I. Call to Order

II. Pledge of Allegiance

III. Roll Call

IV. Public Comments
   Limited to three minutes per person with a maximum of 45 minutes per meeting for all public comments.

V. Approval of Meeting Minutes
   Minutes, Board of Trustees Meeting, February 25, 2022

VI. President's Reports
   President's Report – Ms. Snow
   Human Resources – Ms. Bucca
   Communications and Public Relations – Mr. Johnson
   Legislative Report – Ms. Eccles

VII Strategic Plan Presentation / Workshop – Tracie Snow and Trish McFadden

VIII. Action Items
   1. Surplus Property
   2. Annual Contract for Attorney Services
   3. 2023-24 PECO Legislative Budget Request and 2022-27 Campus/Facilities Master Plan
   4. 2022-27 FSDB Strategic Plan

IX. New Business
   Enrollment Committee Report
   Endowment Committee Report and Action Items
   Approval of 2022-23 Board of Trustees Meeting Dates

X. Unfinished Business

XI. Department Updates
   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. Board Comments

XIII. Adjournment
Florida School for the Deaf & the Blind

Board of Trustees Meeting Minutes
Moore Hall, Center for Learning and Development
February 25, 2022, 10:30 a.m.

Attendance
Present: Mrs. Christine Chapman, Mr. Terry Hadley, Mr. Matthew Kramer, Mrs. June Ann LeFors, Mr. Owen McCaul, Dr. Thomas Zavelson.
Absent: 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 High School student Juan Garcia and Deaf High School student Geoffrey Porter led the Board and the audience in the Pledge of Allegiance.

Public Comment
No Public Comments during this meeting.

Approval of Meeting Minutes
Mr. Hadley moved to approve the minutes from the Regular Board of Trustees Meeting held on January 14, 2022. The motion was seconded by Mrs. LeFors and approved unanimously by the Board.

President’s Report
Ms. Tracie Snow, President, updated the Board with additional information not covered in her written report.
• Ms. Snow informed the Board that the graduation schedule has changed again. Cindy Brueckner will send an updated schedule in the upcoming week.
• Ms. Snow traveled to Tallahassee with the Girls’ Basketball team. She had an opportunity to meet with several alumni who attended the game.
• The second annual Teacher of the Year and School-Related Employee of the Year Breakfast will occur at the President’s house on Thursday, March 10.
• The Safety Fair took place on Wednesday, February 23. We had a great turnout of first responders including state and federal agencies. A forensic scientist employee of the St. Johns County Sheriff’s Office is an FSDB deaf alumnus and former student of Ms. Snow. Many students met him and asked him many questions about his job and education requirements.

Communication and Public Relations Report
Michael Johnson, Executive Director of Communications and Public Relations, updated the board on upcoming events.
The Players Championship (TPC) has selected FSDB as their “Charity of the Day” on Wednesday, March 9, 2022. FSDB will be spotlighted on their website and all over the golf course.

On Tuesday, March 8, 2022, a group of deaf students will participate in a Deaf Golf Camp taught by Rob Strano at TPC. Mr. Strano is a Golf Pro who uses American Sign Language to teach deaf kids across the US how to play golf.

On April 5th, deaf high school students will attend Deaf/ASL Awareness night at the Orlando Magic game. Also attending the game will be students from the Orange County School district.

Olivia Brown will be featured and recognized on the Jumbotron during the same Orlando Magic game, and the Dance Troupe will do a short performance during halftime.

Legislative Report
Ms. Patsy Eccles, Legislative Specialist, provided updates on the current legislative session related to her written report.

- She stated that the House and the Senate have approved their versions of the budget, and they will go into conference to negotiate the differences in the upcoming week.
- The Governor is putting together his veto list. His office contacted Ms. Eccles for more information about Kramer Hall. As more information becomes available it will be shared with the Board.

**Action Items**

**Action Item #1**

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

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

_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**

**Operating Budget—Revision #2**

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

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

| Fund 2261 | 51,313 | Food Products |
| Fund 2261 | 245,126 | Expense |
| Fund 2261 | (101,347) | Salaries and Benefits |
| Fund 2261 | (195,092) | Other Personal Services |
| Fund 2339 | 1,500 | Overtime |
| Fund 2339 | 23,928 | Expense |
| Fund 2339 | 51,308 | Operating Capital Outlay |
| Fund 2339 | (76,736) | Salaries and Benefits |
Revision #2B – Category 130300 reflects a budget realignment to support property enhancements, net effect zero.

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

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

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

Audit Committee Action Item #1
Internal Audit

Board approval was to enter into a contract with Mauldin and Jenkins for the 2022-2023 fiscal year, with the option for three annual renewals to provide internal audit and financial statement services.

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

Audit Committee Action Item #2
Annual Audit of the Endowment and Limited Procedures Engagement

Board approval was requested to enter into a contract with Carr, Riggs, & Ingram for the 2022-2023 fiscal year, with the option of three annual renewals, to conduct the Annual Audit of Endowment Funds (Fiscal Year Ending June 30, 2022) and Limited Procedures Engagement (Student Accounts and Student Club/Class Organization Accounts).

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<td>Limited Procedures Engagement (Student Accounts):</td>
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<tr>
<td>Limited Procedures Engagement (Club/Class Org. Accounts):</td>
<td>$2,500.00</td>
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</tbody>
</table>

Mr. Hadley, as committee chair, moved to accept Action Item #2 as approved by the Audit Committee. The motion was carried unanimously by the Board.
Enrollment/Outreach Committee Report
Dr. Zavelson, Chair of the Enrollment/Outreach Committee, gave an overview of the Parent Infant Program presentation given during the committee meeting. There were no action items for approval.

Unfinished Business
No Unfinished Business

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

- We are acquiring competitive bids to help us write the program requirements for Gregg Hall.
- We are creating green space with improvements to the Alfred and Genoply Street blocks.
- Ms. Mintzer introduced Traci Anderson as the new Executive Director of Advancement. She also explained that Christy Slater is retiring early; however, Trish McFadden will move into her position. Ms. McFadden will remain in Transportation until a replacement is hired.

Ms. Trish McFadden, Executive Director of Transportation, updated the Board on the FSDB Safety Fair held on Wednesday, February 23. She gave an overview of all the agencies and first responders who participated in the event and how the students enjoyed the day.

Mr. Dave Hanvey of UBS reported the current status of Endowment Investment Fund I and Endowment Investment Fund II. He provided commentary on the current state of the markets and how politics and the invasion of Ukraine are affecting the markets.

Board Comments
The Trustees all commented that they appreciated the information shared from both committee meetings and the Board meeting. The Board welcomed Traci Anderson to FSDB and congratulated Trish McFadden on her new position.

Adjournment
Meeting adjourned at 11:35 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
Spring has sprung! The end of the year always brings excitement, anticipation, celebration, and reflection. I am looking forward to continued opportunities to be engaged with our students, families, and staff members and celebrate their successes. On any given day, there is something remarkable happening on the campus, whether it be in the academic, boarding, athletic, or recreation program. I also want to express my humble thanks to all of the staff members who continue to be committed to FSDB. It takes many hands, minds, and hearts to come together to solve problems, be creative, demonstrate passion, be accountable, get the job done, and support each other. I am truly grateful for the FSDB community team.

**Black History Program** – Students and staff came together at the end of February to celebrate black history in the traditional sense as well as black history as it relates to the many people who contributed to FSDB over the years. Students learned facts, played trivia, listened to stories, and viewed visual presentations. The evening was both informative and entertaining.

**NEFEC Learning Walk** – I had the opportunity to attend the North East Florida Educational Consortium (NEFEC) Learning Walks Across Districts Initiative with FSDB Administrator of Instructional Services, Scott Trejbal; Executive Director of Curriculum and Professional Development, Randi Mitchell; Deaf Elementary Literacy Specialist, Cally Traetto; and Blind Elementary Specialist, Billie Jo Mayo. The goal for these walks is to promote and enhance the instructional leadership skills of school-based leaders. The FSDB team traveled to Flagler County Schools along with colleagues from Putnam County on March 8th. We used a focused observation protocol to provide feedback to the host school and developed an action plan around the area of focus. I am excited to bring this protocol to FSDB next year with the support of NEFEC and the FSDB team.

**Blind High School Carnival** – So much fun! Our students and staff had a fantastic time at the Blind High School Carnival on March 9th. I was charged with running the “Ring of Cakes” game which was pure joy. I adored seeing the excitement, comradery, good sportsmanship, and anticipation shown by the students. My cheeks hurt from smiling, and I thought I might have lost my voice after the evening was over. Students, staff, and families sang karaoke, played carnival games, ate cotton candy and pizza, bounced around in a bouncy house, and selected something from the white elephant table. Hats off to our class sponsors and staff members for a successful event.

**Teacher of the Year and School Related Employee of the Year Breakfast** – The second annual “Breakfast at the President’s Residence” to celebrate our ToYs and SREoY was held on March 10th. Last year we started this annual tradition with breakfast served
under a tent on the front lawn, which was enjoyable. This year, we were able to have it inside using the “conference room.” Lexi Bucca, Executive Director of Human Resources, and Jamie Oliveria from HR were my partners in the fun. The space was decorated in a St. Patrick’s Day theme with a catered breakfast of quiches, bagels, fruit, and yogurt. We also had a team-building activity towards the end. As teachers and staff members, we do not always take the time or feel comfortable sharing with others what we are most proud of about ourselves or something we have accomplished in our jobs. I asked each person in attendance to write down three things they were proud of. We then swapped cards and shared them with the group. What a beautiful way to be reflective, learn about each other and have some well-deserved pats on the back.

**President Pop-In at PEW** – I always look forward to our Parent Engagement Workshops (PEW) and the creative way in which I will be able to interact with our families. Misty Porter, FSDB Parent Liaison, never disappoints. After breakfast with the ToYs and SREoY, I joined the PEW meeting and led a literacy-themed discussion. Misty and her team created a book worm made of cups and tissue paper which could be punched to reveal a prize. Prizes were books and games for families to use with their children. Questions focused on sharing literacy ideas and resources to enhance family experiences, which is near and dear to my heart since I am a mom of two deaf sons, was a reading specialist, and am married to the FSDB media specialist. 😊

**UNF comes for a visit** – One of our excellent Deaf Middle School teachers, Terri Samson, is taking a graduate certificate course at UNF in the Teaching Leadership and Mentoring program. The focus is how to foster and develop the relationship between college, teacher candidates, and schools. This can also apply to teacher mentoring and supporting new teachers. Ms. Samson invited her classmates enrolled in the Teacher Inquiry course to have a tour of the campus and host their class on our campus for the evening. It was a pleasure to welcome Ms. Samson’s professor and classmates (classroom teachers in neighboring counties) and provide them with a tour of the campus.

**Strategic Planning** – The Strategic Planning team continues to engage in the yearlong book chat - *Leader Shift* by John C. Maxwell. It has been a positive learning experience to reflect, learn, and grow from applying the 11 essential changes outlined in the text and from each other. For me personally, it has been a rich experience to facilitate this book chat and learn from my colleagues. This month, we wrapped up the development of the 2022-2027 strategic priorities and goals. These proposed priorities and goals were shared with internal and external stakeholders for feedback at the start of March. The team will review and discuss the comments shared through the survey to see if there is further clarification, additions, or edits needed before presenting to the Board of Trustees at the April 8th meeting. I am excited for our school to implement our next five-year strategic planning cycle. More greatness is on the horizon.
Class Code Count

- Board of Trustees Administrator Positions: 71
- Teacher Positions: 108
- Specialist Positions: 61
- Select Exempt Service Positions: 43
- Career Service Positions: 397
- General Revenue Positions: 652
- Grant Funded Positions: 28

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

Service Awards
March & April 2022

15 Years
- Lexi Bucca
- Joey Woods
- Trish McFadden

10 Years
- Alessandra French
- Jamie Oliveira
- Henry Piotrowski

5 Years
- Lenore Boerner
- Lawanda Joseph
- Alejandro Martinez
- Amanda Randolph
Communications and Public Relations

Board of Trustees Report – April 8, 2022

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

Leadership Communications

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

Earned Media

- Long time coming: FSDB girls hoops team treasures 1st playoff berth – News4Jax, Feb. 9, 2022
- Black History Month Spotlight: Jamie Mixon (Alumnus) – Gallaudet University, Feb. 17, 2022
- FSDB Cheerleading Team wins three tournaments – The Daily Moth, Feb. 24, 2022

Public Service Announcements

571 PSA radio spots (:30 and:60 seconds, totaling 10,110 seconds/168.5 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.

- Seven newsletters issued engaged a total of 894 campus and external stakeholders: ELC – no issues; BEMS – two issues/424 viewers; BHS – 1 issue/177 viewers; DES – 1 issue/95 viewers; DMS – one issue/76 viewers; DHS – two issues/122 viewers.

Marketing Collateral

Videography

Completed videos include Braille Challenge 2022, Valentine’s Day 2022 with ELC students, and Searching for our Next Assistant Principal to lead our Deaf Elementary School.
**Graphic Design**

Designed branded print and digital collateral for the following departments:

- **Academics**—Deaf Homecoming Poster.
- **Athletics**—Game Day Gifs, Senior Spotlight Graphics for Boys Basketball, Thank You Card Design for Girls Basketball, Wrestling Graphics, Wrestling Senior Posters, Wrestling Team Banner
- **Black History Month**—Graphics for Social Media
- **Braille Awards**—Graphics of Awards
- **Cobra Chats**—Logo Design for Cobra Chats Podcast
- **Literacy Week**—Flyer design.
- **Outreach**—ECC Spring Flyers
- **Parent Services**—Parent University Assistive Technology Flyer and Social Media Graphics, Parent Engagement Class Flyers and Social Media Graphics
- **Safety Fair**—Map Design

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

**Photography**

Photographs of Senior Night for Basketball and Girls Team Send-Off to State Tournament. Class pictures for Blind Elementary, Blind High School, and Blind and Deaf Senior pictures. Captured group pictures of the Deaf Academic Bowl Team for the tournament.

**Social Media**

**Website**

7,013 visitors (6,326 new) with 23,110 page-views with an average viewing time of 1:48. Desktop users were 49%, mobile 49%, and tablet 2%. A total of 43 people reached out to campus personnel via web contact forms.

**Facebook**

13,618 total page likes, 51 posts with a reach of 132,468 and 225,194 impressions. The top post was a Throwback Thursday photo of Johnny Samuels that reached 18,597 people with 1,911 reactions (991 likes, 265 comments, and 88 shares).

**Instagram**

2,231 followers, 42 posts, with 38,695 impressions, a reach of 3,471, 2,083 likes, 52 comments, and 56 shares. The top post was a video of the Girls Basketball team sendoff to their first-ever playoff game with 141 likes and 583 views.

**Twitter**

There were no new followers (1,502 total), one tweet, 4,227 impressions, 207 profile visits, and six mentions. The top tweet was Congratulations to Dylan Davis for being named the Career Development Student Employee of the Month for January with 252 impressions.
YouTube
Six videos were uploaded, 14,671 channel views, 693 hours watched, 27 new subscribers, 147,970 impressions, and 9,070 unique viewers. The top video was the Star-Spangled Banner in ASL with 3,944 views.

Vimeo/Livestreaming
Eleven video uploads, 1,648, 762 unique viewers, and 363 hours watched; 6 livestreamed events; girls and boys basketball games, DHS Honor Awards Ceremony, and Board of Trustees meetings.

Museum
50 people visited the school museum in February. Tours were led by Museum staff and Outreach staff.

• Seven out of state visitors on several different appointments.
• Twelve visitors in museum and campus tour led by museum staff.
• DHS students and teachers learned about the history of monthly student and school newsletters.
• Three DHS classes, 24 students, and a teacher visited the museum to learn about FSDB Black History for Black History Month.
• Held bi-weekly community service for students in high school. Work included sorting out artifacts, cleaning up the archival room, rearranging files, compiling artifacts for records, and more.
The 2022 Legislative session ended March 5 in overtime with an extended session. At the end of the budget conference, FSDB’s funding requests, as made to the Legislature by the Florida Department of Education, were fully funded with two additions. The Legislature provided in PECO Capital Outlay funding for the renovation of Kramer Hall and an additional $800,000 for increased funding for maintenance and repairs to the school’s facilities.

The final conference bill was passed as The Fiscal Year 2022-23 General Appropriations Act. As of March 23, this bill has not been sent to the Governor for his review and signing. The Governor’s staff has been reviewing the budget act and gathering information for the Governor’s veto considerations. No date for this determination has been announced. 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.

All salary and compensation issues provided by the legislature to FSDB are still in discussions with the Legislative staff. Questions such as what amount of broad funding policies are intended for FSDB, in what amounts, how, and in what order are they to be applied remain.

The Legislature is expected to be called back into a special session sometime over the interim to address the issue of congressional redistricting. At this time, no date is set, and no impact on FSDB is expected.

**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.

With a consensus of House & Senate, the Governor 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
Wednesday, March 9, 2022

Attention: Julia Mintzer, Administrator of Business Services

Subject: Surplus Review Board Report

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<th>Line No.</th>
<th>FSDB Property Item No.</th>
<th>Property Description</th>
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Grand Total $70,447.36

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

**Review Board Members:**

Signed: Kim Whitwam Director of Purchasing
Signed: Shelley Ardis Director, Technical Services
Signed: Corbett Owens Technology Resource Coordinator
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND  
Board of Trustees Meeting  

SUBJECT: Annual Contract for Attorney Services

PROPOSED BOARD ACTION

Board approval is 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 are 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 8.5% rate increases 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 change in rates per hour from 2021-2022 (Attorney at $200.00 and Paralegal at $75.00).

