



Agenda

Florida School for the Deaf and the Blind

Board of Trustees Meeting

Moore Hall, Center for Learning and Development

October 25, 2024, at 2:30 p.m.

	<u>Page No #</u>
I. <u>Call to Order</u>	
II. <u>Pledge of Allegiance</u>	
III. <u>Roll Call</u>	
IV. <u>Public Comments</u> Limited to three minutes per person with a maximum of 45 minutes per meeting for all public comments.	
V. <u>Approval of Meeting Minutes</u> Minutes, Board of Trustees Meeting, August 23, 2024	1-6
VI. <u>President's Reports</u> President's Report – President Snow Legislative Update (Verbal Update) – Ms. Eccles	7-8
VII. <u>Department Updates</u> Allied Health Services – Mr. Arizaga Boarding Program – Ms. Grunder Business Services – Ms. Mintzer Blind Department – Ms. Bogue Communications & Public Relations – Mr. Johnson Deaf Department – Mr. Curran Human Resources – Ms. Bucca Instructional Services – Mr. Trejbal Outreach, Parent Services and Technology Services – Ms. Ardis	9-11 12-21 22-52 53-61 62-63 64-65 66 67-75 76-87
VIII. <u>Strategic Plan Update</u> – President Snow	88-92
IX. <u>Action Items</u> 1. Surplus Property (Attachment) 2. District Best Practices Assessment and Recommendations – Lt. Lagassee 3. 2024-2025 Operating Budget, Revision #1 (Attachment)	93-95 96 97-100
X. <u>New Business</u> Enrollment & Outreach Committee Report – Dr. Zavelson Audit Committee Report and Action Items – Mr. Hadley Endowment/Investment Report and Action Items – Mr. Hadley President's Performance Evaluation and Contract Extension – Mr. McCaul	
XI. <u>Unfinished Business</u>	
XII. <u>Board Comments</u>	
XIII. <u>Adjournment</u>	

Next Board Meeting December 13, 2024 @ 9:00 a.m.



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

**Board of Trustees Meeting Minutes
Moore Hall, Center for Learning and Development
August 23, 2024, 9:00 a.m.**

Attendance

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

Call to Order

Mr. Owen McCaul, Board Chair, called to order the meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 9:00 a.m. The meeting was held in Moore Hall, Center for Learning and Development (CLD) on the FSDB campus.

Pledge of Allegiance

Deaf Elementary School student Amilah Zayed and Blind Elementary School student Teddy Cornelisse-Hoffmann lead the Board and audience in the Pledge of Allegiance.

Public Comment

Paula Labassi, FSDB Research and Training Specialist, Parent of an FSDB Student and Stakeholder, addressed the Board to explain Batten's disease, which is a fatal neurodegenerative disease that affects the body's ability to get rid of cellular waste, causing vision loss, seizures, cognitive decline, and eventually death. She read a quote from State Representative Aaron Bean from June 7, 2004, *"I rise today in honor of Batten's Disease Awareness Day. Batten's disease is a fatal, rare disease of the nervous system that usually begins in childhood. In the United States, it is estimated that 2 to 4 out of every 100,000 children will get this disease, and unfortunately, there is no cure. On June 9th, Batten's Disease advocates around the world will celebrate International Batten's Disease Day..."* Ms. Labassi explained that her son, Fisher, was diagnosed with Batten's disease in June 2023, and he had to stop attending school in October 2023 due to his declining health. She expressed her gratitude to all the staff from the Blind Department who worked with Fisher while he was still in school.

Ms. Gina Gilmore introduced herself and stated was representing the FSDB Education Association (EA). Ms. Gilmore thanked the administrative leadership team for their cooperation during bargaining and the Board's continued support of the EA.

Executive Session

Mr. McCaul adjourned the Board meeting for the Executive Session at 9:11 a.m.

The Board returned at 9:39 a.m. Mr. McCaul closed the Executive Session and reconvened the Board of Trustees meeting, and he requested a motion to consider the matter discussed during the Executive Session.

