORTH 83°32'14" EAST, A DISTANCE OF 114.77 FEET; THENCE NORTH 88°44'38" EAST, A DISTANCE OF 145.70 FEET; THENCE NORTH 83°58'05" EAST, A DISTANCE OF 123.21 FEET; THENCE SOUTH 71°35'28" EAST, A DISTANCE OF 62.79 FEET; THENCE SOUTH 31°25'27" EAST, A DISTANCE OF 50.08 FEET; THENCE SOUTH 02°01'48" WEST, A DISTANCE OF 66.29 FEET; THENCE SOUTH 11°15'18" WEST, A DISTANCE OF 48.00 FEET; THENCE SOUTH 12°10'29" WEST, A DISTANCE OF 41.81 FEET; THENCE SOUTH 00°26'39" EAST, A DISTANCE OF 333.66 FEET; THENCE SOUTH 03°19'29" EAST, A DISTANCE OF 141.72 FEET; THENCE SOUTH 03°08'09" EAST, A DISTANCE OF 75.37 FEET; THENCE SOUTH 51°49'48" WEST, A DISTANCE OF 93.40 FEET; THENCE SOUTH 36°29'00" EAST, A DISTANCE OF 466.96 FEET TO THE NORTHWESTERLY RIGHT-OF-WAY LINE OF STATE ROAD A1A (A 200 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED); THENCE SOUTH 48°31'00" WEST ALONG SAID RIGHT-OF-WAY LINE, A DISTANCE OF 94.52 FEET TO THE POINT OF CURVATURE OF A CURVE, CONCAVE NORTHWESTERLY, HAVING A RADIUS OF 2764.30 FEET; THENCE SOUTHWESTERLY CONTINUING ALONG SAID RIGHT-OF-WAY LINE AND ALONG THE ARC OF SAID CURVE, AN ARC DISTANCE OF 5.86 FEET, SAID ARC BEING SUBTENDED BY A CHORD BEARING OF SOUTH 48°34'39" WEST AND A CHORD DISTANCE OF 5.96 FEET TO A POINT ON SAID CURVE; THENCE DEPARTING SAID RIGHT-OF-WAY LINE NORTH 36°29'00" WEST, A DISTANCE OF 303.93 FEET TO A POINT ON A CURVE, CONCAVE SOUTHEASTERLY, HAVING A RADIUS OF 493.60 FEET; THENCE SOUTHWESTERLY ALONG THE ARC OF SAID CURVE, AN ARC DISTANCE OF 340.58 FEET; SAID ARC BEING SUBTENDED BY A CHORD BEARING OF SOUTH 33°37'21" WEST AND A CHORD DISTANCE OF 333.87 FEET TO THE POINT OF REVERSE CURVATURE OF A CURVE, CONCAVE NORTHWESTERLY, HAVING A RADIUS OF 350.00 FEET; THENCE SOUTHWESTERLY ALONG THE ARC OF SAID CURVE, AN ARC DISTANCE OF 288.12 FEET; SAID ARC BEING SUBTENDED BY A CHORD BEARING OF SOUTH 48°34'39" WEST AND A CHORD DISTANCE OF 280.06 FEET TO THE POINT OF COMPOUND CURVATURE OF A CURVE, CONCAVE

FSDB MAIN CAMPUS PARCEL CONTINUING

NORTHWESTERLY, HAVING A RADIUS OF 2664.30 FEET; THENCE SOUTHWESTERLY ALONG THE ARC OF SAID CURVE, AN ARC DISTANCE OF 530.45 FEET; SAID ARC BEING SUBTENDED BY A CHORD BEARING OF SOUTH 66°43'33" WEST AND A CHORD DISTANCE OF 529.57 FEET TO A POINT ON SAID CURVE; THENCE NORTH 60°30'00" WEST, A DISTANCE OF 551.09 FEET; THENCE SOUTH 80°02'00" WEST, A DISTANCE OF 167.23 FEET; THENCE NORTH 08°30'11" WEST, A DISTANCE OF 6.50 FEET; THENCE SOUTH 81°40'20" WEST, A DISTANCE OF 45.05 FEET TO THE SOUTHEAST CORNER OF LOT 83, NELMAR TERRACE AS RECORDED IN PLAT BOOK 2, PAGE 1 OF THE PUBLIC RECORDS OF ST. JOHNS COUNTY, FLORIDA; THENCE SOUTH 81°40'20" WEST ALONG THE SOUTHERLY RIGHT-OF-WAY LINE OF SAID LOT AND ITS EXTENSION THEREOF, A DISTANCE OF 167.23 FEET; THENCE NORTH 08°17'05" WEST, A DISTANCE OF 246.09 FEET TO THE SOUTHERLY RIGHT-OF-WAY LINE OF MILTON STREET (A 33 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED); THENCE NORTH 76°23'40" EAST ALONG SAID RIGHT-OF-WAY LINE, A DISTANCE OF 204.62 FEET TO THE NORTHEAST CORNER OF LOT 85, SAID NELMAR TERRACE; THENCE CONTINUE NORTH 76°23'40" EAST ALONG SAID RIGHT-OF-WAY LINE, A DISTANCE OF 44.82 FEET; THENCE SOUTH 31°34'22" EAST, A DISTANCE OF 40.09 FEET; THENCE NORTH 45°45'36" EAST, A DISTANCE OF 40.00 FEET; THENCE NORTH 31°34'22" WEST, A DISTANCE OF 53.35 FEET; THENCE SOUTH 76°23'40" WEST ALONG THE NORTHERLY RIGHT-OF-WAY LINE OF SAID MILTON STREET, A DISTANCE OF 893.71 FEET; THENCE NORTH 14°15'01" WEST ALONG THE EASTERLY RIGHT-OF-WAY LINE OF DOUGLAS AVENUE (A 40 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED); A DISTANCE OF 466.79 FEET; THENCE SOUTH 77°42'23" WEST ALONG THE NORTHERLY RIGHT-OF-WAY LINE OF GENOPLY STREET (A 40 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED), A DISTANCE OF 571.76 FEET; THENCE NORTH 15°00'28" WEST ALONG THE EASTERLY RIGHT-OF-WAY LINE OF SAID SAN MARCO AVENUE, A DISTANCE OF 439.92 FEET TO THE POINT OF BEGINNING; CONTAINING 77.98 ACRES MORE OR LESS.

FSDB NORTH PARCEL

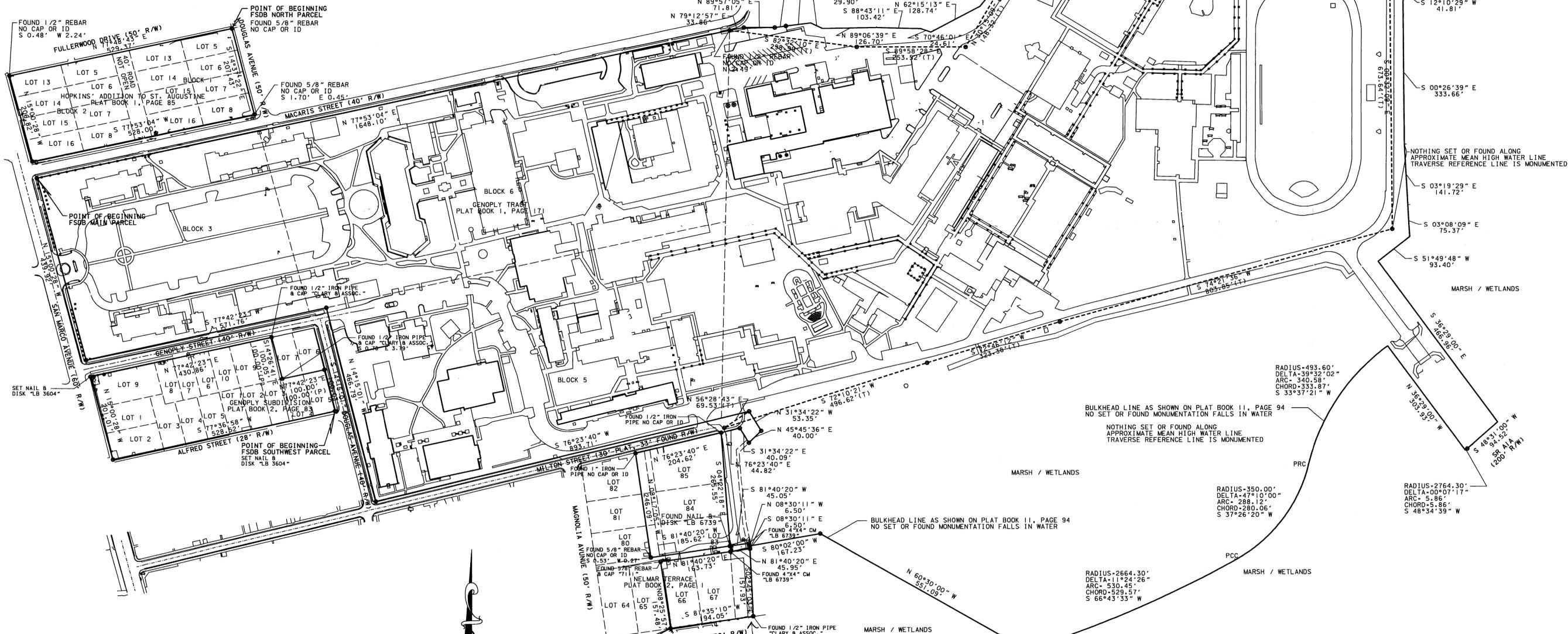
A PART OF SECTION 48, TOWNSHIP 7 SOUTH, RANGE 30 EAST, ST. JOHNS COUNTY, FLORIDA, ALSO BEING LOTS 5-8, LOTS 13-16, BLOCK 1, AND LOTS 5-8, LOTS 13-16, BLOCK 2, HOPKINS' ADDITION TO ST. AUGUSTINE AS RECORDED IN PLAT BOOK 1, PAGE 85 OF THE PUBLIC RECORDS OF ST. JOHNS COUNTY, FLORIDA, MORE PARTICULARLY DESCRIBED AS FOLLOWS: FOR A POINT OF BEGINNING COMMENCE AT THE NORTHEAST CORNER OF SAID LOT 5, BLOCK 1, AND BEING ON THE WESTERLY RIGHT-OF-WAY LINE OF DOUGLAS AVENUE (A 50 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED); THENCE SOUTH 14°37'22" EAST ALONG SAID RIGHT-OF-WAY LINE, A DISTANCE OF 207.43 FEET; THENCE SOUTH 77°53'04" WEST ALONG THE NORTHERLY RIGHT-OF-WAY LINE OF MACARIS STREET (A 40 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED), A DISTANCE OF 528.00 FEET; THENCE NORTH 15°00'28" WEST ALONG THE EASTERLY RIGHT-OF-WAY LINE OF SAN MARCO AVENUE (A 60 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED), A DISTANCE OF 206.82 FEET; THENCE NORTH 77°42'23" EAST ALONG THE SOUTHERLY RIGHT-OF-WAY LINE OF FULLERWOOD DRIVE (A 50 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED), A DISTANCE OF 529.37 FEET TO THE POINT OF BEGINNING; CONTAINING 2.51 ACRES MORE OR LESS.

FSDB SOUTH PARCEL

A PART OF SECTION 53, TOWNSHIP 7 SOUTH, RANGE 30 EAST, ST. JOHNS COUNTY, FLORIDA, ALSO BEING LOTS 66, 67, AND EAST TO HOSPITAL CREEK OF NELMAR TERRACE AS RECORDED IN PLAT BOOK 2, PAGE 1 OF THE PUBLIC RECORDS OF ST. JOHNS COUNTY, FLORIDA, MORE PARTICULARLY DESCRIBED AS FOLLOWS: FOR A POINT OF BEGINNING COMMENCE AT THE SOUTHWEST CORNER OF SAID LOT 66 AND BEING ON THE NORTHERLY RIGHT-OF-WAY LINE OF NELMAR AVENUE (A 50 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED); THENCE NORTH 08°25'57" WEST ALONG SAID LOT LINE, A DISTANCE OF 157.48 FEET TO THE NORTHWEST OF SAID LOT; THENCE NORTH 81°40'20" EAST ALONG SAID LOT LINE AND ITS EXTENSION THEREOF, A DISTANCE OF 163.73 FEET; THENCE SOUTH 02°45'36" EAST, A DISTANCE OF 131.93 FEET; THENCE SOUTH 81°35'10" WEST, A DISTANCE OF 194.05 FEET TO THE POINT OF BEGINNING; CONTAINING 0.73 ACRES MORE OR LESS.

FSDB SOUTHWEST PARCEL

A PART OF SECTION 48, TOWNSHIP 7 SOUTH, RANGE 30 EAST, ST. JOHNS COUNTY, FLORIDA, ALSO BEING ALL OF ORANGE PARK SUBDIVISION, LOTS 1-9 AS RECORDED IN PLAT BOOK 2, PAGE 63 OF THE PUBLIC RECORDS OF ST. JOHNS COUNTY, FLORIDA, TOGETHER WITH GENOPLY SUBDIVISION, LOTS 1-5, AND LOTS 8-10, AS RECORDED IN PLAT BOOK 2, PAGE 83 OF THE PUBLIC RECORDS OF ST. JOHNS COUNTY, FLORIDA, MORE PARTICULARLY DESCRIBED AS FOLLOWS: FOR A POINT OF BEGINNING COMMENCE AT THE SOUTHEAST CORNER OF SAID LOT 5, GENOPLY SUBDIVISION AND BEING ON THE NORTHERLY RIGHT-OF-WAY LINE OF ALFRED STREET (A 28 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED); THENCE SOUTH 77°56'58" WEST ALONG SAID RIGHT-OF-WAY LINE, A DISTANCE OF 523.52 FEET; THENCE NORTH 15°00'28" WEST ALONG EASTERLY RIGHT-OF-WAY LINE OF SAN MARCO AVENUE (A 60 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED), A DISTANCE OF 201.01 FEET; THENCE NORTH 77°42'23" EAST ALONG THE SOUTHERLY RIGHT-OF-WAY LINE OF GENOPLY STREET (A 40 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED), A DISTANCE OF 430.86 FEET TO THE NORTHEAST CORNER OF SAID LOT 8, GENOPLY SUBDIVISION; THENCE SOUTH 14°26'41" EAST ALONG SAID LOT LINE, A DISTANCE OF 100.05 FEET TO THE SOUTHEAST CORNER OF SAID LOT 8; THENCE NORTH 77°42'23" EAST ALONG THE NORTH LINES OF LOTS 4 AND 5, GENOPLY SUBDIVISION, A DISTANCE OF 100.00 FEET; THENCE SOUTH 14°15'01" EAST ALONG WESTERLY RIGHT-OF-WAY LINE OF DOUGLAS AVENUE (A 40 FOOT RIGHT-OF-WAY AS NOW ESTABLISHED), A DISTANCE OF 100.03 FEET TO THE POINT OF BEGINNING; CONTAINING 2.21 ACRES MORE OR LESS.



LEGEND  
 (P) PLATTED DISTANCE  
 (T) MONUMENTED TRAVERSE LINE  
 CM CONCRETE MONUMENT  
 R/W RIGHT OF WAY  
 \* SET 1/2" IRON REBAR & CAP "LB 3604" UNLESS NOTED

POINT OF BEGINNING  
 FSDB SOUTH PARCEL  
 FOUND 1/2" IRON PIPE  
 "CLARY & ASSOC."

NOTES:  
 1. BEARINGS SHOWN HEREON BASED ON STATE PLANE COORDINATES WITH A BEARING OF NORTH 15°00'28" WEST ON THE EASTERLY RIGHT-OF-WAY LINE OF SAN MARCO BOULEVARD.  
 2. THE PURPOSE OF THIS SURVEY IS TO SHOW THE BOUNDARY OF THE FLORIDA SCHOOL FOR THE DEAF AND BLIND CAMPUS, THE BOUNDARY WAS COMPILED FROM DEEDS, PLATS, AND SURVEYS AVAILABLE, NO TITLE COMMITMENT WAS PERFORMED, AND OTHER DEEDS, EASEMENTS, OR RESTRICTION MIGHT BE RECORDED AND NOT SHOWN ON THIS SURVEY.  
 3. FOR IMPROVEMENTS AND ENCROACHMENTS SEE TOPOGRAPHY SURVEY OF CAMPUS PERFORMED BY THIS FIRM, MAP NO. T0730004.

NOT VALID WITHOUT THE SIGNATURE AND THE ORIGINAL RAISED SEAL OF A FLORIDA LICENSED PROFESSIONAL SURVEYOR AND MAPPER

gai consultants  
 1301 Riverplace Boulevard, Suite 900  
 Jacksonville, Florida 32207  
 904-363-1110 904-363-1151 fax  
 e-mail: JLEK@gaisurvey.com  
 www.gaisurvey.com



PLA. P.S.M. CERT. NO. LS 6016

JOB NUMBER B101256  
 MAP NUMBER  
 T0730006

NO.	REVISIONS	DATE
1		NOV. 23, 2010
2		NOV. 22, 2010
3		NOV. 22, 2010
4		NOV. 22, 2010
5		NOV. 22, 2010
6		NOV. 22, 2010
7		NOV. 22, 2010
8		NOV. 22, 2010
9		NOV. 22, 2010
10		NOV. 22, 2010
11		NOV. 22, 2010
12		NOV. 22, 2010
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31		NOV. 22, 2010
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100		NOV. 22, 2010

Exhibit B  
Groundwater Restriction Area

# MAP OF

A PART OF THE FLORIDA SCHOOL FOR THE DEAF AND BLIND, ST. AUGUSTINE, ST. JOHNS COUNTY, FLORIDA AND BEING A PART OF SECTION 7, TOWNSHIP 7 SOUTH, RANGE 30 EAST, BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:  
FOR A POINT OF REFERENCE COMMENCE AT THE NORTHWEST CORNER OF THE HOGEL BUILDING; THENCE SOUTHERLY, ALONG THE WESTERLY FACE OF SAID HOGEL BUILDING SOUTH 11°49'18" EAST, A DISTANCE OF 38.11 FEET TO THE POINT OF BEGINNING; THENCE DEPARTING SAID WESTERLY FACE OF SAID HOGEL BUILDING SOUTH 78°10'42" WEST, A DISTANCE OF 30.03 FEET; THENCE NORTH 12°17'30" WEST, A DISTANCE OF 47.67 FEET; NORTH 08°05'23" EAST, A DISTANCE OF 51.97 FEET; THENCE NORTH 83°37'14" EAST, A DISTANCE OF 34.49 FEET; THENCE SOUTH 11°49'18" EAST, A DISTANCE OF 45.20 FEET; THENCE SOUTH 12°23'37" WEST, A DISTANCE OF 52.70 FEET TO THE POINT OF BEGINNING. CONTAINING 4,006 SQUARE FEET MORE OR LESS.

### NOTES:

1. THIS IS A MAP ONLY.
2. BEARINGS SHOWN HEREON ARE BASED ON STATE PLANE COORDINATES, FLORIDA EAST ZONE.
3. SEE SHEET 2 OF 2 FOR MAP TO ACCOMPANY DESCRIPTION.

### LEGEND:

MW-1/DCW-1/INJ Δ - MONITOR WELLS

THIS MAP WAS MADE FOR THE BENEFIT OF FLORIDA SCHOOL FOR THE DEAF AND BLIND.