Presenter/Department: Julia Mintzer, Administrator of Business Services
SUBJECT: 2023-2024 PECO Legislative Budget Request and 2022-2027 Campus/Facilities Master Plan

PROPOSED BOARD ACTION

Board approval is 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 changes.

Attachments: 2023-2024 PECO Legislative Budget Request and 2022-2027 Campus/Facility Master Plan

Presenter/Department: Guy Maltese, Executive Director of Safety and Facilities Operations
Florida School for the Deaf & the Blind


Campus/Facilities Master Plan for 2022-2027

Board of Trustees Approval

PENDING
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Letter from the President

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

This 2022-2027 Campus/Facilities Master Plan is in support of the School’s Mission, Vision, Values, Goals, Strategic Plan, Legislative Budget Requests, and the 2019-2024 Florida Department of Education’s Educational Plant Survey. In this endeavor, we develop a framework for our maintenance and capital needs to ensure we are providing the finest learning, living, and working environments for our students and staff members.

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

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

Respectfully,

Tracie C. Snow,
President
Florida School for the Deaf and the Blind (FSDB) Mission

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

FSDB Vision

FSDB will prepare each student for a lifetime of success.

FSDB Organizational Values
Safety and Facilities Operations Department Mission

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

Safety and Facilities Operations Department Vision

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

Program Overview

Established in 1885, FSDB is a fully accredited state public school and outreach center available, tuition-free, to eligible Pre-K through 12th grade deaf/hard of hearing, blind/visually impaired, or deafblind students. Comprehensive educational services at FSDB are individualized, specific to the unique communication and accessibility needs of each student to develop independence and lifelong success. In addition to a rigorous child-centered instructional program, FSDB offers students unique services including, but not limited to: transportation, boarding, meals, a health care center, community involvement, and opportunities for athletic and artistic achievement. Currently, FSDB serves approximately 500 students on campus in Pre-K through 12th grade academic programs, as well as about 590 infants and toddlers and their families across the state of Florida through Parent Services programs. Highly qualified personnel ensure inclusion and accessibility across full continuum braille, large print, American Sign Language, auditory and speech services.

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

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

All 48 buildings on FSDB’s 83-acre campus are owned by the State of Florida. Data for each building is available in FSDB’s 2019-2024 Educational Plant Survey dated May 2019. Additionally, as required by Florida Statute, all FSDB facility information is contained within the Florida Department of Education’s electronic Education Facilities Information System (EFIS) database which houses FSDB’s Educational Plant Survey and Florida Inventory of School Houses (F.I.S.H.) information. According to the 2019 Educational Plant Survey the campus has a current replacement cost, excluding the site, of $152,229,920, including annual escalation cost.

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

Introduction

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

Objectives

The general objectives of this CFMP are as follows:

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

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

- **Funding Sources** - Regarding maintenance and capital improvements, FSDB receives only Public Education Capital Outlay (PECO) appropriations as requested through the Department of Education and funded by the State Legislature. Further, FSDB is free to all eligible students residing in the State of Florida and does not charge levy taxes like school districts. FSDB receives no local funding or lottery funds.

- **Unique Student Population** - FSDB serves approximately 500 deaf/hard of hearing, blind/visually impaired, or deaf/blind students on our campus each day. They range between 3 and 21 years of age. Such exceptionalities generate several special matters to envisage. We must always allow for and promote access to all features of our facility to all students, staff members, and visitors, regardless of sight, hearing, or mobility limitations. For example, when installing emergency notification systems, we must confirm that they are delivered in both visual and audible formats. Dangerous conditions must be denoted with extra precision. Further, clarity of campus planning is essential as blind/visually impaired students must re-learn how to traverse a space that has been changed drastically. Concrete surfaces must be free from imperfections to reduce the risk of slips, trips, and falls. The ability to communicate clearly with sign language depends upon an elevated light level in buildings. Additionally, adaptive technology requires a heightened technological infrastructure. These are but a minor sample of the many ways we must be creative in advancing accessibility.

- **School Safety and Security Initiatives** - Senate Bill 7026 created s.943.687 to establish the Marjory Stoneman Douglas High School Public Safety Commission. In addition to outlining several school violence prevention measures, the Commission Report also states, “equally important are harm mitigation aspects of school safety, which can be divided into a few key components: identifying the threat at the earliest possible moment; notifying others of the threat; implementing an effective response by those vulnerable to the threat; and stopping the threat as soon as possible. These harm mitigation concepts should be immediately implemented across all Florida K-12 schools.”

The MSD Commission Final Report dated January 1, 2019, includes Appendix B - Target Hardening which outlines three levels of physical security to be implemented by all schools. The Commission also cited a lack of oversight and a need to verify compliance within school districts. Subsequently, Governor DeSantis issued Senate Bill 7030 which mandates that school hardening and harm mitigation steps be taken with immediacy and urgency, and
outlines steps towards establishing a system to check for compliance with regards to school safety measures. Immediate notification and lockdown capability are crucial to student and staff safety. Given our special population of children, and the challenges inherent in sensory impairment, we have resolved to aggressively pursue projects that address the above-mentioned concerns.

- **Boarding Services** - Over 400 students utilize FSDB’s boarding services and live on campus from Sunday evening to Friday afternoon. In addition to maintaining a suitable academic environment, we must expand our sights in an effort to accomplish successful, boarding living environments for students of all ages. We maintain several types of living environments including pod-style living quarters, independent living centers, apartments, and dormitories.

- **24/7 Operation** - FSDB is a 24-hour operation, essentially doubling the use of certain buildings and systems. FSDB has 89 clubs and extracurricular activities, several of which take place during the evening hours. Due to the boarding and after-school activities, mechanical, plumbing, and electrical systems experience higher-than-average wear and a constant need for maintenance.

- **Historical Integrity** - FSDB opened on February 2, 1885. The first four buildings were erected for a total price of $12,749. Since then, the School has been steeped in its own rich history, as well as that of the city of St. Augustine. The oldest building on our campus was originally built in 1914 and the newest in 2018. Throughout this time, the utmost effort has been expended to ensure that we preserve the historical character and the architectural vernacular of our buildings and campus.

- **FSDB Design Guidelines** - FSDB has created a comprehensive document that outlines with great specificity, the means, methods, product types, and system criteria for construction and renovation projects. The Design Guidelines ensure consistency across buildings and stability of maintenance practices, as well as upholding high standards for quality assurance.

- **Technology** - FSDB houses its own Main Distribution Frame and server on campus. This system, along with the campus-wide Mass Notification System, fire alarm and suppression systems, weather warning systems, message boards, and security cameras require extensive ethernet and fiber cabling configuration. These networks must be maintained not only within each building, but between each building as a vital infrastructure component.

- **Cost Speculation** - As the forecast years progress, it becomes less likely that cost estimates can be attained. Contractors cannot provide accurate quotes for jobs that may be years away. Further, cost estimation software and methodology are subject to change and are often
unable to capture nuanced variation in design and unique aspects of individual buildings and facilities. For this reason, cost estimates should be seen as dynamic and will increase in accuracy as the current year is approached.

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

**Planning Methodology**

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

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

GLE Associates gathered this data through the following methods:
- Reviewing documents provided by FSDB.
- Performing a walk-through survey of the building and site to visually observe the building and property site area to obtain information on material systems and components for the purposes of providing a brief description and identifying physical deficiencies.

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

**Project Plans**

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

### 5 Year Capital Plan Summary

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

Gregg Hall (FSDB Building #9) serves as a dormitory for female students in our Deaf Middle School. This building no longer meets the adequacy as a dormitory and the remodeling/renovation cost exceeds the practical replacement cost. The current configuration houses 36 students. Existing bedrooms were designed in 1975 to accommodate four students per room and the dormitory has inadequate toilet/shower group facilities. The building has numerous life-safety and ADA issues for which renovation will not be practical or cost effective to perform. For example, the building does not have a building fire sprinkler system.
Deteriorating mechanical roof top units are causing roof leaks and poor indoor air quality. There are numerous roof patches which have caused failure of the tapered insulation system. In addition, the FCA recommends replacement of the built-up roof, roof drains, gutters, and downspouts. Also recommended for replacement is the entire building exterior structure to include stucco, brick veneer, paint, and sealants. Doors, hardware, and accessibility do not meet ADA requirements. Sanitary sewer lines have deteriorated to the extent that drain machines will no longer travel down the pipes to remove clogs. The condition of the interior of the pipes is also conducive to paper products catching on jagged edges, collecting, and causing pipe obstructions. The sanitary sewer line runs down the hallway in the center of the building from the south end to the north end. In order to repair or replace these lines, the entire floor down the hallway would have to be cut open, the pipe excavated, replaced, and the floor re-poured. These repairs could not be accomplished while the building is occupied.

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

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

**Kramer Hall – Renovation**

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

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

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

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

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

$5,541,400

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

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

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

**Walker Annex - Renovation**

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

Exterior conditions are fair to poor, and paint, stucco, and sealants are beyond their useful life. Also slated for replacement are all exterior lighting components. The building needs a fire suppression system as it is not currently equipped with one. Two packaged terminal air conditioners (PTAC) HVAC units are beyond their useful life and should be replaced. Other interior components that the FCA recommends be replaced include the ceramic tile, quarry tile, and carpet flooring systems, interior painting, drywall ceilings, wood and plastic casework, and toilet partitions.
MacWilliams Hall - Renovation  $5,589,416

MacWilliams Hall (FSDB Building #31) serves as a dormitory for male students in our Blind High School and the cafeteria for the Blind Department. The FCA rated the overall exterior condition of this building to be fair to poor. Of particular concern were the building envelope and exterior coatings. There is concern that improper attention to this will cause moisture issues. Several areas of delamination have been observed on the exterior of the building. There have been reported moisture issues in the building.

Further, the construction of an ADA ramp is necessary on the southeast side of the building. Ceiling and building-mounted light fixtures have been rated as poor condition and are slated for replacement. The building needs a dramatic update to make it a more functional space for the blind/visually impaired students.

Knowles Hall - Renovation  $2,682,360

Knowles Hall (FSDB Building #10) was constructed in 1954 with one addition in 1980 and selected improvements in 2008. Knowles Hall serves as a gymnasium for boys and girls of both departments,
with second-floor administrative offices. The gymnasium is used by physical education, athletics, and recreational departments. The Educational Plant Five Year Survey Schedules the building for renovations that include interior painting, floor covering, electrical, plumbing, lighting, windows, and restrooms. The FCA states that the majority of the building’s components are in poor to fair condition. Several components are currently beyond their useful life expectancy. Some FCA recommended renovations include roof replacement, roof drainage, exterior/interior lighting, HVAC AHU replacement, flooring, replacing the suspended ceiling, and ADA accessibility compliance.

**Previously requested funds have been adjusted to reflect the recently recommended 12.6% current inflation escalation costs.**

**5 Year Site & Infrastructure Plan Summary**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Project</th>
<th>Estimated cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-2023</td>
<td>Stormwater Manhole Renovations</td>
<td>$150,000</td>
</tr>
<tr>
<td>2023-2024</td>
<td>Repair Collapsed Storm Sewer</td>
<td>$35,000</td>
</tr>
<tr>
<td>2024-2025</td>
<td>Repair and Slip-line Damaged Storm Sewer</td>
<td>$175,000</td>
</tr>
<tr>
<td>2025-2026</td>
<td>Repaving of the “Palm Row” Parking Area</td>
<td>$2,200,000</td>
</tr>
<tr>
<td>2026-2027</td>
<td>Fuel Station tank, pump, and control upgrades</td>
<td>$2,000,000</td>
</tr>
</tbody>
</table>

**Stormwater Manhole Renovations**  
$150,000

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

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

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

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

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

**Repaving of Palm Row**

This area accounts for a substantial portion of the campus parking spaces as well as the central entrance and site of the original campus. Four dormitories and one academic building abut this circle drive. Several underground infrastructure projects have undercut the road, and it is now a patchwork of concrete and asphalt. This area needs extensive underground infrastructure and drainage upgrades. It also needs to be curbed to contain the soil and landscaping and to preserve the structural integrity of the road edges.
The fuel station *Veeder-Root* monitoring and safety control system is antiquated technology; this includes the leak detection system and automated valves. Repair parts and materials are becoming increasingly obsolete, limiting maintenance options. Underground piping and plumbing components and the physical pumping stations are impacted by any upgrades. The underground tanks and containment will be approaching the end of useful life.

### 5 Year Major Maintenance and Repair Plan Summary

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Project</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-2023</td>
<td>Elevator Refurbishments x4</td>
<td>$330,750</td>
</tr>
<tr>
<td>2023-2024</td>
<td>Elevator Refurbishments x4</td>
<td>$428,777</td>
</tr>
<tr>
<td></td>
<td>Vaill Hall HVAC</td>
<td>$263,425</td>
</tr>
<tr>
<td></td>
<td>Settles Gym Storefront</td>
<td>$422,250</td>
</tr>
<tr>
<td></td>
<td>Kirk Auditorium Flooring</td>
<td>$95,710</td>
</tr>
<tr>
<td>2024-2025</td>
<td>Elevator Refurbishments x4</td>
<td>$504,240</td>
</tr>
</tbody>
</table>
There are 28 elevators on campus, many of which are well over 20 years old. On a rotating plan for refurbishment, we intend to rehabilitate four elevators per year in order to update the cabs and equipment, including but not limited to sump pumps, pumping units, lighting, and electrical components. The cost is forecasted to compound the previously expected 5% annual increase and beginning in 2023-2024 an additional 12.6% cost escalation.

**Previously requested funds have been adjusted to reflect the recently recommended 12.6% current inflation escalation costs.

### 5 Year Continuing Maintenance Contracts Plan Summary

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Project</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-2023</td>
<td>Continuance of annual safety, maintenance, and technology contracts necessary for continuity of operations.</td>
<td>$2,714,595</td>
</tr>
<tr>
<td>2023-2024</td>
<td>Continuance of annual safety, maintenance, and technology contracts necessary for continuity of operations.</td>
<td>$3,307,168</td>
</tr>
<tr>
<td>2024-2025</td>
<td>Continuance of annual safety, maintenance, and technology contracts necessary for continuity of operations.</td>
<td>$3,889,229</td>
</tr>
<tr>
<td>2025-2026</td>
<td>Continuance of annual safety, maintenance, and technology contracts necessary for continuity of operations.</td>
<td>$4,573,733</td>
</tr>
<tr>
<td>2026-2027</td>
<td>Continuance of annual safety, maintenance, and technology contracts necessary for continuity of operations.</td>
<td>$5,378,710</td>
</tr>
</tbody>
</table>

**Beginning with the 2023-2024 fiscal year requested amounts have been adjusted to reflect active contracts, requested contracts and include the recently recommended 12.6% current inflation cost.

Construction escalation costs have been applied to all existing categories as well as new categories as applicable. Escalation costs have not been applied to existing contracts with current Not to Exceed Amounts.

The U.S. Bureau of Labor Statistics, Associated General Contractors of America, and Construction Analytics were used to create an estimated escalation cost.

*The U.S. Bureau of Labor Statistics PPI 12 month change as of 2/15/22 +9.7%*
The U.S. Bureau of Labor Statistics CPI 12 month change as of January 2022 +7.5%  
Associated General contractors of America input costs April 20- February 21 +12.8%  
Associated General Contractors of America construction spending January 2020 – January 2021 +21%  
Construction Analytics Q4 inflation costs for nonresidential construction between 10% - 14%, we will use 12%  

Represents a 12.60% average.
Florida School for the Deaf & the Blind


Legislative Budget Request for 2023-2024

Board of Trustees Approved

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

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

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

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

Established in 1885, FSDB is a fully accredited state public school and outreach center available, tuition-free, to eligible Pre-K through 12th grade deaf/hard of hearing, blind/visually impaired, or deafblind students. Comprehensive educational services at FSDB are individualized, specific to the unique communication and accessibility needs of each student to develop independence and lifelong success. In addition to a rigorous child-centered instructional program, FSDB offers students unique services including but not limited to: transportation, boarding, meals, a health care center, community involvement, and opportunities for athletic and artistic achievement. Currently, FSDB serves approximately 500 students on campus in Pre-K through 12th grade.
academic programs, as well as about 590 infants and toddlers and their families across the state of Florida through Parent Service programs.

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

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

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

**Legislative Budget Request: 2023-2024**

The following is the 2023-2024 request anticipated for Fixed Capital Outlay needs as a result of the Campus/Facilities Master Plan and Educational Plant Survey. The following pages define the capital requests by category, project scope, estimated cost, and request methodology, including necessary maintenance and repairs pursuant to Chapter 1013 Florida Statutes, FDOE’s State Requirements for Educational Facilities, and life safety codes.

Safety and Facilities Operations is fervent about protecting and maintaining to the highest degree possible the historical, cultural, and educational integrity of the FSDB campus. We aim to use any funds received resourcefully and effectually to do so.
FSDB Maintenance and Repairs have been identified based on four critical categories: Safety and Security, Essential Equipment Maintenance, Technology, and Facility/Infrastructure Repairs. Project scope, estimated cost, and request methodology have been carefully evaluated and documented as FSDB respectfully requests Maintenance and Repair dollars in the amount of $4,552,330.

