I. Call to Order
II. Pledge of Allegiance
III. Roll Call
IV. Staff Recognition
   School-Related Employee of the Year (SREOY) and Teacher(s) of the Year (TOY) Recognition
V. Executive Session
VI. Public Comments
   Limited to three minutes per person with a maximum of 45 minutes per meeting for all public comments.
VII. Approval of Meeting Minutes
   Minutes, Board of Trustees Meeting, April 8, 2022
VIII. President's Reports
   President's Report – Ms. Snow
   Human Resources – Ms. Bucca
   Communications and Public Relations – Mr. Johnson
   Legislative Report – Ms. Eccles
IX. Action Items
   1. Surplus Property
   2. NEFEC Membership Contract for 2022-2023 SY
   3. BOT Administrator Salary Schedule
   4. FY 2023-2024 Legislative Budget Request
X. New Business
XI. Unfinished Business
   Allied Health Services – Dr. Gustetic
   Boarding Program – Ms. Grunder
   Business Services – Ms. Mintzer
   Blind Department – Ms. Bogue
   Deaf Department – Ms. Saunders
   Instructional Services – Mr. Trejbal
   Outreach and Technology Services – Ms. Ardis
XII. Department Updates
XIII. Board Comments
XIV. Adjournment
Attendance
Present: Mrs. Christine Chapman, Mr. Terry Hadley, Mrs. June Ann LeFors, Mr. Owen McCaul, Dr. Thomas Zavelson.
Absent: Mr. Matthew Kramer, Mrs. Pam Siguler.

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

Pledge of Allegiance
Blind Middle School student Dino Jeudy and Deaf Elementary School student Deegan Spiller led the Board and the audience in the Pledge of Allegiance.

Public Comment
Ms. Gina Gilmore, FSDB EA President, relayed some of the EA’s concerns about the new legislation signed into law. She stated that the new budget and teacher pay increases would help recruit qualified teachers. She thanked President Snow and Mr. Scott Trejbal, Administrator of Instructional Services, for their hard work to make sure that FSDB teachers will continue to be exempt from the student performance pay.

Approval of Meeting Minutes
Mr. Hadley moved to approve the minutes from the Regular Board of Trustees Meeting held on February 25, 2022. The motion was seconded by Mrs. Chapman and approved unanimously by the Board.

President’s Report
Ms. Tracie Snow, President, updated the Board on recent events and provided additional information on items not covered in her written report.

Communication and Public Relations Report
Michael Johnson, Executive Director of Communications and Public Relations, updated the Board on additional C&PR activities.

Strategic Plan Presentation / Workshop
President Snow and Ms. Trish McFadden, Executive Director of Training and Quality Assurance provided a detailed presentation to the Board on the FSDB Strategic Plan 2022-2027.

The Process
- Leader Shift by John C. Maxwell book chat
- Literature review
- Review of other school strategic plans
- Strength Weaknesses Opportunities Threats (SWOT) Survey
• Review of stakeholder feedback
  o SWOT analysis
  o Climate and Engagement Surveys
  o RMTC ESE Focus Groups report
• Three full-day workshops – Strategic planning Team
  o Review of FSDB Vision and Mission
  o Define and enhance FSDB Core Values
  o Discuss
    ▪ What do we do well?
    ▪ Where can we improve?
    ▪ Where do we want to be in 5 years?
• Identify Strategic Priorities
  o Aligned to our vision, mission, and core values
  o Everyone has ownership – all parts of our organization
  o Everyone is involved – no siloed priorities
  o Honestly speak to where we want to be in 5 years
• Goal Setting – Building Common Understanding
• Goal Development for each Strategic Priority
• Feedback from stakeholders on Strategic Priorities and Goals via surveys
• Review and integration of feedback
• Identifying Champions
• Identifying ways of work moving forward

Key Components
• Vision
• Mission
• Core Values
• Strategic Priorities
• Priority Goals
• Action Items

FSDB Core Values
• **Integrity and Respect**: The FSDB community is a cohesive group that serves with honor, care, kindness, and responsibility.
• **Safety and Security**: The FSDB community is committed to the protection and well-being of stakeholders.
• **Innovation**: The FSDB community welcomes change and embraces a continuous improvement mindset to encourage new methods to solve problems and foster creativity and growth.
• **Trust**: The FSDB community is committed to high-quality services and accountability through honest, reliable, and consistent actions.

Strategic Priorities
1. **Employee Recruitment, Retention, and Engagement**
   1 a. FSDB will increase targeted recruitment activities to attract qualified applicants.
   1 b. FSDB will enhance campus-wide personnel development and succession planning.
1. FSDB will enhance a sense of community through increased employee engagement.

2. **Success for Students**
   2a. FSDB will provide academic accountability to prepare students for post-secondary education.
   2b. FSDB will increase career readiness at all grade levels to prepare students with the skills and experiences necessary to enter the workforce.
   2c. FSDB will prepare students to be independent.

3. **Everyone Knows Our Name**
   3a. FSDB will systematically share events, programs, and news to engage, inform, and partner with internal and external stakeholders to increase engagement with FSDB.
   3b. As a trusted resource and leader in educating deaf/hard of hearing, blind/visually impaired, and deafblind students, FSDB will increase positive engagements with local, state, and national partners.
   3c. FSDB will increase enrollment of eligible students in core campus programs and increase services to students in Florida who are deaf, blind, and deafblind through outreach programs.

**FSDB Core Values**
- Strategic Leadership Team
- Multidisciplinary Action Teams

**Implementation and Accountability**
- Action Plan for each priority goal with timelines
- Regular progress reviews by the Strategic Leadership Team
- Updates to the Board of Trustees via Board reports
- FSDB Climate and Engagement Surveys
- Annual Stakeholder Survey
- Annual Strategic Plan/President’s Performance Objectives Update

**Communication and Transparency**
- The President’s Posts
- Parent Newsletters
- FSDB Website and social media
- Board of Trustees Reports

**Action Items**

**Action Item #1 - Surplus Property**

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

*Mr. Hadley moved to accept Action Item #1, as presented. The motion was seconded by Mrs. Chapman and carried unanimously by the Board.*
**Action Item #2 - Annual Contract for Attorney Services**

Board approval was requested to enter into contracts for the 2022-2023 fiscal year for attorney services. Currently, the school contracts with the following firms:

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

**NOTES:**

Included within the Constangy, Brooks, Smith, and Prophete, LLC contract is the subspecialty services of the Upchurch, Bailey, and Upchurch firm, specifically Sidney Ansbacher, on an as-needed basis.  
The Constangy, Brooks, Smith, and Prophete, LLC contract will reflect an 8.5% rate increase from 2021-2022 (Partner/Senior Counsel at $234.00 and Associate at $222.00). These are $18 and $17, respectively.  
The RISE, Inc. (Resolutions in Special Education, formerly known as the Weatherly Law Firm) contract has no rate change, per hour, from the 2021-2022 school year (Attorney at $200.00 and Paralegal at $75.00).

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

**Discussion:**

Mrs. LeFors asked if Board members could contact the lawyers for clarification or to seek advice and would that increase the cost of services. Ms. Julia Mintzer, Administrator of Business Services, answered that Board members have every right to seek advice or clarification on any issue or concern that has to do with the Board. FSDB would be billed for the contact time.

**Action Item #3**

**2023-2024 PECO Legislative Budget Request and 2022-2027 Campus/Facilities Master Plan**

Board approval was requested for the 2023-2024 PECO Legislative Budget Request and the 2022-2027 Campus/Facilities Master Plan. This approval is requested in accordance with Florida Statute 1002.36.

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

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

**Action Item #4 - FSDB Strategic Plan 2022-2027**

Board approval was requested for the 2022-2027 FSDB Strategic Plan.

**NOTE:** The Strategic Leadership Team met over the last several months to review accomplishments, analyze data, and identify areas of opportunity for FSDB. The new plan is a collaborative effort and will be in effect from July 1, 2022, through June 30, 2027.

*Dr. Zavelson moved to accept Action Item #4, as presented. The motion was seconded by Mrs. Chapman and carried unanimously by the Board.*
Discussion:
Ms. LeFors wanted to know if mini-workshops on deaf and blind awareness could be presented to the Board during the monthly meetings. Mr. McCaul agreed, and Dr. Zavelson asked if it could be incorporated into the strategic plan.

New Business

Enrollment/Outreach Committee Report
Dr. Zavelson, Chair of the Enrollment/Outreach Committee, explained that the committee met earlier that morning and reviewed the reasons for student withdrawals; also reviewed the updated enrollment and outreach efforts. There were no action items for approval.

Endowment/Investment Committee Report and Action Items
Mr. Hadley, Chair of the Audit Committee, stated the Audit Committee had a meeting earlier, and the following action items required Board approval.

Endowment Committee Action Item #1 - Allocation Limits: Football Bleachers
Board approval was requested to allocate a greater amount than the five percent (5%) of the average of the twelve (12) trailing quarters of the value of the Endowment Fund in support of the Football Bleacher project, based on a super-majority vote of five (5) to the seven (7) Board members.

Mr. Hadley, as committee chair, moved to accept Action Item #1 as approved by the Endowment Committee. The five members of the Board carried the motion on a super-majority.

Endowment Committee Action Item #2 - Endowment Project Budget
Board approval was requested for the proposed Endowment Project Budget for 2022-2023. All projects are within the budgetary guidelines established by the Board of Trustees.

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

Endowment Committee Action Item #3 - UBS Client Services Agreement
Board approval was requested to continue the UBS Client Services Agreement for the 2022-2023 fiscal year.

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

Endowment Committee Action Item #4 - BB&T Banking Services Agreement
Board approval was requested to continue the BB&T Banking Services Agreement for the 2022-2023 fiscal year.

Mr. Hadley, as committee chair, moved to accept Action Item #4 as approved by the Endowment Committee. The motion was carried unanimously by the Board.
Approval of 2022-2023 Board of Trustees Meeting dates
The Board reviewed the list of potential meeting dates for the 2022-2023 school year. These dates correspond with the school calendar.

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

Discussion: Dr. Zavelson asked about the Enrollment Committee dates. Mrs. Brueckner stated that she would add them after the meeting.

Unfinished Business
No Unfinished Business

Board Comments
The Trustees commented that they appreciated all the information shared from both committee meetings and the Board meeting. The Board is excited about the new strategic plan and looks forward to its implementation. Mrs. LeFors would like to see an ASL lab set up for Deaf Elementary and Deaf Middle School students to help with language deprivation. Dr. Zavelson asked if FSDB could be involved in helping other school districts add ASL as a foreign language. Mr. Hadley feels parents need to know that FSDB sends students home every weekend. Mr. McCaul liked the students going on off-campus trips to major sports events. It gets FSDB's name out nationally.

Adjournment
Meeting adjourned at 11:58 a.m.

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

______________________________    ___________________________
Tracie C. Snow                        Owen B. McCaul
President                             Board Chair
Another school year is almost in the books. Since the last board meeting, there have been many events, activities, and reasons to celebrate. My report reflects my highlights; however, there has been so much more! I was talking with a student from the Blind High School last night at the McWilliams end-of-year BBQ and sharing with him that I wish I had a clone machine so I could be everywhere and see what all the students, staff, and families have been engaged in. He laughed and thought it would be funny to have more than one President Snow running around the campus.

**CEASD Accreditation Visit:** Everyone knows I love to know the end of the story first. FSDB has been fully accredited by CEASD (Conference of Educational Administrators of Schools and Programs for the Deaf)! The CEASD accreditation team visited FSDB Sunday, April 10th – Wednesday, April 13th. We started the visit with a dinner at the President’s Residence with CEASD visitors and the President’s Advisory Team (PAT). A huge thanks to the Principal of the Deaf Department, Angela Saunders, and her team for leading this visit. A tremendous amount of work goes on behind the scenes to prepare for accreditation and the on-campus assessment. It was an extremely proud moment to hear from the visiting team during the exit presentation. They offered both commendations on where FSDB shined (there were many) and opportunities for growth. We look forward to digging into the final report and integrating what we learned into our continuous improvement planning process.

**CEASD Conference:** A week after the accreditation visit, a small team of us (Angela Saunders – Principal of the Deaf Department, Shelley Ardis – Administrator of Outreach and Technology Services, and Scott Trejbal – Administrator of Instructional Services) hopped on a plane and arrived in Salt Lake City for the CEASD National Conference. This was a beneficial opportunity to learn from and network with school leaders from across the country, but I also had the honor of presenting “LEADERSHIP: Growing Your Own Team” at the conference.

**SIDE NOTE:** The day of travel to SLC was the same day FSDB had its Parent Engagement Workshop. Misty Porter, Parent Liaison, and I crafted a plan to enable me to continue to participate during the “President’s Pop-In” segment. I was able to Pop-In and led an engagement activity from the Dallas airport during my layover! We may have had some technical glitches, but it was important for me to be “present,” even if that meant being hundreds of miles away.

**Performances:** April and May were filled with performances by our students that were uplifting, entertaining, and inspirational. Our students worked incredibly hard! So many hours of preparation, practicing, and fine-tuning went into these incredible displays of talent. It was
hard not to smile from ear to ear as I watched our students on stage. Each and every performance had “goose-bump” moments. Each and every student and family should be so proud of their accomplishments. Thank you to the performers and casts of Nights of Stars (BHS Drama Club), West Side Story (DHS Dance Troupe), A Happy, Healthy Me! (Blind Elementary Music Theatre), FSDB Music Department’s Spring Concert (BHS), and Peter Pan (FSDB Elementary Dance Program). A special recognition must also be given to the FSDB teachers, specialists, interpreters, and staff members who made the magic happen. THANK YOU for your dedication!

Proms: This year, the Blind High School students had their prom among the majestic peacocks down the street at the Fountain of Youth. The location's natural beauty was the perfect backdrop for an evening filled with beautiful students and music. The students in the Deaf High School traveled over the Bridge of Lions to have their prom at the Elks Club. The students decorated the dance floor with neon glowsticks and lit balloons. The location also had a lovely outdoor space for eating, photos, and activities. Thank you to our class sponsors and staff who go above and beyond to make these high school memories a reality.

Out in the Community: As I have stated many times, I LOVE talking about our school, programs, students, and staff. I had two unique and amazing opportunities at the end of April. I had the pleasure of joining the “904 Now” crew during their morning show—such an enjoyable time talking about the school and sharing some laughs. A couple of days later, Traci Anderson, Executive Director of Advancement, and I headed over to the Department of Military Affairs in downtown St. Augustine. There, I gave a presentation about FSDB’s history, programs, and services for their “Lunch and Learn” series. I was honored to receive the “Awarded for Excellence” coin from the Florida Army National Guard Chief of Staff, Colonel Gray Johnson. Afterward, Traci and I were given an informative tour of the museum and the grounds by Command Historian Alison Simpson. Big shout-out to Michael Johnson, FSDB Executive Director of Communications and Public Relations, for the masterful work he is doing supporting FSDB’s strategic planning goal of “Everyone Knows Our Name.”

More to come: I am looking forward to the end of the year celebration for our staff members who will be retiring, summer camps, professional development workshops, athletics awards program, BHS senior dinner and awards, DHS senior breakfast and awards, and of course, our graduation celebrations for the Early Learning Center, 8th graders, and our seniors.

I am honored every day to be the President of FSDB. The role I have enables me to work side-by-side with amazing staff, witness the success and growth of our students, engage with families, and network with our community members. Most importantly, recognize and celebrate that #ThisisFSDB.
Class Code Count

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Add/Delete

08200 Dietetic Technician, Career Service, 11-months to Coordinator (W/T: Coordinator of Wellness & Dietary Services), BOT Admin, 12-months
08431 Instructional Assistant I, Career Service, 10-months to Staff Assistant, Career Service, 10 months
08003 Director of TQA, BOT Administrator, 11-months to Executive Director TQA, BOT Administrator, 12-months
08461 AV Technician, Career Service, 12-months to Senior Network Systems Analyst, Career Service
08091 Specialist, 7%, Rank II, 10-months to 11-months
08612 Specialist, 7%, Rank II, 12-months to 11-months
08268 Senior Residential Unit Specialist, 11-months to Senior Safety Specialist, 12-months
08469 Fire Protection Specialist, Career Service, 12-months to Senior Safety Specialist, Career Service
08395 Residential Instructor, Career Service, 10-months to Assistive Technology Instructor, Career Service
08287 Access Control Agent, Career Service, 12-months to Police Dispatcher, Career Service

Service Awards

20 Years
Rose Livengood

15 Years
Victoria Cannon

10 Years
Jeremy Johnson
Jessica Morgan
David Griffiths
Mary Stowe

5 Years
Curtis Romeo
Charles Scozzari
Jennifer Weishaar-Turner
Lisa Graham-Weber
Jashua “Jash” Martinez
Communications and Public Relations

Board of Trustees Report – May 2022

This report summarizes department activities and accomplishments, working in collaboration with campus personnel during March and April 2022.

Leadership Communications

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

Earned Media

- FSDB is PLAYERS charity for Wednesday – Ponte Vedra Recorder, March 2, 2022
- Fiery Dragons: FSDB Girls' Basketball Program Starting to Grow – St. Augustine Record, March 7, 2022
- Surprise! Jacksonville 11-year-old, inspired by sister, wins invention competition to help people with hearing loss (Daniela Torres, DMS) – First Coast News, March 23, 2022
- Best Picture 'CODA' is shedding light on the deaf, hard of hearing and their families (Tracie Snow) – News4Jax, March 28, 2022
- Ripples of inspiration reach Florida School for the Deaf and the Blind after CODA's historic night at the Oscars (Luca-Bella Bonanno-White, DHS) – First Coast News, March 28, 2022
- SJC high school seniors to receive Citizenship Awards (Jose Giron-Ryes, BHS) – City of St. Augustine, April 12, 2022
- Deaf team members grow, inspire at Jacksonville Beach Chili’s (Tyler Powell, Alumnus) – News4Jax, April 14, 2022
- Trent Ferguson, Student Commencement Speaker, Found His Niche in Radio – South Florida State College, April 25, 2022

Public Service Announcements

For March and April, 354 PSA radio spots (:30 and :60 seconds, totaling 18,390 seconds/306.5 minutes) were aired by Cox Media on WAPE-FM, WEZI-FM, WJGL-FM, WOKV-AM and WXXJ-FM, voiced by FSDB alums Trent Ferguson and Marcus Roberts.