Mr. Hadley moved to accept and approve the negotiated agreement presented to the Board during the executive session. The motion was seconded by Mrs. Chapman and was approved unanimously by the Board.

Approval of Meeting Minutes

Mr. Kramer moved to approve the minutes from the Regular Board of Trustees Meeting held on May 18, 2023. The motion was seconded by Mr. Hadley 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.

- Explained that the bags provided to each Board member were last year's staff appreciation gifts.
- President Snow complemented all the staff who worked over the summer in all the different roles, from hiring new staff to all the latest construction projects.
- President Snow provided the Board with the school's annual calendar and an invitation to Deaf Homecoming, which is scheduled for September 6-7. It will be a busy weekend with a volleyball tournament, academic bowl between students and staff, and ending with the football game.

Legislative Update

Ms. Patsy Eccles, Legislative Specialist, updated the Board on all the legislative happenings in Tallahassee.

Department Updates

Business Services

Dave Hanvey, USB Financial Advisor, provided an update on the FSDB Endowment Funds I & II. He stated there will be more volatility as we move into this election season.

School Safety Update

Lt. Arline Lagasse explained House Bill 1473, signed into law on July 1. It has added more accountability to school safety. The School Safety Specialist must provide the Board with an annual report for the first quarter of the school year, and the Office of Safe Schools conducts unannounced visits triennially.

Lt. Lagasse reported that for the 2023-24 school year, the Office of Safe Schools (OSS) visited FSDB in 2024. The OSS found that FSDB was in compliance with all school safety legislation. The compliance office found one deficiency in best practices in which he identified a classroom door that was unlocked and accessible during active instruction time. Now, with the passing of HB 1473, that best practice is not a school safety mandate.

Additional mandates in HB 1473:

- All students must receive Fortify Florida Alert training within the first five days of school.
- All classrooms and other instructional spaces must be locked to prevent ingress when occupied by students.

- All campus access doors, gates, and other access points that allow ingress or egress from a school building shall remain closed and locked at all times.
- All classrooms and other instructional spaces must be clearly and conspicuously marked with the safest area.
- Students must be notified of these safe areas within the first ten days of school.
- Each school district shall adopt a progressive discipline policy for addressing instructional and administrative personnel who knowingly violate school safety requirements.

Finally, Lt. Lagasse explained the new Threat Management Assessment Tool that Florida has transitioned to and was rolled out in January 2024. We trained 80 internal staff members in the first three months after the rollout.

Allied Health

Mr. Angel Arizaga, Administrator of Allied Health, provided the Board with an update on the use of Narcan and how the nurses would handle a potential overdose emergency. The nurses will carry and administer the Narcan as the first responders to a possible overdose. Additionally, 911 would be called to allow additional EMS support. The student would then be transported to the hospital, and the parents would be notified. This process is part of the Health Care Center (HCC) policy and procedures, and nurses will receive training annually on assessing and administering Narcan.

Mr. Kramer proposed that all dorm staff also receive training and have access to Narcan to shorten the response time and risk of a potential overdosing student. He stated, "There are no negative sequelae associated with administering Narcan to someone who doesn't need it."

Mr. McCaul and Dr. Zavelson agreed that Narcan should be available in the dorms.

Mr. Arizaga stated that it is being considered, but at present, HCC nurses are in charge of administering medications. President Snow noted that we would have to take it under further review.

Strategic Plan Updates

Mr. Scott Trejbal, Administrator of Instructional Services; Ms. Shelley Ardis, Administrator of Technology, Outreach, and Parent Services; Ms. Trish McFadden, Executive Director of Training and Quality Assurance; and President Snow updated the Board on the various ways the Strategic Planning team is working on specific and combined strategic planning goals.

Several Board members asked questions and provided additional feedback concerning some of the goals.

Action Items

Action Item #1 - Surplus Property

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

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

Action Item #2 – 2024-2025 Operating Budget

Board approval was requested for the fiscal year 2024-2025 Operating Budget.

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

Action Item #3 – Florida Harm Prevention & Threat Management Policy

Board approval was requested for the revised Florida Harm Prevention & Threat Management Policy (OPP 10.51).