### 1) SAFETY AND SECURITY

<table>
<thead>
<tr>
<th>Project Scope</th>
<th>Estimated Cost</th>
<th>Request Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 Fire Extinguisher Inspections</strong> – Annual inspection and maintenance</td>
<td>$10,000</td>
<td>Existing contract</td>
</tr>
<tr>
<td>of 850 fire extinguishers, campus-wide. Required per National Fire Protection</td>
<td></td>
<td>acquired via</td>
</tr>
<tr>
<td>Association (NFPA) Code 10.</td>
<td></td>
<td>competitive solicitation</td>
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<tr>
<td></td>
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<td>according to Florida</td>
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<td></td>
<td></td>
<td>Administrative Code</td>
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<tr>
<td></td>
<td></td>
<td>Rule 60D-5. This is the</td>
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<tr>
<td></td>
<td></td>
<td>not-to-exceed contract</td>
</tr>
<tr>
<td></td>
<td></td>
<td>price for 2023-2024.</td>
</tr>
</tbody>
</table>

| **1.1 Fire Alarm & Mass Notification System Maintenance** – Labor and         | $335,602       | This is a sole source |
| materials to inspect, maintain and certify all campus fire alarm systems,   |                | contract due to      |
| “lockdown” buttons, and outdoor strobes, as well as the Enterprise Building |                | proprietary software |
| Integrated (EBI) System through which all fire alarms, card access,        |                | that integrates fire |
| security gates, mass notification devices, outdoor audible speakers,        |                | alarms, gate security, |
| weather strobes, and security cameras are configured.                       |                | and security cameras  |
|                                                                              |                | into one, central     |
|                                                                              |                | monitoring system. This |
|                                                                              |                | is the not-to-exceed  |
|                                                                              |                | contract price for 2023-|
|                                                                              |                | 2024.                 |
This project is in alignment with Safe Schools initiatives, the Marjory Stoneman Douglas Commission findings, Senate Bills 7026 and 7030, and National Fire Protection Association (NFPA) Code 101.

| 1.2 | **Electronic Campus Security Gates** – Preventative maintenance and inspections of access systems for card and security gates. |
|     | $$6,193$$ |
|     | This is a sole source contract due to proprietary software that integrates fire alarms, gate security, and security cameras into one, central monitoring system. This is the not-to-exceed contract price for 2023-2024 |

| 1.3 | **Campus Security Fencing** – Installation, repair, and maintenance of campus perimeter and containment fencing for over 82 acres. Fencing must be maintained to ensure perimeter safety as well as security from various hazardous areas. This is of heightened importance given our special student population. |
|     | $$85,000$$ |
|     | Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2023-2024 |
| 1.4 | **Fire Sprinkler Semi-Annual Inspections and Repairs** – Inspection, maintenance, recertification, and repairs of building fire sprinkler systems, backflow preventers, and fire hydrants. This is a Life Safety system.  
Required per National Fire Protection Association (NFPA) Codes 13 & 15. | $25,000 | Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2023-2024. |
| 1.5 | **Kitchen Fire Suppression Systems** – Inspection, maintenance, and recertification of the kitchen fire suppression system in commercial and dorm kitchens tied to the fire alarm system.  
Required per National Fire Protection Association (NFPA) Codes 13 & 15. | $25,000 | Existing contract acquired via competitive solicitation according to FS & Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2023-2024 |
| 1.6 | **Air Quality Testing Services** – Testing of indoor air quality as well as moisture testing, HVAC inspections, microbial identification and laboratory testing as needed to ensure safe and healthy learning/living environments. | $7,500 | Existing contract acquired via competitive solicitation according to FS & Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2023-2024 |
| 1.7 | **Digital Video Monitoring** – Labor and materials to maintain and repair the campus security cameras and integrated monitoring system.  
To supplement compliance with the Jessica Lunsford Act (H.R. 1505) and maintain alignment with Safe Schools initiatives, the Marjory Stoneman Douglas Commission findings, and Senate Bill 7026. | $95,000 | This is a sole source contract due to proprietary software that integrates fire alarms, gate security, and security cameras into one central monitoring system. This is the not-to-exceed contract price for 2023-2024. There is also an upgrade of 18 cameras that will impact this contract once complete. Communication with the vendor is underway. This number reflects an estimated cost including new cameras and escalation costs. |
| 1.8 | **Honeywell Repairs** – Labor and materials to perform repairs to all campus fire alarm systems, “lockdown” buttons, and outdoor strobes, as well as the Enterprise Building Integrated (EBI) System through which all fire alarms, card access, security gates, mass notification devices, outdoor audible speakers, and security cameras are configured.  
This project is in alignment with requirements set forth by the Environmental Protection Agency (EPA). | $20,000 | Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2023-2024. |
| 1.9 | **Fuel Station Maintenance and Repairs** – Labor and materials to perform preventative maintenance and repairs to the above and below-ground fuel tanks that serve the transportation and school vehicle fleet. | $14,000 | Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2023-2024. |
This project is in alignment with Safe Schools initiatives, the Marjory Stoneman Douglas Commission findings, Senate Bill 7026, and National Fire Protection Association (NFPA) Code 101.

| SAFETY AND SECURITY | $623,295 | $0 | TOTAL: $623,295 |

### 2) ESSENTIAL EQUIPMENT MAINTENANCE

<table>
<thead>
<tr>
<th>Project Scope</th>
<th>Estimated Cost</th>
<th>Request Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.0 Exhaust Cleaning and Inspection</strong> – Cleaning of kitchen hoods, fans, filters, and ducts. Required per (NFPA) Code 101.</td>
<td>$2,499</td>
<td>At the time of this request, contracted services are not expected to exceed $2,499 annually. Currently there is no contract in place as this is in procurement status. The requested not-to-exceed amount should remain sufficient to procure this service for a new contract in 2023-2024.</td>
</tr>
<tr>
<td><strong>2.1 Grease Trap Cleaning</strong> – Quarterly pumping at MacWilliams Hall and Memorial Hall cafeterias.</td>
<td>$10,775</td>
<td>At the time of this request, contracted services are not-to-exceed $8,550 annually. The current contract will expire June 30, 2022. Due to the expected escalation costs the requested not-to-exceed amount has been increased to procure this service for a new contract in 2023-2024.</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Cost</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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</tr>
<tr>
<td>2.2</td>
<td><strong>Water Treatment</strong> – Chemical treatment of the hot water/chilled water loop to prevent corrosion, increase longevity, and maintain proper function of the system.</td>
<td>$20,000</td>
</tr>
<tr>
<td>2.3</td>
<td><strong>Generator</strong> – Scheduled preventative maintenance and annual load bank tests of two emergency generators for the main campus and Police Services building. Emergency repairs for essential electrical switchgear.</td>
<td>$18,000</td>
</tr>
<tr>
<td>2.4</td>
<td><strong>Laundry Equipment</strong> – Preventative maintenance and repairs on commercial laundry equipment serving the campus.</td>
<td>$10,000</td>
</tr>
<tr>
<td>2.5</td>
<td><strong>Kitchen Equipment</strong> – Maintenance of campus-wide, commercial kitchen equipment.</td>
<td>$14,800</td>
</tr>
<tr>
<td>2.6</td>
<td><strong>500-Ton Chillers</strong> – Quarterly service and inspection on the two 500-ton chillers in the central plant.</td>
<td>$9,215</td>
</tr>
<tr>
<td>2.7</td>
<td><strong>1000-Ton Chiller</strong> – Quarterly service and inspection on the 1000-ton chiller and the variable speed frequency drive in the central plant.</td>
<td>$73,000</td>
</tr>
<tr>
<td>2.8</td>
<td><strong>Air Cooled Chiller</strong> – Quarterly service and inspection of the air-cooled chiller at Moore Hall.</td>
<td>$3,400</td>
</tr>
<tr>
<td>2.9</td>
<td><strong>Elevators</strong> – Inspections, preventative maintenance, and</td>
<td>$34,100</td>
</tr>
</tbody>
</table>
lubrication of campus-wide elevators.


<table>
<thead>
<tr>
<th>2.10</th>
<th><strong>Electrical</strong> – Licensed annual inspections, repairs, or replacement of transformers, switchgears, lights, and other essential high voltage equipment.</th>
<th>$200,000</th>
<th>Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2023-2024.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.11</td>
<td><strong>Plumbing/Mechanical</strong> – Licensed labor and materials to perform minor and major plumbing, mechanical, heating/ventilation/air-conditioning (HVAC), and repairs and installations campus-wide.</td>
<td>$500,000</td>
<td>Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2023-2024.</td>
</tr>
<tr>
<td>2.12</td>
<td><strong>CEP/EBI HVAC Controls</strong> – Maintain the Enterprise Building Integrated (EBI) System for entire campus HVAC controls. This is the central monitoring system for all diagnostics and controls of the system.</td>
<td>$287,751</td>
<td>This is a sole source contract due to proprietary equipment, software, and warranty policies. At the time of this request, contracted services are not-to-exceed $243,383 annually. The current contract will expire June 30, 2023. Given the maintenance and repair history, and a potential 5% annual increase and the 12.6% escalation cost the newly requested not-to-exceed amount should be sufficient to procure this service for a new contract in 2023-2024.</td>
</tr>
<tr>
<td>2.13</td>
<td><strong>Roofing Preventative Maintenance and Repairs</strong> – Perform inspections, housekeeping, preventative maintenance, thermal scans, and identified major and minor repairs on all campus roofs totaling approximately 654,000 square feet as part of a comprehensive roof rehabilitation program.</td>
<td>$750,000</td>
<td>Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2023-2024. The current not to exceed amount for 2023-2024 is $300,000. Increase requested to meet unanticipated needs for Cary White tile roof and Moore Hall flat roof.</td>
</tr>
<tr>
<td>2.14</td>
<td><strong>Vaill Hall HVAC</strong> - From the 2018 Facility Condition Assessment, address exterior and HVAC concerns of immediate repair or replacement. <strong>HVAC</strong> Replace 6 air handlers that are 7+ years beyond useful life, one split system, and one compressor.</td>
<td>$263,425</td>
<td>At the time of this request no contract is in place and no procurement has been initiated. This is a new request, using the 2018 FCA pricing, 5% yearly escalation costs, and the 12.6% recent escalation cost due to inflation. The requested amount should</td>
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<tr>
<td>Section</td>
<td>Description</td>
<td>Amount</td>
<td>Notes</td>
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<tr>
<td>2.15</td>
<td>Elevator Refurbishments - There are 28 elevators on campus, many of which are well over 20 years old. On a rotating plan for refurbishment, we intend to rehabilitate 4 elevators per year until complete in order to update the cabs and equipment. To supplement compliance per Occupational Health and Safety Administration (OSHA) Standard 1917.116.</td>
<td>$428,777</td>
<td>At the initial time of this request, a contract to refurbish five campus elevators is underway with current contracted services not-to-exceed $362,664. Based on this project, and a potential 5% annual increase and the 12.6% escalation cost, the newly requested not-to-exceed amount should be sufficient to procure a contract for the next phase of this project in 2023-2024.</td>
</tr>
<tr>
<td>2.16</td>
<td>Equipment/System Failure – Unforeseen repair and replacement of aging and failed mechanical equipment and systems essential to the welfare of school operations.</td>
<td>$271,270</td>
<td>10% of Essential Equipment Maintenance funds.</td>
</tr>
<tr>
<td>2.17</td>
<td>Signage – Roadway, way finding, building, emergency, and ADA</td>
<td>$5,000</td>
<td>Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2023-2024.</td>
</tr>
<tr>
<td>2.18</td>
<td>Bowling Alley Maintenance</td>
<td>$14,000</td>
<td>Existing contract acquired via competitive solicitation according to Florida Administrative Code Rule 60D-5. This is the not-to-exceed contract price for 2023-2024.</td>
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<tr>
<td>2.19</td>
<td>Settles Gym Storefront – Northside 1st and 2nd floor</td>
<td>$422,250</td>
<td>At the time of this request no contract is in place and no procurement has been</td>
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<tr>
<td>Project Scope</td>
<td>Estimated Cost</td>
<td>Request Methodology</td>
<td></td>
</tr>
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<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>2.20 Kirk Auditorium Flooring – auditorium and lobby carpet replacement.</td>
<td>$95,710</td>
<td>At the time of this request no contract was in place and no procurement has been initiated. This is a new request, using the 2018 FCA pricing, 5% yearly escalation costs, and the 12.6% recent escalation cost due to inflation. The requested amount should be reasonable to complete this project.</td>
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<tr>
<td>ESSENTIAL EQUIPMENT MAINTENANCE</td>
<td>$2,223,810</td>
<td>$1,210,162 TOTAL: $3,433,972</td>
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<tr>
<td>3.0 Internal Telephone Services – Service and maintenance of phones and phone switches throughout campus.</td>
<td>$10,063</td>
<td>At the time of this request, contracted services are not-to-exceed $8,106 annually. The current contract will expire June 30, 2022. Given the maintenance history, and a potential 5% annual increase and a 12.6% escalation cost, the newly requested not-to-exceed amount should be sufficient to</td>
<td></td>
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</table>
### 3.1 Low-Voltage Cabling and AV Consultation

- **Description:** Labor and materials for the repair, installation, and upgrade to campus infrastructure including installation and termination of low-voltage cabling, within buildings, subterranean, and all associated locations. Labor and materials for the repair, installation, and upgrade to campus audio-visual and display equipment, cabling, and associated hardware, components, and parts.

- **Cost:** $50,000

This cost is based on repair and project history of the past four years. This amount should be sufficient to execute these projects in 2023-2024.

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<th>TECHNOLOGY</th>
<th>$60,063</th>
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### 4) FACILITY/INFRASTRUCTURE REPAIRS

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<th>Project Scope</th>
<th>Estimated Cost</th>
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<tr>
<td><strong>Site and Infrastructure Maintenance</strong></td>
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<tr>
<td><strong>-</strong> Licensed labor and materials to perform minor and major interior and exterior, general and civil construction repairs, and projects to aspects of the entire campus infrastructure associated with buildings and outside structures not including plumbing or electrical repairs. Examples may include but are not limited to: painting, drywall, ceilings, causeway bridge, ramps, handrails, sidewalks, covered walkways, bleachers, physical education fields, courts, dock,</td>
<td><strong>Recurring</strong>: $400,000</td>
<td>At the time of this request, we have four applicable contracts for 2022-2023. This not-to-exceed amount should remain sufficient to procure four new contracts for similar services in 2023-2024, as well as eliminating the need to address similar specific projects separate from these contracts.</td>
</tr>
<tr>
<td></td>
<td><strong>Non-Recurring</strong>:</td>
<td>*Four contracts are necessary due to differences in</td>
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</table>

*Four contracts are necessary due to differences in
fences, wells, and erosion control, etc. contractor specialties, the frequent need to address multiple projects simultaneously, and the high number of campus buildings.

| 4.1 | Repair Collapsed Storm Sewer – Labor and Materials to repair collapsed storm sewer. | $35,000 | This estimate is based on a camera inspection and assessment. Estimate provided by in-house civil engineer. |
| FACILITY/INFRASTRUCTURE REPAIRS | $400,000 | $35,000 | TOTAL: $435,000 |

**CAPITAL PROJECTS**

The FSDB Capital Projects recommended for 2023-2024 include the demolition, design, relocation, and construction of McClure Hall. Capital project needs have been carefully evaluated and documented as FSDB respectfully requests Capital Projects dollars in the amount of $5,541,400, including a 12.6% escalation cost.

**McClure Hall $5,541,400**

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

In addition, FCA reports indicate the clay tile roof be replaced along with the built-up granular roof. Most concerning is the lack of fire suppression system and continually deteriorating structural integrity.

Of the 84 components listed in the FCA 16 were poor, 61 fair, satisfactory 6, and 1 good. These reasons, along with the age of the building and the number of renovations that have been performed make it cost prohibitive for renovation of this project.
One complicating factor that could impact the demolition of the building is its current location. It is sandwiched on three sides and blocked by a covered walkway on the fourth. This walkway would need to be demolished and removed to allow access to the space and rebuilt after the project. Further, construction space surrounding the building will be limited. And finally, for these reasons, the current site would not make a suitable location for rebuilding, therefore a new site would be selected. Currently, the only available spaces are on the Eastern portion of the campus, and they present issues due to the settling of the 1958 Army Corps of Engineers dredge and fill operation performed to create the land. Special considerations must be considered for site preparation in this eventuality. Soil samples are being taken to assess this land.

The original requested amount of $4,057,980 added to the Facilities Master Plan in 2019 has been adjusted to reflect escalation costs of $1,483,420.

**METHODOLOGY**

Construction escalation costs have been applied to all existing categories as well as new categories. Escalation costs have not been applied to existing contracts with a current Not to Exceed Amounts.

The *U.S. Bureau of Labor Statistics, Associated General Contractors of America, and Construction Analytics* were used to create an estimated escalation cost.

*The U.S. Bureau of Labor Statistics PPI 12 month change as of 2/15/22 +9.7%*
*The U.S. Bureau of Labor Statistics CPI 12 month change as of January 2022 +7.5%*
*Associated General Contractors of America input costs April 20- February 21 +12.8%*
*Associated General Contractors of America construction spending January 2020 – January 2021 +21%*
*Construction Analytics Q4 inflation costs for nonresidential construction between 10% - 14%, we will use 12%*

Represents a 12.60% average.
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND  
Board of Trustees Meeting

SUBJECT: FSDB Strategic Plan 2022-2027

__________________________________________________________________________

PROPOSED BOARD ACTION

Board approval is 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.