School-Level Newsletters

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

- March: Seven newsletters issued engaged a total of 631 campus and external stakeholders: ELC – one issue/59 viewers; BEMS – two issues/285 viewers; BHS – 1 issue/75 viewers; DES – 1 issue/80 viewers’ DMS – two issues/100 viewers; DHS – one issue/32 viewers.
- April: Nine newsletters issued engaged a total of 688 campus and external stakeholders: ELC – one issue/71 viewers; BEMS – two issues/219 viewers; BHS – 2 issues/162 viewers; DES – 1 issue/81 viewers; DMS – three issues/155 viewers; DHS – no issues.
**Marketing Collateral**

**Videography**

Videotaped highlights of various events which included Spring Music 2022, A Happy Healthy Me, BHS Prom, DHS Prom, West Side Story, Night of Stars, and Outta Sight with Blind Cadence.

**Graphic Design**

Designed branded print and digital collateral for the following departments:

- **Advancement** – About FSDB Vilano Race Flyer
- **Academics**—Deaf Senior and Blind Senior Yard Signs, Summer Reading Camp Logo and Brochure Design.
- **Athletics**—Game Day Gifs, Mascot Re-Brand Proposals, Goalball Banners, FSDB Athletics Viewbook for CEASD accreditation, Track Team Banners, Athletic Awards Slides, Athletic Award Booklet, Scoreboard Table Design for Settles Gym.
- **Blind Department** – Happy Healthy Me Musical Flyer and Playbill Design.
- **Marketing** – Scratch Pad Designs, Fanny Pack Design
- **Parent Services**—Parent University Online Safety Flyers and Social Media Graphics, Parent Engagement Class Flyers and Social Media Graphics

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

**Photography**

Senior Pictures for Deaf High School and Blind High School, Track Team Photos, Deaf Golf Camp, Blind Golf Camp, Easter Egg Hunt, Deaflympics Panel, Happy Healthy Me Musical, Blind High School Art Contest, Blind High School Senior Prom, Deaf High School Senior Prom, Dance Troupe Westside Story, Career & Development Guest Speaker: Matt Gilmore, Deaf Elementary Native American Presentation, RAD Self Defense Class, Deaf Elementary Deaf History Presentation, Culinary Program Guest Speaker: Keith Banks

**Social Media**

**Website**

March: 6,513 visitors (5,795 new) with 22,465 page-views with an average viewing time of 1:56. Desktop users were 49%, mobile 49% and tablet 2%. A total of 51 people reached out to campus personnel via web contact forms.

April: 7,050 visitors (6,402 new) with 22,748 page-views with an average viewing time of 1:49. Desktop users were 47%, mobile 51% and tablet 2%. A total of 48 people reached out to campus personnel via web contact forms.

**Facebook**

March: 13,761 total page likes, 40 posts with a reach of 150,088 and 236,278 impressions. The top post was a Support Staff Spotlight on Bea Dockter that reached 18,209 people with 780 reactions (346 likes, 173 comments and 6 shares).
April: 13,828 total page likes, 69 posts with a reach of 134,985 and 238,677 impressions. The top post was a video of the Dance Troupe performing at the Orlando Magic basketball game that reached 14,301 people with 851 reactions (535 likes, 146 comments and 109 shares).

**Instagram**

March: 2,289 followers, 29 posts, with 36,943 impressions, a reach of 1,688, 1,344 likes, 32 comments, and 55 shares. Top post was a photo of the Deaf High School Academic Bowl team with 123 likes.

April: 2,289 followers, 45 posts, with 51,846 impressions, a reach of 3,996, 2,495 likes, 53 comments, and 95 shares. Top post was a photo of the Dance Troupe performing at the Orlando Magic game with 125 likes.

**Twitter**

March: No new followers (1,502 total), six tweets, 6,601 impressions, 315 profile visits and 16 mentions. Top tweet Thank you @wjxt4 and @JoeMcLeanNews for visiting our school yesterday! Check out the story featuring our president, Tracie C. Snow with 1,696 impressions.

April: Five new followers (1,507 total), five tweets, 8,341 impressions, 628 profile visits and 19 mentions. Top tweet was “The FSDB Outta Sight band had the honor of singing the National Anthem at the Jacksonville Jumbo Shrimp baseball game last night! Thank you to the @JaxShrimp for having us out and to Joseph Mims for taking the photos!” with 3,705 impressions.

**YouTube**

March: Four videos uploaded, 15,364 channel views, 726 hours watched, 27 new subscribers, 169,555 impressions and 9,335 unique viewers. The top video was the Star-Spangled Banner in ASL with 3,690 views.

April: Nine videos uploaded, 15,981 channel views, 819 hours watched, 23 new subscribers, 167,129 impressions and 9,589 unique viewers. The top video was the Star-Spangled Banner in ASL with 3,613 views.

**Vimeo/Livestreaming**

March: 12 video uploads, 1,591 views, 836 unique viewers, 11,851 impressions and 622 hours watched; three livestreamed events; two girls flag football games and the FSDB Ambassador Program.

April: 33 video uploads, 2,195 views, 1,061 unique viewers, 13,380 impressions and 954 hours watched; 14 livestreamed events; two girls flag football games, BHS Night of Stars, PE Deaflympics Panel, BEMS A Happy, Healthy Mel!, Dance Troupe West Side Story, Career Development Guest Speaker, BHS Spring Concert, and Board of Trustees meetings.

**Museum**

95 people visited the school museum in March with tours were led by Museum staff and Outreach staff.

- 60 guests from Orlando, Lakeland, and Michigan.
- Eight Deaf Middle School boys from McLane Hall visited museum as part of their curriculum.
- 24 FSDB staff from ASL classes visited the museum.
- Six guests from RMTC-D/HH
- 11 guests from the Temple Sisterhood Braille
- Held bi-weekly community service for students in high school. Work included sorting out artifacts, cleaning up archival room, rearranging files, compiling artifacts for records, and more

59 people visited the school museum in April with tours led by Museum staff and Outreach staff.

- 32 guests from Ohio and different parts of Florida.
- 14 Flagler College Deaf Studies students visited for Deaf History Month. Led by June Ann LeFors.
- Four guests from Southeastern Deaf Golf Association (SEDGA).
- Eight alumni visits.
- Seven Deaf Elementary School 5th graders learned about FSDB history for Deaf History Month.
- Bi-weekly community service for students in high school.
- Museum celebrated Deaf History Month by posting daily tidbits and trivia history on campus news via Yammer.
The Florida Legislature is preparing for the third Special Session of the 2022 year. The Governor has called the session to address property insurance issues. The special session will commence at 9:00 a.m., Monday, May 23rd, 2022, and extend no later than 11:59 p.m., Friday, May 27th, 2022.

The Second Special Session resulted in a bill with a redistricting map proposed by the Governor for congressional redistricting for Florida. The Legislature passed that bill and quickly submitted it to the Governor, who immediately signed it. Just as quickly, the act was challenged in Florida courts. Little more than an hour after a judge issued a temporary injunction against a new congressional redistricting plan, Gov. DeSantis’ administration launched an appeal that put the ruling on hold. It now goes to the Florida First District Court of Appeals. This issue may be before the Florida Supreme Court by the time of the FSDB Board meeting. While this has no immediate impact on FSDB, redistricting, both legislative and congressional, has been the focus of the legislators since the special session as they compete for political offices.

The Fiscal Year 2022-23 General Appropriations Act passed the session has not been sent by the Legislature to the Governor as of May 13. It is expected that the Governor’s office is awaiting the conclusion of the special session before turning back to the budget. He will act on vetoes and signing shortly after the special session. As reported in the last board report, Kramer Hall renovation funding was submitted to the Legislature as a member project because it was not included in the Department of Education Legislative Budget Request. The Governor carefully scrutinizes all member projects. FSDB has spoken with the Governor’s PECO funding staff and provided the history and latest status for Kramer Hall. All documents pertaining to Kramer, including the Board’s approval, have been sent to the Governor’s staff.

Following the vetoes, attention will be turned to the budget development for the 2023-24 Fiscal Year.

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

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

Submitted by:
Patsy Eccles, Legislative Specialist
SUBJECT: Surplus Property

PROPOSED BOARD ACTION

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

Attachment: Surplus Property List

Presenter/Department: John Wester, Comptroller
### SURPLUS REVIEW BOARD LIST FOR DISPOSAL

**Attention:** Julia Mintzer, Business Services Administrator  
**Date:** 5/2/2022

**Subject:** Surplus Review Board Report

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Property Description</th>
<th>Age</th>
<th>Acquisition Cost</th>
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**Grand Total:** $90,407.29

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

### Review Board Members:

**Kim Whitwam**  
Director of Purchasing

**Shelley Ardis**  
Director, Technical Services

**Corbett Owens**  
Technology Resource Coordinator
Subject: Approval of the NEFEC Membership Contract for 2022-2023

PROPOSED BOARD ACTION

Approve the 2022 – 2023 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, or designee. FSDB contracted services are a benefit to many departments, and the overall contract is facilitated by Shelley Ardis.

Attachment: None

Department/Presenter: Shelley Ardis, Outreach and Technology Services
SUBJECT: BOT Administrator Salary Schedule

PROPOSED BOARD ACTION

Board approval is requested for the approval of the updated BOT Administrator Salary Schedule due to pay restructuring.

Attachment: BOT Administrator Salary Schedule - Draft

Presenter/Department: Lexi Bucca, Human Resources
## BOT Administrator Salary Schedule

*Draft - Pending Board approval 5.26.2022*

<table>
<thead>
<tr>
<th>Pay Level</th>
<th>Pay Grade</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Range</th>
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<td>$150,000.00</td>
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</tbody>
</table>

*Executive Director of Communications & PR, Executive Director of Transportation, Assistant Director of Safety, Assistant Director of Facilities, Coordinator of Information Security*  
*Executive Director of Budget & Grants, Executive Director of Parent Services, Director of Admissions, Director of Purchasing*  

*24/7 Availability Required*  
*Additional Responsibility*
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Board of Trustees Meeting

SUBJECT: FY 2023-2024 Legislative Budget Request

PROPOSED BOARD ACTION

Board approval is requested for the Legislative Budget Request (LBR) for fiscal year 2023-2024.

Notes:
The following issues are recommended for inclusion in the FY 2023-2024 LBR:

1. Cost to Continue for General Revenue and the Trust Funds.
2. Workload increase of $2,912,811 is requested in recurring General Revenue funds which includes:
   - $2,037,063, inclusive of benefits, to increase the base salary for 479 positions $2 per hour, based on the number of workdays per year, within the Career Service, Selected Exempt Service, and Board of Trustees Administrator positions to address compression precipitated by increasing the state’s minimum wage from $13 per hour to $15 per hour.
   - $875,748, inclusive of benefits, to provide merit increases, based on performance evaluations to all eligible staff members within the Career Service, Selected Exempt Service, and Board of Trustee positions. The merit increases will be scaled based on the number of workdays per year. For example, the recommended base amount is $1,000 for 190-day employees (10-month teachers and specialists) up to $1,368 for 260-day employees (12-month employees).

Presenter/Department: Alison Crozier, Executive Director of Budgets and Grants
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Board of Trustees Meeting, May 26, 2022
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Mental Health

Training and Conferences

Wendy Williams virtually attended the American Association of Suicidology (AAS) 55th Annual Conference, April 27 – 30, 2022. The primary objectives of AAS22 are to:

- Better equip those on the front line of prevention through translation and application of research;
- Identify new and evolving research that will help prevent suicides;
- Embrace and integrate equity into the conference conversations; and
- Integrate the voices of lived experience—including impacted family members—throughout all disciplines.

Erica Wortherly, Lucy Mitchell, and Dee Stoddard were selected to present at the National Association of Social Workers-Florida Conference on June 10, 2022. In the 3-hour presentation, participants will:

- Explore the current social, emotional, and mental health challenges of students/youth with sensory impairments.
- Be able to identify communication barriers in counseling, adaptive counseling styles, and multidisciplinary team approaches in communities and schools.
- Be able to identify ways to equip blind/visually impaired and deaf/hard of hearing youth and their families with the information and skills to meet social, emotional, and mental health needs.

Department Happenings

There have been 11 new requests for Mental Health Services (6 Counseling Consults, 1 Behavior Consults, 4 Case Management) between April 1 and May 1.

Erica Wortherly presented at a Viewing Party with Parent University on April 8. The topic was Digital Citizenship: Staying Safe Online. Childhood 2.0 is required viewing for anyone who wants to understand better the world their children are navigating as they grow up in the digital age. This film features actual parents and children and industry-leading experts in child safety and development. Real-life issues facing youth today, including cyberbullying, online predators, suicidal ideation, and much more, are addressed in the film. The parent discussion was rich, personal, and enlightening. Those who attended greatly benefited from the film and the interaction with other parents.

The team has been brainstorming ideas for a proactive approach to supporting students and engaging parents in the upcoming school year. We will be developing plans during the summer.

Marilyn Miller will be retiring at the end of this year after 32 years with FSDB. She has been a great asset, positively impacting colleagues and students across the campus. She will be greatly missed, but we support her as she continues life’s journey!
**Health Care Center**

The Health Care Center Nursing staff was recognized on May 11, 2022, for the National School Nursing Day with a gift of a Fitbit tracking band. Over the last year, the staff has provided FSDB students with continued health care needs even with the various COVID variants that impacted our population at home and school. We are all looking forward to a summer break from the pandemic and the new school year.

Stan Gustetic

Stan Gustetic
Administrator Allied Health Services
Apartment Program

Young Men
Our apartment team focuses on our students' essential life skills to become productive citizens in society. Staff emphasizes researching and applying for college and/or searching and applying for a job. Not every student is ready for the workforce, and others may not be ready for college. Many students plan to return to FSDB to learn more valuable life skills to assist them in becoming independent lifelong learners. Some students plan to attend the vocational training program at First Coast Technical College (FCTC) in the fall of 2022.

Our intangible rewards system for positive behavior continues to help decrease negative behaviors. Students spend more time engaged in going off-campus or to the Eddie Gobble Pavilion at James Hall for positive peer social interaction than sitting around inside the apartments. On Sundays, after a long bus ride to St. Augustine, an apartment team member accompanies students off-campus to their favorite places, such as Vinny’s Place. Our B/VI students use this opportunity to show their orientation and mobility skills and the skills they have learned from LCCE curriculum objectives "Getting Around the Community" and "Managing a Budget."

Several of our seniors have shared the excellent news of receiving acceptance letters from various higher education institutions.

BHS & DHS Prom this year were both amazing. The students genuinely enjoyed themselves. Blind prom was held in the Magnolia Room at The Fountain of Youth, and the Deaf prom was held at the Elks Lodge on Anastasia Island. The views were breathtaking!

A future event is planned to show our staff appreciation and our students' appreciation for their hard work and dedication this school year. This event will also serve as positive recognition for those students with outstanding academics and those who have received acceptance letters. The overall program continues to create independent lifelong learners as we all work hand-in-hand to prepare every young man for a lifetime of success.

Young Ladies
A prom is a special event when everyone gets dressed up and looks spiffy. We had curling irons, flat irons, and blow dryers set up and ready to style hair in a hurry. We had a table with makeup and brushes prepared to slay faces. We are happy to say that both proms for 2022 were a success and everyone looked gorgeous upon departure. Upon return to campus, we had many young ladies walking barefoot with their shoes in hand due to dancing the night away. No one listened to staff members who explained that taking a pair of flats to walk in later would be a good idea.

Recently, we had a student learn a real-life lesson on planning and problem-solving. Ashely works off-campus and gets a cab to bring her back to campus. One evening the cab did not show up. Ashley tried contacting the company but was unable to reach anyone. Fortunately, Ashley contacted a staff member, and we picked her up in a van due to her cab being late. We later learned that Ashely forgot to inform the cab company of her schedule change. Therefore, she didn’t get picked up. We also showed Ashley that she could contact other companies for transportation. Ashley has been a model employee, and her job will transfer to Orlando when
she leaves FSDB. We explained that we love her and will support her, but we cannot pick her up from Orlando if her ride doesn't show up. We also demonstrated that she could use the bus system in Orlando and that she would need to look at the schedule and pick-up/drop-off destinations.

The apartment girls now have a garden behind Wartmann Hall. Staff and students worked with Dragon Flowers to set up the garden. Students are learning how vegetables grow and how to care for them. Students recently learned that having marigold flowers in the garden will keep bugs away. We got several plants from Dragon Flowers. We also had students root an onion in a water bottle and germinate green bell pepper seeds. Students have been taking turns watering the garden and pulling weeds.

With the end of the year approaching, students are starting to look at quicker methods for cooking meals. For instance, one student, Jordan, wanted to use a Crock-Pot. She prepared the meal; however, she forgot to start the Crock-pot cooking the following day. She thought that the Crock-pot would cook automatically. She learned that you must turn on the appliance. If not, the dinner will not be finished on time. That evening, we had another student cook, and Jordan’s meal was edible the next day.

We took two students shopping; they each knew their budgets and had their shopping lists ready. While shopping, both had different ways of calculating their budgets – one used a phone while the other wrote it down on paper. At checkout, the first transaction was under budget – this was fantastic. We’ve worked hard on this since August. The second was severely over budget. Students had to decide what they thought was a priority and what to put back. As they made the hard decisions, a pile of groceries mounted and needed to be returned to the shelves. The girls were told that they had to put it back themselves. They were stubborn at first, but after having a quick conversation, they realized how hard it was for the cashier to take items off and add them back on. The girls worked together and found the correct spots for all the items.