THE PROPERTY SHOWN HEREON LIES IN FLOOD ZONE "X" SHADED (AREA OUTSIDE 0.2% ANNUAL CHANCE FLOODPLAIN) AND FLOOD ZONE "AE" (EL 7 FEET) AND (EL 8 FEET) AS WELL AS CAN BE DETERMINED FROM THE FLOOD INSURANCE RATE MAP NUMBER 12109C0312J REVISED DECEMBER 07, 2018 FOR ST. JOHNS COUNTY, FLORIDA

  
**JASON D. BOATWRIGHT, P.S.M.**  
**FLORIDA LICENSED SURVEYOR AND MAPPER No. LS 7292**  
FLORIDA LICENSED SURVEYING & MAPPING BUSINESS No. LB 3672

"NOT VALID WITHOUT THE SIGNATURE AND THE ORIGINAL SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER."

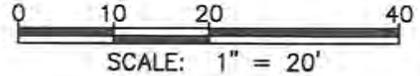
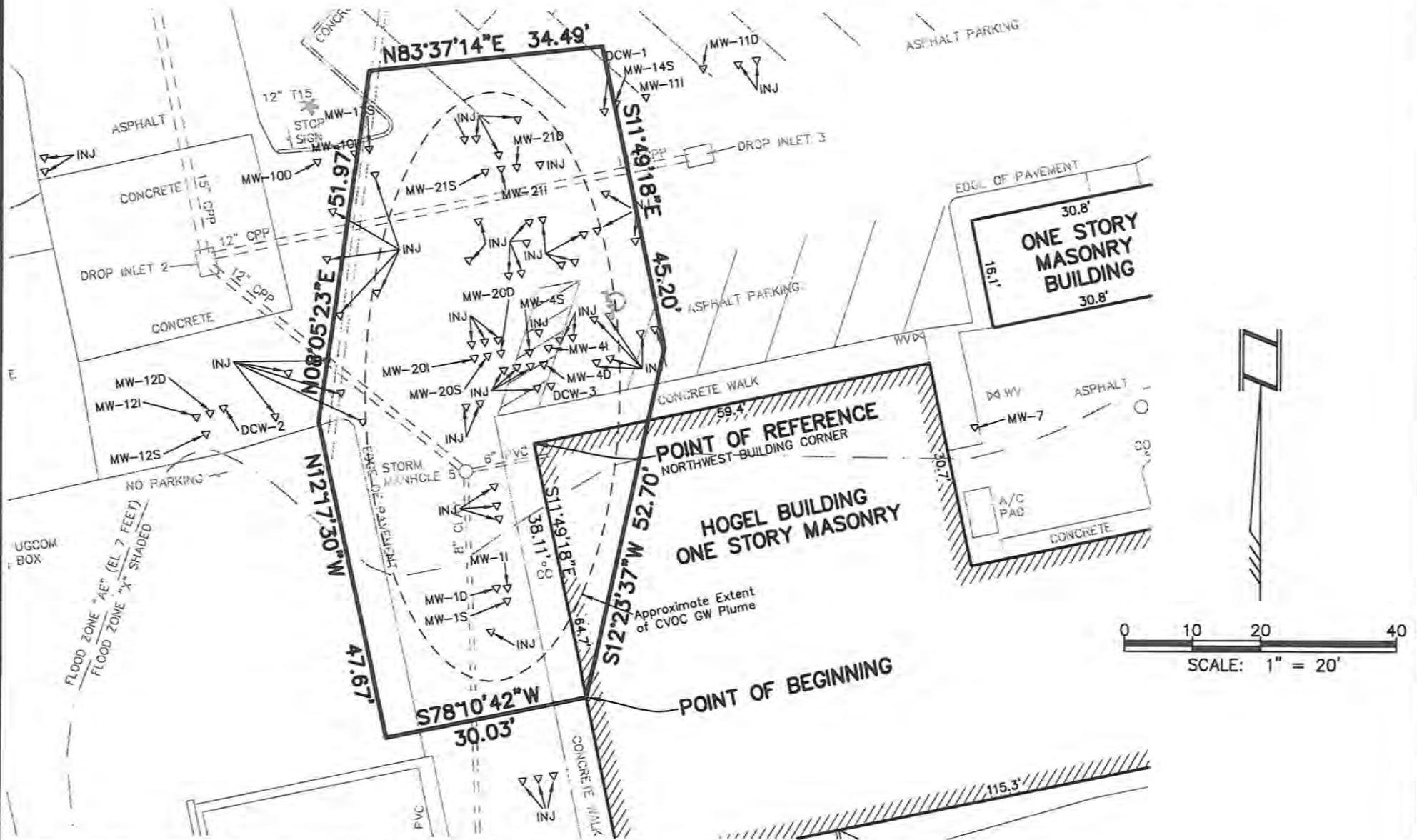
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DRAWN BY: JDB  
FILE #: 2021-0773

**BOATWRIGHT LAND SURVEYORS, INC.**  
1500 ROBERTS DRIVE JACKSONVILLE BEACH, FLORIDA (904)241-8550  
Board of Trustees Meeting - June 3, 2021  
Page 67

DATE: MAY 17, 2021  
SHEET 1 OF 2

# MAP OF

A PART OF THE FLORIDA SCHOOL FOR THE DEAF AND BLIND, ST. AUGUSTINE, ST. JOHNS COUNTY, FLORIDA.



SEE SHEET 1 OF 2 FOR FULL DESCRIPTION, GENERAL NOTES AND SIGNATURE OF LICENSED SURVEYOR.

CHECKED BY: \_\_\_\_\_  
 DRAWN BY: JDB  
 FILE #: 2021-0773

**BOATWRIGHT LAND SURVEYORS, INC.**  
 1500 ROBERTS DRIVE JACKSONVILLE BEACH, FLORIDA (904)241-8550  
 Board of Trustees Meeting - June 3, 2021

DATE: MAY 17, 2021  
 SHEET 2 OF 2



**Health Care Center Report**

	Total	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21
<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.")	<b>3343</b>	8	360	437	352	413	417	426	448	482		
<b>TCU Visits</b> (*Total includes all students that were admitted to the TCU.)	<b>532</b>	1	41	67	56	76	122	67	50	52		
<b>Eye Clinic- Specialty</b>	<b>62</b>	0	0	7	9	3	5	13	12	13		
<b>PDC Clinic- Specialty</b>	<b>133</b>	0	22	7	10	19	16	17	19	23		
<b>Off Campus</b> (*ER visits, Ophthalmology, Home)	<b>11</b>	0	1	0	2	3	1	2	0	2		
	<b>4,081</b>	<b>9</b>	<b>424</b>	<b>518</b>	<b>429</b>	<b>514</b>	<b>561</b>	<b>525</b>	<b>529</b>	<b>572</b>	<b>0</b>	<b>0</b>

<b>Sofia 2 Testing</b>	Total	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21
Quidel Strep Test	<b>239</b>	0	28	20	24	38	33	24	17	55		
Quidel Influenza A & B Test	<b>88</b>	0	8	21	21	27	3	4	0	4		
Quidel SARS Antigen	<b>415</b>	0	25	73	95	212	10	0	0	0		
Quidel SARS/ Influenza	<b>273</b>						91	79	27	76		

<b>Physicians/ Specialists</b>	Total	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21
Physician Assistant	<b>437</b>	3	56	62	33	10	50	67	74	82		
Medical Director/ Pediatrician	<b>134</b>	0	22	7	10	19	16	17	20	23		
Ophthalmologist	<b>64</b>	0	0	7	9	3	5	13	14	13		
Psychiatry	<b>37</b>	0	3	3	4	3	5	6	7	6		
	<b>672</b>	<b>3</b>	<b>81</b>	<b>79</b>	<b>56</b>	<b>35</b>	<b>76</b>	<b>103</b>	<b>115</b>	<b>124</b>		

<b>Dental Clinic Procedures Report</b>	Total	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21
Hygiene	<b>48</b>	0	0	0	0	0	8	11	19	10		
X-ray	<b>39</b>	0	0	0	12	7	19	0	1	0		
Emergency	<b>18</b>	0	1	0	5	1	1	2	6	2		
Other	<b>2</b>	0	0	0	0	0	0	0	2	0		
Operative	<b>12</b>	0	0	0	0	0	0	4	5	3		
Surgical	<b>1</b>	0	0	0	0	0	0	0	1	0		
Preventative	<b>7</b>	0	0	0	0	0	0	2	3	2		
Screening	<b>28</b>	0	2	13	0	3	0	7	1	2		
Exam	<b>36</b>	0	16	6	0	4	0	4	3	3		
	<b>191</b>	<b>0</b>	<b>19</b>	<b>19</b>	<b>17</b>	<b>15</b>	<b>28</b>	<b>30</b>	<b>41</b>	<b>22</b>	<b>0</b>	<b>0</b>

<b>Dental Staff</b>	Total	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21
UF Dentistry	<b>84</b>	0	19	19	0	4	0	17	16	9		
Hygienist	<b>107</b>	0	0	0	17	11	28	13	25	13		
	<b>191</b>	<b>0</b>	<b>19</b>	<b>19</b>	<b>17</b>	<b>15</b>	<b>28</b>	<b>30</b>	<b>41</b>	<b>22</b>	<b>0</b>	<b>0</b>

### **Mental Health Department**

The students at FSDB have the availability of counseling services within each department: Clinical Psychologist, Licensed Clinical Social Worker, Licensed Mental Health Counselor, Behavior Specialist, Consulting Psychiatrist, School Psychologist. Each session during the academic day is scheduled within the IEP, and during this last year, these sessions were maintained at a rate of 97% or greater. Each department Mental Health provider was asked throughout the year to track the impact of COVID on their caseload. Some of the comments from providers were:

1. Conducting virtual counseling sessions provided great collateral information about home life, important because home visits were postponed at this time.
2. There was a considerable variation in students' and parents' ability to adapt to the changes.
3. Privacy was an issue, as it was not always apparent whether a student was alone during a virtual visit.
4. Students were less likely to share personal material over the computer during counseling sessions.
5. Meetings were more efficient when held over the computer, but for me, toward the end, this format became old. I am ready to interact in person again.

This month we have participated in preparing and taping the mental health psychoeducational videos for required training. I taped two videos and worked on two of the topics. I have continued working with Ted Lombardo with the boys' group (3 HS boys & 3 MS boys) on social skills and communication. I have continued work with admissions. I have worked with a student and Dr. Goldberg for psychiatric services.

When it comes to COVID protocols, I have continued to work with my students the same way, just following the requirements, wearing our mask, keeping distance, and cleaning areas after each student visit. I have held many sessions outside, either walking the walkway that follows the water or sitting in a shaded area on campus (this allows for 6 feet distance, and students can remove their masks if needed).

~Lucy Mitchell, LCSW, Blind Department

Functioning during the COVID year has had positives and negatives. Mostly, providing services to our students during this time has been rewarding. Overall, many students seemed to be experiencing a lot more mental health struggles.

One observation that I had was that students appeared to be less likely to share deeply held or private information. Initially, I may not have noticed, but I observed the same body language/gestures from several different students at different times and intervals throughout the distance learning experience. Students seemed to be "checking" visually where parents or other siblings were prior to engaging in meaningful conversation. The "checking" usually preceded the comment or comments and continued throughout discussions. I believe that the telehealth experience is less

likely to allow for privacy, and/or students are more cautious of speaking privately than they are when they are in my office.

Telehealth experiences allowed for more communication/observation of the family unit and environment. Technology issues (WIFI connections, skill of student) were often present, but students showed an amazing amount of patience and resilience with the technology. Privacy issues were a challenge. There were occasions that I was not aware of a person sitting or standing in the room during our meeting. In the event of another DL (Distance Learning) experience, I would address this from the beginning.

~Dee Stoddard, LCSW

There were cases of individual students where COVID had impacted families significantly with significant health concerns within the entire family resulting in homeschool and parents quarantining from work. There was no significant increase in our referral of students to the QPR (Question, Persuade, Refer) suicide prevention program on campus during academic or boarding times. Counselors were always available to students for short-term interventions at parent request. At the same time, MTSS teams may also make a counseling referral for a student incident that may benefit from short-term counseling intervention.

COVID did provide the opportunity for MH staff to answer many questions about the impact on families and students concerning quarantine, vaccines, illness/sickness, and the pandemic. FSDB is very fortunate to have all the available MH staff. We must be able to explain COVID, other mental health issues, and knowledge of statewide community resources for our parents and students.

Dr. Lombardo was part of a team that presented to the American Academy of Child and Adolescent Psychiatry (AACAP) in 2018 on the topic of Mental Health Issues for Blind Youth and their Families. A companion publication of the training was published: Vetere Sim, S. Dreyzehner, J. K., DeCarlo, D. K., Lombardo, T. (2018). Mental Health Needs of Blind and Visually Impaired Youth and Their Families. *Journal of the American Academy of Child & Adolescent Psychiatry*, 57. <https://doi.org/10.1016/j.jaac.2018.07.403>

Dr. Lombardo gave special thanks to Dr. Prickett and Dr. Gustetic for authorizing his involvement in the project.

### **Speech & Audiology**

The services delivered by these providers are direct student contact and dependent on the IEP (Individual Educational Plan). Every student is seen for an established length of time for in-person contact service. Some of the students on these individual's caseloads were seen in ILE (Individual Learning Environment) sessions online. Sessions for in-person therapy were set up within the guidelines of the FSDB School reopening plan. Each staff has an office/therapy location with equipment that meets social distance learning guidelines, disinfection specifications, and PPE supplies. Consistent schedules were maintained throughout the year for contact tracing. The staff

was included in all contact and follow-up of positive COVID student or staff cases involving their caseload to maintain exposure on campus. Throughout the year, staff was able to maintain consistent delivery of services at 95% or better. Below is a summary of individual providers' experiences from the last year.

Audiology services were provided with some modifications to procedures that were already standard practice. We followed COVID guidelines by wearing face masks and gloves, maintaining social distancing (as much as possible), and employing clear shields between provider and student. Previously, equipment and facilities were cleaned after each student. With COVID, we used enhanced protocols that included: Scheduling students one at a time and cleaning everything (including pens, test equipment, and materials) after every use. BAM students received routine services as usual but with the enhanced protocols. ILE students / families were contacted by phone or email to see if they needed any services or supplies from Audiology. When required, batteries were mailed home, and personal amplification devices were mailed / shipped in for repair and then returned to the students. ILE students were also offered the option of scheduling on-campus appointments for audiology services such as hearing evaluations, equipment check/repair, and earmold impressions. Employing the enhanced protocols increased the amount of time necessary to provide Audiology services to some degree. However, all FSDB students, ILE and BAM, and their families were able to contact audiology/access services throughout the school year.

Rosemary Brigham (Speech-Language Pathologist) and Sharon Griffiths (Speech Teacher) in the Deaf Elementary School reported that the year had been challenging! On a positive note, they mentioned that the students had done better than expected when it came to following COVID precautions, including using their masks and hand sanitizers. A challenge that they experienced has been in making numerous schedule changes as students moved between ILE and BAM instruction. They also found that it was not always easy to engage students on ILE. Household distractions, students who wanted to lay in their beds during therapy time, and technology glitches are only a few examples of why it made it difficult to maintain the student's attention and/or motivation. All in all, however, while they socially distanced, wore masks, and sanitized everything in sight, they continued to work hard to provide activities for their students that were engaging and interactive!

Nancy Pye (Speech-Language Pathologist) has provided therapy services in the Deaf Middle School for many years. She said, "Actually, it turned out to be a really great year! Despite working under the constant threat of being exposed to COVID, these conditions allowed me to be able to work with my students one-on-one or two-on-one. As a result, I got to know the students on a different level because they did not have the pressure of being watched by their peers. On the other hand, students did express they missed having a therapy partner and missed speech/language "hands-on" games and activities. It was challenging wearing masks because it interfered with lipreading and facial expression, which our population depends on for full communication. I saw good gains in students who received cochlear implants prior to last spring's shut-down. As for the ILE

students, I could see the emotional toll of being isolated as the year went by. Reflecting, I think opening our school [BAM] to students was the best decision for them academically as well as emotionally”.

Melissa Johnson (Speech-Language Pathologist) in the Deaf Middle School provided the following comment: “Service delivery this year continued with quite a few modifications, including limiting group sizes to two students or less, ensuring that students were spaced six feet apart, stocking up on lots of hand sanitizer/disinfectant and providing therapy from behind a sneeze guard. While masks were a necessary hindrance, they significantly impacted student and staff compensatory communication strategies (i.e., lipreading and facial expressions). Therapy delivery in this manner was quite the adjustment, and it was difficult to refrain from being “hands-on” around a big table. Nonetheless, we were able to find creative ways to engage the students, including use of the SMART board with digitally interactive activities that could be managed from the therapist’s laptop to ensure contactless exchanges.”

As a speech-language pathologist with 35 years of experience under her belt, Sally Satin (Speech-Language Pathologist) didn’t think there were many clinical experiences she hadn’t previously faced. Then came the year of Covid-19. As Ms. Satin states, “Typically, speech and language therapy entails close contact as students are seen either individually or in pairs. Materials are usually handled by both therapist and student, and there are even some tactile cues for speech sounds. Typically, students participate in person. Typically, students aren’t worried about their health or the safety of their families. This year was not typical.” As a speech-language pathologist in the Deaf High School, Ms. Satin started this school year with a different kind of conversation than she usually has with her students, “I reviewed an extensive list of protocols that had been established to protect each and every one of them in the therapy pod. I adopted these protocols with a “not on my watch” attitude and was committed to keeping students safe. It was challenging to adapt and create new materials for “socially distant therapy,” but it turns out that fate does indeed favor the prepared. I have always enjoyed a positive atmosphere in the therapy setting and found that some of my students were even more motivated than before. All my students made progress, from fundamentals of articulation to conversational speech and from foundational language to college readiness. It seems that Deaf High School speech and language students were prepared to thrive in the face of adversity, and so they did!”

Mary Hanson (Speech-Language Pathologist) in the Blind Department was glad that she was able to continue to provide therapy services during the COVID crisis due to the availability of table shields, face masks, and sanitizing solutions that were purchased for the departments. Always looking for ways to maintain student interest and motivation, Ms. Hanson had an idea to focus on social communication with reciprocal turn taking using Knock, Knock jokes! She has several jokes in braille and in large print that can be shared with classroom teachers as a fun way to work on both reading and social communication skills. As busy as she was, Ms. Hanson completed six lessons for the Expanded Core Curriculum (ECC) with several teachers in the BHS and BEMS. These

lessons will be on a website as a reference for teachers to choose from when teaching those ECC skills.

**Health Care Center**

Throughout the entire year of on-campus learning, the HCC (Health Care Center) continued to provide Acute & Chronic Care treatments, Wellness appointments by the Physician Assistant, Medical Specialty Clinics (Dental, Ophthalmology, Low Vision, Consulting Psychiatrist, Pediatric Development Clinic), medication distribution and an open TCU (Transitional Care Unit) observational unit. Services were all maintained within the standards established in the FSDB School reopening plan to comply with CDC and State of Florida Department of Health guidelines for COVID disinfection and PPE (Personal Protection Equipment) usage for students and staff. Our frontline medical staff was not only providing these routine medical services to students but was also testing all students presented to the HCC with COVID like symptoms with the Quidel SARS/Influenza Antigen rapid tests. When positive tests were obtained, the HCC team reacted with quick and consistent efficiency to gather all the students' contact traced to be determined at risk of direct contact to the positive student and processed through the HCC. This process was completed multiple times throughout the last year, maintaining consistency of testing, disinfecting of contaminated areas, and transporting of student's homes.