__________________________________________________________________________

Attachment: To be presented at the Board during the meeting.

Presenter/Department: Tracie Snow, President and Trish McFadden, Executive Director of Training and Quality Assurance
Board of Trustees approval is requested for the proposed meeting dates for the 2022-2023 School year.

| Proposed Meeting Dates for 2022-2023 Board of Trustees meetings |
|-------------------------|--------------------------------------------------|
| **August 12, 2022**     | **September 23, 2022**                          |
| - Board Workshop        | - Audit Committee Meeting                        |
| - Board and Administration Luncheon | - Regular Board Meeting                        |
| - Regular Board Meeting |                                                  |
| **October 28, 2022**    | **November 2022**                                |
| - Endowment/Investment Committee Meeting |                                      |
| - Regular Board Meeting | - No Meeting                                     |
| **December 9, 2022**    | **January 13, 2023**                             |
| - Regular Board Meeting | - Regular Board Meeting                          |
|                          | **Annual Holiday Celebration will be held on** |
|                          | **Thursday, December 8, 2022, 6-8 p.m.**         |
| **February 24, 2023**   | **March 2023**                                   |
| - Audit Committee Meeting| - No Meeting                                     |
| - Regular Board Meeting |                                                  |
| **April 14, 2023**      | **May 18, 2023 – Graduation & BOT Meeting**     |
| - Endowment/Investment Committee Mtg |                                      |
| - Regular Board Meeting | - Regular Board Meeting                          |
|                          | - Board and Administration Luncheon              |
|                          | - Senior Awards Ceremony                          |
|                          | - Pre-Commencement Reception                      |
|                          | - Commencement Ceremony for the Class of 2023    |

Meetings start times will be determined two weeks prior to the meeting.
## Health Care Center Report

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## Dental Report

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Mental Health

Training and Conferences

Erica Wortherly presented two sessions during the last Parent Engagement Workshop session on the topic: Multi-tiered Systems of Support: Mental Health Supports for Students on March 10th. Erica attended the American Deafness and Rehabilitation Association Conference March 13-17 in Albuquerque, NM. The conference theme is “Soaring to New Heights.” This was an awesome opportunity to gain new information, share experiences, and hone professional skills. Overall, the conference identified new skills and training strategies that can be applied at FSDB, professional connections to other professionals, and other agencies across the country serving individuals who are Deaf, Hard of Hearing, and DeafBlind. Erica attended 16 sessions over five days, equaling 27 contact hours.

“ADARA conference participants represent vocational rehabilitation services and behavioral health professionals, including research, independent living, education, interpreting, transition, etc. ADARA also acknowledges that services for Deaf, Hard of Hearing, and DeafBlind persons are scarce. Therefore, networking is a critical factor in sharing strategies and resources.”

Department Happenings

There have been 15 new requests for Mental Health Services (13 Counseling Consults, 2 Behavior Consults) between February 1 and March 1. This semester, Lucy Mitchell is facilitating a 6-week Anger Management group with 8th & 9th grade boys. This semester, Laura Pamer is facilitating an 8-week Social Skills group with middle school boys. Erica Wortherly will be facilitating a Parent University event on April 8 addressing Digital Citizenship and Staying Safe Online. The group will view the documentary Childhood 2.0 The Living Experiment as a group pausing periodically to discuss real-world applications.

Wendy Williams will virtually attend the American Association of Suicidology Conference April 27-30th. Wendy is the Licensed Mental Health Counselor for Deaf Middle. Rhonda McCahill will be leading a series of "Love and Logic " training sessions for dorm staff in Gore Hall beginning on March 31st. Rhonda is the Licensed Mental Health Counselor for Deaf

Stan Gustetic

Stan Gustetic
Administrator Allied Health Services
Apartment Program
A variety of learning activities recently have focused on preparing students for college and living independently off-campus. The staff has been teaching students about budgeting, finding affordable apartments close to school, reviewing wants versus needs, and using coupons and shopping for sales to save money. The students were reminded that they need money for food, though some still think their parents will send them food and that cable is necessary. We also discussed how to open a bank account. The emphasis is to establish responsible practices to be successful, independent adults.

We have a student who would like to pursue a career working at a childcare facility. This occupation requires obtaining several Department of Children and Families certifications. Our student has diligently worked with a staff member to prepare for two upcoming tests. This student recently passed a difficult certification on Rules and Regulations. When the student learned that they had passed the test, they called the staff member and supervisor to share the good news. Another upcoming test will be on Behavior Observations and Screenings, and we are eagerly waiting to learn the results. What a remarkable achievement!

The students decorated the apartments for Valentine's Day and made chocolate-covered strawberries. All the students enjoyed it, and we had no sad faces because everyone had a Valentine.

The staff has been helping students learn about credit scores and savings. We have helped several students apply for Pell Grants. We have also helped students apply for on-campus jobs and jobs at home.

We have students helping each other build their ASL vocabulary. Students will seek out peers for help, and staff described that the students who are teaching look like professional tutors when seated at the table to help peers.

Blind Department
Kramer Hall
Kramer has had an eventful and fun-filled month. Students enjoyed celebrating the arrival of several newer dorm mates by hosting a dorm talent show. Each student introduced themselves and gave helpful pointers on adjusting to dorm life. Some students even chose to show off their
singing talents with a bit of karaoke. Responsibilities and goals for our annual Valentine’s Party were given out to the students. They learned how to set up the event and clean up afterward.

We’ve been able to do more activities outside since the weather has been great. The students have come up with a modified team-based version of hide-and-seek that is VI/Blind friendly. They show amazing team-building skills, cooperation, adaptability, and more while playing. At dinner, the students continue to make progress and focus on eating a balanced meal. Kramer is looking forward to finishing the 3rd quarter strong.

Cary White

- Pod 233: During February, Cary White 233 had some amazing athletic accomplishments. First-year wrestler Khayree won some matches, which bolstered his self-esteem and gave him the confidence to continue to the end of the season. A couple of his teammates went on to Regionals in wrestling. Also, first-year basketball player Addison played with the high school basketball team during several games. He came back from the games with his head held high. Addison also ran cross country, is now on the track team and won the American History Essay Contest held by the Maria Jefferson Chapter of the National Daughters of the American Revolution (DAR).

  This is Damian's first year in track and field, and he is developing well. Gamari, Mason, and Damian are all involved in Drumline. Logan is in Outdoor Club and Chess Club. Leland is studying the DMV driver's license manual. He is planning to get his permit on his 15th birthday.

  Pod 228: This past month in Pod 228, we have worked on learning new skills, becoming more independent, and navigating friendships/relationships. We held a curriculum lesson on setting healthy boundaries and respecting the boundaries of others. Students were paired up and acted out different scenarios involving peer pressure. We then analyzed how they could handle these situations in real life. The girls also reviewed and tested some basic household tools. They were each able to attempt using a screwdriver and hammer with the help of staff. The students really got involved and enjoyed both lessons.

  We are always doing one-on-one work with the students as well. We are very proud of Angie, who has worked hard with staff to do her hair independently. She can finally brush through her long hair by herself and is now practicing putting it into a ponytail! The students are always learning new things and improving their life skills.

  Pod 231: We have been working on the students becoming more independent in their responsibilities. We have also been helping students become more organized as well. The students enjoyed a great Valentine’s Day party given by the amazing Recreation Staff.
• Pod 229: This month, in Pod 229, we focused on teaching the girls how to cook on the stovetop. They mastered how the knobs work, setting timers, putting water on to boil, and making a delicious pot of macaroni and cheese. We also had a curriculum where we all had to be creative in a way in which we thought of positive statements about ourselves. The girls made a bulletin board of only positive thoughts. Our "positive thoughts of Pod 229" board stayed up for the entire month. Lastly, I would like to talk about the time spent teaching the girls how to do laundry. All girls know where the knobs are located to start a load of laundry and how to transfer the clothing. We are still working on folding the clothes this next quarter.

• Pod 232: We continue to teach the students the importance of independence and self-sufficiency, and February was a fabulous month for the students to sharpen their skills in the kitchen. We are proud to say the students are proficient in using the microwave and can prepare a simple meal for themselves. The students look forward to discussing, preparing, and cooking for future curriculums. The Valentine's Day dance was a huge success; the boys danced the night away.

A big shout out to Mr. Baker, Mr. Jimmy, and Mr. Wolf for allowing the staff and high school students to mentor the boys at Cary White. The students look forward to the semi-monthly visits. Simply listening to music, playing games, and just sitting talking helps them gather more information about high school and expectations once they leave middle school.

Koger Hall
Students from Koger Hall took a walking venture to have dinner at the restaurant Taco Libre. The weather was perfect for the walk, and they were seated outside in a peaceful atmosphere perfect for socializing and sharing a meal with peers. The girls learned about some of the Mexican dishes on the menu and got to taste new flavors. The students gained experience in a restaurant setting, interacting with a server, and ordering independently. They also paid for their own food, as well as learned how the tipping process works. It was a very enjoyable experience for both students and staff, and we all look forward to our next outing.

Two Koger Hall Students, Kaylee and Jazmin participated in Taking the Lead this month with Ms. Patrice. They were very excited to go to Target with their funding to handpick gift items to honor their dorm supervisor, Ms. Dawn. They tried to hide their giddiness as they searched for items they thought she might enjoy on Spring Break. Knowing that Ms. Dawn pays for the items with a school card and possibly would ask who the items were for, they plotted things they might say: “It’s top-secret,” or “You need to be on the ‘need-to-know’ list, sorry” — they wanted so much to surprise her!
The items they meticulously chose reflected their sweet personalities. They insisted on including a “squishmallow”; after all, each Koger Hall student owns at least one of these ultrasoft, plushy, squishy pillows.

Kaylee and Jazmin were so excited to present their gifts to Ms. Dawn; they were beaming! They smiled and laughed as she opened the special items they believed might make her smile and feel loved! They laughed so hard when she said she hadn’t paid attention to the items when it came time to pay. They had accomplished surprising her, which made them so happy!

Sofia is Koger Hall’s Student of the Quarter for the 3rd quarter. She is an extraordinary student that Koger Hall is lucky to have. She is warm and friendly to everyone she encounters and is happy to help when it is needed. On top of being a supportive friend to her peers, she also volunteers to set up and work many school activities. Sofia is the sophomore Class President and enrolled in a Forensic Science course at St. Johns River State College.

MacWilliams Hall
On any given day, the young men of MacWilliams Hall are not too bothered with sports. When you hear about sports here in the dorm (other than what they may participate in), the talk usually includes the L.A. Lakers, Miami Heat, Golden State Warriors, and even a rare mention of the Orlando Magic that makes its way into conversation occasionally. However, in February, it’s all about football, the Super Bowl, and most importantly, “The MacWilliams Hall Super-Bowl Party.” There was a good bit of rivalry talk among students and some among staff as well. Mr. Baker was for the Bengals, Ms. Lacy was for the Rams, but I believe for the students (teenage boys), it’s mainly about the food. It was a good Super Bowl menu, too! We ordered pizza from Five Star, wings from Publix, as well as chips and drinks for the students. I also like to treat MacWilliams Boarding staff to Publix Deli sandwiches as a “thank you” for all they do. Overall, the students really enjoyed themselves, and Ms. Lacy was happy that the Rams won. And, when it was all over, the students took on the main task of clean-up without being prompted by staff. This was a highlight of the evening’s activities.

Of course, February brings Valentine’s Day, and BHS sponsored a “Valentine’s Day Dance” at the Music Building. I was happy to see that not only did many of our young men participate and go to the dance, but many volunteered to help decorate before, work during, and clean up afterward to make sure the dance was a success. Many of our young men even made the extra effort to ensure they were “dressed up” for the dance. This is where Ms. Lacy and I step in and take our roles to ensure their clothes are ironed and presentable, and their ties are tied correctly. I tie the ties, and Ms. Lacy takes pride in ensuring our young men are presentable for these events. She especially shines during Homecoming and Prom.

Our mentorship program continues to be a hit with middle school students. We receive great feedback from the students and the staff on how much it means to these underclassmen. I believe it is doing good things for our older students as well. We don’t have any difficulty
finding volunteers to participate, and many say they can’t wait to go back again. If the enthusiasm continues, we may consider making this a weekly occurrence instead of bi-weekly next year.

**Deaf Department Elementary and Middle School**

**Vaill Hall**

Our students in Vaill are working on safety by learning how to share their personal information such as name, age, school, birthdays, phone numbers, and parents’ names. Hygiene is taught by example and through resources such as videos made for kids in sign language. Our 5th-grade students are learning their way around the kitchen and have made ranch crackers, ice cream sandwiches, and deviled eggs.

Students are also learning how to travel in groups and safely navigate outdoors, including how to safely cross streets. These skills were put into practice by one of our groups that took a trip to the Anastasia Baptist Church Quilting Guild. Each of the students got to operate a binding machine and take part in completing a quilt. Students were gifted with a handmade stuffed animal, mask, pillowcase, hat, and necklace. The students exemplified respect, responsibility, and cooperation and represented our school extremely well. The guild welcomed us back with another group of students at the end of last month.

We continue to hold monthly PBS meetings that our students enjoy. The staff gives tickets to students in their pods for being Most Improved or for Best Behavior during each month. Students then visit the PBS store and exchange their tickets. Our team in the Annex South Pod earned dinner from Chick-fil-A by collecting the most tickets for having the most days of good behavior. Our students continue to learn about good sportsmanship by celebrating with others and winning graciously.

Vaill Hall enjoyed the Super Bowl by participating in a pool with a pizza for each of the four winners. Our students enjoyed hotdogs, chips, and nachos.

**Gregg Hall**

February was a busy month in Gregg Hall. The girls began the month cheering on their favorite teams during our Super Bowl party. They enjoyed pizza, chips, and cupcakes and enjoyed staying up late to watch the whole game. They earned this late night with their good behavior.

February’s PBiS Character Trait was Compassion. The girls made special Harry Potter-themed Valentines for the DMS teachers, support staff, and our HCC nurses. The girls enjoyed making these to thank the staff who take such good care of them.

Valentine’s Day was celebrated with a dance party. Our girls got to “dress to impress” while they danced the evening away. This dance also allowed staff to discuss appropriate social skills and good interpersonal relationship skills.
The weather is notoriously unpredictable this time of year, so when we have good weather, the girls enjoy heading outside to play. We have volleyball and pickleball, our well-loved basketball court, ladder ball, and sidewalk chalk for our budding artists.

We also have several girls on the track and field and flag football teams, so we’re looking forward to cheering them on as their seasons get underway.

**McLane Hall**

The McLane Hall boys enjoyed the dorm Super Bowl party. The staff cooked tacos and hotdogs, and we also had plenty of drinks, cookies, and chips to go along with the festivities. They rooted for their teams and got to stay up late to watch the whole game.

With the lovely cool weather, the staff brought the boys outside to enjoy the weather and burn some energy. The boys like to walk the track and play basketball. When the weather is colder, the boys enjoy drinking hot chocolate and socializing. When it’s a bit warmer, the boys enjoy learning about fishing and about catch-and-release. They haven’t caught much yet, but they are enthusiastic about the new activity. The boys also played a spin on Jeopardy recently. The questions were about various life skills and dorm rules trivia, and they got to double their points by making a shot on a small indoor basketball hoop. It was a fun and entertaining way to test the students’ knowledge of dormitory rules and what to do if there is an emergency. The boys worked in groups and showed great cooperation.

The boys enjoyed doing arts and crafts with Perler beads. They made all kinds of different designs, including some Mario Bros.-themed creations. One student made a Mario in a blue police uniform and gave it to one of our campus officers. Some students made hearts and gave them out as Valentine’s gifts. They show a lot of creativity and patience and are making fun art pieces.

**Deaf Department High School**

James Hall

For the month of February, James Hall recognized Black History facts to honor Black History Month. Each week, the girls were supplied with a Black History fact during curriculum time. We have posted a Black History board with notable names, pictures, and facts about some famous Black people. We mainly focus on Black women in history to show our young ladies that just because you are a woman does not mean you can’t make history.

During this month, we also focused on goal setting and decision-making. The girls worked on career objectives, personal objectives, and lifelong objectives. The girls showed Valentine’s Day love to Deaf and Blind Elementary students by making cards and giving them candy gift bags.

Rhyne Hall

February may be one of the shortest months of the year, but it was a very busy month in Rhyne Hall. The boys enjoyed our annual Super Bowl party. They watched the game on the projector
on the first floor enjoyed subs from Publix, drinks, and dessert. They were allowed to stay up late if they were on their best behavior and agreed to help clean up after the party. Staff and students enjoyed the family time together, watching the game and rooting for their favorite team. It was a game that had everyone on the edge of their seats. The boys loved that there was a live interpreter for the game. We had the computer set up to the TV under the projector, so the boys could see the live interpreter and did not need to rely on the closed captions.

The students have been enjoying the nice weather. They have been taking trips off campus to get food or just to get outside and take a walk.

The students were also involved in the Black History Pageant. The students loved the fact that there was a trivia event during the pageant and talked about how much they enjoyed it this year.