We’ve had plenty of students applying to college, and with applications comes the struggle with essays. Though an essay may be difficult, these questions had the students thinking about themselves and who they’ve become. We’ve helped the students brainstorm and provided examples of our experiences. We all know that college is not an easy journey, but the starting process is also difficult. The students are becoming accustomed to filling out applications and knowing their important information.

One of the students had a goal to buy a car. She knew what kind of car she wanted and to look for low mileage. We discussed the credit check, the deposit, and monthly payments. She was instructed to look at car maintenance, insurance, gas, oil changes, etc. She looked up potential vehicles; learned about bank approvals and the different kinds of banks available. This experience taught her that purchasing a car wasn’t a simple process.

**Blind Department**

**Kramer Hall**
This month the Kramer students enjoyed a cookout which gave the kids an opportunity to practice proper table etiquette and demonstrate appropriate conversation in a large group dining event. Staff set up video game tournaments for students to focus on good sportsmanship and implement team-building lessons. Students partnered in groups of two to compete against fellow dorm mates. Students unable to compete in the tournament due to their visual impairments became the event’s hosts. They introduced each team to the crowd and provided commentary throughout each team-based competition. After each match concluded, the event hosts would state the winner. The two teams would proceed to the center of the room, shake hands, and demonstrate proper sportsmanship by telling the opposing teams, “good game.” The
event hosts worked with the dorm staff to tally up the results. The tourney concluded with a celebratory dance party for all students who took part in the event.

Students took a trip to a baseball game in Jacksonville. Before departure, staff taught students the concept of the buddy system and explained what the students should do during different scenarios that could happen at a large event – such as getting lost or having a stranger approach or communicate with them. Staff explained red flags the students should look out for and how to approach or evade any unsafe situations they may find themselves in. Students demonstrated proper use of the buddy system during the event and stayed focused on the dorm staff’s instruction.

Staff also set up two separate events – a karaoke party and a talent show. These events teach students how to stay confident in front of a group of peers and how to build a friend’s self-esteem. They were great about encouraging each dorm mate to demonstrate their singing skills and special talents to the group. They always complimented each friend once their performance came to an end. During this event, students were taught to uplift their dorm mates with positive affirmation after each talent or song completion. Students enjoyed taking turns and proudly demonstrating their unique jokes, dances, and skills to the crowd. Staff explained to the students that, unlike a regular competition with winners and losers, a talent show and karaoke were designed so that everyone is a winner if they try their best and have fun doing it. Both events concluded with a group dance party.

Cary White

- This year in Pod 228, our middle school girls have accomplished so much and gained the independence to move on to high school! Over the past few months, Alina has worked diligently with staff on her personal grooming skills. She has exceeded our expectations! Alina is not only able to braid her own hair now but assists other students with their hair as well! A month ago, Angie struggled to turn on our dorm vacuum and is now confidently completing her dorm duty independently! Every student has shown an eagerness to learn new skills and work as a team player in the dorm.

- We have also had many fun learning opportunities each week during the curriculum. The girls of Cary White had a blast utilizing our beautiful campus for a fishing curriculum! They loved learning how to reel in a fish, and a few were even brave enough to toss their fish back in! The students worked on behaving appropriately in a public setting and following instructions during our off-campus trip to see the Jumbo Shrimp play in Jacksonville. Every day in the dorm and each curriculum is another opportunity to learn! We are proud to have such an eager group of girls!

- Pod 229: Kicking off April in Pod 229, the girls celebrated April fools with a creative prank. Everyone had a role, from looking up the recipe, locating ingredients, mixing, and rolling. They then presented their "creation" to Ms. Marvette; on April Fool's Day!

- To practice financial responsibility, we presented a curriculum where the girls were given a budget of $250 and asked to plan a school wardrobe for themselves. We printed a list of national average prices for several clothing items and took the girls to our D&B Boutique. They were careful with their money, and all achieved their desired wardrobe and came in under budget.

- We spent the evenings practicing word association and expanding their vocabulary playing Apples to Apples, a card game that the girls braille themselves so all the girls could participate.

- Pod 231: This has been a wonderfully eventful year in Cary White 231! We started the year with the theme “Middle School is for Learning to Be More Responsible!” As the weeks and months progressed,
the students learned more and more about taking care of themselves and being aware of the ways their behavior impacts those around them.

Activities and events that were both fun and important learning opportunities included:

- Lessons in daily living skills included games and instruction about the organization, cleaning, taking care of their rooms and other areas they used, nutrition, and personal health and hygiene.
- A meet and greet where the boy's pods hosted the girls in our common area where we had formal introductions and more casual conversation. I am happy to report that the students behaved like gentlemen.
- A trip off campus to a nearby McDonald’s restaurant.
- A trip to a local theatre to see Clifford the Big Red Dog was followed by a trip through downtown St. Augustine during Nights of Lights and singing carols on the bus as we went. This was very important for learning navigation in an unfamiliar environment and the importance of following instructions and working together to see that everyone stayed together and enjoyed the evening.

As the year progressed, we had a retirement party for a dorm supervisor where the students worked out a well-wish video to present as a going-away gift. We also had a dorm-wide birthday party, a Valentine's Day Dance, and a gender-reveal party for a pregnant member of the staff. These presented opportunities for the students to increase their social skills and the opportunity to pitch in on the clean-up after. When we had the gender-reveal party in May, volunteering and assisting with clean-up was virtually automatic. The students made us so proud.

In April, FSDB’s "Outta Sight" musical group performed in the opening ceremonies of a Jumbo Shrimp game. The students attended to support their classmates and enjoy the game.

In addition to regularly scheduled Recreation activities, the students participated in wrestling, swimming, and goalball. Team experiences engendered much discussion, and the students who were not participating in the sport learned that it is both fun and helpful to support the competing students.

This year, all grades, 6th through 8th, participated in the mentoring nights, where a group of high school boys visited the dorm every few weeks and socialized with the boys. This was a good opportunity for the students to witness and learn more responsible behaviors.

Every day in the dorm has been a learning experience where we have discussed grammar, history, the importance of social responsibility, and details of basic day-to-day life. Most recently, the students were allowed to explore the workings of a dishwasher thoroughly and thus better understand the importance of properly placing their plates, cups, and flatware. One of the students commented that he'd had no idea how interesting a dishwasher could be!

The students have matured by leaps and bounds and are prepared to take on the challenges they’ll meet as 7th graders.

One final note: All the 231 gentlemen reached either A or B Honor Roll this year!

- Pod 232: Our boys learned about common traffic and safety rules and practices while walking around the campus. They enjoyed an outing to the Jumbo Shrimp baseball game. One of them performed our national anthem at the game. They learned about proper ways to set and serve food at a table. They
discussed the way emotions affect others and themselves. They enjoyed swimming at Recreation and learning to float. They learned about manners and the effects of kindness. Lastly, our boys learned about actions taken in the event of an emergency. The boys are also becoming excellent at their dorm duties.

- Pod 233: Organization skills: We had the students watch a video about organization skills. The video showed multiple ways in which they could become more organized. Some examples were keeping their lockers and desks clean by getting rid of clutter regularly, checking their email, and setting alarms on their personal electronic devices to keep them on task. It also advised them to become proactive on assignments and get started well before due dates.

  Self-confidence: We also worked on self-confidence by playing a game that included “I” statements. Each student had to make a positive “I” statement about themselves. Examples: “I am ambitious and a self-starter”; “I am independent,” or “I am good at math.”

We summed the year up with team-building skills. We divided the pod into two teams, and they were given supplies to build a bridge to success. They were given lasagna noodles, spaghetti noodles, and marshmallows. They were also supplied with a toy car. They had to build a bridge with railings and scaffolding so that the car could successfully cross. One team was very successful, and it was great to see the students work as a team.

Koger Hall
Kaylee had been trying to participate in Taking the Lead for months now, and finally, she got her turn; she was so excited to bless a particular teacher who had made a definite impression on her! Kaylee decided she wanted to find the special gift at Target. When we arrived at Target, Kaylee found the service area. She asked a Service Representative if they could assist her in finding the items. This was difficult for her as she is normally timid, but she was able to get the words out loud enough for them to hear, and they were more than happy to help assist her.

Kaylee was still a bit shy, but as the representative began to talk with her, and knowing her staff, Ms. Patrice, was right behind her, Kaylee began to interact freely with the rep. They discussed prices and colors, and Kaylee was able to find what she wanted to gift this teacher. Kaylee was so proud of herself for all she had accomplished. The teacher felt appreciated and valued. Everyone won!

The Koger Hall students have been doing a lot of ordering through the food/store delivery services. We were having issues with the students getting to the guard gate so that the delivery person didn't have to wait on them, and we wanted to make sure they were tipping. For one of our curriculums, the staff went through and explained all the delivery services and how, for these people, this is how they make their living, so their time is valuable to them. They also wanted the girls to understand that the delivery person doesn't just have their order a lot of times. They could have multiple orders that need to be delivered. The girls had a lot of questions and have been doing better with getting up to the guard gate before their items are delivered.

For an end-of-the-year community service project, the juniors made an appreciation gift to give to anyone on their chosen campus. They painted clay flowerpots and got plants from the FSDB Garden Center to put in them. While doing this project, they learned some basic plant care tips and talked about their plans for the summer!
MacWilliams Hall
April has been a busy month for the boys of MacWilliams Hall! The boys in the Junior Apartment Program have continued to learn about kitchen safety and cleanliness. The boys have continued to prepare dinner for their peers and display the skills they have learned throughout the school year’s curriculum. Sports are important to the boys in the dorm, and with it being the NBA playoffs, the boys are truly excited. Ms. Lacy and Mr. Jimmy gather the boys at night in the lobby to enjoy the NBA playoffs. The students are always looking forward to cheering on their favorite teams. A few of the boys were extremely excited to go and see the Orlando Magic play a home game, thanks to the Recreation Department. The Blind Department celebrated their prom, and the boys dressed to impress. Mr. Baker and Ms. Lacy did a great job preparing our boys for prom. All the students looked amazing as they went and danced the night away. The BHS also hosted their Spring Concert, and all the boys went and supported their peers as they put on an immaculate performance.

The mentorship program continues to be successful with middle school students. The students truly enjoy talking with the high school boys. The staff gives positive feedback on the program, and they can tell the students enjoy getting advice from the upperclassmen. Our boys are constantly volunteering to participate, and many of the boys are eager to go back the following week. The mentorship program has had a positive impact on both middle and high schoolers.

Deaf Department Elementary and Middle School
Vaill Hall
Vaill Hall students learned about fairness for the Character Counts month of April through games, utilizing opportunities to learn in our day-to-day interactions with others, modeling fairness as staff, and ensuring to incorporate fairness into all our activities. Students are learning to treat all their peers with fairness by including all in their games and activities. For May, our students will learn about courage. We will discuss the courage of our dancers performing in front of an audience, the courage to be honest when a mistake is made, and always do the right thing even when we are unsure or afraid.

Hygiene remains a big topic in Vaill Hall that we continue to learn and practice. Some of our students continue to learn their personal information for safety. Other students learn to be leaders and followers and what it means to be a good leader. We are making strides toward independence by teaching students to be responsible for their rooms, belongings, and schedules.

Some of our students learn to give back by cleaning up outside and in the dorm, even when the mess may not be theirs. Our students are also making brownies and flags for their teachers to show their appreciation and gratitude.

All our students enjoyed a trip to the Alligator Farm. They were very respectful, and we are proud of them for representing FSDB with their good behavior. Our group had a private tour of the farm and two excellent tour guides that told us everything there is to know about the animals and history of the farm.

Another group of students visited the Quilters Guild, where they learned how to use the sewing machine. Many students were very moved and inspired by the volunteers and how they provided blankets for the homeless. We were very proud of the way this group represented our school.

Activities this month include an outside movie and popcorn, seeing the Jumbo Shrimp game, a field and water day where we enjoyed dinner outdoors, and having games provided by Recreation, including a slip-and-slide and water balloons.
Gregg Hall
Gregg Hall has been busy as the year is winding down. Our girls have been enjoying time outside playing volleyball and basketball. They've also had game nights in the evening. This has been a great way to practice the character trait of fairness by taking turns, respecting the rules of the game, and showing good sportsmanship. Our girls also got into the kitchen to make special treats for staff members around campus. Thank you to our maintenance and groundskeeping staff and our campus police. The girls made individual brownies topped with coconut, jellybean, and Peeps bird nests.

The Blue Cats house won the House Cup! By earning the most house points over the course of the year, they enjoyed a great “Harry Potter” themed party with the house cup winners in McLane Hall. Borrowed from Harry Potter, the “house points” program was a great way to encourage unity and teamwork among our girls and enhanced our established PBiS program. We are happy to report that we will be expanding this program next school year. An end-of-the-year party for the girls and boys middle school dorms wrapped up a great school year.

Our 6th grade girls have been practicing their money skills; identifying, counting currency, and making change. They enjoyed several trips to local stores to put their skills to work. Our first-floor girls worked on the character trait of courage by learning about civil rights. The girls learned about protections offered by laws and how these laws have changed over time. They also learned that these laws could be used to help them with self-advocacy.

The Gregg girls welcomed our 5th grade elementary girls to introduce them to the middle school dorm. They explained the dorm rules, expectations, routine, and the level system to them. This was followed up by an ice cream social to give them a chance to get to know each other so they’ll be ready for next year.

McLane Hall
The McLane Hall students are excited about the new junior football team that will be starting practices at the end of this year. The junior football team will have games during the school year of 2022-23. The boys have practiced almost every day with throwing, catching, running, and general exercises. One of the high school boys comes out to do community service and teach the middle school boys appropriate exercises and ways to practice. It’s a good way to get outside, move, and practice good sportsmanship.

One of our campus police officers came to the dorm and did a workshop with our 8th grade students about preparing for high school and making good life choices. Our presenter also spoke about fairness, what to do in conflict situations, and how to resolve issues with others. We were happy to collaborate with our campus police, and the students enjoyed the presentation. The boys still have fun cooking. The different groups have made cookies, cupcakes, muffins, a spaghetti dinner, cheese bread, and hotdogs. They have also been practicing how to set tables and clean up after family meals. They enjoy making and eating all their special treats in the dorm.

The boys did a lesson about character building. They discussed what makes up a person, such as emotions, feelings, personality, and outside appearances. They met about how this applies to themselves and then made a fictional character with different traits. This was a great way to discuss differences and similarities with others and practice self-analysis.

Staff held a presentation to help motivate and encourage the students to strive for success in all areas of their life. They discussed goals to get for the future and how to work to achieve those goals. The staff talked about challenging oneself and how to work on personal improvement. We discussed how goal setting could start small and grow to improve many aspects of one's life.
Staff have been keeping the students occupied with different activities in the dorm. They have been creating different art pieces such as wooden vehicles, diamond art, painted canvases, clay figures, and birdhouses. The boys have also played games together in the dorm on the Nintendo Switch.

The boys made cards for their teachers for Teacher Appreciation Week in the dorm. They handed out their cards in school to their teachers as a personalized thank you. It was fun to collaborate with the school and show the teachers that they cared.

With the end of the school year fast approaching, we have several fun events planned for the students. We will be having the final House Point party for the overall winners of the school year. Girl and boy winners will have a party together in the dorm with pizza, cupcakes, and punch. We will also be having an end-of-the-year outside fun day. There will be a water slide, water balloons, and other outdoor activities. The students will enjoy a meal outside and have fun in the sun with their friends.

**Deaf Department High School**  
**James Hall**
Throughout the year, the girls learned various Independent Living Skills during our weekly curriculum class. We focused a lot on Teen Dating Violence so the girls could identify healthy versus unhealthy relationships. We had a workshop for them to be able to share their thoughts about teen dating. We taught them about courage and let them know they can be brave and can challenge themselves. We also taught them to stand up for themselves. We want our girls to see the difference between normal and abnormal dating. We also focused on financial needs. We taught them budgets, how to tip, and talked about taxes. This will help prepare them for when they are independent.

The James Hall girls have done numerous community service projects. They have made thank you cards for our nurses in the health care center and made goodies and gift bags for our blind and deaf elementary students. Some of the girls have gone over to the Deaf elementary pods to read books to the little ones. We have also given our secretary tokens of appreciation and made goodies for our ground keepers. We have helped the community by picking up trash along San Marco: San Marco Avenue is the James Hall "Adopt a Highway."

We attended Magic Orlando Deaf Awareness Week in Orlando. The students loved watching the game and socializing during the Deaf Awareness. We celebrated birthdays in the dorm – once a month, we have a celebration with cake for the students that have birthdays during that month. We plan a meet-and-greet with an ice cream social for the incoming 9th graders. The girls will be talking to the soon-to-be freshmen, explaining the rules and expectations, and talking about high school life. We will also be having our end-of-the-year party, including food, games, awards, and water balloons.

**Rhyne Hall**
For curriculum, we have been teaching the boys how to use tools and fix bicycles. One curriculum that the Rhyne Hall boys enjoyed was taking apart the bikes to paint them. We taught the boys the proper way to take something apart and showed them how to use spray paint safely with a mask on. The students were very creative with the colors they painted the bikes and enjoyed working hard to make them look good. The boys were paired in groups of two with one bike to teach them teamwork and how to work together to fix something.

One of our juniors, Keegan, has worked with the middle school boys on Sundays. He plays football with them and gives them pointers on how to improve their game. He also talks with them about sportsmanship and being a team player. The boys have also continued volunteering in the FSDB museum for community service. They enjoy learning about FSDB history while cleaning and helping keep the museum looking good.
The Rhyne Hall boys had a blast this year dyeing Easter eggs. We were surprised at how much the boys enjoyed this. It was nice seeing the boys participate in activities that make the dorm feel more like home. The first-floor boys also enjoyed an egg hunt.