FSDB HCC Staff has performed these tasks at a high level of effective and efficient medical care during this last year to ensure the safety and consistent treatment of our students.

Stan Gustetic  
Administrator Allied Health Services



### **Apartment Program**

We are doing our due diligence to make students self-aware and to practice empathy. We will be working with them on identifying how one's emotions affect the behavior of yourself and others. Our main objective is to make sure the students are self-aware and help them relate better to others. We have had several incidents where students vent to staff about peer frustrations, and we witness a lack of empathy.

As the school year approaches an end, we are teaching students about housing options and maintenance. Students will learn the advantages and disadvantages of renting a house or apartment versus homeownership. Our students spend most of their time here at FSDB, and they miss experiencing the process of selecting a place to live. Our goal is to enlighten them on the dos and don'ts when renting versus owning a home. Once the lesson is complete, students will be asked what option they prefer, reminding them that each person's choice is right for them.

After students have selected a living space, we will need to help them take care of the home. We have learned that due to our wonderful facilities staff at FSDB, many of our students don't know how to perform common home maintenance and repairs. Students will be taught how to and when to replace an air conditioner filter, water filters, replacing light bulbs in lamps/fixtures and appliances inside the home. Outside the home-- cleaning windows, cleaning your patio, deck, or porch, and lawn and plant care.

Prom season is upon us! We have noticed a lot of excitement from the students. The chit-chat in the apartments has been about prom dates, who got asked, what to wear, seating arrangements, food, purchasing tickets, location, and the excitement of having a prom due to COVID. With three weeks until prom, staff are asked opinions regarding dresses and shoes. We have had several students try on or model their outfits for us. Our students are looking forward to a fun-filled night at this year's prom.

### **Recreation**

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

Week of: 3.1.21 – 3.4.21

DES Game-Spoons Card Game

BES Scattergories

DMS/BMS Spoons or Scattergories

DHS/BHS Spoons/Scattergories, Fishing, Weight Training

Week of: 3.8.21 – 3.11.21

DES/BES/DMS/BMS Walk the Track  
DHS/BHS Walk the Track, Arts/Crafts/Weight Training, Team Games

Week of: 3.22.21 - 3.32.21

DES Yoga  
BES Cardio Drumming  
DMS Yoga  
BES Yoga/Cardio Drumming  
DHS/BHS Yoga, Cardio Drumming, Team Games, Fishing

Week of: 3.29.21 – 4.1.21

DES/BES Roller Racers, Soccer Skills, Spring Party @ the President's Residence Lawn  
DMSBMS King Pin Soccer  
DHS/BHS Arts/Crafts, King Pin Soccer, Weight Training

Week of: 4.5.21 – 4.8.21

DES/BES/DMS/BMS Bowling/Board Games  
DHS/BHS Bowling/Board Games, Soccer, Weight Training, Arts/Crafts

Week of: 4.12.21 – 4.15.21

DES CrossNet  
BES Adapted CrossNet  
DMS CrossNet  
BMS Adapted CrossNet  
DHS/BHS CrossNet, Under the Net Volleyball, Arts/Crafts, Weight Training

Week of: 4.19.21 – 4.22.21

DES/BES/DMS/BMS Switch Games  
DHS/BHS Switch Games, Flag Football, Arts/Crafts, Fishing

Week of: 4.24.21 – 4.29.21

DES Arts/Crafts  
BES Arts/Crafts  
DMS CrossNet  
BMS Cobra Ball  
DHS/BHS CrossNet, Cobra Ball, Fishing, Arts/Crafts

## **Blind Department**

### Kramer Hall

Kramer has been quite busy since Spring Break and for April. These are critical foundational years, so we focus a lot on teach and re-teaching. I must get my little ones prepared for middle school. I am so proud of the positive energy displayed by my staff on a day-to-day basis. Our motto is simple: "When you leave Kramer, you certainly will have learned something!"

The students thoroughly enjoyed making pizzas from the pizza ingredients we received from the FSDB Outreach Program! Thank you so much for your act of kindness.

Kramer has a new student in the dormitory. His name is Zaire, and he hails from the small town of Interlachen in Putnam County. Zaire is adjusting slowly to dorm life, but this is typical for students being away from home for the first time. It just gives us some time, and that "Kramer Kindness" will get him acclimated. Zaire's favorite hobby is singing rap music while on the playground. Zaire's new friend, Kessler, writes most of the songs he sings. No record deals are coming any time soon, though.

Lastly, we traditionally have a birthday celebration for each student, which has always been a big deal for our students. The students and staff always look forward to this event

### Cary White

228 & 229-This past month, the girl's pods have been working on making dog beds for a community service project that we will be donating to S.A.F.E. when the girls finish. We've learned how to sew things together; additionally, how to work together cooperatively.

Pod 233 had a breakfast and a family-style dinner.

Pod 232-April 8th was our Pizza Party. The students ordered their favorite kinds of pizza and cinnamon rolls. After the pizza, we made ice cream in coffee cans. The students selected cookie dough and mint chocolate chip flavors. While practicing kitchen skills by measuring the ingredients into small cans, which were placed inside larger cans with ice and salt, we discussed the principles of changing the temperature of the ice and the liquid ingredients by adding salt and sugar (respectively) and how ice crystals form in the liquid and how movement kept them small for smoother ice cream. They rolled the sealed containers back and forth for about 20 minutes and then ate the "pod-made" ice cream and cinnamon rolls

### Koger Hall

The tenth-grade girls made a couple of Easter baskets for clients at the Bayview Health Facility. They stuffed them with crossword puzzles, word search and coloring books, crayons, and individual Kleenex tissues. The Activity Director and clients were very thankful.

As part of their curriculum, a 9th-grade group made loaded baked potatoes to apply what they learned during food preparation. The girls decided to make baked potatoes as it was something everyone in the group could enjoy. The girls were responsible for preparing, monitoring, and serving the baked potatoes and cleaning up after the meal. They had a blast and look forward to cooking more in the future.

This month's Taking the Lead participant has been waiting very patiently for her turn. A new teacher started in Blind High school, and the student wanted to get her something to give her some encouragement. She found out some of the teacher's likes and picked which store to go to. She confidently maneuvered through the store, looking for her items, and when the store did not have what she was looking for, she was able to make alternate decisions quickly and smoothly. Ms. Patrice

showed her how to bag the items up in a gift bag with tissue paper and ribbons. The student was so proud that she couldn't wait to get to the dorm the next day to share the teacher's reaction.

### MacWilliams Hall

Greetings from MacWilliams Hall, Blind High School Boys Dormitory! Welcome to the 4th Quarter!! Mid-April brings with it the final turn of the school year; here we go, into the final stretch!

The young men of MacWilliams Hall have been spending a lot of time outdoors lately. It's been a good thing, fresh air, sunshine, and activity. Apart from their usual recreation activities and the occasional small group trips to Vinny's pizza with Mr. Jimmy, they've also been able to go to Subway with staff now that the traffic circle and crosswalk lighting project is completed.

The students can finally use their gift cards they earned with their good behavior in the dorm. The most popular activity still seems to be fishing, and we've found now who the best anglers are in the dorm. For staff, it's Ms. Lacy, hands down. Apparently, she does this in her free time. From our students, several have done their fair share of catching something, but the other night during Recreation, one of our Freshmen young men made a record. Four confirmed caught in just a little over an hour! Not too bad, they were not huge, and only one would be considered a "keeper," but in catch and release, it's the number, not the size.

For the dorm, we also had a Spring Celebration. The dorm staff of MacWilliams Hall wanted to treat the young men for their resiliency and flexibility this year so far. We ordered hamburgers from the cafeteria, and each of the staff prepared homemade baked beans, potato salad, and mac n' cheese. Since it was also the dorm supervisor's birthday, I supplied the cake and sodas as an extra treat. The students all took part in activities: some went fishing, a few played basketball, some tried corn-hole and washer toss for the first time, and a few even tossed the football around. The students seemed to have a grand time. Despite the masks, you could see their smiles from a mile away.

End of the year testing is underway in school. This requires each student to appear in person. We have seen a few of our ILE students return to the dorm after being BAM students. Even if only a day or two temporarily, it sure was good to see them and for them to see their friends.

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

#### Vaill Hall

Greetings from Vaill Hall elementary!! Our school year 20 -21 has flown by so quickly. In April and May, the weather has been perfect. The kids have been going fishing, bike riding, walking the track, and enjoying Just being outside in the fresh air. The fresh air does wonders, and the kids sleep well at night.

We made peanut butter cookies for the Teacher's Appreciation Week. We love our Teachers; they do an excellent job with our children. We appreciate the open communication that we have between the dorm and the school.

On May 13, we will be watching our Dance Troupe's performance live stream of "High School Musical," this will be different. The kids love watching them perform live, sitting there, hoping they'll be picked to dance with them.

Our end-of-the-year party was a blast. We had a slip & slide and about five other game stations. The kids took turns going to each station. They had a lot of fun.

### Gregg Hall

Throughout April, the Gregg hall students have been staying busy by having too much fun. We have been going off-campus twice a week to Dunkin' Donuts, McDonald's, and the playground. We had a couple more dorm parties played a lot of fun activities outside and did some recreational activities with the boys. We have been enjoying watching movies at nighttime with tons of popcorn!

The staff and students have discussed PBIS goals for April and May, self-motivation, self-control, and courage. We talked about what keeps us motivated to do our homework, get good grades, and do better. We also discussed how to control ourselves from spreading gossip and rumors and what to do when someone upsets us.

The girls agreed to build courage together by pushing and encouraging each other to go outside and participate in activities more. Some students have encouraged a few socially shy people or like to stay inside to come out of the dorm. It's always nice seeing our students helping and motivating other students. They seem to be understanding more that it is important to support one another to receive the same treatment.

In May, we made homemade cards for Mother's Day. We had our end-of-school-year party with burgers, hotdogs, and homemade snow cones. My staff and I surprised our students with a water balloon fight! They had a blast.

Gregg hall won the spring decoration contest. Mel Goodall, Director of Student Life, Mathew Ward, Assistant Director of Student Life, and Kim Moore, their administrative assistant, served all of us pizza and a beautiful cake from Publix as their reward for winning the contest of "the best" decorated dorm. We played games outside afterward. It was a beautiful day

### McLane Hall.

The staff hosted a cookout outside for the boys. The boys were assigned different things to help with the event. The boys helped cook at the grill, made dessert, made drinks, help serve, and clean up. They had hotdogs, chicken kababs, ice cream, and fruit punch. The students played outside and had fun running around in the warm weather.

The students have been enjoying going off-campus and exploring around town. The boys go in small groups accompanied by staff. They go to places like Dunkin' Donuts and Subway. Sometimes they walk around and enjoy the scenery. All students can be rewarded for good behavior and taken on a trip off-campus. It has been a fun way to practice life skills and get some fresh air.

There is a new way for the boys to play and exercise in the dorm. We now have a Nintendo Switch that the boys use to play with friends, socialize in friendly competition, and we also have a game that the students can use to work out inside. Boys can earn time on the Switch to play with friends as a reward for positive behavior. Some boys like to add in a little more exercise in preparation for sports, and they can use the exercise game on the Switch to help them burn some energy and track their progress.

With the end of the school year comes an end-of-the-year party. The boys played games, socialized with their peers, and enjoyed party food. The boys had pizza, drinks, dessert as a treat, and congratulations for getting through the year. The boys wrote nice notes for their peers and friends in preparation for the summertime.

### **Deaf Department High School**

#### James Hall

For curriculum, our students focused on preparing a full course meal with a budget. They also learned the proper way to set up and serve food. We taught the girls how to shop using a minimal amount of money to feed an entire family. The girls enjoyed preparing a meal and setting up the table.

For Community Service, we recognized the Administrative Assistants from the High School and DSL Offices. We also showed our Teachers we appreciate them during Teacher Appreciation Week by decorating the halls of the High School building.

Events Some of the students and staff will be inviting 8th-grade girls over for an Ice Cream social, so they can ask questions about the High School dorm and get to know the staff. We have planned a small gathering; we will be following social distancing guidelines.

For the end of the year, we planned a party for the girls outside. We had food, drinks, and games. The girls loved being able to eat and socialize outdoors. During the party, we gave out some awards for good behavior throughout the year. The girls are looking forward to their summer break

#### Rhyne Hall

For the end of the school year in Rhyne Hall, we had a cookout with our high school boys. We made hamburgers and hot dogs and set up the projector outside to watch a movie on the side of the building. They were excited to feast, watch a movie, and socialize with their friends.

For curriculum, staff have been teaching the boys how to make food from scratch. A group of boys made pizza from scratch, and they were amazed at how simple it was to make everything. They even thought that it was cool that they could make the dough from scratch. Another group has been teaching their students about credit cards; they explained that you are actually paying more for the item when you buy things on credit because you are paying interest. The 2nd Floor staff have been working with students about tipping. Staff showed the boys the appropriate way to tip they also posted a reference sheet by the videophone booth to explain the different percent they should be tipping.

For community service, high school boys made cookies and delivered them to different staff on campus. They wanted to show their appreciation for the HCC staff, Police, Supervisors, and administrators.

Staff have been taking their students off-campus. The staff and students enjoyed walking off campus now that the weather is nice, they like getting out and getting some fresh air. They have been going to local restaurants and checking out local stores in the downtown area. This is a great way to teach our students how to social distance while off-campus. We showed them that even off-campus, it is important to wear a mask.

Some of the Rhyne hall boys have completed the bike safety class. They were given a certificate and helmet for completing the class. The boys who finished the class are now allowed to ride a bike on campus. We have several bikes in the dorm for them to use, plus they can bring their own. The boys have been cleaning the dorm and taking things home for the summer. We had our annual dorm recognition/award party in Rhyne Hall. We did this the same night as our end-of-the-year party. Students were awarded for their outstanding behavior and given gift cards. The students are looking forward to summer. We are excited to hear about all the fun they had this summer when they return to school.

#### Boarding Program 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:
- Training Magazine Network: Webinar on 03/24/21- 7 Secrets to Avoid a Boring Webinar.
- Training Magazine Network: Webinar on 04/21/21– 5 Mistakes Unskilled Virtual Managers Make and How to Remedy Them.
- Training Magazine Network: Webinar on 04/27/21- Creating a Coaching Culture: The New Solution to Connect Today’s Workforce.
- OpenSesame: Webinar on 04/29/21- Diversity, Equity, and Inclusion Webinar Series: Making Wellness Part of DEI.
- Training Magazine Network: Webinar on 04/29/21- The Major Misconceptions About Leading Change and How to Overcome It.
- Training Magazine Network: Webinar on 05/04/21- Wow with WebEx, Zoom, or Whatever!!
- Training Magazine Network: Webinar on 05/04/21- Conversation to Explore Survey Results About Priorities & Tips for Strategy Initiatives.
- OpenSesame: Webinar on 05/05/21- Diversity, Equity, and Inclusion Webinar Series: Unpacking the DEI Research Workshop.
- Staff Workshops: Spring 2021 Blind Department Professional Development Program:
- 12 Week Basic Orientation & Mobility Course with Cristina Sapp- FSDB Orientation & Mobility Specialist, began on February 9, 2021, and will end on May 11, 2021.
- 12 Week Braille I Course with Mary Bilancio- FSDB Blind Department Parent Advisor and State Trainer began on February 9, 2021, and ended on April 27, 2021.

- Monthly Staff In-Service Trainings & Updates:
- Monthly In-Service via the BP In-Service Training: 2020-2021 Google Classroom for 136 staff.
- 03/21/21 to 03/28/21: Internet Safety & Digital Citizenship 2020-2021- Lesson#4: Healthy Cyber Relationships
- This campus-wide initiative supports Strategic Planning Goal#4: Provide a safe and secure social and digital environment for students, enabling them to become responsible citizens in a technology-rich world.
- FSDB OPP 8.07 Student Use of Personal Electronic Devices
- FSDB OPP 8.08 Student Internet Safety and Acceptable Technology Use Policy
- FSDB OPP 8.09 Staff Acceptable Use Policy
- 04/05/21 to 04/12/21: Government Services Series #11- Ethics
- This campus-wide initiative supports 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.
- 04/18/21 to 04/25/21: Internet Safety & Digital Citizenship 2020-2021- Lesson#5: Internet Safety, Digital Commerce & Safe Searching
- This campus-wide initiative supports Strategic Planning Goal#4: Provide a safe and secure social and digital environment for students, enabling them to become responsible citizens in a technology-rich world.
- FSDB OPP 8.07 Student Use of Personal Electronic Devices
- FSDB OPP 8.08 Student Internet Safety and Acceptable Technology Use Policy
- FSDB OPP 8.09 Staff Acceptable Use Policy
- 05/02/21 to 05/10/21: Government Services Series #12- Public Service
- This session supports 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.
- Student Independent Living Skills (ILS) Workshops:
- 04/29/21: Bike Safety Workshop for Deaf Department High School and Apartment Program, male and female students, with FSDB Law Enforcement Officer, Arline Lagasse- LCCE Objectives: 8.36.4
- Competency 8- Utilizing Recreational Facilities and Engaging in Leisure
- 36- Engage in Group and Individual Activities
- 4 Identify and Demonstrate the Proper Care of Sports Equipment
- 04/14/21 & 05/04/21: Mental Health Workshop for Cary White Dorm, male students, with FSDB Clinical Social Worker, Erica Worthery- LCCE Objectives: 14.61.1 and 15.63.1
- Competency 14- Achieving Independence
- 61- Demonstrate Awareness of How One's Behavior Affects Others
- List Ways in Which Behavior Affects Others Around Us
- Competency 15- Making Adequate Decisions
- 63- Anticipate Consequences
- Describe Consequences or Outcomes of Decisions Making

- 05/05/21: Mental Health Workshop for Vaille Hall K2 girls, with FSDB Mental Health Counselor, Rhonda McCahill- LCCE Objectives: 14.61.1
- Competency 14- Achieving Independence
- 61- Demonstrate Awareness of How One's Behavior Affects Others
- List Ways in Which Behavior Affects Others Around Us
- ILS Hour schedule:
- 4th Quarter ILS Hour began on 04/11/21 and will end on 05/26/21 for elementary to high school dorms and 04/11/21 to 05/25/21 for Apartment Program dorms.
- Weekly Sessions: Elementary to High School Dorms:
- Mondays- Vaill, McLane, Gregg, Koger, and MacWilliams Halls.
- Wednesdays- Kramer Hall and Cary White Dorm.
- Sundays- James and Rhyne Halls.
- Bi-Weekly Sessions: Apartment Dorms:
- Mondays- Collins House, Wartmann Hall (2nd Floor),
- Tuesdays- Bloxham Hall (1st Floor), Ray Charles Center (1st Floor), Ray Charles Center (2nd Floor), Ted Johnson Center (1st Floor), and Ted Johnson Center (2nd Floor).
- Wednesdays- Wartmann Hall (1st Floor)

Kathleen Grunder

Administrator of Residential Services



**ACCOUNTING/BUDGETS & GRANTS**

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

**Accounting**

*Prompt Payment Compliance* – Section 215.422, Florida Statutes, Prompt Payment of Vendor Invoices: For the quarter ended March 31, 2021, 99.62% of 1,040 invoices were paid in accordance with the statute (compliance minimum is 95%).

**Purchasing**

*Tangible Personal Property Inventory* – Rule 69I-72.006, Florida Administrative Code: The annual inventory of tangible personal property items, each with original cost exceeding \$1,000.00, is proceeding as scheduled. The inventory must be completed by fiscal year-end. A copy of the *FSDB Property Manual*, containing the requirements for an annual inventory, may be obtained from the FSDB Comptroller’s Office.