Some boys have been doing community service in the FSDB museum. They help clean and organize historical things. This also teaches our students about FSDB’s history and helps build their school pride.

For curriculum, we focused on teaching our boys about dating. We are teaching them how to be polite young men and discussing the importance of respecting the person you are dating. We have also explained that it is good sometimes to give your significant other space and what it looks like when you are overly obsessed with someone. Staff also reviewed the teen dating violence PowerPoint with the students. We also had a presentation given by the FSDB police about why a person needs to respect the laws and what can happen when you do not follow the laws. The staff has been giving out PBiS tickets when they see students doing compassionate things. Last month when some of our students were upset when it was time to go to bed, Drake impressed the staff by telling the other students, “Remember to show compassion to our staff.” He explained to the other students that if they show respect and compassion, they will not get into trouble and will have time tomorrow to finish playing their game.

The dorm also restocked its store. The students have a store in the dorm where they can use their tickets to buy things like food, phone chargers, games, and various items. The boys are always extremely excited to see the latest items in the store, and they work hard to save their tickets to buy high-end items like LED lights, chargers, etc.

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

Elementary Objective: 8.33.4: Participate in recreational activities outside the home
Middle School Objective: 8.33.1: List sources of information about specific recreational activities

High School Objective: 8.34.3: Develop individual plans of leisure activities

1/31/22 – 2/4/22
DES Arts/Crafts
BES Bowling, Board Games
DMS Volleyball
BMS Under-the-Net Volleyball
DHS/BHS Arts/Crafts, Weight Training, Movie Night, Cobra Ball, Kickball

2/7/22 – 2/10/22
DES Roller Racers, Valentine’s Dance
BES Scattergories, Valentine’s Dance
DMS Arts/Crafts, Team Basketball
BMS Scattergories
DHS/BHS Switch Games, Cardio Walking, Kickball, Weight Training, Movie Night

2/14/22 – 2/17/22
DES Sidewalk Coloring, Steal the Bacon
BES Cobra Ball
DMS Steal the Bacon
BMS Cobra Ball
DHS/BHS Steal the Bacon, Table Games, Weight Training, Under-the-Net Volleyball, King Pin Soccer, Flagler College Basketball game trip

2/21/22 – 2/24/22
DES Team Hot Shot BB
BES Yard Art Games
DMS Open Gym
BMS Yard Art Games
DHS/BHS Great Food Challenge game, Weight Training, Ballroom Dancing, Murder Mystery Game

The Recreation Department hosted Valentine’s Dances for all elementary and middle school departments and held a Rom-Com Movie Night for the high school students. The high school students also had the opportunity to watch a Flagler College basketball game.

The Blind/Visually Impaired Recreation/Sports Development group continues to develop skills and confidence. The group went on a trip to a local trampoline gym and worked on core strength and having fun!
The Elementary Dance students continue to learn the dances for the Spring Recital, which will be on Thursday, May 5, 2022, at 7 p.m. in Kirk Auditorium. Please come to support the student dancers!

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

**Professional Development Activities**
Eyvolle M. Pamphile completed and participated in the following:
- Training Magazine Network: Webinar on 3/1/22 – *Standing the Test of Time: Engagement Tips for eLearning Longevity*
- Everbrite: Webinar on 3/1/22 – *Conflict Management for Women*
- Training Magazine Network: Webinar on 3/3/22 – *Make Someone’s Day to Create Stronger Retention and Relationship with Your Employees*
- Everbrite: Webinar on 3/17/22 – *Setting Healthy Boundaries in Work Relationships*
- Everbrite: Webinar on 3/24/22 – *2022 Inclusion Summit: Closing the Diversity Gap*

**Staff Workshops**
Spring 2022 Blind Department Professional Development Program:
- 12 Week Basic Orientation & Mobility with Cristina Sapp, FSDB Orientation & Mobility Specialist, began on 2/2/22
- 12 Week Braille I with Mary Bilancio, FSDB Blind Department Parent Advisor and State Trainer, began on 1/25/22

**Monthly Staff In-Service Trainings & Updates**
2022 CPI Refresher Recertification Sessions for 51 Staff
- 02/18/22: 4Hr. session for Overnight Shift
- 02/21/22: 4Hr. session for Afternoon Shift
- 02/27/22: 6Hr. session for Afternoon Shift
- 03/04/22: 6Hr. session for Overnight Shift
- 03/06/22: 4Hr. session for Afternoon Shift

Monthly In-Service via the BP In-Service Training: 2021-2022 Google Classroom for 125 staff
- 4/3/22 to 4/10/22: Integrity #10 – How to Become More Aware in Workplace Situations

The 51 staff completed CPI Refresher Recertification sessions, participated in verbal de-escalation discussions, and practiced physical safety interventions.
- The 125 staff completed these sessions within the required timeframe and participated in supervisor-led face-to-face or Teams Group discussions on each topic.
• These sessions support FSDB’s Strategic Planning Goal #2: Develop face-to-face and virtual professional development activities to support non-academic staff to acquire workplace skills through training events and online formats such as but not limited to Google Classroom, Yammer Groups, Teams Groups.
• These sessions also support FSDB’s Staffing Goal: To recruit, train, and maintain qualified staff.

Student Independent Living Skills (ILS) Workshops
3/2/22: Law Enforcement Workshop for Rhyne Hall dorm students, with FSDB Police Officer Zachary Deap.

**LCCE Objectives: 7.31.2 and 12.51.2**

- Competency 7 – Exhibiting Responsible Citizenship
  - 31 – Demonstrate Knowledge of the Law and Ability to Follow the Law
  - 2 – Identify Possible Consequences of Violating Laws
- Competency 12 – Achieving Socially Responsible Behavior
  - 51 – Demonstrate Respect for the Rights and Properties of Others
  - 2 – Identify Reasons for Respecting the Rights and Properties of Others

**ILS Hour schedule:**
4th Quarter ILS Hour began on 3/20/22 and will end on 5/11/22 for elementary to high school dorms and 5/3/22 for Apartment Program dorms.

**Weekly Sessions: Elementary to High School Dorms:**
- Mondays – Vaill, McLane, Gregg, Koger, and MacWilliams Halls
- Wednesdays – Kramer Hall and Cary White Dorm
- Sundays – James and Rhyne Halls

**Bi-Weekly Sessions: Apartment Dorms:**
- Mondays – Collins House, Wartmann Hall (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**
Spring Break was scheduled from 3/13/22 to 3/19/22; boarding students returned on 3/20/22, and classes resumed on 3/21/22.

**Respectfully submitted by:**
Kathleen Grunder
Administrator of Residential Services
ACCOUNTING/BUDGETS AND GRANTS
Submitted by John Wester, Comptroller and Alison Crozier, Executive Director of Budgets and Grants

Accounting
Prompt Payment Compliance – Section 215.422, Florida Statutes, Prompt Payment of Vendor Invoices: For the period through March 15, 2022, 98.77% of 163 invoices were paid in accordance with the statute (compliance minimum is 95%).

The annual Tangible Personal Property physical inventory has been completed. A total of eight items were missing for a second year in a row with an original cost of $19,818.00 and a remaining book value of $4,769.92. An “Unaccounted For” property report has been filed with Campus Police.

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

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<th>Donations for February 2022</th>
<th>Donations for February 2021</th>
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<td>Number of Donors = 1,519</td>
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<td>Dollars Received = $1,292,645.27</td>
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Comparison of 21/22 to 20/21
All key fundraising metrics continue to show positive trends. Currently, Advancement is 18% ahead of last year in dollars received to date. Please note that the reason that the numbers for February 2022 are lower than the previous year’s numbers are due to the February appeal being dropped during the last week of February as opposed to dropping mid-month. Gifts in response to the late February appeal will go into March numbers.

Private Funding Requests
FSDB staff members are to be applauded for submitting thoughtful and well-developed private funding requests in an effort to provide value-added opportunities to students and stakeholders. The broad categories of programs that are privately funded include but are not limited to:
• **Infant/Pre-K and Outreach**: early intervention for deaf/blind babies, toddlers, and their families, parent education, and long-distance learning

• **Arts, Athletics and Play**: blind elementary theatre, performance bands, drama, music lessons, Dance Troupe, athletics (football, volleyball, swimming, basketball, wrestling, cross country, soccer, track, tennis, cheerleading, and goalball) as well as all after school recreational activities and playgrounds

• **Academic Enhancements**: specialized reading programs, tutoring, library/classroom resources, and assistive-adaptive technology

• **Employability and Life Skills**: independent living/apartment program and workforce development/career training

• **Social Responsibility and Empowerment**: good citizenship/personal responsibility programs, community service/volunteerism, and self-advocacy programs

• **Administration and Fundraising**: staff training, safety, and fundraising costs

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**AUDIT**

*Julia Mintzer, Administrator of Business Services*

**Financial Statement Audit**
The exit conference for the Financial Statement Audit took place on February 25, 2022. The Auditor General shared that they would be issuing an unmodified opinion. The final report was released on March 21, 2022.

**Operational Audit**
The entrance conference for the Operational Audit also took place on February 25, 2022. This type of audit is conducted every three years, and fieldwork is expected to extend through August. The audit period for the Operational Audit is July 1, 2020 – February 28, 2022. FSDB expects to receive an engagement letter outlining the scope of the audit by the end of March.

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**INVESTMENT PERFORMANCE**

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

**Endowment I**
During February, the endowment decreased -$322,822.96 (-1.49%), -5.09% Year to Date, and increased +4.14% for the trailing 12 months with a closing portfolio value of $19,626,871.69. Dividends and interest income totaled +$23,539.78, and accrued interest increased +$2,317.89. During the same period, the Benchmark decreased -1.37%, decreased -5.42% increased +2.68%, respectively. According to Bloomberg, as of March 1, the average moderate diversified portfolio has decreased -by 5.9% during 2022.
Looking ahead, we believe volatility will remain elevated in the short term. We expect market focus to gradually shift back to the positive earnings and economic growth outlook. We continue to test our models, look for additional opportunities, and re-positioning that volatility and changing market conditions provide. As of March 14, our central scenario forecast for the S&P 500 has been reassessed and been decreased from 5,100 to 4,800 (+9.74%) by year-end 2022. Currently, the forward multiple for the S&P 500 is approximately 19.0 times earnings with the tech-heavy Nasdaq future multiple trading in the mid-twenties. In fact, according to Dan Suzuki, CFA with RBA, 70% of technology stocks are in a bear market with almost one-third down over 50% from their highs, as of March 2. While valuation multiples have been declining with the market having its first correction in two years, they still appear historically high in light of a Federal Reserve rate hiking cycle.

Additionally, we have not seen many analysts downgrade company forecasts. Can this be a harbinger of things to come? Will we see an increase with other analysts cutting stock market and company forecasts in the upcoming earnings quarter? Valuations have been a central theme in repositioning away from the high-flying growth stocks to value and cyclical companies in our models.

Endowment II
During February, the endowment decreased -$143,810.25 (-1.11%), -4.87% Year to Date, and increased +0.98% since funds have been invested beginning February 9, 2021. Closing portfolio value as of February 28, 2022 is $11,441,027.67. Dividends and interest income totaled +$19,627.96, and accrued interest decreased -$4,235.23. During the same period, the Benchmark decreased -1.37%, -5.42%, and increased +0.98%.

PROJECT MANAGEMENT
Julia Mintzer, Administrator of Business Services

Departments across campus continue to execute projects utilizing appropriated dollars in alignment with the Board approved operating budget. Due to challenges with staffing, procurement, and supply chain, some projects that have been initiated for this fiscal year may extend beyond June 30th for continued work and project completion throughout the summer months. The remaining project budgets will be reflected on the operating budget for the new fiscal year in preparation for Board approval in August.

SAFETY AND FACILITIES OPERATIONS
Submitted by Guy Maltese, Executive Director of Safety and Facilities Operations

Department Highlight
- Senior FSDB wrestler Alex Gironas has been awarded the *Blind Senior for American Youth Character Award*. Alex selected SaFO’s very own Kouvaris “Varis” Davis as his mentor. Varis is a valued member of the SaFO team as well as an FSDB wrestling coach. Congratulations to both for this honor.
Project Management

- The Cary White painting and waterproofing project is underway.
- The Cary White roofing project is an active work in progress, with crews on-site daily.
- Fire sprinkler and backflow preventer inspections and maintenance are scheduled for spring break.
- The Campus Sign project at Genoply has been awarded, and the project is underway.
- The Cooling Tower project continues.
- The Campus domestic water isolation valve project is completed.
- The Alfred – Douglas Greenspace project is moving forward. Contractors have been activated for fencing, landscape, and electrical services. Quotes are being solicited for concrete and plumbing.
- Planning of the LBR and CFMP—driven by the Facilities Condition Assessment (FCA) and current campus conditions—is ongoing.
- Weather strobe and camera upgrades continue.
- SaFO continues to manage projects in alignment with Campus/Facilities Master Plan and Public Education Capital Outlay (PECO) Legislative Budget Request. Project Management meetings are held regularly concerning Safety/Security, Essential Equipment Maintenance, Technology, and Facility Infrastructure Repairs. Meetings focus on new projects, the progress of existing projects, and budget management.

SCHOOL SAFETY

Submitted by David Moore, Law Enforcement Lieutenant, Campus Police

Alyssa’s Alert

In accordance with Florida State Statute (F.S.S.), 1006.07 otherwise known as Alyssa’s Alert, the Florida School for the Deaf and the Blind, has worked feverishly along with the County 9-1-1 coordinator, St. Johns County Sheriff’s Office, Office of Safe Schools, and the St. Johns County School Board to select a common vendor, Centegix, which all parties agreed upon would serve their purposes and comply with the law.

The law requires:

“Each public school, including charter schools, shall implement a mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies. Such a system, known as “Alyssa’s Alert,” must integrate with local public safety answering point infrastructure to transmit 911 calls and mobile activations.

(d) In addition to the requirements of paragraph (c), a public school district may implement additional strategies or systems to ensure real-time coordination between multiple first responder agencies in a school security emergency.”

Purchasing and planning is complete, and we are entering the installation stage of the product throughout the campus. After installation is completed, staff training on the mobile panic button will occur.
FUSUS
FSDB has addressed the question of whether school cameras are monitored by real-time crime centers in the Florida Safe Schools Assessment Tool (FSSAT). This task was accomplished in coordination with the St. Johns County Sheriff’s Office administration and staff at the Real-Time Intelligence Center (RTIC). SJSO recently acquired technology from a company called FUSUS. This technology is compatible with a wide range of IP security cameras, allowing them access to our camera system. This technology is currently installed and operational and will enable them to access designated cameras, if needed, during a crisis.

Enhancement of the Camera System
FSDB is adding additional cameras to common gathering areas such as cafeterias and auditoriums to eliminate or minimize any interior gaps in coverage for the campus as recommended in the Marjory Stoneman Douglas High School Public Safety Commission initial report. Campus Police, the Safety & Facilities Operations Department, and Honeywell contractors evaluated the addition and are procuring and installing multiple cameras in common gathering areas where feasible to accomplish this goal to benefit student and staff safety. These cameras do not infringe on students’ right to privacy in accordance with requirements or recommendations established with FERPA and the National Center for Education Statistics.

TRANSPORTATION
Submitted by Trish McFadden, Executive Director of Transportation

The Safety Education Fair was held on Wednesday, February 23, 2022, in the Kramer Bus Loop. After a two-year hiatus, this year’s event was a huge success measured by the students’ engagement and participation in the event.

This program was designed to promote and provide relevant safety information for youth and adolescents. In addition, students learned about safety careers and the required education and training needed to succeed in these positions. Students were prepared by viewing a PowerPoint presentation before the event, which allowed them to develop and ask many relevant questions.

In addition to offering different activities for the students, each station allowed them to touch/feel the equipment that they use from protective clothing and other accessory equipment, climbing on or sitting in law enforcement and fire equipment vehicles, putting out controlled fires, and holding a live alligator who was visiting from the St. Augustine Alligator Farm!

This event represented sixteen agencies, including law enforcement, fire and water safety, public works, FBI, and Homeland Security. As part of the FBI Team, an agent who is Blind and works as a Forensic Accountant was in attendance. The St. Johns County Sheriff’s Office included a member of their CSI Team who is Deaf and a graduate of FSDB.
Members of the planning committee included the following departments: PBiS Program, Campus Police, Safety and Facilities, and Transportation. An event of this magnitude could not have been successful without the support of many key staff members and campus volunteers who assisted in running the event. Planning for the 2023 event will begin this fall.

Respectfully Submitted,
Julia Mintzer
Administrator of Business Services
Performance review
as of March 18, 2022

Sources of portfolio value

Portfolio and selected benchmark returns

Time weighted rates of return (net of fees)

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

NU 06181 ESG
NU 06182 Small Cap
NU 06183 ^ PMP
NU 06185 GBI
NU 06186 MID CAP
NU 06187 Fixed Income
NU 06188 QGARP
NU 06190 Div Ruler
NU 06191 Fixed Income

NU 06189 Fixed Income
NU 06190 QGARP
NU 06191 Div Ruler
NU 06192 Div Ruler
NU 06193 ^ Fixed Income
NU 06194 ^ Fixed Income
NU 06195 ^ Fixed Income
NU 06196 ^ Fixed Income
NU 06197 Fixed Income
NU 06198 ^ Fixed Income
NU 06199 ^ Fixed Income
Additional information about your portfolio as of March 18, 2022

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

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<thead>
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<th>ITD Performance</th>
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Consolidated 12/08/2014 5.93%

Benchmark composition

Account NU 06181
- Blended Index
- Blended Index 2

Account NU 06182
- Blended Index
- Blended Index 2

Account NU 06183
- Blended Index
- Blended Index 2

Account NU 06185
- Blended Index
- Blended Index 2

Account NU 06186
- Blended Index
- Blended Index 2
Additional information about your portfolio - as of March 18, 2022 (continued)

Account NU 06187
  Blended Index
  Blended Index 2

Account NU 06189
  Blended Index
  Blended Index 2

Account NU 06190
  Blended Index
  Blended Index 2

Account NU 06191
  Blended Index
  Blended Index 2

Account NU 09407
  Blended Index
  Blended Index 2
Disclosures applicable to accounts at UBS Financial Services Inc.