This quarter, the boys have been very busy with after-school activities, from Dance Troupe to prom. Spring is in the air, and the boys are excited for football practice again. We are working with the boys on what kind of end-of-the-year celebration they would like to have this year. The students have started to take their belongings home for the year and are ready to enjoy their summer break.

The Rhyne Hall Juniors will be meeting with the 8th graders, soon-to-be freshmen, to give them a tour of the dorm and to explain the rules, level system, and expectations of the high school dorm.

**Recreation Department**
A comprehensive plan has been put into place to maintain a safe environment for the students participating in the recreation program.

### 4/4/22 – 4/7/22
- DES Swimming
- BES Swimming
- DMS Arts/Crafts, Weight Training
- BMS Swimming
- DHS/BHS Bowling, Board Games, Star Wars Games

### 4/11/22 – 4/14/22
- DES Easter Egg Hunt
- BES Easter Egg Hunt
- DMS Spring Social Activity
- BMS Spring Social Activity
- DHS/BHS Arts/Crafts, Team Games, Cardio Track

### 4/18/22 – 4/21/22
- DES Sidewalk Chalk Art
- BES Sidewalk Chalk Art
- DMS Kickball
- BMS Kickball, Team Games
- DHS/BHS Arts/Crafts, Team Games, Weight Training

### 4/25/22 – 4/28/22
- DES Swimming
- BES Swimming
- DMS Swimming
- BMS Swimming
- DHS/BHS Scavenger Hunts, Murder Mystery Game, Under-the-Net VB, Weight Training

Special Events: In conjunction with the Communications and Public Relations Department, the Recreation Department sent 128 High School students from the Deaf and Blind departments to the Orlando Magic/Cleveland Cavaliers basketball game for their Deaf Awareness game. The blind department went to a
Jacksonville Jumbo Shrimp game where "Outta Sight" performed the National Anthem. Easter/Spring activities were held for the students, including an Easter Egg Hunt for the DES/BES on the President's Lawn with a visit from a signing Easter Bunny. The DMS/BMS had a Spring Social with music and games.

**FSDB Elementary Dance Program**
Final classes and preparations for the recital in May.

**Blind/VI Sports Recreation Development**
The content experts continue working with the students and are preparing for an end-of-the-year activity. The students are gaining confidence to participate in the activities offered each day.

**Staff Training & Development and Student Independent Living Skills**
The Boarding Program staff and students participated in professional development activities, in-service training, and independent living skills activities.

**Professional Development Activities**
Eyvolle M. Pamphile was scheduled to participate in the following:

- Training Magazine Network: Webinar on 4/6/22 – *The Evolving Role of Learning & Development in the Digital Era*
- Training Magazine Network: Webinar on 4/12/22 – *Pandemic Year #3: How it Continues to Shape the Learning & Development Industry*
- Training Magazine Network: Webinar on 4/13/22 – *Hiring is Hard! Build a Culture of Engagement and Retention*
- Crisis Prevention Institute: Webinar on 4/21/22 – *De-Escalation in the Time of COVID*
- Training Magazine Network: Webinar on 4/21/22 – *Online Presentation Tips for Improving Performance and Increasing Engagement*
- Training Magazine Network: Webinar on 5/5/22 – *The Hybrid Approach to Maximize Engagement and Learning*
- Training Magazine Network: Webinar on 5/11/22 – *Building a Culture of Compliance: The Unified Training Imperative*
- Training Magazine Network: Webinar on 5/12/22 – *How to Win the War for Talent*
- Training Magazine Network: Webinar on 5/17/22 – *Digital Skills Training- You’re Doing it Wrong!*
- Training Magazine Network: Webinar on 5/18/22 – *Who’s Sinking Your Boat? Keys to Understand Why Employees are Disengaged and Leaving*
- Training Magazine Network: Webinar on 5/26/22 – *How to Chunk Lessons, Avoid Overload and Fatigue in Virtual Training*
- Training Magazine Network: Webinar on 5/26/22 – *5 Practices for Training Front-Line Workers*

**Staff Workshops:**
Spring 2022 Blind Department Professional Development Program:
• 12 Week Basic Orientation & Mobility with Cristina Sapp – FSDB Orientation & Mobility Specialist, ended on 4/21/22; six academic and boarding staff completed this session
• 12 Week Braille I with Mary Bilancio – FSDB Blind Department Parent Advisor and State Trainer, ended on 4/26/22; five academic and boarding staff completed this session

Monthly Staff In-Service Trainings & Updates:
2022 CPI Refresher Recertification Sessions for 44 Staff:
• 4/14/22: 4Hr. session for Overnight Shift
• 4/18/22: 4Hr. session for Afternoon Shift
• 5/6/22: 4Hr. session for Overnight Shift
• 5/9/22: 4Hr. session for Afternoon Shift
• In April, 20 staff completed CPI Refresher Recertification sessions, participated in verbal de-escalation discussions, and practiced physical safety interventions
• In May, 24 staff completed CPI Refresher Recertification sessions, verbal de-escalation discussions, and practice physical safety interventions

BP In-Service Training: 2021-2022 Google Classroom for 125 staff:
• 4/18/22 to 4/25/22: Diversity #11 – Unconscious Bias: How it Affects Us More Than We Know
• 5/2/22 to 5/9/22: Diversity #12 – How to Reduce Unconscious Bias
• 5/16/22 to 5/23/22: Diversity #13 – How to Make Diversity and Inclusion Part of Your Agency’s Culture
• 125 staff completed Google Classroom sessions within the required timeframe and also participated in supervisor-led face-to-face or Teams Group discussions on each topic
• These sessions support FSDB’s Strategic Planning Goal#2: Develop face-to-face and virtual professional development activities to support non-academic staff to acquire workplace skills through training events and online formats such as but not limited to Google Classroom, Yammer Groups, Teams Groups
• These sessions also support FSDB’s Staffing Goal: To recruit, train, and maintain qualified staff

Student Independent Living Skills (ILS) Workshops
4/4/22: Law Enforcement Workshop for McLane Hall dorm students, with FSDB Police Officer James McCullough
LCCE Objectives: 3.16.2 & 6 and 15.63.2
  Competency 3 – Caring for Personal Needs
  16 – Practice Personal Safety
    2 – Identify Things to do to Avoid Personal Assault
    6 – List and Demonstrate Actions to Take in the Event of an Emergency
  Competency 15 – Making Adequate Decisions
  63 – Anticipate Consequences
    2 – List and Demonstrate Knowledge of Ways in Which Personal Behaviors Produces Consequences
4/12/22: Law Enforcement Workshop for MacWilliams Hall dorm students, with FSDB Police Officer Zachary Deap
LCCE Objectives: 15.62.1-2
  Competency 15 – Making Adequate Decisions
  62 – Locate and Utilize Sources of Assistance
    1 – Identify Situations in Which One Would Need Advice
    2 – List Available Resources for Resolving Problems
5/3/22: Law Enforcement Workshop for James Hall dorm students, with FSDB Police Officer Zachary Deap
LCCE Objectives: 3.16.2-4
  Competency 3 – Caring for Personal Needs
16- Practice Personal Safety

2 – Identify Things to do to Avoid Personal Assault
3 – Identify and Demonstrate Self-Protection or Self-Defense Behaviors and Techniques
4 – Identify Precautions to Follow When Dealing with Strangers

5/11/22: Law Enforcement Workshop for Rhyne Hall dorm students, with FSDB Police Officer Zachary Deap

LCCE Objectives: 3.16.2 & 4

- Competency 3 – Caring for Personal Needs
- 16- Practice Personal Safety
  - 2 – Identify Things to do to Avoid Personal Assault
  - 4 – Identify Precautions to Follow When Dealing with Strangers

ILS Hour schedule:

4th Quarter ILS Hour began on 3/20/22 and ended on 5/3/22 for Apartment Program dorms and 5/11/22 for elementary to high school 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)

Breaks & Holidays

Easter Holiday: Students left campus on 4/14/22; boarding students returned 4/18/22; classes resumed 4/19/22

Mother’s Day: Students left campus on 5/6/22; boarding students returned 5/9/22; classes resumed 5/10/22

Respectfully submitted by:
Kathleen Grunder
Administrator of Residential Services
Accounting
Prompt Payment Compliance – Section 215.422, Florida Statutes, Prompt Payment of Vendor Invoices: For the quarter ended March 31, 2022, 99.69% of 1,258 invoices were paid in accordance with the statute (compliance minimum is 95%).

Purchasing
Purchasing is busy with annual re-procurements aligned with the AG recommended method under 1013.45, F.S. for construction-related procurements. Commodity procurements under Ch 287, F.S. are also at a year-end peak.

ADVANCEMENT
Submitted by Traci Anderson, Executive Director of Advancement

<table>
<thead>
<tr>
<th>Donations for March 2022</th>
<th>Donations for March 2021</th>
</tr>
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<tbody>
<tr>
<td>Number of Gifts = 282</td>
<td>Number of Gifts = 163</td>
</tr>
<tr>
<td>Number of Donors = 272</td>
<td>Number of Donors = 161</td>
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<tr>
<td>Dollars Received = $ 30,871.31</td>
<td>Dollars Received = $ 42,316.99</td>
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</table>

<table>
<thead>
<tr>
<th>Current FY to Date</th>
<th>Previous Year to Date – Last FY to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Gifts = 2,769</td>
<td>Number of Donations = 2,535</td>
</tr>
<tr>
<td>Number of Donors = 1,559</td>
<td>Number of Donors = 1,564</td>
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<tr>
<td>Dollars Received = $ 1,323,516.58</td>
<td>Dollars Received = $ 1,138,585.02</td>
</tr>
</tbody>
</table>

Comparison of 21/22 to 20/21
All key fundraising metrics continue to show positive trends. Currently, Advancement is roughly 16% ahead of last year in dollars received to date. Please note that the number of gifts for March increased in 2022 due to mailing active donors versus lapsed donors.

BUSINESS SERVICES BULLETIN
Julia Mintzer, Administrator of Business Services

In an effort to keep campus stakeholders updated on the latest and greatest in Business Services, status updates on initiatives and projects will be periodically posted on Yammer. Updates for April 4th and May 3rd included the following information:

Accounting and Budget Management: April 4th – Our Accounting and Budget teams continue to manage dollars for the current fiscal year, monitor the legislative process for the approval of the
budget for 2022-2023, and plan for the 2023-2024 Legislative Budget Request that will be submitted to the Department of Education in June.

**Advancement:** *April 4th* – Thank you so much for taking the time to craft thoughtful and well-developed private funding requests for next year. The Advancement team was so excited to find that we had 32 new project requests. Kudos to all for planning and implementing value-added programs and activities for students. *May 3rd* – Funding letters have been distributed in preparation for the 2022-2023 privately funded projects. Traci Anderson also posted the 2021-2022 Year-End Report template. If you are a private funding custodian, please complete your year-end report by the deadline before you escape to a well-deserved summer break.

**Campus Police:** *April 4th* – Members of the Campus Police and Technology teams have been working collaboratively to plan and install the mobile panic alert system, known as Alyssa’s Alert, that is required of all public schools. Staff members will receive training on this user-friendly system prior to the launch. *May 3rd* – The campus is bustling with activity. Please remember to contact Campus Police if you are expecting visitors. Also, let your visitors know in advance that their ID must be scanned and a visitor pass issued before entering campus. This will allow them to provide ample time to arrive and get to your event on time.

**Safety and Facility Operations:** There are several projects currently underway in Safety and Facilities Operations:

- **Bleachers** – The Board of Trustees approved funding for the new bleachers. This project will be advertised soon in anticipation of completion in 2022-2023. *(May 3rd)*
- **Tennis Courts** – The tennis court area will serve as the staging area for the bleacher construction throughout the next year. Afterward, we look forward to resurfacing the area and providing a beautiful space for outside play and events. *(April 4th)*
- **Cooling Tower** – The cooling tower has reached the end of its useful life and is being replaced. The older unit was removed over winter break, and the new unit is set to be delivered in May. Mechanical equipment is made to order, so planning in advance is crucial. *(April 4th)*
- **Signage** – A beautiful new sign will greet our stakeholders as they enter campus at the Genoply gate. Additionally, the sign at the causeway entrance will be updated to match the sign at Genoply. *(April 4th)*
- **Green Space** – The green space project at Genoply is underway. We are planting trees, creating a picnic area (complete with access to water and electric), and expanding the fencing. *(May 3rd)*
- **Memorial Pavers** – Pavers have been added to the mall area between Memorial and Walker. These pavers will serve as engraved memorials, as requested, for students, staff members, and board members. The memorial pavers are not intended to serve as a fundraiser and will only include the name of the individual. This will be the only form of memorials on campus as we no longer accept structures and gardens. Names from memorials that have been lost to time and weather throughout campus will be added to the pavers initially. *(April 4th)*
- **Summer Projects** – The SaFO team will be busy with summer projects, including but not limited to road paving near Cary White, a road repair (thanks to our irrigation water main break yesterday), and the final installation of the cooling tower, and new carpet in Wilson Auditorium. In the fall, Gregg Hall students will move to Bloxham Hall in preparation for the
demolition and new construction of the dorm. Thanks for your patience as we complete projects in an effort to maintain a beautiful and safe learning, living, and working environment. (May 3rd)

Training and Quality Assurance: April 4th – Climates Surveys and Employee Engagement Surveys will be sent out in April. Thank you in advance for your participation in these important surveys. May 3rd – Please join me in welcoming Trish McFadden back to the Training and Quality Assurance Department. Trish started her FSDB career in TQA fifteen years ago and returns after successfully leading the Transportation Department for the past eight years. Trish is located in Moore Hall #103 and at extension 2322. Congratulations, Trish!

Transportation: May 3rd – Please join me in welcoming Kevin Greene as the new Executive Director of Transportation. Kevin comes to FSDB with many years of management and transportation experience, most recently with the Jacksonville Transportation Authority. Kevin is located in Transportation #101 and at extension 2433. Congratulations, Kevin!

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

Endowment I
During April, the endowment decreased -$950,506.39 (-4.85%), -9.28% Year to Date, and decreased -4.46% for the trailing 12 months with a closing portfolio value of $18,592,092.37. Dividends and interest income totaled +$28,400.73, and accrued interest increased +$1,021.53. During the same period, the Benchmark decreased -6.04%, -11.48%, and -7.14%, respectively. Additionally, $26,721.99 was withdrawn during the month.

The markets also underperformed during April with the backdrop of war, inflation, rising rates, and high volatility. The S&P 500 declined by 8.72% which was the worst monthly performance since March 2020. Markets are currently pricing a 50-basis point hike at this week’s Fed Reserve meeting. Additionally, investors will also be focused on the Fed’s imminent decision to start shrinking its’ $9 Trillion balance sheet by up to $95 billion a month.

I wanted to share interesting data on the historical impact of Fed tightening. There have been 6-cycles whereby the Fed has increased rates since 1983. The average cycle consisted of 9 hikes that lasted over 18 months. The market reaction of the S&P 500 during previous rate hiking cycles may surprise you. According to JP Morgan, FactSet, Fed Reserve, and Standard and Poors, the range of performance for the S&P 500 is between negative -9.6% to positive +19% with the average increase positive +5.8% during each rate hiking cycle.

Risks to growth have been increasing from the uncertainty we have been discussing, but earnings have been mostly positive for the first quarter (Q1). Half of S&P 500 earnings are already reported, with more than 80% beating earnings estimates. The average earnings are beating estimates by 5.5%, and companies have been issuing good guidance. Looking ahead, we believe volatility will remain elevated. We continue to test our models and look for additional opportunities and re-positioning
that volatility and changing market conditions provide. As of April 29, our central scenario forecast for the S&P 500 is 4,700 (+13.7%) by year-end 2022.

**Endowment II**

During April, the endowment decreased -$577,343.47 (-5.01%), -9.31% Year to Date, and decreased -5.26% for the trailing 12 months. Closing portfolio value as of April 30, 2022, is $10,907,515.01.

Dividends and interest income totaled +$17,818.73 and accrued interest decreased -$3,124.65.

During the same period, the Benchmark decreased -6.04%, -11.48%, and -7.14%, respectively.

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**SAFETY AND FACILITIES OPERATIONS**

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

**Project Management**

- MacWilliams door frame replacement is underway.
- Securing continued professional Architectural/Engineering services is in the early stages of development and procurement.
- CPH Inc. has begun “Design Criteria” for Gregg Hall.
- Owner Project Requirements (OPR) process for Kramer Hall Project has begun.
- Weather strobe and camera upgrades continue.
- The Grounds Department has taken receipt of the new Kubota Tractor.
- The Grounds Department has begun spring planting and graduation preparations.
- Another phase of bulkhead trees and landscape (including irrigation) is being installed.
- Safety continues to monitor, drill, and test all fire safety, security, and mass notification equipment.
- SaFO continues to manage projects in alignment with the CFMP and Public Education Capital Outlay (PECO) LBR. Project Management meetings are held regularly concerning Safety/Security, Essential Equipment Maintenance, Technology, and Facility Infrastructure Repairs. Meetings focus on new projects, the progress of existing projects, and budget management.

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**TRAINING AND QUALITY ASSURANCE**

*Submitted by Julia Mintzer, Administrator of Business Services*

Parent, Student, and Staff Climate Surveys, in addition to the FSDB Employee Engagement Survey, have been launched. Data will be collected by the end of the school year and data analyzed in early summer to identify strengths and opportunities as we continue our school improvement efforts.

Planning efforts continue as Champions for each Strategic Priority work with teams to establish action items in support of the priority goals. The Strategic Leadership Team will meet again on May 17th to review progress and establish the next steps as committees maintain momentum throughout the summer.