**ADVANCEMENT**

Submitted by Amy Moring, Executive Director of Advancement

March 2021
Number of Donations = <b>165</b>
Number of Donors = <b>159</b>
Dollars Received = <b>\$42,566.99</b>

FY 2020-2021 YTD as of March 31, 2021	Previous YTD as of March 31, 2020
Number of Donations = <b>2,535</b>	Number of Donations = <b>2,272</b>
Number of Donors = <b>1,563</b>	Number of Donors = <b>1,362</b>
Dollars Received = <b>\$11,138,699.98</b>	Dollars Received = <b>\$1,138,103.24</b>

**Comparison to 2020**

In comparison to last year as of March 31, 2020, we are currently 12% ahead in number of donations and 15% ahead in number of donors. With the \$10 million Foundation gift (the residual \$1.332 million was received in April and will impact results in the next report) we are 879% ahead in dollars received. With the Foundation gift removed from the analysis, we are ½% ahead of last year to date in dollars raised having regained our position comparing funds raised year over year as we progress through FY 2020/2021. The upward trend in the number of donations and number of donors continues to indicate future fundraising success.

**AUDIT**

Submitted by Julia Mintzer, Administrator of Business Services

**Internal Audit:** On May 21, 2021, RSM will conduct a preliminary exit meeting on two of the audits conducted in alignment with the 2020-2021 audit plan. These include Human Resources – New Hires and Onboarding and Timekeeping – Parent Services and Interpreter Services. RSM initiated the scope for the IT Risk Assessment & Implementation Support, however, this consultation will be considered for the 2021-2022 audit plan.

**INVESTMENT PERFORMANCE**

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

**Endowment Fund I**

During the month of April, the endowment increased +\$430,885.76 (+2.28%), +4.58% Year-To-Date and increased +21.20% for the trailing 12 months with a closing portfolio value of \$19,231,296.00. Dividends and interest income totaled +\$24,741.23 and accrued interest increased +\$3,726.46. According to Bloomberg, as of April 27, the average moderate diversified portfolio has increased +3.9% year to date. During the same period, the Benchmark increased +2.62%, 4.54% and 23.37% respectively. Also during the month, \$150,000.00 was withdrawn from the endowment.

US stocks continue to make record highs, backed by a strong corporate earnings season and outlook, ongoing progress with domestic COVID-19 vaccinations, and signs of further fiscal stimulus on the horizon. In our central scenario, we see central banks staying accommodative, leaving real rates low and stable over the next year. Furthermore, we expect profits to grow by about 31% globally this year.

During President Biden's first 100 days in office, he has offered aggressive and ambitious policies, and proposed taxes to remake the American economy. The President currently enjoys positive marks by 57% of Americans and has laid out his vision during last week's first joint address to Congress. However, not all is rosy in the Rose Garden. Investors have concerns regarding deficits, debt, and proposed corporate, personal, and estate tax changes. Highlights of proposed tax hikes include:

- Increasing the Corporate Tax rate from 21% to 28%, among minimum taxes on book income, and foreign subsidiaries.
- Increasing Personal Income Taxes to 39.6% from 37% *for the top 1% of Americans, according to the White House.*
- Increasing the proposed tax rate on capital gains from 23.8% to 43.4% for taxpayers with annual income over \$1,000,000.
- Increasing Payroll taxes 12.4% for taxpayers with annual income over \$400,000.
- Eliminating the step-up basis at time of death. Currently, asset prices are stepped up for beneficiaries to the asset price at time of death. However, new estate proposals include taxing unrealized Capital Gains taxes at death or transfer with no step up. This would be an extra layer of taxation in addition to the estate tax exclusion rules. This does not seem to be problematic for the majority of taxpayers, as it has been reported that only 0.3% of people will be affected by the changes. However, if a family owns a farm with high net

worth concentrated in land, combined with low liquid assets, one can be subject to liquidating businesses during unfavorable times.

- Additional regulation for the banking industry. New regulations are proposed for the banking industry to provide annual account inflows and outflows to the IRS. According to the Wall St. Journal, the IRS estimates 55% of business income is unreported or misreported. Furthermore, it is estimated that collections would increase by \$460 billion in additional tax collection over the next decade under the president's changes.

There are many sweeping proposals, regulations, and tax changes under the President's plan. However, pushback is expected from various contingencies and the clock is ticking. Given the slimmest possible majority for Democrats in the Senate, we think it is unlikely that President Biden will be able to implement drastic tax policy changes. Furthermore, the mid-term elections will be here before we know it and can have profound implications for the President's plan. Demographics and historical precedence point toward Congress having a greater likelihood of flipping back to GOP control.

Looking ahead, our central scenario forecast for the S&P 500 is to increase to 4,400 (+5.2% from current levels) by year end.

### **Endowment Fund II**

During April, the endowment increased \$184,675.14 (+1.74%) and increased +1.54% since funds have been invested beginning 02/09/21. The closing portfolio value as of 04/30/21, is \$11,503,863.19. Dividends and interest income totalled +\$13,844.03 and accrued interest increased +\$2,715.23. During the same period, the Benchmark increased +2.62%, and positive 2.03% since inception. Additionally, \$1,332,302.36 was deposited during the month.

## **SAFETY AND FACILITIES OPERATIONS**

**Submitted by Joe Bruce, Executive Director of Safety and Facilities Operations**

### **Safety/Risk Management**

#### **March 2021 Data**

- Domestic Hot Water (*Weekly*)—No temperature greater than 110F.
  - Completed 185 of 185 tests with zero variations from the standard.
- Anti-Scald Valves (*Monthly*)—Completion of all scheduled testing.
  - Completed 23 of 23 with zero variations from the standard.
- Haz-Com Inspections (*Monthly*)—Zero missing MSDS; zero unlabeled products.
  - Two labs inspected with zero variations from the standard.
- Shop Safety Inspection (*Monthly*)—Safety equipment in good condition.
  - Three shops inspected with zero variations from the standard.
- Fire Drills (*Monthly*)—Exercise all scheduled buildings in accordance with NFPA requirements; evacuate in less than three minutes.
  - All scheduled drills completed with zero variations from the standard.
- Swimming Pool (*Daily*)—100% compliant with published chemical limits.
  - Completed 21 of 23 tests with zero variations from the standard; 2 – Scheduled leave / holidays.

- Domestic/Potable Water Quality (*Bi-monthly*)—100% compliant with published chemical limits.
  - Results of water on file from last testing.

## **TRAINING AND QUALITY ASSURANCE**

Submitted by Christy Slater, Director of Training and Quality Assurance

### **Training 2020-2021**

The Training and Quality Assurance Department held, or will hold, the following trainings between April 9, 2021 and June 3, 2021: one CPI full course, five CPR courses, two YMHFA courses, five AlerT courses and two QPR courses.

Staff safety remains a priority as TQA continues to enforce social distancing in training and thorough disinfecting of all used training spaces before and after a training event.

TQA has been highlighting various departments across campus this school year, giving an inside look into the people behind the well-oiled machine that is FSDB. Our most recent post showcased the Interpreter Services Department.

All Adobe Connect compliance courses have been launched for the second semester. The deadline for completion was April 30, 2021.

- MFMP Information Security Training.
- FERPA
- Homeless Students/MV Training
- Hazardous Materials
- Identifying & Reporting Fraud, Waste, & Abuse
- QPR Annual Update
- Threat Assessment Process
- General Workplace Safety
- PPE
- Accountability
- Endowment Funds Training
- Transgender Student Policy Training

### **Strategic Plan Flash Report**

The Strategic Leadership Team has been hard at work on the Year 4 work plan. Below you will find an update on all goals.

#### **Priority Goal 1: Academic Achievement/Workforce Prep Champion-Scott Trejbal**

- ❖ Ensure that students are prepared for college and/or careers as literate, employable, and independent life-long learners.

- Instructional Services Department specialists provide ongoing support to teachers and administrators on reading and utilizing progress monitoring assessment results to support instruction and interventions for reading, math, and science.
- Teachers continue to monitor student growth data for progress and opportunities to address any remaining gaps that may have occurred due to pandemic distance learning at the end of the 2019-2020 school year. Any concerns that are noted are discussed with the students’ parents via the MTSS (Multi-Tiered System of Support) meetings and Individual Education Plan (IEP) meetings.
- Monthly progress reports are being sent home to parents for students who did not show growth on their mid-term progress monitoring assessment.
- Students completed mid-year progress monitoring assessments this winter: Measures of Academic Progress (MAP), Achieve 3000, and Independent Reading Language Assessment.
- Related services providers provide and monitor related services noted on a student’s IEP to both students attending classes on campus and those participating in the Innovative Learning Environment (ILE).
- Students in the Deaf and Blind High Schools participate in career experience courses on campus for the remainder of the school year.

**MAP Growth**

This measure is used to show any growth the student made on the Measures of Academic Progress (MAP). One point of growth is considered growth for all students. Students are assessed in the areas of Reading, Math, Language and Science.

*\*The first assessment of the year, administered in September, serves as a baseline.*

**MAP Reading Data Collected as of February 2021**

◆ FSDB Overall:	55%
◆ Deaf Department:	40%
◆ DES:	53%
◆ DMS:	26%
◆ DHS:	42%
◆ Blind Department:	88%
◆ BEMS:	88%
◆ BHS:	88%

**MAP Math Data Collected as of February 2021**

◆ FSDB Overall:	65%
◆ Deaf Department:	62%
◆ DES:	76%
◆ DMS:	49%
◆ DHS:	60%
◆ Blind Department:	72%
◆ BEMS:	64%
◆ BHS:	77%

**MAP Language Data Collected as of February 2021**

◆ FSDB Overall:	53%
◆ Deaf Department:	39%
◆ DES:	48%
◆ DMS:	26%
◆ DHS:	43%
◆ Blind Department:	83%
◆ BEMS:	80%
◆ BHS:	84%

**MAP Science Data Collected as of February 2021**

◆ FSDB Overall:	57%
◆ Deaf Department:	47%
◆ DES:	67%
◆ DMS:	35%
◆ DHS:	57%
◆ Blind Department:	87%
◆ BEMS:	87%
◆ BHS:	N/A

**Lexile Growth**

This measure is used to show any growth the student made on the Achieve 3000 Lexile measure. One point of growth is considered growth for all students.

*\*The first assessment of the year, administered in September, serves as a baseline.*

**Achieve 3000 Data Collected as of February 2021**

◆ FSDB Overall:	75%
◆ Deaf Department:	68%
◆ DES:	82%
◆ DMS:	56%
◆ DHS:	69%
◆ Blind Department:	89%
◆ BEMS:	88%
◆ BHS:	90%

**Support Services**

<b>FSDB Overall</b>	<b>Goal</b>	<b>Achieved</b>
Percent of students attending Speech/Audiology as indicated by IEP.	100%	97%
Percent of students attending Allied Health Counseling, provided by a Psychologist, as indicated by IEP.	100%	95%
Percent of students attending OT/PT as indicated by IEP.	100%	96%

*\*Data as of March 31, 2021*

**Priority Goal 2: Staff Development Champion-Randi Mitchell**

- ❖ Provide staff members opportunities to grow professionally, enhancing their ability to support students' growth.

Instructional Services and Technology Department continue to work together to provide professional development schoolwide to certified teachers, specialists, and administrators. In April, academic staff members were able to attend Tech Tidbits, First Fridays, and Slice of PD Saturdays. The Tech Tidbit and First Friday training focused on PowerPoint, Skyward and Gifs in the academic setting. The Slice of PD Saturday training focused on Orientation and Mobility in the academic setting and flipped classroom in a digital world. The opportunities for this training continue to be shared on Yammer, Microsoft Teams, and email. Certified teachers, specialists and administrators can follow the FSDB Learning Network calendar to have the events placed on their personal calendar.

During April 2021, the Boarding Program staff participated in the following updated Internet Safety Modules and GovLoop Government Services Series:

- April 5 to 12, 2021- *The 11<sup>th</sup> Virtue of Government Services: Ethics*
- April 18 to 25, 2021- Internet Safety Module Session#5 - *Internet Safety, Digital Commerce, and Safe Searching.*

The *Spring 2021 Orientation & Mobility* and *Braille I* classes continue for Boarding Program staff.

The Positive Behavior (interventions) and Support Team (PBIS), the Mental Health Department and Communications and Public Relations continue to collaborate to produce eight Florida State Department of Education Required Instruction Trainings for our students. In addition to PB(i)S and the Mental Health Departments, the Interpreting Department has wonderfully joined in the efforts to produce accessible video/signed/voiced presentations. Academic and boarding staff are also viewing these trainings.

The first two presentations, Mental Health and Wellness and Preventing Mental Health Disorders and Reducing Mental Health Stigma were presented to the students. We are grateful to the academic staff for showing these educational presentations. Teachers, associate teachers, and instructional assistants have access to extra support for students who may require or request to see a behavior specialist or coordinator, counselor, social worker, or psychologist during or after viewing the presentations. These presentations will continue to be rolled out to academic/boarding staff and students for the rest of the school year. During the next school year, we are hoping to share the presentations with the Health Care Center staff as well as Transportation staff.

The PBIS Team, individual PBIS teams, and the District Leadership Team participated in trainings involving Yearly Implementation Planning and Focusing and Team Building. These small trainings took the place of the Annual PB(i)S Stakeholders Meeting that normally occurs in the last week of May.

In addition to Required Instruction and PB(i)S trainings/programs, the PBiS Team is responsible for leading the Character Education components at FSDB. PB(i)S will also host a summer Administrative Leaders Team training/discussion focusing on the mapping of resources and the importance of interconnecting teams working together.

Training and Quality Assurance

TQA has launched all the Adobe Connect compliance trainings for the school year. Trainings are currently under review and will be updated for the 2021-2022 school year.

**Priority Goal 3: Enrollment Champion-*Shelley Ardis/Tracie Snow***

- ❖ Manage student enrollment across grade levels and schools to ensure appropriate use of all resources while providing optimal benefit to the community.

**Student Enrollment**

**Enrollment Data Collected as of March 31, 2021**

◆	Number of enrolled students-Peak	536
◆	Enrollment 1 <sup>st</sup> day of school	517
◆	Enrollment after the 10-day drop	516
◆	Enrollment last day of school	N/A
◆	Enrollment survey 5 data	N/A
◆	Percent of State eligible D/HH students	N/A
◆	Percent of State eligible Blind/VI students	N/A

**Admissions Data Collected as of March 31, 2021**

◆	Number of admissions evaluations	75
◆	Number of eligible students	69
◆	Number of withdrawals	36
◆	Percent of withdrawals: Peak/withdrawals	N/A

A presentation was made to the Board of Trustees at the April Enrollment Committee meeting which included a review of admissions processes, state board rules, current enrollment, and trends throughout the year for students attending both the brick-and-mortar and the innovative learning environment methods. The presentation also touched on enrollment applications, which have come through tours and online interactive moments sessions. The new tour form is now live on the FSDB website. We have had 43 requests for tours since March 1, 2021.

The Virtual ECC Summer Interactive Series will be held on June 19, 2021, June 22-23, 2021, and June 29-July 1, 2021. Activities will continued be held for students aged 6-13 and two additional sessions will be added for children and families age 3-5 and 14-17. The Virtual Spring ECC Interactive series is complete. There were 30 attendees in total, with 14 families, 15 prospective students and 15 parents and siblings in attendance.

The Parent Infant Program is currently serving 573 families with 324 in the Deaf/HH Program and 249 in the Blind/VI Program. This spring, Deaf Mentors and Parent Leaders have been hired and trained. They have served 96 families since this program began in April 2020.

The new Parent Infant Program database, Apricot, is at the end of the design and development stage for the initial programs. On-campus outreach is being tracked through a series of forms and spreadsheets as the program grows to identify the forms and processes that will be developed in the new database.

**Priority Goal 4: Digital Citizenship Champion-Shelley Ardis, Angela Saunders, Carol Bogue**

- ❖ Provide and maintain a safe and secure social and digital environment for students, enabling them to become responsible citizens in a technology-rich world.

OPP 8.09 Staff Acceptable Use was updated and approved by PAT on April 20, 2021. Updated training for staff members will now be developed in preparation for the next school year. Student technology use information has been moved into the Parent-Student Handbook which is the guidance document for students and their families. OPP 8.07 was repealed and OPP 8.08 was changed to provide staff guidance on the assignments, management, and support of student technology use. Student technology training materials are being reviewed in preparation for the next school year.

**Priority Goal 5: Stakeholder Relationships and Communication Champion- Nancy Bloch**

- ❖ Maintain good working relations with the Florida Department of Education and the Florida legislature, ensuring that legislators, legislative staff members, and Department personnel are well-informed about the work of FSDB and confident in the school's performance and stewardship of resources.

Influence informed decision-making by state government officials to ensure the school's views and interests are represented in policy, statutory, and regulatory actions as appropriate. *Accountability: Legislative Specialist*

- Emails and phone calls with appropriations staff members were made during the 2021 legislative session following any changes to legislative budget issues under consideration.
- A packet containing our Viewbook and a letter from the President was sent to legislative members on March 10, 2021.

Ensure FSDB administrators are informed of legislative proposals that may impact school interests, both as an education entity and employer. *Accountability: Legislative Specialist*

- Over 2000 bills were filed. Review has been done as enrolled bills get closer to passage in either house. An annual end of session report on enrolled bills will be done.

Develop protocols for inviting legislative officials to campus; draft guidance document/checklist with roles and accountabilities defined. *Accountability: Legislative Specialist and Executive Director of Communication & PR*

- Due to COVID-19, there have been no legislative visits during the current academic year.

Engage with Florida Department of Education officials to maintain strong relationships and understanding of FSDB programs and services. *Accountability: Administrator of Instructional Services, Administrator of Outreach and Technology and others as appropriate*

- We continue to participate in FDOE conference calls, including committee representation.

Engage with district superintendents to maintain strong relationships and understanding of FSDB programs and services. *Accountability: Administrator of Instructional Services, Administrator of Outreach and Technology, Executive Director of Curriculum and Professional Development*

- We also continue to participate in state/regional superintendent meeting and events including:
  - NEFEC Board of Directors - April 22, 2021 (President Snow met with the Chancellor of Education)
  - NEFEC Organization of Educational Leaders - March 11, 2021
  - NEFEC Student-Subcommittee - March 11, April 6, and April 8, 2021

Cultivate relationships with state Exceptional Student Education (ESE) directors and personnel. *Accountability: Administrator of Instructional Services, Administrator of Outreach and Technology, Executive Director of Curriculum and Professional Development*

- We presented on FSDB Integrated Information Systems at the FLCODE Conference, April 18, 2021. (The Florida Collaborative on Operational Data for Educators is a non-profit collaborative in Florida supporting the use of the Ed-Fi operational data storage standard).
- We also participated in FLDOE B.E.S.T. Standards implementation training sessions.

Engage with key education stakeholders in Florida aligned to school interests. *Accountability: Administrator of Outreach and Technology, Executive Director of Communication & PR*

- Centralized Outreach database tracking of representation at key professional events is ongoing.

#### **Secondary Goal A: Climate Surveys Champion-Christy Slater**

- ❖ Monitor and maintain good relations with all stakeholders – parents, faculty and staff, students, donors, and the community.