This section contains important disclosures regarding the information and valuations presented here. All information presented is subject to change at any time and is provided only as of the date indicated. The information in this report is for informational purposes only and should not be relied upon as the basis of 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 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 under 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 on the programs we offer. Among other things, the advisory services we provide, our fees, our personnel, our other business activities and financial industry affiliations and conflicts between our interests and your interests.

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

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

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

Client Accounts: This report may include all assets in the accounts listed and may include eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion or exclusion of such assets may 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 prorated in the event of one return objective or your overall goals for these accounts. For each account you manage or advise, we may independently select any benchmark from the list. 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.

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 by dividing the portfolio’s daily gain/loss by the previous day’s closing market value. The 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. 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.

Benchmark/Major Indices: The past performance of an index is not a guarantee of future results. Any benchmark is shown for illustrative 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. Distributions within all index and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data may be 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.

Net Deposits/Withdrawals: When shown on a report, this information represents the net amount of cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your account on the first day to the last day of the period. When fees are shown separately, net deposits / withdrawals does not include program fees (including wrap fees).

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 or exclusion of such assets may 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 prorated in the event of one return objective or your overall goals for these accounts. For each account you manage or advise, we may independently select any benchmark from the list. 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.

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

are delivered in or out of the accounts. Wrap fees will be included in this calculation except when paid via an invoice or through a separate accounts billing arrangement. When shown on Client summary and/or Portfolio review report, program fees (including wrap fees) are not included in the reported performance. 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 and report requirements. Use only official tax reporting documents (i.e. 1099) for tax reporting purposes. The classification of private investment distributions can be determined by referring to the official year-end tax-reporting document provided by the issuer.

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

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

Fees: Fees represented in this report include program and wrap fees. Program and wrap fees prior to October 1, 2010 for accounts that are billed separately via invoice through a separate 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. 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 reporting requirements. When this occurs, the account will be labeled as “Review Required” and performance prior to that failure will be restricted. Finally, the Performance Start Date may be reset if you have explicitly requested a performance restart. Please contact your Financial Advisor for additional details regarding your new Performance Start Date.

Closed Account Performance: Accounts that have been closed may be included in the consolidated performance report. When closed accounts are included in the consolidated 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 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 of the funds 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 this in mind when evaluating the manager’s performance since the account’s performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

Pricing: All securities are priced using the closing price reported on the last business day preceding the date of this report. Every reasonable attempt has been made to accurately price securities; however, we make no warranty or representation that the pricing is correct. The sources of pricing data and other qualifications concerning the pricing of securities. To determine the value of securities in your account, we generally rely on third party quotation services. If a price is unavailable or believed to be unreliable, we may determine the price in good faith and may use other sources such as the last recorded transaction. When securities are held at another custodian or if you hold illiquid or restricted securities for which there is no published price, we will generally rely on the value provided by the custodian or issuer of that security.

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

Variable Annuity Asset Allocation: If the option to unbundled 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 information 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 a variable annuity may not accurately reflect the current composition of these variable annuities. If a variable annuity’s underlying holding data is not available, it will remain classified as an annuity. All data is as of the date indicated in the report.

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

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

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

1) Have there been any changes to your financial situation or investment objectives?
2) Would you like to implement or modify any restrictions regarding the management of your account?

If the answer to either question is “yes,” it is important that you contact your Financial Advisor as soon as possible to discuss these changes. For MAC advisory accounts, please contact your investment manager directly if you would like to impose or change any investment restrictions on your account.

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

Important information for former Piper Jaffray and McDonald Investments clients: As 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
Disclosures applicable to accounts at UBS Financial Services Inc. (continued)

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

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

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

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

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

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Performance review
as of March 18, 2022

Sources of portfolio value

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<th>$ Millions</th>
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<tr>
<td>Portfolio and selected benchmark returns</td>
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<th>Net Time-weighted returns annualized</th>
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<th>Performance returns (annualized &gt; 1 year)</th>
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Time weighted rates of return (net of fees)

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<th>Performance returns (annualized &gt; 1 year)</th>
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<thead>
<tr>
<th>Return objective: 5.50%</th>
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<tbody>
<tr>
<td>0.41 0.87 4.88 5.50</td>
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Consolidated Blended Index Start - Current: 6% Russell 3000; 9% Russell 2500; 5% Russell 1000 Value; 5% Russell 1000 Growth; 14% Russell 1000; 12% MSCI EAFE-NR; 2% MSCI Emerg Mkt Gwth-NR; 2% BBG US Short TSY (1-3 M); 45% BBG USAgg GvtCr 5-10 Y
Past performance does not guarantee future results and current performance may be lower/higher than past data presented.

Board of Trustees Meeting, April 8, 2022
### Additional information about your portfolio

as of March 18, 2022

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

<table>
<thead>
<tr>
<th>ITD Performance</th>
<th>Start date to</th>
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<tbody>
<tr>
<td>CONSOLIDATED</td>
<td>03/18/2022</td>
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</table>

#### Benchmark composition

- **Account NU 06184**
  - Blended Index
  - Blended Index 2

- **Account NU 06188**
  - Blended Index
  - Blended Index 2

- **Account NU 09516**
  - Blended Index
  - Blended Index 2

- **Account NU 09517**
  - Blended Index
  - Blended Index 2

- **Account NU 09518**
  - Blended Index
  - Blended Index 2

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Report created on: March 21, 2022
Additional information about your portfolio - as of March 18, 2022 (continued)

Account NU 09519
- Blended Index
- Blended Index 2

Account NU 09520
- Blended Index
- Blended Index 2
Disclosures applicable to accounts at UBS Financial Services Inc.

This section contains important disclosures regarding the information and valuations presented here. All information presented is subject to change at any time and is provided only as of the date indicated. The information in this report is for informational purposes only and should not be relied upon as the basis of 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 on our investment advisory programs. When we act as your investment adviser, we will have a written agreement with you expressly acknowledging our investment advisory relationship with you and describing our obligations to you. At the beginning of our advisory relationship, we will give you our Form ADV brochure(s) for the program(s) you selected that provides detailed information about the advisory services we provide, our fees, our personnel, our other business activities and financial industry affiliations and conflicts between our interests and your interests.

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

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

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

Client Accounts: This report may include all assets in the accounts listed and may include eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such assets may 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 based on 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 manage or for which we record your return objectives during a particular time period, we calculate the primary risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your account records.

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

Time-weighted Returns for accounts / SWP/AAP sleeves: This report displays the 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 month 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 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 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 less than one day, the performance calculations used the account’s end of day value on the performance inception (listed in the report under the column “ITD”) and all cash flows were posted at end of day. As a result of the change, the overall rate of return (TWR) and beginning market value displayed can vary from prior generated reports. This applies to all performance for all assets on or after 09/30/2010, Advisory assets on or after 12/31/2010, SWP sleeves on or after 04/30/2010 as well as all Asset Class and Security Level returns.

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

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

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

Net of Fees and Gross of Fees Performance: Performance is presented on a “net of fees” and “gross of fees” basis, where indicated. Net returns do not reflect deduction of fees prior to 10/31/10. Gross performance 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. Fee based accounts prior to 10/31/10 will reflect the account’s performance since inception. The client’s return is determined by the relative size of the fee and the account’s own performance. Although 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 may be 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 illustrative purposes only. Benchmark indices are shown for illustrative purposes only.

Custom Time Periods: If represented on this report, the performance for this period may 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 this report, net deposits / withdrawals do not include program fees (including wrap fees) and other fees added to or subtracted from your account on the first day of the period to the last day of the period. When fees are shown separately, net deposits / withdrawals does not include program fees (including wrap fees). When investment return is displayed net of fees / withdrawals, the performance end date and the performance date end period.

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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 its 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.

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Benchmark/Major Indices: The past performance of an index is not a guarantee of future results. Any benchmark is shown for illustrative 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 return. Investment cost data, including all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data may be subject to review and revision. Further, there is no guarantee that an investor’s account will meet or exceed the stated benchmark. Index performance information has been obtained from third parties deemed to be reliable. We have not independently verified this information, nor do we make any representations or warranties to the accuracy or completeness of this information.
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 and reporting requirements. Use only official tax reporting documents (i.e. 1099) for tax reporting purposes. The classification of private investment distribution can only be determined relative to the official-year-end tax-reporting document provided by the issuer.

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

Change in Value: Represents the change in value of the portfolio during the reporting period, excluding additional/withdrawals, dividends and interest 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 charged 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 reporting 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 can only 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 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 relies only on the cash 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 this in mind when evaluating the manager’s performance since the account’s performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

Pricing: All securities are priced using the closing price reported on the last business day preceding the date of this report. Every reasonable attempt has been made to accurately price securities; however, we make no warranty regarding the performance reflected in the source 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 that you or your custodian purchased, 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 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, the above data may not completely 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 as of the date indicated in the report.

Accounts Included in this Report: The account listing may or may not include all of your accounts with UBS FS. The accounts included in this report are listed under the “Accounts included in this review” shown on the first page or listed at the top of each page. If an account number begins with “@” this denotes assets or liabilities held at a former financial institution. 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 may not have 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 our clients to achieve their financial goals. As part of that effort, we may continue providing you with financial advice that is consistent with your investment objectives, please consider the following two questions:

1) Have there been any changes to your financial situation or investment objectives? 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
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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Trip to the French Bakery
The French class took a trip to Les Petits Pleasures at St. Augustine Beach on Friday, March 4th. They prepared diligently for the weeks preceding the trip as they studied food vocabulary and expressions regarding how to order in a restaurant and pay the bill. They arrived just before lunch, so they almost had the place to themselves. After letting them know what was in the French pastry case, they decided what they wanted. They each went up to the register, asked for it in French, and then figured out how much they owed. Each student enjoyed this wonderful experience speaking with a native French speaker and used the proper cultural norms of politeness that we had reviewed in class. The owner was impressed, and then, in typical French fashion, he started singing along to his favorite song at the top of his lungs, which was a real treat. How fortunate that our students got to experience this right in our own town. Our students were great ambassadors of FSDB, and this was a great learning experience for all!

Cobra Chats Podcast
The Cobra Chats Podcast was initiated in the Fall of 2021 by Hillary Norman in the Blind Middle School. Her students were charged with the task of creating a podcast that had something to do with PBS, the ECC standards, or book reviews. The ninth-grade students of the Digital Info Technology class decided to throw in their hats and worked on the Podcast in the weeks preceding Spring Break. We had some wonderful submissions, including an interview about vision loss, dual enrollment, albinism, self-determination skills, orientation and mobility, technology tips and tricks, and some great book reviews. The best podcasts will be chosen from among these, and we can look forward to hearing them later this Spring. Here are a few of them.

https://soundcloud.com/user-824246419/cobras-chat-podcast-episode-01?si=e1dbb60e484241a29c953be9215c0d79


Kathleen McManus – High School French and Technology Teacher

News From Third Grade
3rd Grade in Blind Elementary/Middle School hosted a Food Drive to help the homeless community. In social studies class, the students learned about being a good citizen, and they wanted to apply what they learned. The class decided on a Canned Food Drive! They collected items during the whole month of February. Throughout the drive, the class presented the event to different classes and wrote thank you notes to those who donated. They counted all the donations. We are proud to
announce that the third-grade class will donate 380 items to the BEAM food pantry. Special thanks to everyone who helped make this possible!

Marcella Carpenter – Social Studies and Reading Intervention Teacher Grades 3-5

Middle School History Theater
Blind department sixth grade students presented a Reader’s Theatre about the first underground railroad in St. Augustine. The theatre, entitled “Flight to Freedom,” described the path freedom seekers took when escaping enslavement from the Carolinas to Fort Mose, the first legally sanctioned Black community in the U.S.

The students also went on a field experience at the Castillo de San Marcos National Monument. Ranger Amy Vela led the students through the fort and grounds, explaining the history of the Castillo. Students had many hands-on opportunities to extend their knowledge and understanding of life in colonial St. Augustine.

Edith Stein – Middle School Social Studies Teacher

Physical Education Updates
Deaf Elementary School:
Second-grade students learned how to play basketball. We focused on the fundamentals of basketball, like ball handling, dribbling, and shooting skills. They also continued to work on the locomotor and non-locomotor skills, played different cooperative games, worked on fleeing, chasing, and dodging skills.

Upper Elementary Girls worked on throwing and catching skills. They are learning how to throw and catch footballs. The girls enjoy chasing someone and pulling down their flag! Next, they will practice throwing the football to a moving target and catching the football on the run. They will also play different lead-up games to improve their football skills further.

Deaf Middle School:
Boys are learning weightlifting and base games (kickball & softball). Girls played soccer. They performed different drills to improve their dribbling, passing, trapping, and shooting skills. They also learned about each position on the soccer field. By the end of the Soccer Unit, the girls demonstrated more knowledge and skill in playing soccer. Our next unit is on Self Defense Systems. Our students will learn various physical techniques and use the strategies for defense. We will have Michele Anderson from FSDB police services work with our students.

Deaf High School:
Hope classes are currently covering a range of issues and topics related to caffeine, alcohol, tobacco, and drugs.

Blind High School:
Students in HOPE classes have learned about medicines, drugs, alcohol, and tobacco. The topics included the difference between prescription medicines and over-the-counter medicine, medicine misuse and abuse, the short and long-term harmful effects of smoking, factors that influence alcohol use, refusing alcohol, and the physical, mental, and emotional health effects of illegal drug use.

Donna Johnson – Assistant Principal of Physical Education

**Outta Sight**

Outta Sight has completed several recording sessions at the Eclipse Recording Co. The National Anthem was recorded in February, and instrumental tracks for four more songs were recorded on March 9. Our goal is to record a total of ten to twelve songs.

Jim Carpenter – Outta Sight Sponsor

**Night of Stars**

International Thespian Society (ITS) just wrapped up auditions for our Spring Night of Stars! The event will be held over two nights, April 12th and 13th, and will showcase nine talented acts within the Blind Department.

Gaetano Maltese – Thespian Society Sponsor and High School English Teacher

Some Important Spring Dates:

- April 12th & 13th at 6:30pm Spring Night of Stars
- April 20th Blind Dept. Prom
- April 28th Spring Concert
- April 29th - May 6th Close Up Trip to DC
- May 25th Blind Department Senior Dinner
- May 26th at 12:00pm High School Graduation
- June 1st at 1:30pm Eighth Grade Graduation

Respectfully Submitted by:
Carol Bogue
Blind Department Principal
Principal's Report
Department for the Deaf
To the Board of Trustees
April 8, 2022

Deaf Department updates:

The Deaf Department will be going through the Conference for Educational Administrators and Programs for Schools of the Deaf (CEASD) accreditation on April 10-13. During this accreditation process, five administrators from Deaf programs around the country will come and assess the programs and policies here at FSDB and how they are implemented. This is the culminating event after almost a year of gathering information, sending surveys, and building on data collected during the Cognia Accreditation. As part of the process, a self-assessment was done in the following standards: Philosophy and Mission, Governance and Leadership, School Improvement Planning and Viability, Finances, Facilities, School Climate and Organization, Health and Safety, Educational Programs, Assessment and Evidence of Student Learning, Student Services, Student Life, student activities and Residential, Learning Resources and Information Technology. Questions were provided under each standard to the departments for review and evidence gathered to show our work in each area. They will be going into classrooms dorms and meeting with various stakeholders. The CEASD team will assess how our self-study is reflected in action and provide feedback and a final report on April 13th. We are excited to showcase all that we are here at FSDB.

The Deaf Department celebrated the character of our students in February and March with a focus on compassion and trustworthiness as a part of our Positive Behavior Interventions and Supports programming. The schools were provided with a consistent lesson and PowerPoint to lead age-appropriate discussions on the topic during either the elementary learning lab or the middle and high school Friday “Dragon Time.” This time has also been used to review important required instruction created by our Mental Health team. The topics for February and March included Teen Dating Violence and Abuse, and Human Trafficking. Our elementary students participated in their Kid’s Town Comes Alive, in which they had fun and learned a lot about community helpers and fun ways to stay safe. All students attended our Annual Safety Fair, hosted by our transportation department. The students had the opportunity to meet our first responders and community resources, pull fire alarms and lockdown buttons, get inside police/fire vehicles, and even touch an alligator and Bloodhound. It was an impactful, fun event focused around safety. The students also attended the Career and Technical Education showcase that featured students explaining the enterprises and career-focused opportunities on campus. February was also Black History month. Lessons were infused into the curriculum, and students attended the Black History program after school.
On March 10th, we had the opportunity to host Mr. Kevin Brooks here on campus, sponsored by the Florida Safe Teen Driving Coalition. Mr. Brooks captivated our middle school and high school audience with his story. He told the story of his tragic accident that left him paralyzed after deciding to engage in drunk driving. His message of hope, overcoming obstacles, decision making, substance/alcohol abuse, and having a positive mental attitude was well received by the students. Many approached him afterward, telling him of his positive impact and taking photos with Mr. Brooks. His was a message of hope. We were grateful to have him speak with us.