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

Champions: Lexi Bucca, Trish McFadden, and Julia Mintzer

**Strategic Priority: Success for Students**
TRANSPORTATION
Submitted by Trish McFadden, Executive Director of Transportation

Annually, the Florida Department of Education (FDOE) asks all Florida school districts and charter schools that provide school bus services to participate in the National Association of State Directors of Pupil Transportation Services (NASDPTS) survey to document the illegal passing of school buses. The survey results will assist local, state, and federal government agencies identify appropriate safety countermeasures and support changes to legislation.

Surveys are conducted on a Wednesday selected by the district during April or May 2022. FSDB selected Wednesday, April 27, 2022, to report the illegal passing of a school bus.

An illegal pass occurs when the bus has come to a full stop, red stop lights are flashing, and the stop arm is activated. For this one day in 2019, there were 95,494 illegal passes nationwide from a stopped school bus. Out of that total nationwide, Florida had 13,640 illegal passes. And 526 of those illegal passes occurred on the right side of the bus (the side of the bus where students board).

From 2017-2019, FSDB had one illegal pass each year, all of which occurred during the afternoon routes. There were none reported in 2020, 2021, or 2022.

This data has prompted changes to laws and consequences for breaking these laws which include a fee increase in tickets, points on driver’s licenses, and in some states, the suspension of a driver’s license.

FSDB Drivers and Chaperones participated in a training course on Friday, April 22, as a refresher on identification, safety, and documentation of illegal passes of a school bus.

This will be my last Board Report for the Transportation Department as the new Executive Director, Kevin Greene, will join the team on Monday, May 2, 2022.

Respectfully Submitted,
Julia Mintzer
Administrator of Business Services
Consolidated report prepared for Board Of Trustees For performance and account start dates differ (see disclosures)

NX XX189 Fixed Income
NX XX190 QGARP
NX XX181 ESG
NX XX191 Div Ruler
NX XX187 Fixed Income
NX XX183 PMP
NX XX185 OEI
NX XX407 Fixed Income

Performance review
as of April 30, 2022

Sources of portfolio value

$ Millions

<table>
<thead>
<tr>
<th>Period</th>
<th>Opening value</th>
<th>Net deposits/withdrawals</th>
<th>Div./interest income</th>
<th>Change in accr. interest</th>
<th>Change in value</th>
<th>Closing value</th>
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<tbody>
<tr>
<td>03/31/2022 to 12/31/2021</td>
<td>19,539,898.48</td>
<td>-26,721.99</td>
<td>28,400.73</td>
<td>1,021.53</td>
<td>-950,506.39</td>
<td>18,592,092.37</td>
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<td>04/30/2022</td>
<td>19,230,189.30</td>
<td>69,892.83</td>
<td>127,219.36</td>
<td>-2,388.58</td>
<td>-1,982,810.40</td>
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<td>04/30/2022</td>
<td>17,823,052.27</td>
<td>140,050.69</td>
<td>400,032.53</td>
<td>-4,979.05</td>
<td>-1,173,201.11</td>
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<td>12/31/2021</td>
<td>18,592,092.37</td>
<td>587,003.11</td>
<td>380,154.24</td>
<td>1,619.20</td>
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</table>

Portfolio value and investment results

Performance returns (annualized > 1 year)

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<tr>
<th>Period</th>
<th>MTD</th>
<th>YTD</th>
<th>1 Year</th>
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<tr>
<td>03/31/2022 to 04/30/2022</td>
<td>-4.85</td>
<td>-9.28</td>
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<td>04/30/2022 to 04/30/2022</td>
<td>10.12</td>
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<tr>
<td>04/30/2022 to 12/31/2021</td>
<td>20,380,179.16</td>
<td></td>
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<tr>
<td>12/31/2021 to 12/31/2021</td>
<td>17,823,052.27</td>
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Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

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<th>Period</th>
<th>MTD</th>
<th>YTD</th>
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<tr>
<td>03/31/2022 to 04/30/2022</td>
<td>-0.44</td>
<td>1.78</td>
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<td>04/30/2022 to 04/30/2022</td>
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<tr>
<td>04/30/2022 to 12/31/2021</td>
<td>28.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/31/2021 to 12/31/2021</td>
<td>14.82</td>
<td></td>
<td></td>
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</tbody>
</table>

Portfolio and selected benchmark returns

Net Time-weighted returns annualized

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

Past performance does not guarantee future results and current performance may be lower/higher than past data presented.
Additional information about your portfolio 
as of April 30, 2022

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

<table>
<thead>
<tr>
<th>ITD Performance</th>
<th>Start date to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start date</td>
<td>04/30/2022</td>
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Consolidated: 12/08/2014  5.14%

Benchmark composition

Consolidated

Blended Index

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

as of April 30, 2022

<table>
<thead>
<tr>
<th>Cash Alternatives</th>
<th>US Treasury Bill - 3 Mos</th>
<th>0.02</th>
<th>0.08</th>
<th>0.88</th>
<th>1.06</th>
<th>0.82</th>
<th>0.59</th>
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<tbody>
<tr>
<td>US - Fixed Income</td>
<td>BBG Agg Bond</td>
<td>-3.79</td>
<td>-8.51</td>
<td>0.38</td>
<td>1.20</td>
<td>1.36</td>
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<td>BBG Muni 1-10Y 1-12Y</td>
<td>-1.72</td>
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<td>0.41</td>
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<td>BBG Muni 5 Yr 4-6 TR</td>
<td>-1.65</td>
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<td>0.35</td>
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<td>1.30</td>
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<td></td>
<td>BBG Muni 7 Yr 6-8 TR</td>
<td>-2.14</td>
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<td>BBG Muni Bond</td>
<td>-2.77</td>
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<td>BBG US Agg Gty &amp; CR 1-3 Y</td>
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<td>-3.50</td>
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<td>Global/International - Fixed Income</td>
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<td>US Equity</td>
<td>Dow Jones Ind Avg</td>
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<td>NASDAQ Composite</td>
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<td>Russell 1000</td>
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<td>Russell 1000 Growth</td>
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<td>-5.35</td>
<td>16.66</td>
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<td>Russell 1000 Value</td>
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<td>-4.91</td>
<td>5.98</td>
<td>6.35</td>
<td>5.92</td>
<td>6.60</td>
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<td>S&amp;P 500 50% /BBG Agg 50%</td>
<td>-6.26</td>
<td>-4.03</td>
<td>7.34</td>
<td>7.61</td>
<td>7.03</td>
<td>7.79</td>
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<tr>
<td></td>
<td>S&amp;P 500 60% /BBG Agg 40%</td>
<td>-6.75</td>
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<td>3.29</td>
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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 be reviewed as part of any 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 supplemented 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 the 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 our services, the fees we charge, the advisory services we provide, our fees, our personnel, our other business activities and financial industry affiliations and conflicts between our interests and yours.

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 assets 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 cannot be compared to any individual account. Performance is typically calculated over multiple time periods and may also be calculated for shorter time periods. Performance results are based on the Modified Dietz Method, which reflects the impact of cash flows on the performance of your accounts. The Modified Dietz Method is a commonly used method for calculating time-weighted return (TWR) and is calculated using the Modified Dietz Method. This calculation uses the beginning and ending portfolio values for the month and adjusts each cash flow based on 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 the amount of money invested, so it is an effective measure for returns on a fee based account.

Time-weighted Returns for accounts / SWP/AAP sleeves: 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 adjusts each cash flow based on 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 the 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 are greater than 12 months are annualized. This applies to all performance for all accounts 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 of cash flows that occurred during the day, if it was positive. The TWR gives equal weighting to every return regardless of the 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. This applies to all performance for all accounts before 09/30/2010, Advisory assets before 12/31/2010 and SWP sleeves before 04/30/2018.

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.

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.

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 the deduction of fees prior to 10/31/10 for accounts that are billed separately via invoice through a separate account billing arrangement and gross returns do not reflect the deduction of fees, commissions or other charges. The reduction in fees 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. The investment of 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 sleeves before 04/30/2018 as well as all index Class and Security Level returns.

UBS Financial Services Inc. Board of Trustees Meeting, May 26, 2022

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

Dividends/Interest: Dividend and interest earned, when shown on a report, does not reflect your account’s tax status or reporting requirements. Use only official tax reporting documents (i.e. 1099) for tax reporting purposes. The classification of private investment distributions can be determined in response 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 accured 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 accounts billing arrangement are not included in this report.

Performance Start Date Changes: The Performance Start Date for accounts marked with a “^” have changed. Performance figures of an account with a changed Performance Start Date may not include the entire history of the account. The new Performance Start Date will generate performance returns and activity information for a shorter period than is available at UBS FS. As a result, the overall performance of these accounts may generate better performance than the period of time that would be included if the report used the inception date of the account. UBS FS recommends reviewing performance reports that use the inception date of the account because reports with longer time frames are usually more helpful when evaluating investment programs and strategies. Performance reports may include accounts with inception dates that precede the new Performance Start Date and will show performance and activity information from the earliest available inception date. The change in Performance Start Date may be the result of a performance gap due to a zero-balance that prevents the calculation of continuous returns from the inception of the account. The Performance Start Date may also change if an account has failed one of our performance gaps and the performance gap is not filled. If this occurs, the account will be labeled as “Review Required” and performance prior to that failure will be restricted. Finally, if the performance gap is filled or 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 this report, the performance report will only include information for the time period the account was active during the consolidated performance reporting time period.

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

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

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

Pricing: All securities are priced using the closing price reported on the last business day preceding the date of this report. Every reasonable attempt has been made to accurately price securities; however, we make no warranty or representation as to the accuracy 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, you are typically charged and 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 custodian of your assets, therefore, in some market conditions, particularly during periods of significant appreciation of the underlying equity position(s), CES will use options to achieve the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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 methods employed 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 necessarily reflect the current composition of these variable annuities. If a variable annuity’s underlying holding data is not available, it will remain classified as variable annuity. All data is as of the date indicated in the report.

Accounts Included in this Report: The account listing may or may not include all of your accounts with UBS FS. The accounts included in this report are listed under the "Accounts included in this review" shown on the first page or listed at the top of each page. If an account number begins with "F" this denotes assets or liabilities held at a UBS Financial Advisors office. 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. 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 towards your financial goals. As part of 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 restrictions on your account?
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 or 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 McDonnell Investments clients: As part of our acquisition of former Piper Jaffray and McDonald Investments clients, these reports include performance history for their Piper Jaffray accounts prior to August 12, 2006 and McDonnell Investments accounts prior to February 2, 2007, the date the respective accounts were converted to UBS FS. UBS FS has not independently verified this information.
Disclosures applicable to accounts at UBS Financial Services Inc. (continued)

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

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

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

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

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

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Performance review
as of April 30, 2022

Sources of portfolio value

$ Millions

Portfolio and selected benchmark returns

Net Time-weighted returns annualized

Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

Portfolio value and investment results

Net deposits/withdrawals include program and account fees.

Report created on: May 02, 2022

Board of Trustees Meeting, May 26, 2022
Additional information about your portfolio
as of April 30, 2022

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

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<thead>
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Benchmark composition

Consolidated

Blended Index

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

**as of April 30, 2022**

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<th>1 Year</th>
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#### Cash Alternatives

- **US Treasury Bill - 3 Mos**: $0.02
- **BBG Agg Bond**: $-3.79
- **BBG Muni 1-10Y 1-12Y**: $-1.72
- **BBG Muni 5 Yr 4-6 TR**: $-1.65
- **BBG Muni 7 Yr 6-8 TR**: $-2.14
- **BBG Muni Bond**: $-2.77
- **BBG US Agg Gvt & CR 1-3 Y**: $-0.54
- **BBG US Govt/Corp/Prf TR**: $-2.00

#### US - Fixed Income

- **Global/International - Fixed Income**: $-5.48
- **BBG Gbl Agg**: $-6.83
- **BBG Gbl Agg ex-USD**: $-4.82
- **Dow Jones Ind Avg**: $-3.66
- **NAREIT Equity**: $-13.26
- **NASDAQ Composite**: $-8.91
- **Russell 1000**: $-12.08
- **Russell 1000 Value**: $-5.64
- **Russell 2000**: $-9.91
- **Russell 2000 Growth**: $-12.27
- **Russell 2000 Value**: $-7.76
- **Russell 2500**: $-8.52
- **Russell 3000**: $-8.97
- **Russell Mid Cap**: $-7.70
- **Russell Mid Cap Growth**: $-11.26
- **Russell Mid Cap Value**: $-5.94
- **S&P 400 Mid Cap**: $-7.11
- **S&P 500**: $-8.72

#### Global/International - Equity

- **MSCI AC World - NR**: $-8.00
- **MSCI AC World+USA-NR**: $-6.28
- **MSCI EAFE-NR**: $-6.47
- **MSCI Emerging Markets-NR**: $-5.56
- **MSCI Emerging Markets-PR**: $-5.75
- **MSCI World**: $-8.27

#### Commodities

- **DJ UBS Commodity**: $4.14
- **Goldman Sachs Commodity**: $5.12

#### Non-Traditional

- **HFRI Equity Hedge**: N/A
- **HFRI FOF Diversified**: N/A
- **HFRX Eqty Hedge-EqMktNeu**: N/A
- **HFRX Event Driven**: N/A

#### Balanced

- **S&P 500 40% / BBG Agg 60%**: $-5.76
- **S&P 500 50% / BBG Agg 50%**: $-6.26
- **S&P 500 60% / BBG Agg 40%**: $-6.75

#### Miscellaneous

- **Consumer Price Index**: 0.00
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 viewed 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 fee-based 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 regarding the services we provide, our fees, our personnel, our other business activities and financial industry affiliations and conflicts between our interests and yours.

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 assets 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 and are not subject 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, or after the first day of the next period being measured. The MWR incorporates the size and timing of cash flows, so it is an effective measure of returns on a portfolio.

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 (Daily 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 cash flow variance from 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 reporting periods that start after 12/1/2018, the performance calculations used the account’s end of day value on the performance inception (listed in the report under Beginning Market Value) as the investment’s 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 sleeves before 12/31/2010 and the value of market and security levels return.

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 deduction of fees prior to 10/31/10 for advisory 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. These fees (including wrap fees) and other charges 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. Benchmarks/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 benchmark. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns. When the investment in the securities included in the index would result in higher costs 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. 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 indices. For advisory accounts, these indices are for informational purposes only. Depending on the selection, the benchmark selected may not be an appropriate basis for comparison of your portfolio based on it’s holdings.

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

Custom Time Periods: If represented on this report, the performance reported can 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 account on or after the first day of 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 of fees, it 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 were contributed or withdrawn.
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are delivered in or out of the accounts. Wrap fees will be included in this calculation except when paid via an invension through a separate accounts billing account. When shown on Client summary and/or Portfolio review report, program fees (including wrap fees) are not considered fee-based program assets, and may be included by your custodians at your direction. We have not verified, and are not responsible for, the accuracy or completeness of this information.

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 through 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 are paid prior to October 1, 2010 for accounts that are billed separately via invoice through a separate accounts billing arrangement are not included in this report.

Performance Start Date Changes: The Performance Start Date for accounts marked with a "^" or "^" 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 threshold requirements. 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 may 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 performance report, the performance report will only include information for the time period the account was active during the consolidated performance reporting time period.

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

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

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

Pricing: All securities are priced using the closing price reported on the last business day preceding the date of this report. Every reasonable attempt has been made to accurately price securities; however, we make no warranties of performance regarding the pricing data. When pricing 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 the price may be based on the last quoted price for which there is no published price, we will generally rely on the value provided by the custodian or issuer of that security.

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

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

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

Accounts Included in this Report: The account listing these assets, including valuation, account type and cost 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 of custodians who did not verify, 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 how we work towards your goals. Whether 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 part of the acquisition to former Piper Jaffray and McDonald Investments clients, these reports include performance history for their Piper Jaffray accounts prior to August 12, 2006 and McDonald Investments accounts prior to February 9, 2007, the date the respective accounts were converted to UBS FS. UBS FS has not independently verified this

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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.

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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
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of the information.

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an SEC-registered investment adviser and brokerage services in its capacity as an SEC-registered broker-
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ways in which we conduct business, that they carefully read the agreements and disclosures that we provide to
them about the products or services we offer. For more information, please review client relationship summary
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Close-up Trip to Washington DC
On January 7, fueled on little to no sleep, six blind high school students and I set off to the Jacksonville airport en route to our nation’s capital.

After a kind reminder from TSA about what was allowed on a plane and what wasn’t (Jose was reminded that 20 lb. dumbbells are on the no-fly list), we set off for Washington DC. We checked into our hotel that morning after successfully navigating the airports; the students advocated for themselves every step of the way. Despite their exhaustion, we navigated our neighborhood and the surrounding area. We even took a metro ride to Chinatown to have dinner with Coach Young who was in town to meet the President!

Students began the Close-Up program Sunday night. After their initial introduction workshops, they actively participated in a domestic issues debate. On day one, the program included a Jefferson memorial study visit, FDR Memorial study visit, Martin Luther King Jr. Memorial study visit, a trip to the Smithsonian Museum of American History, and finished with a political values workshop. Day two included trips to WW2, Lincoln, Korea, Vietnam, Iwo Jim, and Air Force memorials. Day two concluded with the students participating in a Mock Congress, where each student had a role in trying to pass legislation. On Day three, students used that knowledge in meetings with their state's Senators and Congressmen, advocating for what issues were important to them. I must say I was incredibly proud of how they represented our school and the visually impaired community. We also spent time on Day 3 in the National Gallery of Art, where again, students successfully advocated for themselves. Day 3 concluded with a guided “Night on the Town,” where students visited the Georgetown neighborhood, Kennedy Center, and a visit to the Washington Monument. On Day four, students visited Arlington National Cemetery, the White House on a study visit, and went on a study visit to the Eisenhower Memorial. Day four concluded with a farewell banquet where Jose spoke on behalf of his workshop group.