Conduct annual surveys to assess the satisfaction of key stakeholder groups. *Accountability: Director of Training & Quality Assurance and Executive Director of Human Resources*

- We sent out Climate surveys to academic staff in February-March 2021, parents in April 2021, and students in April 2021; The Employee Engagement survey was sent out in April 2021.
- Analysis of survey results and follow up will take place through June 2021.

Produce collateral/informational materials that emphasize the school's core values and unique attributes - create "line of sight" to mission and vision. *Accountability: Executive Director of Communications & PR*

- FSDB Viewbook dissemination is in progress; online flip book options are being explored.
- A Career and Technical Education video was produced in partnership with FCTC showcasing career training opportunities and pathways.
- Centralized storage of informational materials and collateral in the Outreach Department fosters campus and external dissemination and tracking efforts; metrics from the newly created tracking form will be shared in June 2021.
- Social media boosts are in progress including a campaign schedule for the new academic year.
- Installation of pole banners throughout the campus is scheduled for completion by June 2021.

Enhance stature of FSDB as an excellent school of choice that prepares students for a lifetime of success. *Accountability: Executive Director of Communications & PR*

- We garnered earned media coverage with a profile of Owen McCaul (First Alumnus to Chair FSDB Board of Trustees) published in the Florida Bar News online on April 16, 2021.

Engage parents/legal guardians of current students through effective, relevant communication channels. *Accountability: Administrators of Instructional Services and Outreach & Technology Services, Principals and Executive Director of Communications & PR*

- A robust newsletters team continues to foster the coordination and distribution of school-level news content to parents/guardians on a regularly scheduled basis. Content sharing via school-level social media also engages students and their families.
- ASL and braille classes, Parent Engagement Workshops, and related capacity-building activities for parents/legal guardians have been/continue to be provided.
- Annual registration planning is in progress for the next school year.
- Planning for year-end virtual athletic and senior awards ceremonies and in-person/virtual commencement ceremonies are under way for June 2021.

Ensure delivery of clear, consistent "one voice" messaging through integrated district- and school-level communications. *Accountability: Executive Director of Communications & PR*

- Strategic communications and engagement efforts are ongoing.
- Outreach/communications committee members met in April 2021 to coordinate year-end and summer activities, and plan for the new academic year.

Enhance staff member engagement through effective internal communications. *Accountability: Administrator of Outreach & Technology Services and Executive Director of Communications & PR*

- Refinements to the campus intranet and internal communications are ongoing.
- An updated Employee Handbook is being prepared for August 2021 dissemination.

**Secondary Goal B: Staff Resources Champion-Julia Mintzer, Lexi Bucca**

- ❖ Manage staff resources efficiently and effectively.

**Funding and Staffing**

Continue to monitor staff turnover rates, retirement pipelines and vacancies, and alert the strategic planning team if concerns arise.

**Data Collected as of March 31, 2021**

- ◆ Turnover Rate 7.50%
- ◆ Retirees for 2020-2021 21

**Secondary Goal C: Campus Infrastructure Champion-Julia Mintzer**

- ❖ Manage campus infrastructure responsibly with attention to maintenance and planning for the future.

Ongoing development of the Continuity of Operations Plan is in process.

**Secondary Goal D: Endowment Funding Champion-Amy Moring**

- ❖ Actively seek and acquire support of private donors to provide resources that supplement those provided by the state.

**Private Dollars**

**Data Collected as of March 31, 2021**

- |   |                  |               |
|---|------------------|---------------|
| ◆ Percent of progress toward 20-21 goal | Goal-\$1,250,000 | Achieved-891% |
| ◆ Number of donors                      | Goal-1,350       | Achieved-2481 |
| ◆ Number of donations                   | Goal-2,000       | Achieved-2498 |

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



# Performance review

as of April 30, 2021

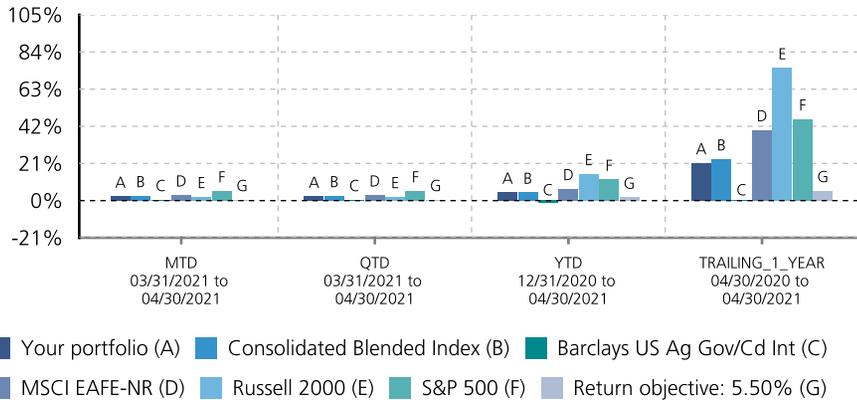
## Sources of portfolio value

\$ Millions



## Portfolio and selected benchmark returns

Net Time-weighted returns annualized



**Consolidated Blended Index: Start - Current:** 2% MSCI Emerging Markets-NR; 11.5% MSCI EAFE-NR; 2% Russell SmCap Complete; 9% Russell Mid Cap; 6% Russell 1000 Value; 8.5% Russell 1000 Growth; 12% Russell 1000; 49% Barclays US Ag Gov/Cd Int

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

Board of Trustees Meeting - June 3, 2021

Report created on: May 03, 2021

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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 XX190 QGARP

NX XX186 MID CAP  
NX XX183 ESG  
NX XX185 OEI  
NX XX182 Small Cap  
NX XX184 Div Ruler

NX XX407 ^ Fixed Income

## Portfolio value and investment results

Performance returns (annualized > 1 year)

	MTD 03/31/2021 to 04/30/2021	QTD 03/31/2021 to 04/30/2021	YTD 12/31/2020 to 04/30/2021	1 Year 04/30/2020 to 04/30/2021
<b>Opening value</b>	<b>18,949,360.33</b>	<b>18,949,360.33</b>	<b>18,355,571.59</b>	<b>15,086,323.48</b>
Net deposits/withdrawals	-177,417.78	-177,417.78	-27,864.47	757,010.71
Div./interest income	24,741.23	24,741.23	109,694.64	367,970.55
Change in accr. interest	3,726.46	3,726.46	4,209.66	-6,046.62
Change in value	430,885.76	430,885.76	789,684.57	3,026,037.88
<b>Closing value</b>	<b>19,231,296.00</b>	<b>19,231,296.00</b>	<b>19,231,296.00</b>	<b>19,231,296.00</b>
Net Time-weighted ROR	2.28	2.28	4.58	21.20

Net deposits and withdrawals include program and account fees.

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

Performance returns (annualized > 1 year)

	MTD 03/31/2021 to 04/30/2021	QTD 03/31/2021 to 04/30/2021	YTD 12/31/2020 to 04/30/2021	1 Year 04/30/2020 to 04/30/2021
<b>Your portfolio(%)</b>	<b>2.28</b>	<b>2.28</b>	<b>4.58</b>	<b>21.20</b>
Consolidated Blended Index	2.62	2.62	4.54	23.37
Barclays US Ag Gov/Cd Int	0.43	0.43	-1.37	-0.19
MSCI EAFE-NR	3.01	3.01	6.59	39.88
Russell 2000	2.10	2.10	15.07	74.91
S&P 500	5.34	5.34	11.84	45.98
Return objective: 5.50%	0.44	0.44	1.78	5.50

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NX XX189 Fixed Income  
 NX XX181 ESG  
 NX XX191 Div Ruler  
 NX XX187 Fixed Income  
 NX XX190 QGARP

NX XX186 MID CAP  
 NX XX183 ESG  
 NX XX185 OEI  
 NX XX182 Small Cap  
 NX XX184 Div Ruler  
 NX XX407 Fixed Income

# Additional information about your portfolio

as of April 30, 2021

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

	Performance	Start date to Start date	ITD
Consolidated	12/08/2014	04/30/2021	6.79%

## Benchmark composition

### Consolidated

#### Blended Index

**Start - Current:** 2% MSCI Emerging Markets-NR; 11.5% MSCI EAFE-NR; 2% Russell SmCap Complete; 9% Russell Mid Cap; 6% Russell 1000 Value; 8.5% Russell 1000 Growth; 12% Russell 1000; 49% Barclays US Ag Gov/Cd Int



# Financial Markets Summary

as of April 30, 2021

NX XX189 Fixed Income  
 NX XX181 ESG  
 NX XX191 Div Ruler  
 NX XX187 Fixed Income  
 NX XX190 QGARP

Consolidated report prepared for Board Of Trustees For

NX XX186 MID CAP  
 NX XX183 ESG  
 NX XX185 OEI  
 NX XX182 Small Cap  
 NX XX184 Div Ruler  
 NX XX407 Fixed Income

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		03/31/2021 to 04/30/2021	04/30/2020 to 04/30/2021	04/30/2018 to 04/30/2021	04/30/2016 to 04/30/2021	04/30/2014 to 04/30/2021	04/30/2011 to 04/30/2021
<b>Cash Alternatives</b>	US Treasury Bill - 3 Mos	0.00	0.09	1.37	1.11	0.81	0.58
<b>US - Fixed Income</b>	Barclays Agg Bond	0.79	-0.27	5.19	3.19	3.30	3.39
	Barclays Govt/Credit 1-3Y	0.08	1.02	3.10	1.99	1.73	1.53
	Barclays Govt/Credit Int	0.50	1.09	4.71	2.80	2.77	2.81
	Barclays Muni 1-10Y BL	0.48	5.40	4.23	2.64	2.80	3.08
	Barclays Muni 5Y	0.45	5.66	4.17	2.51	2.60	2.85
	Barclays Muni 7Y	0.61	6.68	5.05	3.03	3.33	3.74
	Barclays Municipal Bond	0.84	7.75	5.32	3.51	3.95	4.43
<b>Global/International - Fixed Income</b>	Barclays Gbl Agg Bond xUS	1.62	6.71	2.47	2.04	0.95	0.99
	Barclays Global Agg	1.26	3.95	3.79	2.64	2.02	2.05
<b>US Equity</b>	Dow Jones Ind Avg	2.78	42.12	14.51	16.47	13.41	12.94
	NAREIT Equity	8.12	33.36	13.49	9.27	9.66	9.65
	NASDAQ Composite	5.40	57.07	25.46	23.92	19.05	17.11
	Russell 1000	5.38	49.48	19.22	17.75	14.41	14.22
	Russell 1000 Growth	6.80	51.41	25.35	22.86	18.60	17.00
	Russell 1000 Value	4.00	45.92	12.29	12.15	9.86	11.13
	Russell 2000	2.10	74.91	15.21	16.47	12.00	11.62
	Russell 2000 Growth	2.18	69.15	17.95	18.87	13.96	12.85
	Russell 2000 Value	2.02	78.96	11.66	13.53	9.64	10.09
	Russell 2500	4.00	71.95	16.74	16.49	12.44	12.31
	Russell 3000	5.15	50.92	18.93	17.66	14.22	14.02
	Russell Mid Cap	5.10	59.57	16.69	15.57	12.53	12.68
	Russell Mid Cap Growth	5.62	53.97	21.97	19.69	15.50	14.32
	Russell Mid Cap Value	4.84	60.70	12.26	12.17	10.00	11.30
	S&P 400 Mid Cap	4.50	67.90	15.17	15.10	12.25	12.10
	S&P 500	5.34	45.98	18.65	17.41	14.31	14.16
<b>Global/International - Equity</b>	MSCI AC World - NR	4.37	45.75	13.31	13.84	9.91	9.17
	MSCI ACWI xUSA-NR	2.94	42.98	6.97	9.82	5.50	4.73
	MSCI EAFE-NR	3.01	39.88	6.27	8.87	5.03	5.22
	MSCI Emerging Markets-NR	2.49	48.71	7.50	12.49	6.90	3.59
	MSCI Emerging Markets-PR	2.37	45.70	4.99	9.90	4.42	1.13
	MSCI World	4.70	46.01	14.70	14.65	10.89	10.53
<b>Commodities</b>	DJ UBS Commodity	8.29	48.52	1.62	2.26	-5.06	-5.85
	Goldman Sachs Commodity	8.23	79.99	-3.97	0.83	-9.81	-8.26
<b>Non-Traditional</b>	HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
	HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
	HFRX Eqty Hdg-EqMktNeu	0.45	8.29	-2.25	-1.03	-0.48	-0.91
	HFRX Event Driven	1.57	15.88	4.54	5.43	1.76	2.50
<b>Balanced</b>	S&P 500 40% /BC Agg 60%	2.61	16.55	10.85	8.98	7.85	7.84
	S&P 500 50% /BC Agg 50%	3.06	21.09	12.22	10.41	8.96	8.92
	S&P 500 60% /BC Agg 40%	3.52	25.77	13.56	11.83	10.06	10.00
<b>Miscellaneous</b>	Consumer Price Index	0.00	3.31	1.87	2.05	1.60	1.65



## 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 programs fees (including wrap fees) and other fees.

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

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

regarding your new Performance Start Date.

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

**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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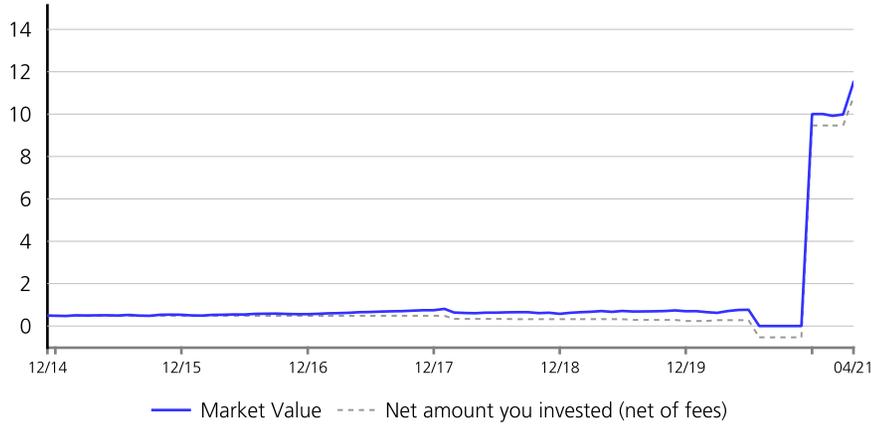


# Performance review

as of April 30, 2021

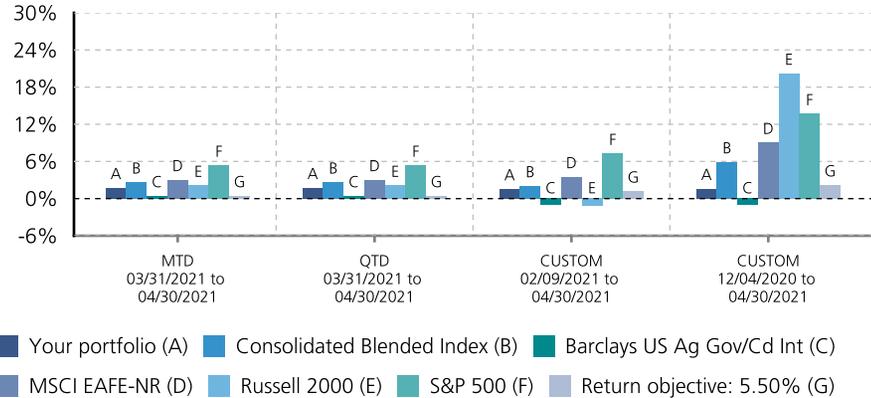
## Sources of portfolio value

\$ Millions



## Portfolio and selected benchmark returns

Net Time-weighted returns annualized



**Consolidated Blended Index: Start - Current:** 2% MSCI Emerging Markets-NR; 11.5% MSCI EAFE-NR; 2% Russell SmCap Complete; 9% Russell Mid Cap; 6% Russell 1000 Value; 8.5% Russell 1000 Growth; 12% Russell 1000; 49% Barclays US Ag Gov/Cd Int

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

Board of Trustees Meeting - June 3, 2021

Report created on: May 03, 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 03/31/2021 to 04/30/2021	QTD 03/31/2021 to 04/30/2021	For the period of 02/09/2021 to 04/30/2021	For the period of 12/04/2020 to 04/30/2021
<b>Opening value</b>	<b>9,983,902.41</b>	<b>9,983,902.41</b>	<b>10,003,684.52</b>	<b>10,000,000.00</b>
Net deposits/withdrawals	1,318,726.39	1,318,726.39	1,316,774.34	1,315,273.76
Div./interest income	13,844.03	13,844.03	-1,531.25	3,664.37
Change in accr. interest	2,715.23	2,715.23	36,587.00	36,587.00
Change in value	184,675.14	184,675.14	148,348.58	148,338.06
<b>Closing value</b>	<b>11,503,863.19</b>	<b>11,503,863.19</b>	<b>11,503,863.19</b>	<b>11,503,863.19</b>
Net Time-weighted ROR	1.74	1.74	1.54	1.60

Net deposits and withdrawals include program and account fees.