Our high school academic bowl team has been named the regional champions after defeating the Indiana School for the Deaf in the championship round. The team is looking forward to its debut in the nationals. With spring right around the corner, our Close-up students are getting ready for their trip to the nation’s capital. The trip will provide students with an awareness of our political system, voting, and citizenship due diligence.

Positive Behavior interventions and Support (PBiS) has implemented a ticket system this month in the high school with hopes that we can motivate students by reinforcing positive behaviors in school. We are monitoring data to see if there is an impact on student behavior and performance. The PBiS team in Deaf High School is exploring options of using these tickets as a form of currency in which students can purchase tickets to high school events such as Prom and other on/off-campus events. The hope is that students will be able to consistently earn tickets for positive performance in class by creating a value system to support the program.

Interpreter Services continues to cover a very busy schedule of daily classes and campus requests. The need for afternoon/evening and weekend interpreting services has increased. In the past month, we have covered trainings, sporting events, IEPS, workshops, professional development for staff, Parent Engagement Workshops, six days of SKI-HI training, campus tours, Parent Services events for families, guest speaker presentations, and much more. We still have one staff interpreter vacancy to fill. Staff shortages and increased demands in the past few months have made meeting the needs of the campus challenging, but together with our OPS team, we are working hard to keep morale high and provide quality interpreting services.

Staff ASL classes had a fun outing to the FSDB museum to learn about FSDB’s rich history. Staff enjoyed this addition to their weekly class routines and learned a lot about the school. 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.
The Sign Language Proficiency Interview: ASL program continues to schedule appointments for staff due for first-time assessments and re-assessments. Working to keep staff up to date with their ASL skill level standard compliance is an ongoing process.

Off-campus classes continue in five programs at FCTC, with eight students requiring daily off-campus interpreting needs.

Spring semester classes at St. Johns River State College are halfway through, and registration for summer classes has begun.

Respectfully Submitted,

Angela Saunders
Principal- Deaf Department
Career and Workforce Development Department
Submitted by Nick Solomon, Executive Director of Career Development
Priority Goal 1: Academic Achievement and Workforce Preparation

Horticulture Science and Services (D&B Garden Center)
- Students Getting Ready for Spring Sales: Students have been doing a lot of propagation by seeds to be ready for our upcoming busy sales season. They planted over 30 different varieties of seeds. Students have learned that seeds come in various sizes and shapes. The seeds have different recommended planting depths and germination times.
- Back Raised Beds Replanted: The back raised beds will be full of cotton, corn, potatoes, and onions. We have been learning about soil nutrients and the importance of nutrients to plants. The students added fresh soil to the boxes and fertilized them before planting.
- Refreshing Elementary Gardens for Spring: Agriscience Foundations one student will be assisting 4th-grade students with their raised bed in the back of the nursery. They will also be working with the ELC and Blind Kindergarten/1st-grade students in their gardens.
- CTE Showcase highlight: Angel Guillen and Alejandro Diaz presented at the CTE Showcase last week. They shared examples of propagation, explained a tactile model of the male and female parts of a flower, had examples of different kinds of soil to see and feel, and had various plants to touch and smell.

Build a Tradesman (BAT) Construction Program
- Students completed a project for a customer where a handful of students made a 3-step platform for a Traveling Trailer. They were given a rough-in, freehand blueprint of a desired design. The task is to figure out the length of each framing component to fit the final length subject to the blueprint. Painting is next.

On-Campus Work Program- BHS
- In February, students and staff in BHS enjoyed celebrating Career and Technical Education Month. On February 25th, middle school and high school students participated in the 5th Annual CTE Showcase. A senior from BHS presented information about the On-Campus Work Program to those who visited our booth. This student currently works as a Teacher Assistant in a science class in BMS and in a Spanish class in BHS, where he is a huge help to teachers and an excellent role model. He did a tremendous job highlighting opportunities for our students, fielding questions, and sharing his personal experiences. This student will attend Florida State College at Jacksonville next year and plans to pursue a career in political science. During the showcase, teachers and vocational instructors also shared information and answered questions about the Career Experience course content. In preparation for this event, students helped create a display board showing various job opportunities on campus, including photos, text, and braille. It was great to see the enthusiasm of our students, and we are so proud of their success!
On & Off-Campus Work Program- DHS

- This month in the On-Campus Work Program, students learn about Time Management, Social Media effects on the job search, and writing professional emails. Last week, a select group of students worked at the Career and Technical Education Showcase. Students helped teach visitors about various CTE programs.

- Off-Campus Work Program - Student Highlight: One of our Blind High School students, who is a Post Grad student, works as an intern at the St. Gerard Campus as an Office Assistant. His job responsibilities include filing papers, organizing books, answering phone calls, assist stocking shelves, organizing food & baby pantry, and labeling items for distribution/pick-up to the community. This student enjoys his job because it allows him to engage with students and staff. His office skills allow him to display learned soft skills and teach him multi-tasking. St Gerard staff has expressed that he is doing a fantastic job, and they appreciate every day he is there.

Culinary Arts II, III, IV & Directed Study

- Culinary Arts students have been working on the National Registry of Food Service Professionals Food Safety Manager Training. Each class was divided and assigned a section of part III of the training to report on: Personal Hygiene; Time and Temperature Control; Receiving and Storing Food; Preparing and Presenting Food; Cleaning and Sanitizing; Integrated Pest Management; and Designed for Food Safety. Students could create a video summary, PowerPoint, SWAY, or infographic to summarize their assigned section, then present to the class in 5-10 minutes. The presentations were well designed and comprehensive. Students have been focused on egg cookery and breakfast foods in the lab.

- Week one of this series, students learned to cook western omelets à la minute (cooked to order) and eggs benedict, learning to poach eggs and prepare hollandaise, rounding off their lesson in preparing the five mother sauces. In week two, students prepared boiled custard and crepes filled with ricotta cheese, strawberries, and pear and brie cheese at the High School Career Showcase. Week three in the series, students learned to fry eggs: sunny-side up, over-easy, over-medium, over-hard, and scrambled. They will be serving a grand slam with buttermilk biscuits, hash browns, and sausage or bacon. Students will cook to order with several pancakes, eggs, and meat options. The 4th block students will share the short-order cooking and service opportunity with a VIP luncheon of 8 invited guests. Buttermilk pancake preparation gave students a peek into the quickbread lesson, learning about leaveners and mixing methods. Next week, students will complete week 4 of egg cookery, preparing frittata (baked omelet) quiche and demonstrating shirred (baked) and boiled eggs. They will continue their quick bread lesson learning to make biscuits and gravy. Students will have their Food Safety exams after spring break.

Culinary Arts I & DMS

- Our students were doing awesome in class with their vocabulary and quizzes. Every Monday and Tuesday, we make various cookies for lunchtime and Dragon Lair at night. Every Tuesday to Thursday, we work on chicken soup, cakes, cookies, and prep. Every Friday, we study a review of SafeStaff Certification and are getting ready for the exam in May of 2022.

- Friday-(2/28/22) FSDB had a huge CTE Showcase for the Music Building. It was so busy and fun. The culinary Arts 1 class made 250 sugar cookies and royal icing with various colors.
We had a party at DL during St. Patrick's Day for seniors. We provided pizza, dessert, and pasta.

- March 9th, our Culinary Art students prepared food for 100 people through dining with dignity by making peanut butter and grape jelly sandwiches, cookies, and beef pasta. All of our students are great workers and show great teamwork together.

**Dragon’s Lair**

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

- In the DL, the students learn about the fast-food/Cafe industry. The 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 that we offer. They also ensure each station is well stocked with all items needed for our service times. They count the money going into the cash register each day with our Vocational Instructor Ms. Mohini. During 3rd Block, our serving time, the students prepare the salad or sandwiches and plate up the chef special items that Chef Gaynor’s students have prepared for our menu. We have students in each station, rotating weekly. They learn how to make cold and hot sandwiches, make a salad, stock the areas, greet and cashier. They also follow a ticket that the customer has submitted online to fulfill the order. Our 4th block students are learning to store food properly. They also work to wash, rinse, and sanitize the tools and all surfaces and learn to close the DL down each day.

- The DL is open two nights a week for the dorm students; Monday is HS and Tuesday is for MS. We have two students paid hourly through the work program that works alongside supervising staff during both evenings.

**D&B Design**

- This month, we partnered with Coldwell Banker to provide banners and license plates for their business. Students were able to develop and apply skills in large-format layouts banner finishing, which includes trimming, hemming, and setting grommets for hanging. The license plates are produced using a process called sublimation. The image is printed in reverse with special ink and paper; then, the licenses are pressed and packaged.

- Students were also able to meet the demands of a large print order of 150 t-shirts for PBiS. This involved cutting, weeding, and pressing a front and sleeve design.

- We also participated in another successful CTE Showcase, and our students represented the Promotional Enterprises program well by presenting to staff and student attendees. They were able to demonstrate and explain the various processes they have learned and invited attendees to experience vinyl cutting and weeding, embroidery, and trying out Photoshop on the interactive smartboard. Of course, the highlight of their visit is using our t-shirt folding board and participating in our annual t-shirt folding competition!

**DMS & DHS Art & 3D Animation**

- DHS & DMS Art - We finished the character flipbook project. We are doing both 3D printing and papier-mâché masks now. We plan to do pop art next. We are continuing to do digital art on Fridays. Three students are taking RIT Project Fast Forward Raster and Vector course in my class. They are learning Photoshop and Adobe Illustrator.

- DHS Animation - We did a line tool assignment. We did a 3-second name credit animation. We are finishing our Animate Tutorials. We did an assignment on the 12 Principles of
Animation. We are also providing tutoring for the industry certification that will take place at the end of the year.

**Career Development Center**

- The Career Development Department hosted its 5th annual Career & Technical Education Showcase in the Music Building on February 25, 2022. Middle school and high school students and teachers from both departments and some faculty staff from other departments attended.
- It is estimated that approximately 300 people took part in the CTE Showcase, whether as participants or visitors.
- Multiple booths and set-ups showcased a variety of programs that Career Development has to offer in both departments. For the Deaf department, the following programs participated: Promotional Enterprises (also known as D&B Designs), Robotics, Campus and Community Work Program, 3D Art, 3D Animation, Building Construction & Technologies, Horticulture Science & Services, and 3D Printing. A few programs came from both departments, such as Culinary Arts (Dragon’s Lair and Cobra Corner) and Digital Media/Multimedia Design.
- The showcase was hands on the majority of the time for attendees to get a feel of what the program is about, whether it’s feeling the different textures of a plant, navigating the robots on the floor, having their pictures taken, seeing how 3D printing works, playing with an art software on an iPad, or eating some delicious food cooked by culinary arts staff and students.
- The Career Development will be incorporating some suggestions given by participants or attendees to ensure next year’s showcase will be much more memorable.

**Priority Goal 2: Professional Development**

- SkillsUSA Regional competition was a success, with one student in Culinary Service advancing to State Competition. FSDB Robotics, Photography, and Art will also be represented at the State competition.
- SkillsUSA State competition will be held in Jacksonville on April 19th & 20th.
- The VISIONS conference hosted by FL-DCDT that focuses on Career Development and Transition will be in Orlando, April 6th - 8th. This conference focuses on the professional development of teachers, specialists, and direct support professionals who work with individuals with varying abilities whose focus is on career development and transition. There will be four staff members who work directly with our Career Development programs and students who will attend the conference.

**Priority Goal 3: Enrollment and Retention**

- Students are doing very well at our new community partner, Hampton Inn and Suites in Vilano Beach. We have the Enclave students working with housekeeping under the direct supervision and guidance of our Vocational Instructor. We also have an independent BHS student working at the customer service desk and front lobby area who has been receiving rave reviews for his outgoing work ethic, welcoming personality, and smile.

**Priority Goal 4: Digital Citizenship**

- Students continue to use various online and digital devices to create, develop, and maintain their resumes, determine career interests, and keep up with the latest trends and expectations in their area of interest. Students are also learning in class and through the Development center about online profiles being cleaned up if future employers are looking through their social media.
Priority Goal 5: Stakeholder Relationships and Communication

- On February 1st, the Florida Department of Education informed us that Governor Ron DeSantis proclaimed that February is Career and Technical Education (CTE) Month. The Career Development Center, led by Farrah Selleck, put on an outstanding FSDB CTE Showcase in the Music Building. Both Blind and Deaf Middle School and High School students attend. Big kudos to Farrah for her leadership and a giant thank you to all those who helped and supported the CTE Showcase’s success.

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 DES Literacy Specialist and the DES Math Specialist led a mid-year data discussion on MAP (Measures of Academic Progress) data. They guided teachers to create an action plan for themselves and provide suggestions for school-wide improvement in response to mid-year MAP, IRLA (Independent Reading Level Assessment), ST Math, and Achieve Data.
- The BEMS and BHS staff and students participated in Read Across America Day by posting a book review on Flipgrid.
- The DHS Literacy Specialist has used one-on-one coaching sessions with ELA teachers to analyze their students’ MAP, IRLA, and Achieve data and plan the next steps for instruction to address areas of need for each student.

Priority Goal 2: Professional Development

- The DES and DHS Literacy Specialists attended the Coaching Cadre Session 2 presented by NEFEC (Northeast Florida Educational Consortium) in Bradford County on February 15, 2022.
- Literacy Specialists participated in The Impact Cycle book chats on February 4, 2022 (chapter 1) and March 3, 2022 (chapter 2) to delve deeper into best practices for coaching cycles with teachers.
- The Literacy Specialists facilitated a Literacy Live with a panel of teacher experts about ELA Expectation 5: Create Quality Work (from the BEST K-12 ELA Standards).
  - Here is the link to the Flipgrid: https://flipgrid.com/0daaedf0
  - Here is the link to the PowerPoint slides that shows what the teachers shared.
- The Literacy Anytime this month focused on ELA Expectation 5–Create Quality Work:
  - Step 1 Check out the resources and ideas on the Literacy Anytime site for EE5 (ELA Expectation 5). Create Quality Work in your content area!
    - Science
    - Social Studies
    - Math
    - Early Childhood
    - Electives
    - ELA

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○ Step 2 - Let’s start the conversation! Pick at least one of the following to respond to in the comments below. Make sure to click REPLY!
  ● What is one AHA moment you had while checking out our resources to create quality work?
  ● Try to design and/or use a rubric with project-based learning and comment on how it went!
  ● Share a new strategy/tool (something not on the Literacy Anytime site) related to creating quality work that you have used in class.

Priority Goal 5: Stakeholder Relationships and Communication
  ● The Literacy Specialists have been invited to present virtually for the UCF Literacy Symposium on April 28, 2022. The theme is Reigniting Literacy Collaborations, and the focus will be on the creation of Literacy Live and Literacy Anytime.

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. K-8 teachers learned about fluency progressions and instructional strategies in February and March.
  ● Twenty more students earned math games before spring break for submitting 5 Problem of the Week Challenge Solutions!
  ● Students utilize IXL in their Math, ELA, Science, and Social Studies classes. As of March 21, 2022, in the Deaf Schools, students have answered 966,300 questions and mastered 17,491 skills.

Priority Goal 2: Professional Development
The Math specialists are offering the following professional development options for educators:
  ● On February 17th, 22nd & 24th, elementary teachers had their second of five workshops to learn about and plan for the B.E.S.T. Math standards to be implemented in the ‘22-23 school year. The first workshop focused on identifying changes in coding, vertical progressions, the state resources, including B1G-M (B.E.S.T. instructional guide for mathematics), and appendices. BMS had its second session on February 22nd.
  ● Teachers have reviewed and selected textbook materials for the 2022 mathematics adoption cycle. Specialists have submitted Quotes and purchase orders.
  ● POWwow PD: Routines for Reasoning Fostering the Mathematical Practices in All Students continued with session 6 of an 8 part series on February 23rd. Twelve participants are participating in this year-long professional learning opportunity.
  ● The Deaf Secondary Math Specialist is working with a new math teacher who joined Deaf High School recently.

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

Priority Goal 5: Stakeholder Relationships and Communication
• Specialists 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.

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 continued to create more vocabulary videos for DMS teachers/students.
• The ASL Specialist has attended a few MTSS meetings to discuss a few students’ ASL performances and ASL Assessment/ASL Expressive Test Data.
• The ASL Specialist is doing more push-in support in K-12 classrooms.
• The ASL and Bilingual Specialist are working on Deaf Culture activities for students for the Deaf History Month from April 1st to 31st, 2022.
• The Bilingual Specialist modeled and practiced strategies for delivering effective presentations for 5th grade a teacher/students over one week.
• The Bilingual Specialist gathered multiple sources of information (Government/history videos in ASL, etc.) in response to teachers’ requests to improve students’ understanding of the topic.
• The Bilingual Specialist mentored a teacher, demonstrating how to sign (ASL) poetry related to the content being covered mostly accurately.
• The Bilingual Specialist translated a Bill of Rights video from English to ASL in response to the teacher’s request.
• The Bilingual Specialist attended several meetings with the Literacy Specialists to plan for upcoming PD where research-based strategies would be shared on how to use results of ASL assessment to drive instruction in a manner that would improve comprehension.
• The Bilingual Specialist and Literacy Specialists led a PD entitled “How do I improve students’ ASL comprehension skills based on their ASL Comprehension Test Data?”
• The Bilingual Specialist filmed the BIPOC teacher to create quotes with ASL related to Black History month and posted them on Teams as a teacher resource.
• The Bilingual Specialist participated in the FLDOE ASL committee meeting, assisting with follow-up corrections on videos.
• The Bilingual Specialist added new resources (relevant to topics covered in classes) onto the Bilingual site to help teachers further develop ASL skills.
• The Bilingual Specialist collaborated with the Math Specialist on developing ASL videos to support glossary for teachers/students.