This is only a small glimpse of this trip. The memories, laughs, and new friendships will last a lifetime with these students. I am so proud of these students and how they handled themselves in our nation’s capital. Thanks to all who made this trip possible!

Joseph Alexander – Math Teacher

Earth Day, Historical Forts, and Park Events
Our seventh-grade students went to the Flight to Freedom reenactment at Fort Mose State Park, the first legally sanctioned African settlement in what is now the USA. The Flight to Freedom depicts the first underground railroad that assisted freedom seekers on their journey to Spanish St. Augustine.

The Blind Outdoor Club will be picnicking on the Castillo green, rolling down the hills, and enjoying ice cream for their final meeting of the year. Students chose this activity as their favorite during the past year.
Our PBIS Earth Day celebration was a great success. There were presentations by National Park Ranger Amy Vela and FSDB’s own Jenny Palmer from the garden nursery. In addition, science teacher, Karen Daniels, presented Fire and Ice, and a scientific exploration and history teacher, DD Stein, presented on colonial medicinal herbs. The day was capped with students making “edible gardens” with gummy worms and cookie dirt crowned with chocolate pudding mudd.

Edith (DD) Stein – Social Studies Teacher

**High School Science Update**
Our Earth and Space Science class have been studying the earth’s surfaces. An old friend from middle school provided an estuary presentation in the lab after using graham crackers and icing to mimic three types of boundaries found between tectonic plates (and eating the leftovers). Ms. Stein, famously known as Ms. DD, brought her hands-on estuary model and accessories to show students water runoff, an aquifer reserve, mangrove impact on water retention, and the effects of flooding! Her goodies and fun energy made for an immersive experience.

Biology students prepared for their EOC (End of Course Exam) on May 24th, and they decided a class pet would serve well to keep morale high and the study of life at the forefront. Ten young caterpillars built their chrysalises, and six emerged as Painted Lady Butterflies – four did not make it (cue sad music). When the time came to release them, I carefully transferred the butterflies to the students’ palms, so they could feel the steps and flutters before flying away.

Anatomy and Physiology recently studied the digestive system and muscular system. In a lab capturing peristalsis and the GI tract, students worked in groups using a pantyhose (without the toe) to transport a crushed cracker and water mixture from top to bottom using circular synced squeezes leading to a model bowel movement. After the lab was complete, most students declined the leftover crackers for a snack.

Ashley Denis – Science Teacher

**National Junior Honor Society**
The National Junior Honor Society (NJHS) values five pillars: scholarship, service, leadership, character, and citizenship. These five pillars have been associated with membership in the organization since its inception in 1929.

Membership recognizes students for their accomplishments and challenges them to develop further through active involvement in school activities and community service. As such, NJHS chapters and students care not only about student achievement but also about community engagement.

Congratulations to these middle school students who were inducted into the National Junior Honor Society based upon their demonstration of and commitment to the five pillars: Kayla Bodiford, Alina Davila-Tirado, Adam Farwati, Abhi Chitturi, and Khloe Miller.

DD Stein – Social Studies Teacher and NJHS Sponsor
**Prom 2022**
On April 20th, the FSDB blind juniors and seniors gathered at the Magnolia Room at The Fountain of Youth for an event they had been anticipating and, in the case of the juniors, planning for months: prom!

Before the night began, staff members remained after school to help students get ready. Once everyone was ready, students gathered at the steps of the event space, filled with anticipation of the night to come. Our group matched the setting in splendor; the peacocks and natural beauty of the setting gave a magical quality to the night.

The evening began with everyone dining upon food catered from Gypsy Cab. Once everyone had their fill, the Junior Class President Bailey, followed by Vice-President Madison, rose to give a toast in honor of the night and the senior class. The shouts of joy could have been heard for miles as seniors, including Prom King Jose, stood to give their toast to their classmates and all that was ahead. It was with these toasts that the night moved into the dance portion.

The music flooded the room with energy and life as students came together on the dance floor. The playlist composed by Amiah was perfectly designed; some songs made everyone happy. The dance continued late into the night, with friends laughing and shouting to hear one another.

No words could ever truly do justice to the evening, but everyone celebrated a release from normal cares that night. Prom truly brought everyone closer together and began the closing chapter for the seniors in a perfect way. April 20th is a night that will be remembered by the juniors and seniors for many years to come.

Baily Thomas, Junior Class President

**Music and Theater Updates**
The Music Department is part of the National Instrumentalist Awards. These awards, recognized throughout the country and North America, are registered with the US Patent Office and have strict criteria for their selection. For many of these awards, no more than one student is permitted to win the award per participating school. By the end of this school year, the Music Department at FSDB is pleased to award the following National music awards: John Philip Sousa Award, National School Chorus Award, Director's Award for Band, Leonard Bernstein Musicianship Award, and the Fredric Chopin Award.

Blind high school junior, Breanna Raisor, completed the entire 3-series music theory curriculum in April. She completed it with a final grade of 100%, which was done completely using braille music code!

Thanks to donor Ann Hollingsworth for her generous donation of trophies for the students performing in the BEMS musical "A Happy, Healthy Me." She also donated medals for the students who worked behind the scenes, running sound, spotlight, ushering, stage managing, and everything in between. Ms. Hollingsworth has been donating trophies to the students for over a decade. The joy and excitement the students exude are heartening; many seniors and graduates still hold onto that as one of their greatest memories and still display their trophies years later. Students will be receiving their awards before the end of the school year.
The concert band, chorus, and Drumline had their first live Spring concert since 2019, and it was a rousing success. The auditorium was filled with parents and families attending in-person and had 1,500+ views in just one week on the archived live recording worldwide. The difficulty level of the music performed was the highest in over 25 years, and the students rose to the challenge! So much effort, dedication, hard work, teamwork, learning, studying, and practice goes on for months, and it’s a joy to see it all come to fruition on the night of the performance, where the teachers can just turn it all over to the students and let them shine.

The BEMS program revitalized its Elementary Musical Theater program as the students presented "A Happy, Healthy Me" Musical Revue. The program opened with the K-2 classes performing the 30-minute musical A Happy, Healthy Me from our Quaver music curriculum. In addition to the performance standards and music standards, Mrs. Wohl taught the students to run in place and jump jumping jacks, along with many other movements to songs such as jumping high for high pitches, squatting low for low pitches, and pointing to their head, shoulders, knees, and toes. Before this, most of the students did not know how to run in place or complete a jumping jack.

Leslie Costello – Music Teacher

Outta’ Sight
April 19th was Deaf and Blind Awareness Night at the Jacksonville Jumbo Shrimp game held at the 121 Financial Stadium in Jacksonville. A group of students from FSDB attended, and Outta’ Sight sang the National Anthem for an estimated 4500 people. Outta’ Sight also completed its last performance for the school year, a mini-concert in the Wilson Music Building, before students went home on Friday, April 29. Outta’ Sight continued their recording project, and they expect to complete it soon.

Jim Carpenter – Outta’ Sight Instructor

Athletics Update
The 2021-22 school year was an amazing year for sports after almost two years of dealing with the COVID pandemic.
Some highlights:

- Our 8-man Football team made it to the first round of the playoffs.
- Our Cross- Country team won the NDIAA National Team of the Year, with one runner winning the National Runner of the Year and our coach winning National Coach of the Year.
- Two wrestlers made it to Regionals.
- Our girls’ and boys’ Basketball teams won the Cajun Classic at the Louisiana School for the Deaf.
- A girls Basketball player achieved a 1000-point career, only the fourth in FSDB history!
- Our girls’ and boys’ Goalball teams won the Youth Nationals at the Texas School for the Blind. Both MVPs were players from FSDB!
- Our Competitive Cheer Team won three tournaments and made it to States in Gainesville, FL.
- One of our male Swimmers is in Brazil, representing the USA in the Deaflympics.
- Two of our female Track runners are in Brazil, representing the USA in the Deaflympics.
- One FSDB staff member is in Brazil, representing the USA in women’s Basketball.
- Our Athletic Trainer is in Brazil to help with the USA Track Team at the Deaflympics.
The boys’ head Goalball coach is also the USA Paralympics Mens’ head Goalball coach and represented the USA in Tokyo at the Paralympic Games. He and the Team just recently visited the White House to be honored by the President for their accomplishments in Tokyo.

Donna Johnson – Assistant Principal of Physical Education and Athletic Director

USA Goalball Team
On May 4th, Keith Young visited the White House to meet President Biden as the USA Goalball Team Leader for the 2022 Team USA Week. This event was from May 1-May, where the USA Olympic and Paralympics (Summer and Winter Games) enjoyed a red-carpet gala, visited Capitol Hill, and finally went to the White House. At FSDB, Coach Young is a physical education teacher and the Boys Goalball Team head coach. He is also the USA Men’s National Team Head Coach, where the team just missed getting a medal by placing fourth at last year’s Tokyo Paralympic Games.

Donna Johnson – Assistant Principal of Physical Education and Athletic Director

Graduation Dates:
May 25 - Award Ceremony, Wilson Music Building at 2:00 pm
May 25 – Senior Dinner, Memorial Hall at 6:00 pm
May 26 – Graduation, Kirk Auditorium at 12:00 pm

Submitted by:
Carol Bogue
Blind Department Principal
Deaf Department updates:

Deaf Elementary School

Deaf Elementary has been very busy this month with FSA testing, celebrating student presentations and performances, appreciating our teachers, and saying farewell to another staff member.

At the end of April, our administrative assistant, Hope Salamunovich, celebrated her last day with us. She has moved to New Orleans to start a new chapter in her life. We are excited for her but will also miss her. At this time, that position has not been filled.

Many grades have shared reports or special presentations. Some students have shared special stories they have written; others shared research presentations on Native Americans, and others on various Deaf icons. Some of the elementary students were also involved in the elementary dance presentation of Peter Pan.

We spent time this month celebrating our staff during Teacher Appreciation week at the beginning of May. We observed something every day with snacks or dressed in their teacher’s favorite color.

Several grades have some end-of-the-year field trips planned to places like the zoo, the chocolate factory, downtown St. Augustine, and the Pirate Museum. We are excited to finally be able to go on field trips again after two years of COVID. Near the end of May, we will celebrate Deaf Elementary Field Day with special games and water activities, which the students are looking forward to.

Deaf Middle School

Total enrollment at DMS: 85
Dorm – 50
Day – 35
Boys – 48
Girls – 37
6th – 22
7th – 25
8th - 38

Deaf Culture Activity

David Snow, Bea Dockter, and Tracey Acuff came to present “Deaf President Now!” to our students. Janelle, our ASL Specialist, helped arrange the presentation.
Honor Roll
This year we have focused on students with streaks and PBiS student of the Quarter. Streaks means the students earned Honor Roll every quarter. PBiS student of the quarter means someone who has all excellent citizenship grades. Students are trying to make the Principal’s Honor Roll earning Honor Roll each quarter.

Testing Season
We have begun the testing season, which is always a challenging time. We have to have two staff in each room and several students who test one on one. This presents coverage challenges, especially as teachers are out sick.

Deaf High School
Teacher observations and evaluations have been in full swing during April. Some highlights include solid usage of technology embedded lessons, student presentations, real-life examples, hands-on learning, and literacy in each content area. Other than the formal observations and evaluations, literacy look-for visits are continuing to allow teachers to immerse literacy usage in the classroom. Literacy look-fors are not observations; many teachers volunteered to have their classrooms visited, showcasing their literacy usage in instruction as part of the K-12 reading initiative utilizing the 6 ELA expectations.

Our high school academic bowl team is looking forward to its debut in the nationals this month. The tournament will be virtual. Our Close-up students returned from their trip equipped with new knowledge of how our government works. They are working on student presentations to share what they learned during the trip. Our robotics club participated in SkillsUSA. Students competed in skill areas of engineer’s book, interviews, programming, and driving skills. Our students finished fourth.

Interpreter Services
Interpreter Services is working hard to cover all the demands of the end of the year schedule. On top of our daily class load, the past month has required the provision of services for CEASD, many sessions of staff training (CPI, CPR, QPR, Alert, Love & Logic, Zones of Regulation, etc.), student certification testing, department meetings, ASL Literacy events for parents, Parent Engagement Workshop, book chats (both in-person and online), Youth Leadership St. Johns, IEPs, Self Defense classes for deaf middle school girls, FSA proctor training, Literacy Live professional development opportunities for teachers and specialists, Robotics competition at Skills USA in Jacksonville, Culinary Arts class field trip to Jacksonville, dorm fields trips in the evenings, guest speakers, and several student performance events including, Blind Elementary School Musical, Night of the Stars, Blind Middle and High School Spring Concert, and the Deaf Department’s production of West Side Story. It’s been an extremely busy month for us. We are still working to meet the increased requests for afternoon/evening and weekend interpreting services. We will end the year with a vacant staff interpreter position that we hope to fill over the summer. Our goal is to start the 2022-2023 school year with a full staff. Our OPS team continues to be a phenomenal resource and
the only means by which we can meet the volume of interpreter requests we receive. We rely on the combined staff interpreter and OPS interpreter team each day to cover all assignments.

Staff ASL classes will end on May 27. We are excited to offer a six-week class over the summer for staff on campus and able to attend. This will ensure that learning continues year-round. Staff ASL Instructor, LaDonna Snyder, continues to work with all departments across campus to provide engaging and fun opportunities for staff to improve their ASL skills. LaDonna is already planning for the fall and looking forward to more opportunities to help FSDB staff improve their ASL skills.

The Sign Language Proficiency Interview: ASL program experienced some technical difficulties with camera equipment failure that resulted in a month-long hiatus from scheduling appointments. There are currently 25 appointments scheduled for the month of May. We are working hard to catch up and hope to have results provided by the end of June.

Off-campus Classes
Eight students in five programs at FCTC will wrap up at the end of May.
Automotive Program: 2 students (One senior and one continuing ed. student)
Both students are on the homestretch in this program. They completed all eleven chapters from their online textbook along with task sheets. They have been doing various things in the auto garage, such as changing oil, rotating tires, and observing any violations in the garage. The continuing education student will be returning next year for his 2nd year in this program. The senior will graduate from FSDB and go to a college in Florida.

Agriculture Science Program: Two students (both seniors) are busy cleaning up the nursery area and adding mulch in several areas around the nursery center. They are ready for a summer break. One student will return for his 2nd year in this program in the fall. The other student will be moving to Texas this upcoming fall and joining a landscaping business with his cousin.

Cosmetology: One student (a senior) - The student is now focusing on the hair portion of the program. She is learning different styles and practicing the techniques on a mannequin face with fake hair.

Welding: One student (a senior) - The student has expressed how much he has been learning in this program. Currently, he is learning horizontal, vertical, and overhead root pass with metal. The class reviewed the blueprint book and tested on the root pass. He is seriously considering coming back to this program as an adult student to complete the program to earn a certificate in welding.

Early Childcare Education: One student (a continuing ed. student) - The student is preparing to take the DCF exams on May 12. She has been studying every day using class materials and an online program (www.kahoot.com) to help her remember important information.
Spring semester classes ended at St. Johns River State College, and commencement was held on Friday, May 6. Registration for summer classes is open.

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

All students completed their courses and are relieved that they made it through their courses. They feel they have accomplished so much by strengthening areas of writing in their assignments and communicating with their professors. Currently, one student is taking a summer course, “Introduction to Sociology,” which started on May 11.

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

One student - Aerospace II
The student’s class is now focusing on how aircraft can move fluids within various parts and functions. His teacher often mentions that the student is doing wonderful in the class.

Submitted,

Angela Saunders
Principal- Deaf Department
Career and Workforce Development Department

Submitted by Nick Solomon, Executive Director of Career Development

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

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

- Raised Beds Almost Ready for Harvesting: Students are excited that their “crops” are almost ready to be harvested. The potatoes, corn, onions, and squash should be ready in the next two weeks. Kevin Voelker has generously offered his kitchen for us to cook up the vegetables for the students.

- Prepping for Graduation: The students are working very hard to ensure the gardens in the mall area by Kirk Auditorium are picture ready for graduation. They have replanted the gardens and have been watering and fertilizing the beds often. They will be assisting the grounds department with mulching and weeding in the next couple of weeks to ensure the campus is perfect for visitors.

- Northrup Grumman Earth Day Partnership: Northrup Grumman hosts an Earth Day event for their employees every year. This year they purchased 240 plants from the D&B Garden Center to pass out to their employees. All the plants that were purchased were propagated earlier in the school year from cuttings. The students packed up the plants for delivery and created care sheets for the plants. Kathy Fisher volunteered to go to Grumman to answer any questions the staff might have about the plants and explain how our nursery business operates.

- Mother’s Day Event: The students in Deaf Elementary, Blind Elementary, and the ELC Department have been invited to the Garden Center to make beautiful dish gardens to bring home to their mothers for Mother’s Day. Lorelee Bundrick created and printed Mother’s Day cards for the students to sign. We have had an overwhelming response to this event, and the high school students enjoy helping the younger students create beautiful dish gardens for their mothers.

- Request from Wartman Hall Dorm Staff for a Garden: Sara Nasukiewicz (a former student) asked one of our horticulture students, Victoria Hartman, for assistance in revamping two beds in the back of Wartman to create vegetable gardens for her dorm students. Jonathan Oquendo and Mac Stimpfle from the Grounds Department (also former students) assisted us with cleaning out the beds and removing the old soil. Our students then replaced the soil and planted several different plants (beans, peppers, squash, chives, and tomatoes) in the beds. Victoria insists on our checking the garden weekly to be sure it is being properly cared for. The dorm students are doing a great job!

**On-Campus Work Program- BHS**

- Career Experience students in Blind High School recently enjoyed an informational session presented by staff from the Division of Blind Services, Bureau of Business Enterprise. Former FSDB student Jose Quintanilla shared his experience as a food service vendor,
manager, and business owner. Angela Elgaard, an instructor at the Rehabilitation Center for the Blind and Visually Impaired in Daytona Beach, provided information about eligibility, training, and licensure. Career Development students and staff appreciated the opportunity to learn about the program and look forward to a future visit to the Rehabilitation Center.