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

Performance returns (annualized > 1 year)

	MTD 03/31/2021 to 04/30/2021	QTD 03/31/2021 to 04/30/2021	For the period of 02/09/2021 to 04/30/2021	For the period of 12/04/2020 to 04/30/2021
<b>Your portfolio(%)</b>	<b>1.74</b>	<b>1.74</b>	<b>1.54</b>	<b>1.60</b>
Consolidated Blended Index	2.62	2.62	2.03	5.89
Barclays US Ag Gov/Cd Int	0.43	0.43	-1.00	-1.05
MSCI EAFE-NR	3.01	3.01	3.49	9.02
Russell 2000	2.10	2.10	-1.21	20.20
S&P 500	5.34	5.34	7.25	13.67
Return objective: 5.50%	0.44	0.44	1.18	2.18

# Additional information about your portfolio

as of April 30, 2021

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

	Performance	Start date to Start date	ITD
Consolidated	12/04/2020	04/30/2021	1.60%

## Benchmark composition

### Consolidated

#### Blended Index

**Start - Current:** 2% MSCI Emerging Markets-NR; 11.5% MSCI EAFE-NR; 2% Russell SmCap Complete; 9% Russell Mid Cap; 6% Russell 1000 Value; 8.5% Russell 1000 Growth; 12% Russell 1000; 49% Barclays US Ag Gov/Cd Int



# Financial Markets Summary

as of April 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
		03/31/2021 to 04/30/2021	04/30/2020 to 04/30/2021	04/30/2018 to 04/30/2021	04/30/2016 to 04/30/2021	04/30/2014 to 04/30/2021	04/30/2011 to 04/30/2021
<b>Cash Alternatives</b>	US Treasury Bill - 3 Mos	0.00	0.09	1.37	1.11	0.81	0.58
<b>US - Fixed Income</b>	Barclays Agg Bond	0.79	-0.27	5.19	3.19	3.30	3.39
	Barclays Govt/Credit 1-3Y	0.08	1.02	3.10	1.99	1.73	1.53
	Barclays Govt/Credit Int	0.50	1.09	4.71	2.80	2.77	2.81
	Barclays Muni 1-10Y BL	0.48	5.40	4.23	2.64	2.80	3.08
	Barclays Muni 5Y	0.45	5.66	4.17	2.51	2.60	2.85
	Barclays Muni 7Y	0.61	6.68	5.05	3.03	3.33	3.74
	Barclays Municipal Bond	0.84	7.75	5.32	3.51	3.95	4.43
<b>Global/International - Fixed Income</b>	Barclays Gbl Agg Bond xUS	1.62	6.71	2.47	2.04	0.95	0.99
	Barclays Global Agg	1.26	3.95	3.79	2.64	2.02	2.05
<b>US Equity</b>	Dow Jones Ind Avg	2.78	42.12	14.51	16.47	13.41	12.94
	NAREIT Equity	8.12	33.36	13.49	9.27	9.66	9.65
	NASDAQ Composite	5.40	57.07	25.46	23.92	19.05	17.11
	Russell 1000	5.38	49.48	19.22	17.75	14.41	14.22
	Russell 1000 Growth	6.80	51.41	25.35	22.86	18.60	17.00
	Russell 1000 Value	4.00	45.92	12.29	12.15	9.86	11.13
	Russell 2000	2.10	74.91	15.21	16.47	12.00	11.62
	Russell 2000 Growth	2.18	69.15	17.95	18.87	13.96	12.85
	Russell 2000 Value	2.02	78.96	11.66	13.53	9.64	10.09
	Russell 2500	4.00	71.95	16.74	16.49	12.44	12.31
	Russell 3000	5.15	50.92	18.93	17.66	14.22	14.02
	Russell Mid Cap	5.10	59.57	16.69	15.57	12.53	12.68
	Russell Mid Cap Growth	5.62	53.97	21.97	19.69	15.50	14.32
	Russell Mid Cap Value	4.84	60.70	12.26	12.17	10.00	11.30
	S&P 400 Mid Cap	4.50	67.90	15.17	15.10	12.25	12.10
	S&P 500	5.34	45.98	18.65	17.41	14.31	14.16
<b>Global/International - Equity</b>	MSCI AC World - NR	4.37	45.75	13.31	13.84	9.91	9.17
	MSCI ACWI xUSA-NR	2.94	42.98	6.97	9.82	5.50	4.73
	MSCI EAFE-NR	3.01	39.88	6.27	8.87	5.03	5.22
	MSCI Emerging Markets-NR	2.49	48.71	7.50	12.49	6.90	3.59
	MSCI Emerging Markets-PR	2.37	45.70	4.99	9.90	4.42	1.13
	MSCI World	4.70	46.01	14.70	14.65	10.89	10.53
<b>Commodities</b>	DJ UBS Commodity	8.29	48.52	1.62	2.26	-5.06	-5.85
	Goldman Sachs Commodity	8.23	79.99	-3.97	0.83	-9.81	-8.26
<b>Non-Traditional</b>	HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
	HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
	HFRX Eqty Hdg-EqMktNeu	0.45	8.29	-2.25	-1.03	-0.48	-0.91
	HFRX Event Driven	1.57	15.88	4.54	5.43	1.76	2.50
<b>Balanced</b>	S&P 500 40% /BC Agg 60%	2.61	16.55	10.85	8.98	7.85	7.84
	S&P 500 50% /BC Agg 50%	3.06	21.09	12.22	10.41	8.96	8.92
	S&P 500 60% /BC Agg 40%	3.52	25.77	13.56	11.83	10.06	10.00
<b>Miscellaneous</b>	Consumer Price Index	0.00	3.31	1.87	2.05	1.60	1.65



## 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 its 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 programs fees (including wrap fees) and other fees.

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

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

regarding your new Performance Start Date.

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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.

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.

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### **Student Learning Environments**

Our staff and students accepted our social distancing protocols and appreciated their importance. As the school year progressed, our student population stayed relatively constant, but the percentage of students learning on campus continued to increase as more and more students chose to return to in-person learning. It has been wonderful to see our students returning to campus!

Carol Bogue

### **High School Students Speak to 8th Graders**

Addison B., Marquez D., Sophia O. are incredible Freshmen in the Blind High School. These three students were selected to speak to our eighth graders. They were chosen for this important and wonderful opportunity because they all recently graduated less than a year ago and could share what high school is truly like with our eighth-grade class. They are awesome role models for these rising 8th graders. Yassir B. is a wonderful Senior who is a fine class leader. He has a wealth of knowledge and experiences from his high school years that he shared with the eighth graders. The eighth-graders have been very curious about what high school is going to be like, what to look forward to and how to be successful.

These high school students shared information on such questions as what it was like preparing for the transition from Middle School to High School. These freshmen and senior student shared their feelings about joining high school. Each student also shared experiences of what they have been most proud of since beginning high school. Achievements, interesting classes, work experiences, team sports, music opportunities, community service projects all await our rising 8th graders. These goal-driven students talked about preparing themselves for the future. They discussed their greatest strengths and what subject area they have enjoyed learning.

The High School students talked about Positive Behavior Support and Respect, Responsibility, and Cooperation. They reflected on how one's attitude can impact their education and outlook on life. Finally, these high school students addressed how they will contribute back to the community and impact positive change in the world.

These rising 8th graders really are curious about transitioning to high school, and hopefully, this Panel answered some of the 8th graders' questions and concerns.

Karen Kolkedy – School Counselor

### **Alumni Shining Brightly**

FSDB Blind Department Alumnus Wes Homewood (class of 2015) finished his BA in Deaf Education in 2019. Wes will be attending Florida State University in the fall to pursue a graduate degree in Visual Disabilities! Wes is currently a fifth-grade teacher in the Deaf Elementary at FSDB.

Taylor Marie Muske (Class of 2018) earned her Early Childhood Professional Certification from Charlotte Technical College In January 2021 and is currently working in that field while assisting in the props department of Broadway Shows that come to Florida, such as Hamilton, The Lion King, Les Miserables, and Cats.

Tyre Singleton (Class of 2017) will be graduating from the University of North Florida in July 2021 with a Bachelor of Science Degree in Sports Management with a minor in Business Management.

Kathleen Haines – School Counselor

### **Bright Futures Scholarships**

Ten seniors are eligible for the Florida Bright Futures Scholarships. This scholarship is a blind department record! We are so proud of them!

Yassir Bohorquez  
Brianna Cruz  
Tre'Shaun Faison  
Lance Gardenhire  
Delayna Goodrich  
Triston Ray  
Thomas Rice  
Chris Roberts-Cole  
Jonathan Carver  
Courtney Hawkins

Justin Cosgrove, Blind High School Principal

### **O&M Transportation-Logistic Lesson**

High school seniors in the blind department recently had the opportunity to participate in an Orientation and Mobility experience trip to the University of North Florida. The class was split into three groups and taken during three separate trips to ensure as much social distancing as possible. The seniors completed a tour of the campus and learned about the different resources available to university students. During this tour, the students learned about housing, including dorms and apartments, and how it compares to the FSDB housing they are accustomed to. They also learned about meal plans, available recreational activities, and transportation options they can utilize. During this trip, the senior class was able to practice the broad spectrum of the skills they have been learning throughout their time at FSDB to a new, unfamiliar environment. It allowed students to show off their techniques and feel self-assured in their abilities. The O&M department believes this will aid them in starting the next chapter of their lives with confidence!

Samantha Lang, Orientation and Mobility Specialists

### **BMS Exploring Music**

This quarter, our 7th-period W/Th/F group has been experimenting with electronic and digital music. They completed a project using the GarageBand app where they conceptualized a new,

innovative product. They then had to decide the target audience, price point, write a slogan, create a jingle, create the commercial script, and record the script over a track using at least two different instruments (strings and drums, brass and drums, vocals and strings, etc.). Next, they had to present this commercial to their peers in the classroom. We had some creative products, including the iReader+ that can turn any document into braille or screenreader-accessible document, which included a full 10-minute infomercial, and the “No-No, Never Round” Square Donuts with a “special surprise of deliciousness in every corner.”

After completing this project, the group of 8th-grade boys had time to “unplug” (at least from their headphones) and have a jam session on the digital keyboards (and GarageBand Drums in the background). Enjoy!

Boys playing recording:

<https://youtu.be/WTJpRCGP1Hc>

Bryan H with GarageBand App creation

[https://drive.google.com/file/d/1yjnLxocWq33Bsf\\_p3sH7FhtUAD\\_qT-gA/view?usp=sharing](https://drive.google.com/file/d/1yjnLxocWq33Bsf_p3sH7FhtUAD_qT-gA/view?usp=sharing)

Lori Wohl - Music Teacher

### **Arts4All**

The Music Department is thrilled to have partnered with Arts4All Florida to present a series of virtual workshops for some of our music students this month. The workshops featured past American Idol finalists James Durbin and Scott MacIntyre.

Scott MacIntyre spoke to our top high school music students about his life and experiences as a professional musician who is blind. He was the first blind contestant on the popular show and served as a trailblazer. Scott’s poignant interaction allowed for the students in attendance to ask questions about American Idol, music careers, and life skills as a blind adult. He spoke about his trials and tribulations and discussed how he focused on identifying his goals and then figuring out what he needed to do to get there and how to overcome setbacks. The students were engaged and asked many questions, and as a teacher, it was enlightening to peek into the minds of high school students who are blind, talking to an adult who is blind, and witnessing the synergy and *je ne sais quoi*. MacIntyre has expressed interest in speaking to our full school in the future after the pandemic and provided his contact information for students who want to ask further questions about music careers or life as a blind adult.

James Durbin also spoke to the same group of high school music students about his life experiences. Durbin started by telling the students about his disabilities of Asperger’s Syndrome and Tourette’s in a manner that modeled proper advocacy for our students. He then opened it up for each student to introduce themselves and talk about themselves. The Q & A period was focused primarily on the music industry and song creation and performance. He then provided a mini-concert for our students.

James Durbin also is doing a 3-part series of workshops with our upper elementary students. These workshops are focusing on the songwriting process. They have involved the students in the entire process, starting with ideas, note-taking, revising, word choices, genres, music writing, refining, and

producing. At the end of the series, the students will have three finished products to share and listen to what they created! Durbin is genuinely engaging with the students and gives each student their moment to shine and provide input. He plays his guitar, does funny voices, talks about shared interests. He has researched our school in order to relate more to the students, has followed up with specific answers to questions and statements students made and has put in extra time outside of our workshop time to produce the songs that the students worked on in their 1-hour workshops. Watch the newsletter space for the final products to be shared!

Arts4All Florida is partially funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services through federal assistance under the Individuals with Disabilities Education Act, Part B. Its mission is to provide, support, and champion arts education and cultural experiences for and by people with disabilities and to create a world in which the arts are universally accessible. Among other focuses, they aim to make sure all Floridians with disabilities have access to appropriate arts education. All individuals with disabilities who aspire to careers in the arts have opportunities to develop, strengthen, and monetize their skills. FSDB is grateful for Arts4All Florida's financial support, coordination, and partnership in presenting these wonderful workshops at the end of a difficult year for performing arts.

Leslie Costello – Music Teacher

### **Blind Department STEM Camp 2021**

Fifteen students from the blind department will have the opportunity to participate in a Virtual STEM camp the week of June 14. During the camp, the students will participate in fun experiments to expand their knowledge about science, technology, and math. The students will receive packets with all the experiment materials and an iPad to complete all the activities. The students will work as a team to problem-solve and design a pencil tower, kite, a roller coaster, space rover that will carry and move items. They will also spend a day putting their detective hats on to solve several mysteries. The students will have to work together, and problem solves different clues to solve the mysteries. We have also been able to include coding activities in our program this summer. The students will be given an iPad along with adapted tactile maps to work through different scenes for the coding application Swift Playground. We are excited to host this year's STEM Camp!

Jennifer A. Enache, Orientation, and Mobility Specialists

### **FSDB Physical Education**

#### **Deaf Elementary:**

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

Our Deaf 2nd graders are now mastering the art of chasing and fleeing. We are playing games that develop locomotor skills and hand/eye coordination.

#### **Deaf Elementary**

#### **3<sup>rd</sup>-5<sup>th</sup> graders**

Deaf Elementary School: The 4th/5th-grade boys are participating in a basketball unit. The students learn basic basketball skills (dribbling, passing, shooting, rebounding), including offensive and

defensive skills in drills, lead-up activities, and games. The importance of teamwork and sportsmanship skills is emphasized.

### **Deaf Middle School:**

Our Deaf Middle School students have been learning various non-mainstream team games that promote cooperation and hand/eye & foot/eye coordination. Examples of such games are ultimate frisbee, ultimate football, frisbee baseball, and speedball.

### **Blind Elementary/Middle School:**

The K-2 group just finished up their basketball unit. The students practiced: dribbling, passing, shooting, tracking (both a regular and bell basketball). Currently, we are working on scooter games, where the emphasis is placed on auditory awareness and the ability to follow instructions while moving between two fixed points.

The BES 3-5 group also finished up their basketball unit. The students worked on improving their dribbling, passing, and shooting skills through a series of modified games: Knockout, HORSE, PIG, and modified games against Coach Young/Scott. We also focused on Teamwork and communication throughout the unit. Now, the students are involved in cooperative, large group scooter games. They really enjoyed the dodging and fleeing activities of "Frogger & Pac-Man." These games are some of the student's all-time favorites.

### **Blind High School:**

The WT/Comprehensive Fitness group has exceeded all my expectations for the year. They have taken ownership of their own resistance training routines and challenge each other in class. They are a great group of students who will continue to live a healthy lifestyle after leaving this school/class.

### **Blind High School HOPE Class**

Students in HOPE have been learning about CPR, AED, and First Aid. Students have been learning about how to assess the scene, check for responsiveness, call for help and check for breathing. Students have been practicing compressions on the trainer mannequin and learning how to make sure they are deep enough, fast enough, and proper recoil of the chest. Students also have had experience working with the AED trainers on the mannequin. The first aid portion of the training allows students to practice proper glove removal, practice with the epinephrine trainer pen, control bleeding, and how to help a person choking.

Respectfully Submitted by:

Carol Bogue

Blind Department Principal



**Deaf Department updates:**

The end of the year is coming up so very quickly. Our Deaf Department has been busy with the closing of year activities. Deaf Elementary is preparing for Field Day. Middle School is preparing for the end of the year PE fun day and grade level PBIS activities/events and awards, Deaf High School is preparing for a modified Prom and Commencement. All activities have been modified this year in line with the Covid-19 reopening protocols. Awards and promotions are being done virtually. Outdoor activities are being organized to incorporate cleaning, hygiene, and spacing protocols are followed. Prom is a dinner that is being hosted on our President's lawn to replace the traditional dance. We have limited our graduation attendees to four guests per graduate in order to space groups out within Kirk Auditorium. This year, tickets have been reserved through an online platform- Eventbrite- in order to track numbers and guests and to prepare for an organized and safe event. We will also be live streaming commencement for friends and family who are unable to attend in person. We feel the excitement building for this big event. With all of the changes that have been made this year, I am thrilled that our students and staff have adapted and overcome beautifully. It has been a year of change and a year of growth, and the team has worked hard to make this year a successful one.

**Deaf Elementary School**

**Enrollment: 73**

<b>Brick and Mortar</b>	<b>Innovative Learning Environment</b>
68 (93%)	5 (7%)

*Initiatives:*

The theme for March was self-motivation and self-control. Students learned that being self-motivated, while challenging at times, can have great rewards. We discussed being motivated to do well in school and what that looks like in terms of our behaviors. During recess, we had many opportunities to talk about self-control when students get "out" during games of 4 Square, lose a game, or do not have a chance to use the playground equipment they wanted. We discuss ways to maintain self-control, including deep breathing, confiding in a trusted adult, and naming our feelings. We also talked a lot about self-motivation and self-control related to the FSA testing our 3<sup>rd</sup> through 5<sup>th</sup> graders are completing.

*Family Communications:*

Families were actively engaged with our school community during Teacher Appreciation Week! They sent in kind notes, gift cards, and homemade presents. One day during the week, students dressed like their teacher! It was such a fun celebration in our school community. Our Facebook group continues to grow, with 161 members at this time. Teachers send a weekly email to their students' families and communicate with individual students' families as needed. These communications

include an invitation to join our private Facebook page. Our quarterly School Advisory Council/Title I Parent Advisory Team meeting was held on May 18, and parent representatives participated remotely. Our most recent parent newsletter was sent home on May 14 and can be found [here](#).

*Climate Survey Action Plan Updates:*

Student and Parent Action Plans call for creating an online presentation related to FSDB's bullying policy, bullying reporting and investigation procedures, and definitions of different forms of bullying. The mental health team collaborated with the ASL Specialist to produce the video, and the final product was published in our Facebook group and on the FSDB website. Check it out [here](#).

Staff Action Plans call for resources related to the positive impact of parent involvement on staff members. Resources were shared with staff members, and feedback regarding the disconnect between the families' perceptions of parent-teacher conferences (provide great benefit) and staff members' perceptions of parent-teacher conferences (provide some, but little benefit) was solicited. The feedback provided allowed for dynamic discussion and brainstorming related to how we can bridge this disconnect. [Here's an example of some of the feedback](#). An additional resource related to the positive impact on parent involvement was shared in January.

*Positive Behavior Intervention and Support:*

Monthly ticket drawings continue and include both BAM and ILE students. Students are encouraged to show respectful, responsible, and cooperative behaviors in all areas and are recognized for doing so. Our PBIS Model School banner is proudly displayed on the front of our school building! Our Spring PBIS school-wide event included students making "love links" for The Great Kindness Challenge's "Kindness Unites Paper Chain Challenge." The organization, in partnership with Kids for Peace, is collecting paper chain links from schools and organizations all over the world to create the world's longest paper chain! Stay tuned to find out if we make it into the Guinness Book of World Records!

*Spotted in Gore Hall:*

Every month we ask grade level teams to tell us something special they spotted in Gore Hall. Here are their responses!

Kindergarten: Students outside at recess gathering others to line up when playtime was finished. They were a big help to their teacher!

First Grade: First graders enjoyed free art choice day, where they were able to be creative with mixed-media art supplies after reading the story "The Dot" by Peter H. Reynolds.

Second Grade: Students are wrapping up their own fairytale story. They were given character, setting, and problem prompts to help them brainstorm. They will be sharing their stories with others to solicit feedback.

Third Grade: Mayrani and Minaal decided to partner-read during their free reading time.

Fourth Grade: Mrs. Jenny's class working with robotics.

Fifth Grade: Alyson - one of our 5th graders, was very respectful by copying the homework for two students that were late getting back from Speech and Language class. Also, many bikes were lying

around Kids Town, and it was Charlotte's idea to clean up. Charlotte, Madison, and Jav'ion showed responsibility by putting away all the bikes.

Learning Lab: A fifth grade student on the playground, organizing a game for Kindergarten, First, and Second Grade students.

*Favorite Moments This Month!*

Kindergarten: One kindergarten student miscounted a group of objects in math class, and another student said/signed, "Ooops! That's wrong. Let me help you count them again."

First Grade: One first grade student held out his umbrella for his friend on a rainy day. It was so sweet!

Second Grade: Students learned about paleontologists and archaeologists in both reading and science. We had so much fun excavating our dinosaur fossils!

Third Grade: One girl noticed another student left their jacket at the table during lunch. She picked it up and made sure to return it to the other student.

Fourth Grade: Going over to the Garden Center and potting Mother's Day plants.

Fifth Grade: The 5th graders had a Middle School orientation this month. They are so excited to be moving on to 6th grade.

Learning Lab: When a student completed a task, smiled, and said, "I know!"

**Deaf Middle School**

<b>Brick and Mortar</b>	<b>Innovative Learning Environment</b>
81 (96%)	3 (4%)

*Goals and Challenges*

This month, we have had Required Mental Health trainings released weekly. The topics are heavy topics that we have had to complete during this last quarter for instructional requirements. One of the things we are looking forward to next year is being able to space these out to have the biggest, positive impact possible for the students. Our students have also been participating in FSA testing. This presents staffing challenges with two staff in every testing room. When there are required make-up sessions, this can be challenging to schedule and cover, but we are making it through.