Priority Goal 2: Professional Development
• The Bilingual and ASL Specialists attended several book chats (The Impact Cycle) with other specialists.
• The ASL Specialist gave DHS a presentation on “How to read ASL Assessment Data” on March 4th.
- 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 Bilingual and ASL Specialists attended training on SR3F (Part 1) provided by the Literacy Specialist.
- The Bilingual Specialist attended a “Rethinking Language Planning and Policy on Signing Communities” webinar by Laurene Simms.
- The Bilingual Specialist attended the webinar “Linguistic Racism in K-12 Deaf Education: Reframing, Reconnecting, and Reteaching” by NASLEHL.
- The Bilingual Specialist attended the SAC meeting and shared highlights of the position as a Bilingual Specialist.
- The Bilingual Specialist collaborated/prepared and attended the PEW meeting on “15 Principles on Reading to Deaf Children” with the Literacy Specialist.

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

- The Bilingual Specialist continued to contribute the monthly tip and innovation posts for the FSDB Learning Network.
- 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 ASL Specialist attended FASLTA conferences (Florida American Sign Language Teacher Association) on February 18-20, 2022. I was nominated and have been selected as President of the FASLTA.
- The ASL and Bilingual volunteered to assist faculty and students for the Safety Education Fair on February 23, 2022.
- The ASL Specialist continues conducting SLPI interviews with faculty.
- The ASL and Bilingual Specialists assisted the showcase crews “The West Side Story” in ASL for a few days.
- The Bilingual Specialist provided Deaf Interpreting support for interaction between police and students to assist with communication difficulties.
- The Bilingual Specialist visited DES, DMS, and DHS, each once per week, at an established setting, to develop rapport with faculty and share information on available services.

**Professional Development for Academic Staff Members**

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

**Priority Goal 2: Professional Development**

- **Specialist Book Chat- “The Impact Cycle” by Jim Knight:** The Academic Specialists (Literacy Specialists, Math Specialists, Braille Specialists, ASL Specialists, and Bilingual Specialists) participate in a monthly book chat called “The Impact Cycle.” This professional development opportunity allows the Academic Specialists to meet twice a month asynchronously and synchronously to discuss the contents of the chapters and questions provided by the facilitator, April Wallace. The Academic Specialists are learning strategies and best practices of being an instructional coach to support them in better engaging with the instructional staff members.

- **Pineapple University:** The save the dates information has been sent out for the 2021-2022 Pineapple University. The professional development for Academic Staff (Teachers, Specialists, and Administrators) will be June 7th- June 10th. Title II, Title IV, and IDEA funds will be providing lump sums for teachers to attend this opportunity outside of their work
calendar. The topics include Multisensory Explicit Instruction, Intentional and Targeted Teaching: Math Fluency, Classroom Management and Engagement in a Digital World, and Interactive White Boards.

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

Priority Goal 1: Academic Achievement and Workforce Preparation
- The ESOL Department congratulates Jamanis Bracetti-Silva for qualifying for the SkillsUSA State Conference for Restaurant Service! Also, congratulations to Daniel Diaz for taking 2nd Place in the Apprentice Group for Grades 1-2 during the Braille Challenge 2022. We also had Hasha Hercule participate in the Braille Challenge 2022!
- ELL students completed ACCESS for ELLs testing on Thursday, March 3rd. Students worked hard and did their best on this annual statewide English language proficiency assessment.

Priority Goal 2: Professional Development
- Diana Ospina, ELL Teacher, and Maria Hernandez, ESOL Specialist, will receive ongoing training in the components of the SIOP (Sheltered Instruction Observation Protocol) model of lesson planning.
- The ESOL Director completed Cybersecurity and Privacy Awareness training through the Migrant Student Information Exchange (MSIX) Cybersecurity and Account Management Webinar on 2/4/2022.

Priority Goal 3: Enrollment and Retention
- The ESOL Department welcomed one new student to Blind PreK-8. There are currently 38 students receiving services from the ESOL department.

Priority Goal 5: Stakeholder Relationships and Communication
- ELL students participated in multiple learning activities for Black History Month, including learning about the history of Soul food, reading about, researching, and creating posters of influential Black Americans, and completing a series of Black history-related nonfiction articles through Achieve 3000. In addition, as our 3rd cultural event celebrating the culmination of Black History Month, ELL students received a $15 gift card to Publix to enjoy a socially-distanced, prepared Soul food meal.
- The ESOL department made/received 55 phone calls to ELL families and completed 57 written translation requests for FSDB staff.

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

Priority Goal 1: Academic Achievement and Workforce Preparation
- Blind Library - Student volunteers continue to receive community service hours in the Blind Department, assisting with brailling materials, deliveries, library projects, learning soft career skills.

Priority Goal 2: Professional Development
- Blind Library - Moodle training and Literacy Live. Facilitated peer-to-peer tech training on handheld readers.
● Met with a former braille specialist for instruction on teaching tactile graphics lessons.

Priority Goal 3: Enrollment and Retention

● Blind Library – hosting guest visitors in the library and encouraging families to enroll.
● Deaf Library – Assisted Walter O’Neil when he did a tour around the campus with a potential student’s family by showing them what resources the library offers for students, including Night Library.

Priority Goal 4: Digital Citizenship

● Blind Library – Began teaching online job application lessons to BHS, emphasizing the many kinds of applications adults complete: jobs, schools, renting or buying a home, buying cars, credit cards, library cards, any government service.

Priority Goal 5: Stakeholder Relationships and Communication

● Blind Library – Collaborative projects with BES reading teacher, BMS tech, and reading teachers, facilitating BHS to BES tech mentoring and escorting students to off-campus scholarship acceptance ceremony.

Respectfully submitted by:
Scott Trejbal
Administrator of Instructional Services
Parent Services Department
Respectfully submitted by Cindy Day, Executive Director of Parent Services

Parent Services

- The next Parent University event is Digital Citizenship: Staying Safe Online and will be offered virtually and in person on April 8. The class will use the documentary Childhood 2.0: The Living Experiment. Erica Wortherly, LCSW Executive Director of Mental Health, will lead conversations on the issues children face in the digital age.
- The March Parent Engagement Workshop (PEW) was a huge success and had the highest attendance of the year so far. The final Parent Engagement Workshop of the 2021-2022 school year is scheduled for April 22 and will be offered virtually and in person.
- The Parent Services Department offered ASL classes for parents of FSDB students through the month of February. The classes were well attended, and planning for a spring series of classes is underway.
- The Parent Services and Training & Quality Assurance Departments have teamed up to offer a CPR class to teach 18 FSDB parents life-saving skills. The class is scheduled for April 1, and participants will receive certification from the American Heart Association.
- The annual Parent Chat is scheduled for April 14. This discussion is a chance to gather feedback, which the Parent Services department uses to discuss IDEA and Title I spending, refine the Parent Family Engagement Plan, and plan Parent University events for the next school year.
- Parent Services continues to partner with other departments at FSDB to improve parent communication and encourage family-friendly practices.

Parent Infant Program

- FSDB’s Parent Infant Program (PIP) served 562 infants and toddlers ages 0-5 and their families at the beginning of March 2021. There were 303 Deaf/Hard of Hearing, 237 Blind/Visually Impaired, and 22 Dual Sensory Impaired children receiving services.
- The Parent Infant Program hosted part 2 of SKI-HI training at the end of February. Due to high demand, additional SKI-HI training will be offered in May and June.
- The Parent Infant Program hosted a training with Stacey Abrams of the Regional Early Acquisition of Language Project and Candi Harbison from Gallaudet’s Regional Center. Parent Infant Program Deaf Mentors and families alike benefitted from the training. Parents were additionally offered opportunities to meet with the trainers either in person or virtually.
• In early March, the Parent Infant Program hosted Part 1 of VIISA Training for early intervention professionals working with visually impaired children. Part 2 of the VIISA Training is scheduled for the middle of May.

• Kim Carr, Director of FSDB Parent Infant Program for Blind/Visually Impaired, prepared monthly reports for 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.

• Additional Parent Infant Program Outreach includes:
  o Kim Carr represented FSDB at the Family Care Council.
  o Paulina Rounsavall, Parent Infant Program Regional Coordinator for the Palm Beach area, represented FSDB at the Palm Beach Interagency Council for Young Children with Special Needs.
  o An event was hosted at the Appleton Museum to bring families together and introduce them to sensory experiences available at the museum.
  o See you at the Sea event at the Gulf Specimen Marine Lab and Aquarium on February 27.
  o The Kites and Cocoa Event took place on February 13 at Panama City Beach.
  o An East Region family event at the Central Florida Zoo is scheduled for March 26.
  o A West Region pirate-themed family event at the park is scheduled for April 2.

L. Daniel Hutto Early Learning Center

Enrollment

- PreK DHH Class: 19 students
- PreK BVI Class: 6 students total
- Toddler Program: 7 children

2 Prekindergarten students are currently in file review

• The Early Learning Center (ELC) currently serves 25 preschool children and seven toddlers.
• The children are learning about dinosaurs this month – a very popular study unit for children ages 3 to 6. Additionally, the DHH class is learning about space and the solar system, while the BVI class is learning about life cycles by watching caterpillars form chrysalises and become butterflies.
• The annual Early Learning Center Spring Fling/Pot-Luck Picnic will be on April 14.
• The Countdown to Kindergarten, a transition event for parents of preschoolers going to Kindergarten in Fall 2023, will be on April 26.
• Early Learning Center Graduation is planned for Friday, May 20.

Outreach Services Department
Respectfully submitted by Elizabeth Wilcox, Director of Outreach

Wow Wednesday! FSDB Blind Department Alumni - Expert Panel: Virtual meetings to engage parents, caregivers, and community members associated with students 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.

**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 will take place for children ages 6-13 on April 23, 2022.
• Registration is closed, with twenty families participating virtually from across the state. The Florida Center on Deafness is hosting the event in their facility to allow on-site attendance for up to twenty students.
• Summer Series registration is open, 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 from 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.

**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 from March 23 through May 4, 2022.
• Registration for the Fall 2022 course is open.

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

• In February, thirty prospective families, one alumnus, and 14 professional groups completed a campus tour.
• Eleven tour groups, comprised of 68 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, “Many thanks! very friendly and did a great job!”

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

• February 4, 2022, Braille Challenge Central Florida
• February 4, 2022, Hillsborough County D/HH Family Picnic
• February 18, 2022, Braille Challenge North Florida
• March 4, 2022, Braille Challenge South Florida

Resource Materials & Technology Center for the Deaf/Hard of Hearing
Respectfully submitted by the RMTC-D/HH Team.

RMTC-D/HH created, updated, and/or disseminated materials, resources, and information regarding effective best practices, programs, and services through the following mediums:
- Just In Time News & Information - 4 Volumes created during the current month
- Tech Notes - sent February 4, 2022

RMTC-D/HH produced/updated or assisted in the production of the following instructional products to support professional learning for all staff working with students who are deaf/hard of hearing at the request of the Bureau of Exceptional Student Education (BESE), or as indicated by needs assessments.
- “Expanding” Instruction for Students who are Deaf/Hard of Hearing article for Success for Children with Hearing Loss Newsletter
- HLP4: Data Collection and Comprehensive Learner Profiles (video)
- Assistive Technology and Educational Tools that Level the Playing Field for D/HH - Presentation
- Accommodations for D/HH - Presentation
- Updated - Deaf Ed Express - BESE Portal
- Updated - Evidence-Based Strategies for Language and Literacy for Students who are Deaf/Hard of Hearing - Presentation
- Updated - Phonemic Awareness & Phonics Interventions for Students who are Deaf/Hard of Hearing (DHH) - Presentation
- Transition Assessment Goal Generator Case Studies - structured discussions
- DHH Awareness Slides - FDLRS Disability Awareness Training

RMTC-D/HH presented information to promote awareness and provide information regarding hearing loss to increase the knowledge and skills of related service professionals, teachers, paraprofessionals, educational leaders, and other staff working with students and family caregivers.
- Coffee with the Contacts - Statewide (Virtual) 2/2/22
- Thinking on Thirdsday - Statewide (Virtual) 2/17/22

RMTC-D/HH offered the following professional development opportunities to school district personnel working with deaf/hard of hearing students to provide in-depth instruction through online courses, webinars, virtual training/meetings, and in-person instruction.
- Real World Auditory Learning for Children Who Are Deaf and Hard of Hearing: Using the CID SPICE for Life Curriculum follow up - Statewide (Virtual) 2/4/22
- Foundational Auditory Training for Children Who Are Deaf and Hard of Hearing: Using the CID SPICE Curriculum follow up - Statewide (Virtual) 2/4/22
- Evidence-Based Strategies for Language and Literacy for Students who are Deaf/Hard of Hearing: Fairview Overview - St. Johns (Virtual) 2/7/22
• **TA-Live! HLP4: Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.** - virtual (statewide) 2/9/22
• **Thinking on Thirdsday** - Virtual (statewide) 2/17/22
• **Intro to Deaf+** - Pinellas 2/21/22
• **New ToD/HH PLC (Cohort 3)** - virtual (statewide) 2/21/22
• **New ToD/HH PLC (Cohort 1&2)** - virtual (statewide) 2/22/22
• **Using Transition Assessment Goal Generator with Students who are DHH** (structured discussion) - Orange (Virtual) 2/23/22

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

- **District** - Dixie, Lee, and Palm Beach

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:**
  - Districts - Alachua, Brevard, Columbia, Dade, Dixie, Duval, Escambia, Gilchrist, Hendry, Hillsborough, Lee, Leon, Levy, Manatee, Monroe, Nassau, Okaloosa, Okeechobee, Orange, Osceola, Palm Beach, Pasco, Pinellas, Putnam, Seminole, Suwannee, Volusia, Washington
  - Other - Jacksonville University

- **Districts participating in PLCs:**
  - Brevard, Columbia, Duval, Hardee, Highlands, Manatee, Okeechobee, Pinellas

- **District staff utilizing the RMTC-D/HH Media & Materials Free Loan Library** created six new accounts and returned 11 borrowed materials:
  - Brevard, Dade, Hendry, Hillsborough, Nassau, Pinellas, Volusia, Washington

- **District staff attended Thinking on THIRDSday:**
  - FSDB - PIP, Pinellas

**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**

- *The Art of Coaching book study* - 2/10/22
- *Including Student Voice in IEP Meetings Through the Use of Assistive Technology* - 2/11/22
- *Florida Educators of Students who are D/HH Board Meeting* - 2/15/22
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- *BESE’s 6 Key Practices and State Reporting Data* - 2/17/22
- *Clerc Center’s Rethinking Language Planning and Policy (LPP) in Signing Communities* - 2/23/22

**Collaborative Efforts**
- *FDLRS Disability Awareness Training* - Created D/HH specific slides to be included in full-day statewide training by FDLRS/Admin for staff in the FDLRS network.

**Workgroup/Committee Participation**
- *Florida Engage for Change Team Check-in with NDC* - 2/22/22
- *FDLRS HRD Roundtable* - 2/24/22
- *BESE Strategic Plan Inclusion Team Meeting* - 2/25/22

**Upcoming Events** in March:
- DeafTEC Partner Advisory Group - March 3
- Progress Monitoring with Avenue PM (Leadership, Orange), March 9
- Evidence-Based Strategies for Language and Literacy for Students who are Deaf/Hard of Hearing, (Flagler College) March 10
- The Art of Coaching, (Leadership) March 21
- Phonemic Awareness & Phonics Interventions for Students who are Deaf/Hard of Hearing (DHH), (Flagler College) March 24

**Technology Services Department**
The technology department team has been focused on the following projects:
- The information systems team migrated the health care center application to a new version allowing for computer upgrades to meet expected standards. The team upgraded the Oracle database and client applications over spring break.
- Survey 3 was submitted to the Florida Department of Education.
- A custom application is being designed to support the boarding program. iPads are being ordered to allow each boarding staff member to have an assigned device.
- The SMART Board upgrade project has started, and boards that have been in place since 2010 and 2014 are being replaced in the Blind Department and Deaf High School.
- Technical procedures were completed to prepare for the migration from the old phone system to the new system. New equipment should be arriving early-mid April, and the project is on track to be completed before the deadline.
- Wifi access points are being updated to replace end-of-life versions around the campus.
- Network infrastructure equipment is being installed and upgraded to support Alyssa’s Alert program and the capacity of building data rooms.
- Planning has begun for the end-of-year and summer projects, including facilitating the upgraded forms and information for the Annual Student Information Update, Parent-Student Handbook, mobile device collection, web-based curriculum application renewals, and summer refresh projects.

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