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

- **On-Campus Work Program** - Students are currently participating in mock interviews and working on specific skills such as writing and preparing cover letters. Students will soon be getting an in-class visit from our very own Jennifer Thompson from Human Resources to discuss general hiring processes. It is essential that students understand the entire hiring process and what future employers go through and look for when hiring someone.

- **Off-Campus Work Program** - This month in Work Experience class, we discussed transportation modes and how students can get to their employment if they don’t have a vehicle. Sunshine Bus Company came to speak with our students regarding bus stops, pick up and drop off times, how to purchase a ticket, connecting students in their hometowns, etc. They informed our students how to utilize the transportation here at FSDB for additional modes of getting around town.

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

- All levels of culinary arts students have completed their industry certification exams; National Registry of Food Safety Professionals (NRFSP) results will be sent within ten business days, and Safestaff students are still testing (a few that were absent from level 1). Servsafe has just released a new 8th edition coursebook as an alternative Food Safety Manager training program.

- Students have been working on a lesson in entrepreneurship, learning to plan a food truck business using the Everfi Venture training platform. Students learn to balance a budget, select a location, target market, and staffing. They learn about target market research and organizational management structures, as well as designing their food truck, selecting food items, and creating a signature dish. Students created a menu and ad using web-based templates for the final presentation or designing the ad themselves. Most recently, upper-level Culinary Arts students have continued their lesson in Nutrition by planning healthy, well-balanced specials to sell in DL. Students balance key nutrients (protein, carbohydrate, fats, vitamins, minerals, water), flavors, and textures. This week students tracked their daily dietary intake and physical activity in the USDA My Plate app, Myfitnesspal website, or on paper, then reflected on their health habits in a guided written summary.

- Students took a field trip to the Hands-On Training program at the Hyatt Regency hotel in Jacksonville. Students met deaf front and back-of-house staff and were welcomed warmly with a tour and lunch in a banquet dining room. Students also enjoyed two guest speakers. Keith Banks, FSDB alum and Guest Experience Manager at Disney visited students to share his professional education (FSDB Culinary Arts; RIT bachelor’s degree in Hospitality Management; and currently pursuing a master’s degree in Organizational Leadership) experiences. Elizabeth Surber, FSDB Food Service worker (Deaf), also visited students to share her expertise and professional path, including an associate’s degree in Culinary Arts; 2 bachelor’s degrees- one in Human Resource Management and Entrepreneurial Management; and a master’s degree in Organizational Leadership.

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**Culinary Arts I & DMS**
- All students recently took their SafeStaff exam on May 2nd and 3rd. Nine students passed the exam!
- On May 18th, and for the last time this school year, our Culinary Art students will make dinner for 100 people for Dining with Dignity by making peanut butter with grape jelly sandwiches, cookies, and beef pasta. All students enjoy working together as a team to accomplish this enormous task.

**Dragon’s Lair**
- In the DL, the students are learning about the fast-food/Cafe industry:
  - 1st block, students do salad, and deli prep work, then set up the salad bar and deli station. This can range from cutting up vegetables, portioning out the cheese and lunchmeat, and grilling the chicken for the chicken salad. They also ensure each station is well stocked with all items needed for our service times. They count the start-up money going into the cash register for each day and document appropriately.
  - 3rd Block is our serving time, where the students prepare the salad or sandwiches and plate up the chef’s special items that Chef Gaynor’s students have prepared for our menu. We have students in each station, rotating weekly. They learn how to make cold and hot sandwiches, make a salad, stock the areas, greet customers, and work the cash register. They also follow a ticket that the customer has submitted online to fulfill the order.
  - 4th block, students learn to store food properly. They also work on washing, rinsing, and sanitizing the tools and all surfaces, which is part of the DL closing duties.

**D&B Design**
- Students were invited to be exhibitors at the APSE Conference in Ponte Vedra. The Association of People Supporting Employment First (APSE) is a membership organization focusing on inclusive employment and career advancement opportunities for individuals with disabilities.
- Students had the opportunity to network with conference attendees and other exhibitors. They discovered many resources available to them as they transitioned from high school to the next step on the journey. They also enjoyed fielding questions and sharing information about the program. As conference attendees and exhibitors approached the tables admiring the students' hard work, they began to ask questions about what they learned in class, how the items are manufactured and what they enjoyed about the program. This led to deeper questions about their plans after graduation and career goals. They were happy to describe their short-term and long-term goals and left the listeners thoroughly impressed. They went on to credit the school as a place where they are learning, happy and safe. They are very proud of their program, their work, and FSDB.

**DMS & DHS Art & 3D Animation**
- DHS/DMS Art - We finished Pop Art, Comic books, and Clay Sculpture (DHS only). Three (3) students are still working on Project Fast Forward (PFF) RIT course (DHS only). We are continuing to do digital art on Fridays.
- DHS Animation - We finished Creative Project 1, Rotoscoping Animation, 3D Printing, and are almost done with 3D Modeling. We are starting Creative Project 2. We have been using
Adobe Animate, Tinkercad, and Autodesk Maya. Tutoring for the industry certification will continue till the end of May.

**Career Development Center**

- Career Center hosted its inaugural guest speaker for our FSDB staff and students on April 22. This year, we invited Matt Gilmore, a Deaf New Jersey firefighter and EMT. Matt is still in his 20s and having succeeded and beaten every obstacle and curveball thrown at him. He is the epitome of hard work and determination and an inspiration for our FSDB staff, students, and stakeholders. We made the time to allow students from the elementary, middle, and high school departments to watch his presentation and the staff.
- Additionally, we were able to squeeze in a short hour-long presentation for Parent Services that day. Parents were reminded that the sky is the limit, and a person with a disability can achieve much more than people think, given the right accommodations and support. We aspire to have a different guest speaker yearly to show students and staff at FSDB that their dreams are possible, regardless of how big or small they are.

**Priority Goal 2: Professional Development**

- SkillsUSA State competition on April 19th in Jacksonville was a success, with two students in Mobile Robotics finishing in 4th place. The students maintained 2nd place until the very end but were given many congratulatory comments from judges and competitors in a very close competition.
- The VISIONS conference hosted by Florid Division on Career Development and Transition (FL-DCDT) focused on Career Development and Transition in Orlando, April 6th - 8th. Four (4) staff members who work directly with our Career Development programs and students attended the conference and learned about best practices in the area of career development and transition for students with disabilities.

**Priority Goal 3: Enrollment and Retention**

- All community partners continue to be extremely supportive of FSDB and our students throughout the coming end of the Spring semester. Despite many changes in student attendance and schedules surrounding sports, prom, testing, and other school-related obligations, our work experience students are required to attend. The Career Development Center continues to build its relationship with community partners, including deepening a relationship with Northrup Grumman, which is planning, preparing, and seeking an influx of future workers. In coordination with First Coast Technical College, Grumman seeks to establish a well-advertised and direct path for students who are interested in obtaining employment with Grumman in their Aircraft Manufacturing Facility, which offers full-time employment with competitive benefits.

**Priority Goal 4: Digital Citizenship**

- Students continue to use various online and digital devices to create, develop, and improve their resumes, determine career interests and keep up with the latest trends and expectations in their area of interest. This is especially so for those students who intend to graduate or exit following the end of the school year.

**Priority Goal 5: Stakeholder Relationships and Communication**
● The Career Development Center actively follows all Florida Department of Education - Career and Technical Education information disseminated and published. The annual Perkins V grant will be due this month, earlier than it has in the past. With Perkins funding through the Florida Department of Education, we hope Perkins will continue to support and enhance our many Career and Technical Education programs on campus, such as our Culinary, Horticulture, Building a Tradesmen, Promotional Enterprises, 3D Animation, and various A/V Technology classes that intend to lead students to industry certifications that can be used to enhance their resumes that will lead to potential job placements in areas of student interest after graduation.

Literacy Specialists

Submitted by the Literacy Specialists

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

Priority Goal 1: Academic Achievement and Workforce Preparation

● The literacy celebration for the students in Blind Elementary will be held on May 18, 2022. Students will be reading a recipe for creating a cookie or fruit parfait.

● Twenty-five middle school students from the Blind Department will participate in the pizza lunch celebration on May 19, 2022. These students have reached an average of 75% on their Achieve3000 activities.

● The testing season has begun. Literacy Specialists have either coordinated or assisted with both district (MAP) or state (FSA) testing and other progress monitoring.

● Honor Roll in the DMS included special recognition of the 15 students who participated in the 2021-22 Gallaudet Battle of the Books competition. Each student received a t-shirt provided by Gallaudet University. We are so proud of our students who represented FSDB on three different teams. Reading achievements were also recognized during our honor roll. A drawing was held for students to keep up with their reading log. Ten students won a $15 gift card to Barnes & Noble. The students who did not take the gift cards home will go on a trip to the local Barnes & Noble on May 17, 2022. A group of 6th graders who have worked hard taking quizzes on Reading Counts after reading books during the independent reading time were invited to a pizza luncheon.

● DMS Literacy Specialist will reward students for End-of-Year reading achievements. Gift cards will be given for: growth in Lexile, top readers at each grade level who have excelled with their independent reading time as indicated on their reading logs, and most Reading Counts quizzes completed this year. All students who reach 800 Steps on their reading log will receive a t-shirt.

● The DHS Literacy Specialist hosted the 212° Dragon Readers Book Club meeting on April 27, 2022. Our student and staff members chose to read All the Bright Places by Jennifer Niven. The club met in the Lindheimer Media Center (LMC) at 6:00 p.m. to chat about the book, eat pizza, and then had a captioned movie night in Kirk Auditorium at 7:00 p.m. to compare the book and movie.

● The DHS Literacy Specialist is working on free book choice ordering for seniors, post-grads, and summer reading for current 8th, 9th, 10th, and 11th graders. These books are
purchased through the endowment project *Every Dragon <<Reads & Writes>> Every Day*. Seniors get to choose one book to read and keep and will receive a book about financial literacy. Books will be delivered at Senior Breakfast/Awards or mailed to home. Post-grads not returning to FSDB in the fall will get to select a free book choice, and post-grads returning to FSDB in the fall will get to order the full summer reading choices. Current 8th, 9th, 10th, and 11th graders will get up to $40 worth of free book choices for summer reading. The goal is for students to enjoy reading throughout the summer and the rest of their lives, and what better way to start than with books of their own choice in their hands!

- DES students have made some major reading achievements! Thirty-two students have read 400 lines (100 hours), 16 students have read 500 lines (125 hours), seven students have read 600 lines (150 hours), and four students have read 700 lines (175 hours). When each student reaches a milestone, they receive a free book of choice and a new reading log folder.
- In DES, as MAP testing concludes, students put a flower on the growth wall for each test that they met their projected growth on. The flower wall looks beautiful and full of flowers!

**Priority Goal 2: Professional Development**

- Literacy Specialists participated in *The Impact Cycle* book chats on April 8, 2022 (chapter 3) and May 6, 2022 (chapter 4) to delve deeper into best practices for coaching cycles with teachers.
- The Literacy Specialist for the Blind Department will be attending a virtual 3-hour workshop on May 12, 2022, titled, Coaching and Literacy Leadership, hosted by the International Literacy Association. The topics for discussion include ways to define coaching in the context of an entire leadership team; shifts to support effective literacy leadership during disruptive learning; and models of coaching that lead to student improvement.
- The Literacy Specialists provided the final *Literacy Live* for the school year on April 22, 2022. This session was about ELA Expectation 2: Read and comprehend grade-level complex texts proficiently.
- DES Literacy Specialist partnered with the ASL Specialist to provide a workshop to the ELC moms on the 15 Principles of Reading to Deaf Children.

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

- The DES and DHS Literacy Specialists presented best practices with fingerspelling and reading for Dr. Catalano’s Emergent Literacy class at Flagler College on March 29, 2022.
- The DHS Literacy Specialist presented Signed/Spoken/Silent Reading Fluency (S³RF) for Dr. Catalano’s Emergent Literacy class at Flagler College on April 7, 2022.
- The Literacy Specialist for the Blind Department participated in a webinar with FSU inservice teachers of the visually impaired to share best practices for literacy instruction.
- The Literacy Specialists presented virtually for the UCF Literacy Symposium on April 28, 2022. The theme was Reigniting Literacy Collaborations. The focus was the creation of *Literacy Live* and *Literacy Anytime* – School-Based Collaborations on Making the BEST K-12 ELA Expectations Accessible, Applicable, and Fun for Everyone! Approximately 200 people have registered for the event, and the recording will be sent to over 3,500 contacts! Click this link to view the presentation slides and videos:
  
  [https://tinyurl.com/2022UCFLiteracySymposium](https://tinyurl.com/2022UCFLiteracySymposium)
The DES Literacy Specialist collaborated with the Literacy Specialists/Curriculum Specialists from multiple Deaf schools around the country to discuss best practices in Literacy for D/HH students.

Math Specialists
Submitted by the Math Specialists
- Mark Largent, Blind Department
- Sue Clark, Deaf Middle and High Schools
- Billie Jo Mayo, Deaf Elementary School

Priority Goal 1: Academic Achievement and Workforce Preparation
- In addition to supporting teaching and learning of the Mathematics Florida Standards this school year, math specialists educate all stakeholder groups on the new B.E.S.T. Mathematics standards.
- Textbooks for the new B.E.S.T. Mathematics standards have been ordered and awaiting information from publishers if there were any issues with the state recommended or not recommended lists.
- Math Specialists presented at the April 22 Parent Engagement Workshop about supporting students at home with learning B.E.S.T. Math benchmarks.
- Math Specialists presented an overview and introduction to fluency and Mathematical Thinking and Reasoning Standards to the Academic Leadership Team on April 27.
- K-5 teachers are mapping out the B.E.S.T. Math benchmarks and developing curriculum maps that align instructional resources and assessments.
- Students are using IXL in their Math, ELA, Science, and Social Studies classes. As of May 6, 2022, in the Deaf Schools, students have answered 1,203,514 questions and mastered 21,744 skills. The DHS Spanish teacher is reviewing IXL’s curriculum to see if it might be a resource for students taking Spanish courses.

Priority Goal 2: Professional Development
The Math specialists are offering the following professional development options for educators:
- On March 29th & 30th, elementary teachers had their third of five workshops for learning about and planning for the B.E.S.T. Math standards to be implemented in the ‘22-23 school year. This workshop focused on Mathematical Thinking and Reasoning Standards and a closer look at the components in the B1G-M (B.E.S.T. instructional guide for mathematics).
- April and May are the final two sessions per grade level where teacher teams are mapping out the benchmarks and aligning resources for instruction and assessment.
- POWwow PD: Routines for Reasoning Fostering the Mathematical Practices in All Students culminated with sessions 7 and 8 of an 8-part series. Twelve participants participated in this year-long professional learning opportunity.
- Math specialists are in the throes of coordinating and administering district progress monitoring with NWEA MAP, FSA, and EOC State Testing across campus.

Priority Goal 3: Enrollment and Retention
- This year in Deaf Elementary School, the welcome family kits also include math games and Books from the author of the Talking Math with Your Kids blog, Christopher Danielson.
Priority Goal 5: Stakeholder Relationships and Communication

- Specialists attend monthly meetings with FAMS (Florida Association of Mathematics Supervisors) and State Mathematics Leadership for collaboration on transitioning to the B.E.S.T. standards.
- Specialists participated in CEASD accreditation interviews.

American Sign Language Specialists

Submitted by the ASL Specialist and Bilingual Specialist

- Lenore Boerner
- Janelle Berry

Priority Goal 1: Academic Achievement and Workforce Preparation

- The Bilingual and ASL Specialists completed ASL Assessment at DES and DMS. They are working on putting data in the Skyward system and ELA charts.
- The ASL Specialist continued to attend a few MTSS meetings to discuss a few students’ ASL performances and ASL Assessment/ASL Expressive Test Data.
- The ASL Specialist has increased push-in support in K-12 classrooms.
- The ASL and Bilingual Specialist completed working on Deaf Culture activities for students for the Deaf History Month on April 1-30, 2022.
- The ASL Specialist is working with students on Deaf Culture topics in one of the DES classrooms on Wednesdays focusing on classifiers(handshapes) cards.
- The ASL Specialist assisted DES students to work on their ASL presentations.
- The ASL Specialist developed and completed American Sign Language: Expressive Skills Test site. She is working on collaborating with Collette to create forms in the Skyward system.
- The ASL Specialist is working with several DHS students for their ASL graduation speeches.
- The Bilingual Specialist started working with DHS students (FLVS students) on ASL translation of various books for elementary students.
- The Bilingual Specialist distributed DOK/Bloom’s Taxonomy wheels to teachers and discussed stem questions.
- The Bilingual Specialist modeled and practiced strategies for delivering effective presentations for three groups of 5th graders over a span of one week and observed their presentations, and provided feedback.
- The Bilingual Specialist organized a Deaf History Month “Deaf President Now” event for DMS.
- The Bilingual and ASL specialists provided support for De’Via Arts in DMS.
- The Bilingual Specialist assisted the DMS with the ABC story for the honor roll program and gave a quick presentation about Deaf History Month during the honor roll assembly.
- The Bilingual Specialist conducted several mock job interviews with DHS/CTE students.
- The Bilingual Specialist worked with DMS AP to create B.E.S.T. standards for ASL for skills to help teachers better.