We are also gearing up for our STEAM summer camps that will occur right after school is out. They are all virtual this year. We will be mailing home boxes of supplies. Students will join on Teams and work through a variety of activities and labs. This project is funded by Title I.

Annually our 8th grade students participate in a Government in Action trip where they spend a week touring Jamestown and Washington DC. This year, because of covid travel restrictions, we were unable to take our group for this experience. However, through the creativity and innovation of our teachers, we will "bring DC to St. Augustine." June 7, #DCinSTA will begin. Throughout the week, students will engage in experiences on campus that will cover the topics and places that would

normally be covered during the trip. Events include virtual field trips and 3D views of several monuments, memorials, landmarks, and museums; STEAM projects with a DC theme; and replicas of memorials/monuments around campus. Replicas will be manned by several freshmen volunteers who attended the DC trip in 2019.

Students will "visit" the Washington monument at Kids' Town. A member of the National Guard Honor Guard will portray the Changing of the Guard at the Tomb of the Unknown Soldier. We will visit our President's house with Tracie Snow. We will see life-size replicas of founding documents in our gazebo version of the National Archives. A replica Vietnam Memorial Wall will be located near the Walker Annex. Our local Starbucks will be donating teas and cups to recreate our own "Signing Starbucks" experience. We will get to interview a panel from Gallaudet University in lieu of our visit. And don't forget about souvenirs! Our students will still be receiving a copy of the ever-famous panoramic group photo (though it will be in front of the Kids' Town amphitheater instead of the Capitol building), as well as specially designed hoodies and water bottles with our #DCinSTA hashtag (design courtesy of our very own Lindsay Stergio, and printing made possible by D&B Designs). We hope this will be a fun and memorable experience for our students this year!

### *Continual Learning*

In order to support our students, we recognize that we need to provide an environment of continual learning not only for students but staff as well. This past month, all our teachers, IAs, and support staff have had at least part one of the two-part training in Zones of Regulation. We are excited to see how having this common language to approach emotions and expected vs. unexpected behaviors will help improve interventions, align with PBis, and support our students even more. We will implement these practices, strategies, and language that we have learned starting day one of the 2021-2022 school year.

### **Deaf High School**

<b>Brick and Mortar</b>	<b>Innovative Learning Environment</b>
130 (77%)	38 (23%)

### *Goals/Initiatives:*

Third quarter ended on April 9, and the fourth quarter began on April 12. Several large goals are being addressed this last quarter. Seniors are making decisions on whether to accept or defer their diploma in IEP meetings. Out of the 42 seniors of this year's graduating class, 27 seniors will be accepting their diploma. The underclassmen are participating in FSA testing and FSAA testing, guided by our school counselors.

As we go through the FSA, we look forward to collecting the data to provide teachers with opportunities to review our students' academic performance and placement in ELA classes. Professional Learning Communities (PLC) continue to be an integral part of each content team. The Social Studies team jumped on board to do monthly PLCs tagging along the ELA, Math, and Electives

teams reviewing data and tools to efficiently increase student performance. The team leaders met this month to review important information and to address any concerns/highlights shared by staff.

*Family Communication:* Our teachers are reaching out to families to share MAP testing scores with families. They communicate about students who require more assistance and support, as demonstrated by data collection through programs such as MAP, IRLA, IXL, Empower, and MFAS. We continue to provide a biweekly newsletter to update our families. Parents are notified via Skylert when these are released.

*Climate Survey Action Plan Updates:* Throughout the year, we have continued to address climate survey action plans with the team leaders. There has been a clear difference in the concerns of last year and this year with hybrid learning. There is a focus on what is working and what we can do to improve our climate surveys and parent involvement. We have seen some climate survey improvements based on the action plan items that we have been working on this year.

DHS Staff 20-21	DHS Staff 19-20
79% - Teachers receive sufficient support for students with academic delays.	68% - Teachers receive sufficient support for students with academic delays.
78% - There is good communication between supervisors/assistant principals and staff.	72% - There is good communication between supervisors/assistant principals and staff.
75% - I feel there are sufficient opportunities for staff to be involved in decision-making regarding students and programs.	64% - I feel there are sufficient opportunities for staff to be involved in decision-making regarding students and programs.

*Positive Behavior Intervention and Support:* We continue to provide required instruction on Fridays during Dragon Time. Students are participating in a Mental Health Education Series and discussing resources available to them character education continues during Dragon Time as well as mental health education series. We just completed a presentation to students about resources and names and pictures of individuals available, i.e., counselors.

#### *Off Campus Program*

Last April and this month of May, our landscape students at FCTC have been very busy planting various plants and vegetables into pots, such as flowers, datil peppers, beans, etc. They have been preparing the greenhouse by setting up tables to place pots of various plants and vegetables. Two students added a wire to the electricity box, so the greenhouse could have electricity to turn on the irrigation system. A student in the automotive program had just learned how to change the oil in a car. The student was so thrilled to know how to do it! He excitedly shared one morning at the bus

stop about what he did the day before. Two students in the childcare program had been studying very hard for the DCF exams. The teacher used different activities to help the class prepare for the exams.

Our SJRSC students have completed their spring semester courses. They certainly are relieved to be finished with the courses because they had worked so hard throughout the semester on their assignments/tests. They contacted me for tips, tutoring, and words of encouragement. I am SO proud of them. They all earned solid grades, and they are satisfied with their grades. One student is currently taking two summer courses. He has a goal to complete as many SJRSC courses as possible. When he goes to college, he plans to transfer the SJRSC college credits to reduce the course load at a college.

A student in the Aerospace I course is learning about different kinds of rockets. The class is sharing their favorite rockets. This student likes rockets (e.g., Falcon 9 and New Shepard) that use a payload system. It carries various things into space, such as satellites, space probes, or a spacecraft carrying humans, animals, or cargo. The other student in the Aerospace II course is learning about the aerospace of Earth and space. He particularly enjoys learning about the magnetic field. He finds it neat to know how it serves to deflect most of the solar wind. If it weren't for the magnetic field, the solar wind particles would strip away the ozone layer that protects the Earth from harmful ultraviolet radiation.

### **Interpreter Services**

Interpreter Services is working its way through a busy spring! We have been busy covering admissions meetings, TQA trainings, administrative meetings, teacher trainings, campus tours, weekend professional development opportunities, SJRSC graduation, Dance Troupe's play, IEP meetings, department meetings, daily classroom language facilitation, and much more. We have also interpreted multiple mental health related required instructional videos for students. We look forward to the many upcoming annual events such as Sports Awards, Senior Awards, department celebrations and ceremonies, and of course, the Blind and Deaf High School graduations.

Spring staff ASL spring courses are wrapping up in a couple of weeks. We are excited to start working on plans to return to in-person classes for the fall. We are grateful we could continue to provide classes virtually for the 2020-2021 school year, but like so many other things, ASL classes are just better in person!

The SLPI: ASL program is wrapping up interview appointments at the end of May and will process all remaining ratings by June 10. With almost 80 staff interviews, this has been one of the busiest years the program has had.

We continue working with our students requiring classroom language facilitation services based on their IEPs. We are providing services for roughly 30 class periods/blocks per day. This is a daily need in

classrooms across multiple departments. This includes services for two St. Augustine High School courses (Aerospace I and Aerospace II) for two deaf high school students.

Class at First Coast Technical College will be wrapping up soon. Interpreting services have been consistent for nine Deaf Department students enrolled in three off-campus courses.

Respectfully Submitted,

Angela Saunders  
Principal, Deaf Department



## **Career and Workforce Development Department**

*Submitted by Scott Trejbal, on behalf of Executive Director of Career Development*

Priority Goal 1: Academic Achievement and Workforce Preparation

### **CONSTRUCTION, Randall Hancock**

We are going beyond the headway into the BHS Gazebo construction. The roof frame is in, and cedar shakes roofing is underway. Students are figuring out the tricky geometry of spatial relationship to make angular cuts for the cupola. There's always both general math and geometry applications daily in this octagonal-shape construction.

### **D&B Garden Center, Jenny Palmer**

Earth Day Collaboration with Northrup Grumman:

Last year we had to cancel our annual Northrup Grumman Earth Day event due to Covid-19. Julie Edwards reached out to us this year, and we were able to provide 250 plants for their Earth Day event. The students created care sheets which were printed by students in Lorelee Bundrick's class. The students also assisted with packing the plants in crates for pick up. Next year, we are hoping that we can attend in person with students to talk about our horticulture program.

Sharing Knowledge about Aquaponics:

Students at FCTC purchased the same aquaponics system that we have in our room. They were having difficulty setting it up, so we could collaborate and share our experiences. We gave her some pointers, and then Kathy Fisher led her through our nursery to select plants to use in her system.

Mother's Day Event for Deaf Elementary, Blind Elementary, and the ELC Department:

Students will be coming to the garden center to create dish gardens to bring home for Mother's Day. Students from the Deaf High School and Blind High School will assist the students with their creations. Lorelee Bundrick's classes created Mother's Day cards for the students to sign and attach to their dish gardens.

Graduation Beautification Projects Planned:

Students are assisting the Grounds Department in preparation for graduation. Several gardens are being reworked to ensure that the campus is full of color for students and their guests.

On-Campus Field Trips to the Garden Center:

Several classes from Blind High School scheduled field trips to our garden center. Kathy Fisher led them through the garden center, explaining about the plants and showing them plants with interesting textures and smells. The ILE students participated on the iPad. Students selected

plants to bring back to their gardens back in the blind department. The students surprised us by creating a poster of thank you letters for us to enjoy.

**CAMPUS WORK PROGRAMS- Erin Wolfe, Cheryl Crumpler, Lori Hall**

**Community Work Program - DHS**

The community work program has had a very busy year, and we will soon wrap things up, but not before we complete a very important task for our seniors and postgraduate students who will be leaving us shortly. Practice interviews will begin next week. These interviews are important for our students because we want them to feel prepared when they show up to their first actual interview after leaving us and stepping into the working world. Whether or not they go to college, eventually, all of them will need to be prepared to search for a job.

**On-Campus Work Program - DHS**

Students are doing all types of jobs on campus. Some are working with teachers, some cafeteria workers, and others office workers. In dance troupe, students are running sound, doing laundry, painting the stage props, running errands, and putting up fliers for the upcoming show. One student has been working with two different teachers in Deaf Middle School, one teacher teaching math and the other teaching science. The student worker has been tutoring and mentoring the DMS students in math. In Science class, he has worked setting up a new lizard enclosure and cleaning the old enclosures. The student worker has also helped organize the science lab. The student and I discussed what skills he was learning for a future job. He told me: being on time, working with others, being flexible, and many other skills that I can use for a future job. The goal is for all the Career Experience students to learn soft skills so they will be successful in the future.

**On-Campus Work Program - BHS**

Seniors and Continuing Education students in BHS participated in FSDB Practice Job Interview Day in May. After learning about essential interview skills, role-playing in class, and updating their resumes, students met with leaders from across campus to practice.

A student in BHS has taken on a new role as part of her year-long job working as a Media Center Assistant. She is helping a first grader learn to read books using a Braille Note as part of a pilot program with Blind Elementary Middle School (BEMS). This Assistive Technology Device, which allows students to read and write in Braille, is used by high schoolers daily. We're proud of the teamwork and enthusiasm shown by this student leader and the positive impact she is making on our early readers.

**Student Worker Program, Farrah Selleck**

As the end of the school year is right around the corner, some of our paid student workers will inevitably be departing FSDB to embark on a new chapter of their lives. To prepare the after-school campus work program the best we can, we posted some job openings for different positions that would need to be filled by fall when the new school year begins. A few of the positions we advertised were D&B Designs Associate, Food Service Worker, D&B Boutique/Clothes Closet Associate, and Recycling Associate. Interviews with students from both departments were conducted, and feedback is always given post-interview for each student regardless of if it was their first or fifth interview. Often, there is room for improvement, and the students leave the Career Center building learning something new every time. In total, we are currently in the process

of fulfilling eight positions. There will be more job openings posted in the fall as well to give students the opportunity to apply for some positions they may be interested in, depending on availability.

### **Culinary Arts, Kevin Voelker**

The Dragon Lair Café (DL) is still accepting online orders from Monday to Thursday and is closed on Friday. On May 24, the DL will be closed for the remainder of the year in order to complete all of the required cleanings before June 9.

We made a delicious Black Bean soup weekly and a wonderful chef special every Wednesday for the month of April. For the month of May, we have a weekly Quiche and had a unique chef special, a BLT (Bacon, Lettuce, and Tomato) with macaroni salad and water.

During the last week of April, the 4<sup>th</sup> block students in each culinary level (1, 2, and 3) competed with one another by making cookies. Tracey, Mohini, and I judged the quality of the cookies. Students were then treated with the cookies they had made while they were doing their SafeStaff certification training. All cookies had a wonderful taste, texture, color, and shape.

### **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**

- Literacy Specialists completed the purchase orders for the 2021 ELA instructional materials adoption.
- Literacy Specialists updated the 2021-2022 digital curriculum spreadsheet to determine which online resources should continue to be used next school year.
- Literacy Specialists have facilitated and organized statewide testing for students and supported teachers during testing to ensure fidelity and test security policies are followed.
- Literacy Specialists have also collaborated with teachers to administer the practice test in the subject areas that are tested, including FSA/ELA/Reading, FSA/ELAWriting, Math, Civics, Science, etc.
- In DES, 64 students have reached the milestone of completing 25 hours in independent reading so far this school year. Additionally, 55 students have completed over 50 hours of independent reading, 33 students who have completed over 75 hours of reading, and 15 students who have done over 100 hours of reading! When students reach this milestone, they receive a free book and a new reading folder.
- In DMS, when measuring reading growth by Lexile from the midyear (Interim Level Set) to the end of 3rd quarter, including students utilizing Achieve3000, the following number of students showed measured growth: 6th grade, 11 out of 17; 7th grade, 12 out of 23; and 8th grade 10 out of 18. DMS students are continuing to work hard on their reading logs. We will have achieved 700 lines or 175 hours of logged independent reading time by May 17! We will celebrate our reading achievement with a Book to Movie morning on May 20.

- In DHS, 66 students were recognized for reading achievement in February: Achieve3000 - 44 students; News2You - 5 students; IXL - 17 students; 72 students were recognized for reading achievement in March: Achieve3000 - 50 students; News2You - 5 students; IXL - 17 students. Since the start of this 2020-21 school year, 507 students have been recognized for reading achievement (including multiple times for some students) in Achieve3000, News2You, and/or IXL. Each month these students who are recognized earn Tickets to Literacy, and 10 of the students win \$20 worth of free book choices.
- In DHS, each of the 8 ELA teachers will receive up to \$500 worth of classroom library books of choice for their students. This project is funded by the IDEA grant.
- The DHS Literacy Specialist is partnering with D & B Designs to wrap the walls outside the classrooms with vinyl book covers to help spark students' passion for reading while also livening up the hallways. Since this is a literacy endeavor, the beloved ELA teachers were the first to get the vinyl wraps installed outside their classrooms. The Humanities wing of Pope Hall is nearly finished, and the project has spread to other content areas and elective teachers. Many teachers are having a tough time picking just ONE book, but they are choosing a variety of book covers from contemporary young adult (YA) literature and classics. The book cover wraps also include the teachers' favorite quotes from the books. The response from students and staff has been inspiring! Click this link to see a brief video of the Humanities wing book covers: <http://tinyurl.com/PopeHallbookcoversApril1st>
- Blind Dept. achievement: (28/51 students) 55% of the students in grades 2-8 are scoring 75% or higher on Achieve3000 Literacy activities, which is a decrease of 9% from last month. In the Blind High School, 48 of 78 students, 62% of students are scoring 75% or higher on Achieve 3000 Literacy activities, which is a decrease of 2% from last month.

#### Priority Goal 2: Professional Development

- Literacy Specialists completed all the required Adobe Connect training.
- On April 6, Literacy Specialists attended the DOE's Regional Literacy Institute at the Schultz Center in Jacksonville. Excellent resources, including how to set up model classrooms, were shared.
- On April 28, Literacy Specialists participated in Just Read Florida's monthly conference call. The University of Florida Literacy Institute (UFLI) facilitated this month's webinar--The Art and Science of Teaching Reading: Focusing on Struggling Readers.
- On May 20, teachers in the blind elementary will be participating in a virtual half-day Getting Started webinar to introduce them to the newly adopted ELA curriculum, Benchmark Advanced FL.
- On April 27, DES Teachers participated in a virtual training on the newly adopted curriculum, Savvas MyView.
- On May 5, teachers from grades K-2 in the Deaf and Blind Elementary Departments attended a virtual 4-hour professional learning session with Handwriting Without Tears, our newly adopted supplemental curriculum for teaching handwriting.

#### Priority Goal 3: Enrollment and Retention

- DMS Literacy Specialist was asked to visit with a prospective 6th-grade student and family in Moore Hall before they toured the campus to answer specific reading program questions. The parents were very appreciative, and the students had some jitters calmed a bit!

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

- Literacy Specialists collaborated with academic administrators to create, revise, and finalize FSDB's K-12 Reading Plan to submit to the Just Read Florida office for review and approval.

## **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

- FSA and EOC Assessments ongoing and substantially completed in BEMS and DES. Specialists are action planning with teachers and administrators based on the review of mid-year data.
- Students across the deaf department are using the IXL program as assigned to supplement Math, ELA, Science, and Social Studies. Progress is being monitored to ensure that the diagnostic component is ongoing which will enable pinpointed data to be generated for students in Math and ELA sections. Several students have an increase of more than 100 points, which reflects approximately one grade level of learning gains. To date, students have spent more than 10,250 hours (school and home), mastered about 21,100 skills, and answered over 1,516,000 questions this school year!
- Math Data PLCs continue to focus on student learning and respond via adjustments to instruction monthly. Some meetings were completed with individual teachers looking at specific data for their students.

### Priority Goal 2: Professional Development

- Specialists attended the NEFEC B.E.S.T. Standards Implementation for Mathematics Session 3, which was an asynchronous train-the-trainer presentation. Session three focused on the key shifts happening in transition from MAFS to B.E.S.T. with an in-depth look at various strands and best practices in math instruction.
- Training and discussions to support the Math Formative Assessment System (MFAS) progress monitoring tool is occurring across schools.
- The Math Specialists participated in the virtual webinars from BrainingCamp, DeafTEC MODE, Hand2Mind, and Illustrative Math.

### Priority Goal 5: Stakeholder Relationships and Communication

- The Math Specialists have been attending the sub-SAC meetings for their schools to provide parents and other stakeholders with information and data regarding their respective School Improvement Plan (SIP).
- The Math Specialists have attended the state level FDOE STEAM Quarterly Supervisors call with shared updates from the state.
- The Math Specialists continue to participate in monthly collaborative FAMS meetings.

## **American Sign Language Specialists**

*Submitted by the ASL Specialists*

- *Lenore Boerner*

Priority Goal 1: Academic Achievement and Workforce Preparation

- ASL Specialist is working with Kindergarten students on Fridays for push-in ASL support in the classroom. In addition to working with our youngest students, tutoring is provided to students in the DES and DMS in order to support students' expressive and receptive skills.
- ASL Specialist is working with an ELC student on Tuesdays and Thursdays for push-in ASL support in the classroom and 1:1. She supports student's eye contact, and the conversation turns expressive and receptive skills.
- One Deaf High School student wants to learn more about this type of job. She wants to become an ASL teacher in the future. She will be Job Shadowing the ASL specialist during her 1st block and after school, sometimes during the week on Mondays. ASL Specialist taught the student about Video Studio and participated in some ASL videos and Deaf History Month activities, and learned how to work on and launched an FSDB ASL website.
- ASL Specialist is doing the ASL Assessment with DES and DMS students.
- Continued providing tutoring for students in the DES and DMS in order to support students' expressive and receptive skills.
- ASL Banner for Deaf Culture/History Celebration has hung in front of the FSDB campus during Deaf History of the Month. Students' drawings have been posted on the FSDB campus.
- ASL Specialist has launched the FSDB ASL website for Deaf History Month activities from March 22 to April 6, 2021. K-12 students have participated in four different video activities, which were ASL Beats/ASL Bing, Visual Vernacular, Personification, and Classifiers. She had posted their videos on the FSDB ASL website. She has sent out the survey to all the teachers for any improvements for next year.
- Jr NAD members/officers are selling sodas/candies on Fridays after school.
- ASL Specialist is sponsoring JR NAD officers and members to set up the Spring Festival on the last day of school.
- ASL Specialist is collaborating with coworkers for a Bilingual Curriculum project.
- ASL Specialist is still involved in the SLPI team conducting several staff interviews after work.
- ASL Specialist is working with the salutatorian student on ASL Pledge for graduation.
- ASL Specialist has been contacting FSDB graduates and former students to send her videos (Who is she/he, her/his accomplishments, fondest memories about FSDB, and what's her/his wisdom/powerful message for K-12 students) for K-12 students (Deaf Awareness History Month). These surprise videos will be for K-12 students. The videos are posted on FSDB ASL Sites, with a new tab, "Deaf Mentors". She is continuing to contact more people to post for next year.
- ASL Specialist presented on "My Experience" for Parent Engagement Workshop on April 23, 2021.
- ASL Specialist presented on "Creating and Using GIF in Academic Setting" for FSDB staff on April 23, 2021.

Priority Goal 2: Professional Development

- ASL Specialist is continuing to participate in the B.E.S.T. ELA Standards workshop/training.
- ASL Specialist attended the American Sign Language Expressive Skills Test on May 6th and 7th, 2021.

Priority Goal 5: Stakeholder Relationships and Communication

- To maintain positive relationships and networking opportunities, the database of ASL specialists across the country is being updated. This information will enable FSDB to learn what other schools are doing and enhance our current efforts.

**Professional Development for Academic Staff Members**

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

Priority Goal 2: Professional Development

- The final Slice of PD Saturdays have come to a close for the 2020-2021 school year. On April 17, Jennifer Enache and Samantha Lang presented on Orientation and Mobility in the classroom. Teachers from the Blind Department attended to learn about Orientation and Mobility and how they can support it in the classroom to further support their students. On May 1, Elizabeth Moody presented on O365 Basics. Participants learned the new features in Microsoft Word, OneNote, and PowerPoint. She went step by step to give them a strong foundation in the basics.
- Tech Tidbits were provided to teachers on SMART Learning Suite and Gifs for the academic setting. The SMART Learning Suite Tidbit was presented by Andrea Binder. She showed participants how to navigate through SMART Learning Suite and create Activities. The Gifs for Academic Setting was presented by Lenore Boerner. She showed participants how to make Gifs with PowerPoint and how to use them in the classroom with students for academic success.
- The Curriculum and Professional Development Department has sent out the Needs Survey for Professional Development to gather information on what types of Professional Development teachers would like for the 2021-2022 school year. The information from the survey will be used to write the Federal Grants, and the topics will be chosen based on those needs.

Priority Goal 5: Stakeholder Relationships and Communication

- On May 6, Randi Mitchell, Executive Director of Curriculum and Professional Development, traveled to Bradford County Board Room to attend the NEFEC Organization of Instructional Leaders (NOEL) to learn about the K-12 Reading Plan, updates from the state, and the instructional materials adoption.
- On May 12-May 13, Randi Mitchell and Scott Trejbal (Administrator of Instructional Services) attended Florida Organization of Instructional Leaders (FOIL) to learn about School Safety, Florida Department of Education updates, B.E.S.T Standards for English Language Arts and Math, Literacy Pathways, and required instruction.

**English Language Learners Department**

*Submitted by Betsy Gaura, Director of English Language Learning (ELL) Program*

Priority Goal 1: Academic Achievement and Workforce Preparation

The ELL department carried out the final cultural event for 2020-2021 on May 6, 2021. Both ELL teacher and ELL Specialist selected “Italy” for the country to study. Lessons were incorporated to teach the ELL students about the culture of Italy. Each ELL student and family were mailed an FSDB ELL tote bag with the following items: 1. A special card decorated with Italian pictures in English and

Spanish, 2. A bilingual picture dictionary book, 3. Specialized resources for the deaf or blind, 4. A pizza gift card and 5. A Multicultural bookmark.

There will be 3 ELL seniors graduating this year. Mugs were ordered from the Dragons Industries for each one. Red for the 2 in the deaf department and blue for the 1 in the blind department. The name of the student and ELL was written on each mug.

The ELL department makes foreign language contacts from staff to parents and vice-versa. These contacts include phone calls and translations, which are available in Arabic, French, Haitian Creole, Russian and Spanish. In March 2021, there were 268 communications between the FSDB ELL department and the FSDB families, and in April, there were 274.

### Priority Goal 2: Professional Development

The teacher and Specialist are completing courses as required. ELL Director participated in the Supervisor Snack 'n Chat workshops.

All staff are working on completing all FSDB online adobe training, as required, throughout the school year.

### Priority Goal 3: Enrollment and Retention

As of 5/12/20, there are a total of 39 ELL students at FSDB. In the deaf department, there are 30 ELLs: 20 in the high school, 5 in the middle school, and 5 in elementary school. In the blind department, there are 9 ELLs: 6 in the high school and 3 in the elementary/middle school.

Trilingual Packets are distributed throughout the year at admissions to Hispanic families of all possible ELL students, visitors, and/or requestors. Several were given to the families at the time of admission, whether the student qualified for ELL services or not.

ELL student data is put into Skyward and reported to the state. Currently, the ELL Director meets with the information systems staff to ensure all ELL data is correct in Skyward before submitting to the state.

### Priority Goal 5: Stakeholder Relationships and Communication

2019-2022 FSDB ELL District Plan is posted on the FSDB website.

FSDB ELL Department has had a long-standing positive relationship with the Florida Department of Education, Bureau of Student Achievement through Language Acquisition (FLDOE/SALA). Often, they refer other districts with questions about Deaf/ELLs and/or Blind/ELLs to the FSDB ELL Department.

The 2020-21 Self-Monitoring certificate was submitted to the (FLDOE SALA) on 5/11/21.

The department developed a booklet explaining information about the ELL Program, which was sent to all ELL parents in English and/or Spanish, as needed.

Every month, the FSDB ELL Director participates in a phone conference with the FLDOE/SALA department for two separate meetings: ELL and World Languages.

Note to Board: On June 30, I will be retiring after 38 years of memorable service to FSDB. I would like to thank everyone who supported the FSDB ELL Program over the years, and I wish the program continued success.

**Respectfully submitted by:**

Scott Trejbal

Administrator of Instructional Services



### **Outreach Services Department**

Respectfully submitted by Elizabeth Wilcox, Director of Outreach

**Interactive Learning Series:** *Interactive series is specially designed for non-enrolled families with potential FSDB students.*

- A total of 30 attended the spring series, 15 prospective students, and 15 parents and siblings. There were nine (9) students who were new families and six (6) returning families from prior events.
- The summer series is being held in June for students aged 3-17, with the sessions offered by age-group. Currently, there are 40 registrants, 3 participants ages 3-5, 8 participants ages 6-9, 22 participants ages 10-13, and 7 participants ages 14-17. There 21 new families who have not participated in previous events.
- Fall, Winter, and Spring Interactive Learning Series had a total of 31 families that participated in the events. Approximately 30% of the families had an FSDB Outreach Evaluation and are currently in the admission process or are currently enrolled at FSDB.

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

- The online interactive sign language classes held a fall, winter, and spring session. These classes served 90 participants total across levels. The levels taught were Beginner, Level 1, Level 2, Level 3, and Level 5.
- Summer ASL interactive classes will be launching using a new internet-based curriculum designed for online learning. The curriculum consists of 18 units for students from beginner to advanced.

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

- A total of eight (8) tours in April, 16 tours in May were completed, and 11 tours are scheduled so far for June.
- An electronic Tour Registration form is now available on the FSDB homepage, which allows visitors to request a tour directly. Since the launch on March 1, 2021, we have received 56 tour requests.
- Virtual tours are available, which include a glimpse of the academic program and campus life. Virtual tours will enhance the in-person experience when visiting the campus and offer virtual tour options from a distance.

**Other Outreach Updates:**

- Planning is underway for the 2021-2022 year, including identifying and registering for conferences where an exhibit booth or a presentation will represent FSDB.

- Strategic Planning activities and outcomes are being reviewed in preparation for the final meetings of 2020-2021 and for designing the Year 5 Action Plans.

### Parent Services Department

Respectfully submitted by Cindy Day, Executive Director of Parent Services

### Parent Services

- FSDB's Parent University program continues to host ASL classes for FSDB families. The current levels offered weekly are ASL I, ASL II, and ASL III.
- FSDB Parent Liaison, Misty Porter, hosted the final Parent Engagement Workshop (PEW) of the 2020-2021 school year on April 23. Misty Porter collaborated with the Communications Department to create a series of announcements for the event, resulting in the most successful PEW meeting of the year. Topics for this workshop included:
  - A President Pop-in with FSDB President Tracie Snow – Tracie Snow facilitated a balloon popping game, and participating parents had the opportunity to play and earn tools to support their student's communication skills.
  - The Expanded Core Curriculum topics for this meeting were social skills and recreation & leisure.
  - The Love and Logic focus for this workshop was neutralizing arguments with children.
  - The final activity was titled "Professional Speaking" – parents were divided by department. While the Blind Department parents discussed the Randall Shepard Act and ideas to help prepare students for the challenges they may face as "blind professionals," FSDB ASL Specialist Lenora Boerner shared personal experiences with a focus on hurdles Deaf and Hard-of-Hearing may face when transitioning into adulthood.
- The Family Safety Project sent out "Stay Safe, Have Fun" kits to families who shared positive stories, experiences, or tips for keeping entertained during the COVID pandemic. Each kit included everything the students would need to make their own set of tie-dye masks and puff paint to further customize their creations.
- The "Fun with Literacy" event is ongoing. Parent Services is working with the Braille Production Center to modify cards with conversation prompts for families with blind students. The Goal of these cards is to build trusting relationships amongst family members through conversation.
- Parent Services is planning to host a "Family Game" event. Families will be provided with age appropriate games to play together and materials & instructions on adapting games for accessibility.

### Parent Infant Program

- FSDB's Parent Infant Program (PIP) was serving **570** infants and toddlers ages 0-5 and their families at the beginning of May 2021. There were 314 Deaf/Hard of Hearing, 235 Blind/Visually Impaired, and 21 Dual Sensory Impaired children

- Kim Carr, FSDB Director of Blind/Visually Impaired Early Intervention, prepared monthly reports for Division of Blind Services (DBS) and met with DBS Children Counselors for the West Palm, Jacksonville, Gainesville, and Panhandle areas.
- FSDB is currently preparing to host a two-day VIISA training in the month of May.
- The D/HH Early Intervention Parent Leaders Program is in the hiring process. Training for the Parent Leaders is pending the finalization of a contract.
- A Family Event is scheduled for May 15 at Eden Gardens State Park in Santa Rosa Beach.
- Beach-themed sensory kits are being mailed to families for an event on May 13. Families will learn about sensory exploration and related vocabulary.
- Camille Jetter continues to lead an online ASL Story Series – stories in March and April were *Dear Zoo*, and *I Went Walking*, respectively. The ASL Story for May will be titled *Hands Can*.

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

***“The land is where the roots are. The children must be taught to feel and live in harmony with the earth.” -Maria Montessori***

- At the start of May, there were a total of 18 students in the Early Learning Center’s PreK classes. Additionally, at the time of writing, 6 PreK students were in file review.
- For the month of April, the Early Learning Center’s PreK classes had a focus on Spring. The children learned about the life cycles of plants, animals, and insects. They planted a sensory garden that includes strawberries, peppers, lettuce, mint, and squash flowers.
- The focus for May is the season of summer and the beach. The children will learn about shells, ocean animals, and activities for the summer season.
- A virtual Countdown to Kindergarten will be available for parents to watch. It will introduce them to the Assistant Principals and support staff for the Blind Elementary School and Deaf Elementary School, give information about the schools, and allow them to tour their Kindergarten class virtually and “meet” the teachers.
- A small gathering will be held on the lawn of the President’s residence on June 8 to celebrate the students transitioning to Kindergarten. Seven of the children transitioning to Kindergarten this year started with FSDB in the Parent Infant Program before the age of 18 months.

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

Respectfully submitted by the RMTC-D/HH Team

RMTC-D/HH staff was lead collaborators in the **planning and facilitation** of the following **conferences and events**:

- Facilitation: Foundations for Literacy Coaching Follow Up - Collaboration & Incorporating Other Curriculums - April 12
- Presentation: *TA-Live! Principle 8 Access to peers and adults who are D/HH is critical.* - April 14
- Facilitation: See the Sounds Visual Phonics Online Asynchronous - April 12- June 25

RMTC-DHH staff presented **AND/OR** participated at the following **conferences/meetings**:

- Problem-Solving/Response to Intervention Technology and Learning Connections (TLC) *Spring Assistive Technology, Universal Design for Learning, and Accessible Educational Materials Meeting, Region 4* - April 9
- North Carolina D/HH Outreach, *Transition Tuesdays: Medical Management - Healthcare Rights for Individuals with Hearing Loss* - April 13
- Problem-Solving/Response to Intervention Technology and Learning Connections (TLC) *Spring Assistive Technology, Universal Design for Learning, and Accessible Educational Materials Meeting, Region 3* - April 16
- Problem-Solving/Response to Intervention Technology and Learning Connections (TLC), *Reading FlowChart Committee Meeting* - April 20
- Florida Diagnostic & Learning Resources System (FDLRS), *FDLRS Impact Data (FID Discussion)* - April 21
- Problem-Solving/Response to Intervention Technology and Learning Connections (TLC) *Spring Assistive Technology, Universal Design for Learning, and Accessible Educational Materials Meeting, Region 1* - April 21
- Problem-Solving/Response to Intervention Technology and Learning Connections (TLC) *Spring Assistive Technology, Universal Design for Learning, and Accessible Educational Materials Meeting, Region 2* - April 22
- National Deaf Center on Postsecondary Outcomes (NDC), *Using Dialogue to Promote #DeafSuccess* - April 22
- Lake & Sumter Interagency Council Virtual Transition Fair - April 27
- Facilitation: Virtual Contacts Meeting for D/HH, VI, and DSI - April 28
- National Deaf Center on Postsecondary Outcomes (NDC), *Improve Access Through Interpreting* - April 29
- Passport to Learning (Sensory Strand) - April 29
- Problem-Solving/Response to Intervention Technology and Learning Connections (TLC) *Spring Assistive Technology, Universal Design for Learning, and Accessible Educational Materials Meeting, Region 5* - April 30

Additional **meetings attended** included:

- University of North Florida Virtual Job Fair - April 7
- They May Not Know Us... Using Captions and Subtitles! - April 15
- Florida Diagnostic & Learning Resources System (FDLRS) Springs Collaboration Discussion for 2021-2022 School Year - April 15 & 29

RMTC-D/HH staff provided **onsite or virtual training** to offer support, strategies, perform coaching and mentoring as well as make recommendations to the following districts:

- Okeechobee, ASL-RST - April 20
- Orange County, Fairview Discussion with Boone High School - April 21
- Hardee, Introduction to Students who are Deaf or Hard of Hearing April 22
- Polk, Fairview, and Assistive Technology Discussion - April 27

RMTC-D/HH staff provided **Technical Assistance** in the form of coaching and mentoring, consultation, support, and/or the sharing of information and resources, as well as through PLCs and materials borrowed from the loan library:

- **Districts:** Bay, Collier, Columbia, Duval, Escambia, Hardee, Hillsborough, Jackson, Leon, Okaloosa, Okeechobee, Orange, Pinella, Polk, Seminole, Sumter, Suwannee, Volusia
- **Other Agencies/States:** California State University, Florida Diagnostic & Learning Resources System (FDLRS)
- **PLCs:** New Teacher of the Deaf Professional Learning Community - April 15

**Upcoming Events** in May:

- Scheduled Technical Assistance: Miami (May 5);
- Facilitation: Foundations for Literacy Coaching Follow Up - Practice Time - May 3
- Presentation *American Sign Language - Expressive Skills Test (ASL-EST) Training* May 6-7
- Facilitation: Foundations for Literacy Coaching Follow Up - Itinerant Setting and Remediation for Older Students - May 10
- Presentation: *TA-Live! Principle 9 Qualified providers are critical to a child's success.* -May 12
- Presentation: Statewide - Visual Phonics - May 13-14
- Facilitation: Foundations for Literacy Coaching Follow Up - Using the App - May 17
- Presentation: Teacher of the Deaf Professional Learning Community - May 20
- Facilitation: Foundations for Literacy Coaching Follow Up - TBD - May 24
- Facilitation/Technical Assistance: Florida Educators of Students who are D/HH PLC - May 26
- Facilitation: Statewide - Visual Phonics Asynchronous Online - April-June

**Upcoming Events** in June:

- Professional Development: Visual Phonics Asynchronous Online - April-June
- DeafTEC Advisory Group - June 7
- Presentation: *TA-Live! Principle 10 State leadership and collaboration is essential.* - June 9
- Informational Table in collaboration with FIMC-VI & FAVI at Family Cafe Conference - June 11-13
- Virtual Presentation: *Man Laws for Moms* at Family Cafe Conference - June 11
- Presentation: *Letting Go: Time to Land the Helicopter* at Family Cafe - June 13
- Florida State Assessment (FSA), *Bias & Sensitivity Committee Review* - June 14-16

**Technology Services Department**

- July 1 through May 16, a total of 3506 IT Request workorder “tickets” were received.
  - 3340 have been closed
  - 52 were duplicate
  - 114 are currently open
- A total of 39 operational policies and procedures were updated during the 2020-2021 year.
- The Information Systems team is supporting Future Scheduling for the 21-22 school year. Preparations are underway for the end-of-year processes, including 4<sup>th</sup> Quarter Report Cards, submission of reports and surveys to the Florida Department of Education, and rolling the student information system into the new school year.
- Switches and Uninterruptable Power Supply equipment at their end-of-life in various building network closets were replaced in May. The campus is now set up with a scheduled refresh plan for these equipment types.

- The wifi network has been undergoing a major upgrade to both meet new security standards as well as provide a greater amount of coverage across the campus.
- There are various large projects scheduled in June to prepare for the new school year, including upgrades to SMART Boards within the Blind Department, ongoing enhancements to the wifi network, refresh and imaging of student and academic and boarding staff equipment, and refresh of the test labs.
- Collaboration is underway to integrate the messageboards, PC Alerts, and digital displays with the campus-wide mass notification system. This will allow for accessible and additional layers of alerts and communications for various campus emergencies and other events.

Respectfully Submitted by Shelley Ardis  
Administrator of Outreach, Parent, and Technology Services