Priority Goal 2: Professional Development

- The Bilingual and ASL Specialists attended several book chats (The Impact Cycle) and had follow-up discussions with other specialists about relevance to FSDB students.
- The Bilingual Specialist attended several webinars, including “Raising a CODA within Bilingual Families” and “The Effectiveness of Teaching Literacy for ASL and English Bilingual Learners ” by Laurene Simms.
● The ASL and Bilingual Specialists stayed in a specific room at DMS when teachers needed to see us if they needed any specific resources or assistance once a week.
● The Bilingual and ASL Specialist attended several Literacy workshops.
● The Bilingual Specialist collaborated with a literacy specialist to plan a presentation for ELC moms on “15 Principles for Reading to Deaf Children”.
● The Bilingual Specialist attended a webinar entitled “Developing A Parent ASL Curriculum for Language and Literacy Learning” presented by Language First.
● The Bilingual Specialist attended training on SR3F (part 2) provided by the Literacy Specialist.
● The Bilingual Specialist and ASL Specialist participated in several PLCs in DES and DHS.
● The Bilingual Specialist attended several meetings preparing for the FEDHH presentation.
● The Bilingual and ASL Specialists participated in CESAD and Exit meetings.
● The Bilingual Specialist participated in the DSID PD meeting with ELC.
● The Bilingual Specialist collaborated with the Literacy Specialist to provide a PD to DHS about ASL Comprehension Test and how to utilize the data to improve instruction.

Priority Goal 3: Enrollment and Retention

● The Bilingual Specialist assisted the Outreach Director in getting spring ASL classes set and started.
● The Bilingual Specialist provided deaf interpreting support for interaction between police and students to assist with communication difficulties.

Priority Goal 4: Digital Citizenship

● The Bilingual Specialist continued adding new resources (relevant to topics being covered in classes) to the Bilingual website.
● The Bilingual Specialist and ASL Specialist posted various information about Deaf History month daily over April to assist teachers with class discussions on different topics, including how ASL started, Gallaudet, Clerc, DPN, etc.
● The Bilingual Specialist continued to contribute the monthly tip and innovation posts for the FSDB Learning Network.

Priority Goal 5: Stakeholder Relationships and Communication

● The ASL and Bilingual Specialists continue conducting SLPI interviews with faculty.
● The Bilingual Specialist assisted a teacher and SLP on how to translate English to ASL.
● The Bilingual Specialist set up and implemented a schedule with specific times to be in the designated room to be available for DES, DMS, and DHS teachers so that there is a consistent “open door” once per week, which they are encouraged to visit if they need any specific resources or assistance.
● The Bilingual Specialist assisted the PE department with the Deaflympics led by a PE teacher.
● The Bilingual Specialist worked with DMS AP and Deaf Department specialists in creating/editing videos from students and specialists to show teachers our appreciation for their hard work.
● The Bilingual Specialist participated in a coaching meeting with a DHS teacher.

English Language Learners Department
Priority Goal 1: Academic Achievement and Workforce Preparation
● A DHS ELL student participated in the Culinary Arts program’s Hyatt Regency hotel’s Hands-On training program.
● Another DHS ELL student participated in SkillsUSA Robotics.
● ELL students are diligently working on completing FSA and EOC testing as we head into the final few weeks of school.

Priority Goal 2: Professional Development

Priority Goal 3: Enrollment and Retention
● The ESOL department welcomed a new student to the Deaf Middle School. There are a total of 39 students receiving ESOL services.
● The ESOL department will celebrate and congratulate the three ELL graduates from Deaf H.S. and two from the Blind H.S.

Priority Goal 4: Digital Citizenship
● The ESOL department plans to include the free lessons relating to digital citizenship from commonsense.org into pull-out and Language Arts through ESOL courses.

Priority Goal 5: Stakeholder Relationships and Communication
● ELL students in Deaf High School (plus 3 HS graduates from Blind) will participate in the End of the Year ELL cultural event honoring and celebrating the culture of Puerto Rico.
● Due to the ongoing pandemic and the surge of positive cases in September-December 2021, and in place of the annual ELL Parent Leadership Council meeting, parents will receive an ELL canvas bag filled with resources for their Deaf/Hard of Hearing or Blind/Visually Impaired child/children. Resources include, for our Hispanic parents/guardians of D/HH ELL students, a Spanish/ASL reference guide, an article titled “15 Principles for Reading to Deaf Children” in English and Spanish, and some leveled books in English and Spanish. Non-Spanish speaking families will receive the reference guide in English when it has completed the publishing process. Hispanic parents of Blind/VI ELL students will receive a UEB Braille primer resource in Spanish titled, “Justo lo suficiente para saber mejor” (Just Enough to Know Better). Non-Spanish speaking parents/guardians will receive the resource in English.
● The ESOL department had 61 instances of parent contact; phone calls, emails, and messages. As well as completing 55 written translations in Spanish, Haitian-Creole, and Russian.

Libraries
Submitted by Joy Carriger, Blind Department Librarian and David Snow, Deaf Department Librarian
Priority Goal 1: Academic Achievement and Workforce Preparation
Blind Library - 10 student volunteers continue to earn community service hours while learning soft career skills such as dependability, time management, and accountability. BMS students presented poems they had selected for a Poetry Cafe to celebrate Poetry Month.

Priority Goal 2: Professional Development
Blind Library - I received training on Tactile Graphics Instruction to support students preparing for FSA testing.

Priority Goal 3: Enrollment and Retention
Blind Library - Participate in regular tours for potential students to promote the benefits of attending FSDB.

Priority Goal 4: Digital Citizenship
Blind Library - BMS 8th graders participated in 3 Peer to Peer Assistive Technology training conducted by student leaders addressing common problems and solutions for handheld book readers, screen readers, and the new Braille Note Touch.

Priority Goal 5: Stakeholder Relationships and Communication
Blind Library - Collaborating with outside organizations seeking braille materials for school-age children in other countries. I have emailed FSDB students to donate gently used books that can be shipped Free Matter for the Blind.

Respectfully submitted by:
Scott Trejbal
Administrator of Instructional Services
Parent Services

Respectfully submitted by Cindy Day, Executive Director of Parent Services

Parent Services

- The Spring series of Parent University ASL Classes are underway. A total of 12 ASL classes were offered in April, and classes will continue both virtually and in-person until the final class on May 19.
- Parent Services collaborated with Training and Quality Assurance to facilitate and teach CPR to parents interested in learning life-saving skills. Eight participants attended and received a 2-year Heartsaver Certification from the American Heart Association. Many parents could not attend and have requested that the class be offered again.
- Parent University held an event about digital citizenship and staying safe online. The class included viewing the documentary Childhood 2.0: The Living Experiment and conversations about issues children face in the digital age led by Erica Wortherly, LCSW Executive Director of Mental Health.
- The annual Parent Chat was held both virtually and in-person on April 14. The event provides parents an opportunity to review the Parent Family Engagement Plan, discuss IDEA and Title I spending, and provide feedback and recommendations for the next school year.
- The final Parent Engagement Workshop of the year, held on April 22, was a huge success. The event featured presentations about the Outreach Ambassador Program, the McKinney-Vento Education Act, opportunities for parents through the Advancement department, and how to support the new B.E.S.T. Math standards at home.
- For the Parent University Expanded Core Curriculum class on April 27th, students and families in the Blind Department built window greenhouses. They learned a variety of modifications and accommodations to support their blind children in daily living.
- In partnership with the schools, Parent Services and volunteers from the Delta Gamma Sorority organized hair and make-up stations to assist the FSDB girls dorms in preparing for prom night.

Parent Infant Program

- FSDB’s Parent Infant Program (PIP) served 576 infants and toddlers ages 0-5 and their families at the beginning of May 2022. There were 315 Deaf/Hard of Hearing, 239 Blind/Visually Impaired, and 22 Dual Sensory Impaired children receiving services.
- The Parent Infant Program hosted Part 2 of VIISA Training for early intervention professionals working with visually impaired children.
- Kim Carr, Director of FSDB Parent Infant Program for Blind/Visually Impaired, prepared monthly reports for the Division of Blind Services (DBS), met with DBS children Counselors to discuss changes to the program, and conducted a meeting with Parent Infant Program Regional Coordinators and Parent Advisors.
- The Parent Infant Program is beginning a new contract year with the Early Hearing Detection and Intervention (EDHI) Program. In coordination with EDHI, develop a web resource for
Florida parents, interventionists, and medical professionals working with D/HH infants, toddlers, and preschoolers. Additionally, planning is underway for community meetings and webinar series.

- 15 OPS and full-time staff attended the virtual Nemours conference on reading for Deaf/Hard-of-Hearing children.
- Kim Carr held a webinar chat to discuss services offered to families of B/VI children by the Parent Infant Program.
- A beeping easter egg hunt was hosted in the Panhandle area.
- A Spring Carnival was hosted, and information about the Parent Infant Program and the Florida Division of Blind Services was provided to agencies and families in attendance.

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

Enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>19 students total</th>
<th>5 students total</th>
<th>7 children</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK DHH Class</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PreK BVI Class</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Toddler Program</td>
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</tbody>
</table>

- The Early Learning Center (ELC) currently serves 24 preschool children and seven toddlers.
- The children are learning about spring this month, including lessons on the life cycles of plants, animals, and insects. The children have planted strawberry, pepper, tomato, mint, and squash seeds in their sensory garden and enjoy seeing, touching, and smelling the plants growing in the garden. The ELC also has a butterfly garden this year and has just released its first monarch butterfly.
- The focus for the month of May is the beach and the season of summer. Lessons will include learning about shells, ocean animals, and activities for the season.
- The Countdown to Kindergarten was held on April 26 to help graduating ELC families transition to kindergarten. Parents met with elementary school staff and visited the classrooms their children will be advancing to.
- 10 Children will graduate to kindergarten this year – 3 will advance to Blind Elementary, and seven will advance to Deaf Elementary.
- The ELC Spring Fling on April 14 was a tremendous success, with over 50 in attendance. The families hid eggs for the children to find before enjoying a pot-luck lunch.
- Early Learning Center Graduation is planned for Friday, May 20, in the Chapel.
- The monthly focus for April is persistence and Problem Solving. Research has shown that persistence in mastering challenging tasks plays a key role in children’s learning and achievement. Challenges may frustrate a child, but they also present an opportunity for the child to problem solve – how the child responds to frustration is the key. The Montessori philosophy gives the opportunity and encouragement to persist and try different ways until a solution is found.

Outreach Services Department

Respectfully submitted by Elizabeth Wilcox, Director of Outreach

Wow Wednesday! FSDB Blind Department Alumni - Expert Panel: Virtual meetings to engage parents, caregivers, and community members with information related to blindness, low vision,
and the Expanded Core Curriculum (ECC) presented by Blind Department alumni and staff members.

- Session 2 will include children of ALL ages and is scheduled for May 11 through June 8, 2022. Registration is open and will remain open throughout the event. Currently, six new participants are attending this session.

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

- Spring Series was a great success with over 25 participants. An event survey was sent to all participants. Feedback included, “They enjoyed the Activity making something. The tactile experience reigns supreme in our house! I thought it was all fantastic and very engaging. My son absolutely loved it! Letting each kid have a time shine was great.”
- Winter Series registration is near capacity, and the event will take place in person on June 4, 2022. FSDB is partnering with the Deltona Library and Lyonia Environmental Center.

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

- The spring session runs March 28 through June 17, 2022.
- The spring session has eight classes with a maximum of 80 participants.
- Registration for the Fall 2022 session is open, and fifteen participants have already signed up.

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

- The spring session is complete, and seven participants completed the course and received a certificate of completion. An event survey was sent to all participants, and feedback included, “Learning Braille is difficult, and this class will help understand what the families I work with are experiencing” “I thought Jen did a great job. She has a great presence and makes me feel very comfortable” “I will be signing up when the next session is available!”
- Registration for the Fall 2022 course already has nine participants signed up.

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

- In February, thirty prospective family members, four alumni, and fifty-eight professionals completed a campus tour.
- Thirteen tour groups, comprised of 82 people, completed a campus tour.
- A Campus Tour Feedback Survey is sent to visitors after each tour. This past month’s feedback was five-star ratings overall, with comments including, “Great job!” “Looking forward to joining the school.”

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

Respectfully submitted by the RMTC-D/HH Team

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

- Just In Time News & Information - 3 Volumes were created during the current month.
• **Tech Notes** - sent April 5, 2022

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

- *Embrace, Empower and Cultivate: Fostering Independence in Children Who are Deaf and Hard of Hearing* - April 5
- *Extended School Year (ESY) for students who are D/HH* - April 18
- *IEP Progress Monitoring and ESY* - April 19
- *Expanded Skills Spotlight: America's Founders: Friends of the Deaf* - April 29
- *HLP5: Interpreting and Communicating Data (video)* - April 5

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

- *2021-2022 Virtual Meeting of District Contacts for Deaf/Hard of Hearing, Visual Impaired, and Dual Sensory Impaired* - Statewide - Virtual (scope) - April 7-8
- *Passport to Learning Sensory Strand* - April 19th
- *Thinking on THIRDSday (guest host Dr. Jennifer Johnson)* - April 21

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

- *TA-Live! HLP5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.* - Statewide - Virtual (scope) - April 13
- *Built-in Technology tools and App Smackdown* - Regional - Virtual - April 12
- *New Teacher of the Deaf Cohort 3* - April 18
- *New Teacher of the Deaf Cohort 1&2* - April 19
- *Resources for Teaching Students who are Deaf+ (Pinellas)* - April 19
- *Parent Q/A and Communication Information* - Bay County - April 20
- *Communication Topics* - Bay County - April 21
- *Communication Topics* - Jackson County - April 21
- *Visual Phonics* - Statewide - Virtual - April 26-27

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

- **District** - Duval, Manatee

RMTC-D/HH responded to requests from school districts and other stakeholders and provided **technical assistance** through coaching and mentoring, consultation, support, and/or the sharing of information and resources, as well as through PLCS and materials borrowed from the RMTC/D/HH Media & Materials FREE Loan Library:
• **Districts/Agencies receiving coaching and mentoring, consultation, and/or support:**
  o Districts - Alachua, Bay, Brevard, Citrus, Columbia, Duval, Escambia, Lee, Leon, Okaloosa, Okeechobee, Orange, Pinellas, Polk, Santa Rosa, Seminole, St. Johns, Sumter, Suwannee, Taylor, UCP
  o Agencies - CARD, BEESS, CARD, EIP, A/O Debbie

• **Districts participating in PLCs:**
  o Districts list alphabetically - Brevard, Duval, Highlands, Pinellas

• **District staff utilizing the RMTC-D/HH Media & Materials Free Loan Library** created 57 new accounts and returned 18 borrowed materials:
  o Districts - Bay, Brevard, Broward, Citrus, Collier, Columbia, Duval, Hernando, Highlands, Hillsborough, Lee, Leon, Manatee, Marion, Monroe, Nassau, Okeechobee, Orange, Pasco, Pinellas, Polk, Putnam, Sarasota, Suwannee, Volusia, Washington
  o Discretionary Projects - FDLRS Action, FDLRS Alpha, FDLRS Emerald Coast, FDLRS Florida Gulfcoast, FDLRS Galaxy, FDLRS Heartland, FDLRS Miccosukee, FDLRS NEFEC, FDLRS Springs, FDLRS Suncoast, FIMC-VI
  o Colleges/Universities - UNF, USF
  o Other - Family Center on Deafness

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

**Conference or Meeting Attendance**
- *Foundations of Test Equity* - April 1
- *Attitudes and Biases as Barriers for Deaf People* - April 1
- *Florida Department of Education Accommodations Meeting* - April 7
- *QPR Training at FSDB* - April 25
- *National Deaf Center on Postsecondary Outcomes East Coast Regional State Meeting* - April 28
- *Special Education Summer Institute Statewide Planning Meeting* - April 29

**Collaborative Efforts**
- *Technology Learning Connections Professional Learning Community* - April 1 & 14
- *SESI Conference Planning with FIMC and TLC* - April 4, 7, 12, 13, 20, 22,

**Workgroup/Committee Participation**
- *FEDHH Board Meeting* - April 12
- *Passport to Learning Planning Team Committee* - April 21

**Upcoming Events** in May:
- *Arts4All Florida Presentation “Music and Students who are DHH”* - May 2 and 3
- *FDLRS HRD and Tech Function Meeting* - May 5
- *Specialized Roles of SLPs in Deaf Education* for Jacksonville University - May 9-18
- *Special Education Legal Issues with Julie Weatherly* - May 10
- *FEDHH Board Meeting* - May 10
• **TA-Live! HLP6: Make Adjustments to Improve Student Outcomes** - May 11
• Parent Panel - *Specialized Roles of SLPs in Deaf Education* for Jacksonville University - May 11
• **FDLRS Accessibility in Handouts Webinar** - May 13
• **FDLRS Parent Webinar** - May 13
• **FDLRS Kagan Training** (Orlando) - May 17
• **FDLRS Disability Awareness Training** (Orlando) - May 18
• **Passport to Learning Planning Meeting** - May 19
• **Thinking on THIRDSday** - May 19
• Family Cafe Conference - May 26-29
• Family Cafe Conference display table with FAVI & FIMC-VI - May 27-29
• Present *Embrace, Empower, Cultivate: Fostering Independence in Children Who are Deaf and Hard of Hearing* at Family Cafe - May 27
• Present *Man Laws for Moms* at Family Cafe - May 28

**Technology Services Department**
Zach Lang is beginning a position in the technology department, leading our document retention and data loss prevention programs. Zach is moving from the Training and Quality Assurance department.

The technology department team has been focused on the following projects:

- End-of-semester process guidance is being updated and shared with stakeholders to prepare for summer equipment updates, refresh scheduling, and other end-of-year processes.
- SMART Boards have been replaced throughout the Deaf High School. The Deaf High School staff and students will be assigned new windows computers. Staff have been assigned windows laptops for the last quarter to have an opportunity to learn the system before students are assigned their equipment.
- Many computers we have had since 2012 through 2015 will become surplus as part of our refresh process.
- The Voice over IP transition is underway. Phones will be phased into the new system throughout the month of June.
- Wifi access points are being updated to replace end-of-life versions around the campus.

**Respectfully Submitted by Shelley Ardis**
Administrator of Outreach and Technology Services