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

Action Item #4 – Emergency Management

Board approval was requested for the new Emergency Management Policy (OPP 1.44).

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

Action Item #5 – Progressive Discipline

Board approval was requested for the new Progressive Discipline Policy (OPP 5.16).

Mr. Hadley moved to accept Action Item #5, as presented. The motion was seconded by Mrs. Chapman and carried unanimously by the Board.

Action Item #6 – BOT Administrator Salary Schedule

Board approval was requested for the updated BOT Administrator Salary Schedule. An updated salary schedule was implemented on July 1, 2024, in alignment with the guidance from the Department of Management Services and the 3% legislative increase.

Mrs. Lefors moved to accept Action Item #6, as presented. The motion was seconded by Mr. Kramer and carried unanimously by the Board.

Action Item #7 – Student Progression Plan: Changes and Additions for 2024-2025

Board approval was requested for the following changes and additions made to FSDB's Student Progression Plan which are a result of Legislative decisions and State Board Rule. The changes listed below are effective for the 2024-2025 school year.

Mr. Hadley moved to accept Action Item #7, as presented. The motion was seconded by Mrs. Chapman and carried unanimously by the Board.

Action Item #8– 2024-2025 Professional Learning Plan (NEFEC)

Board approval was requested for the 2024-2025 Professional Learning Plan (PLC) developed by the Northeast Florida Educational Consortium (NEFEC).

Dr. Zavelson moved to accept Action Item #8, as presented. The motion was seconded by Mrs. Chapman and carried unanimously by the Board.

Action Item #9 – Approval of Uniforms Assessment Calendar

Pursuant to Section (s.) 1008.22(7)(c), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C), we are seeking Board approval of the uniform assessment calendar with district-required assessment information included, to provide to the Department of Education by October 1 of each school year.

Mrs. Chapman moved to accept Action Item #9, as presented. The motion was seconded by Mrs. LeFors and carried unanimously by the Board.

New Business

Election of Officers

Chair – *Mr. Hadley nominated Mr. McCaul as Chair of the Board of Trustees. The nomination was seconded by Dr. Zavelson and carried unanimously by the Board.*

Vice-Chair – *Dr. Zavelson nominated Mr. Hadley as Vice-Chair of the Board of Trustees. The nomination was seconded by Mr. McCaul and carried unanimously by the Board.*

Current Committee members' names were read aloud; Mr. McCaul recommended that the committees remain as they are. He asked Mr. Hadley and Dr. Zavelson if they would stay on as chairs of the committees they currently serve on. There were no objections.

Audit Committee

Mr. Terry Hadley – Chair
Mr. Owen McCaul
Mrs. Christine Chapman

Endowment & Investment Committee

Mr. Terry Hadley – Chair
Mr. Matt Kramer
Mrs. JuneAnn LeFors
Dr. Tom Zavelson

Enrollment & Outreach Committee

Dr. Tom Zavelson – Chair
Mrs. Christine Chapman
Mrs. JuneAnn LeFors
Mr. Matt Kramer

Unfinished Business

Dr. Zavelson asked President Snow where FSDB stands on library books, what is being done with them, have any requests been made to remove any books, and if books are to be removed, will this decision go before the Board?

President Snow stated that all instructional staff, principals, and Media specialists are required to take the Library Media Training course. Academic program staff needs to know and understand what it means to review a book and what it means to comply and align with state statutes. We have not had

any requests to remove books, and if there were requests, the President has the management authority to make that decision as it has been delegated to the president by the Board.

Mr. Kramer asked about FS 1001.428 (C)(3). This law prohibits classroom instruction on gender identity and sexual orientation in PK-8th grades, with some exceptions. If it is not allowed to be taught, are the books still available in the library?

Mr. Trejbal answered that books in the library are not considered instructional material, and parents have the right to opt-out of their child(ren)'s access to these books.

Board Comments

The Trustees were all happy to be back and to see everyone. Mrs. Lefors appreciates the additions to the FSDB Facebook pages. Mrs. Chapman appreciates the SOAR program for the students and the ERRE program for staff. Mr. Kramer thanked everyone for their hard work over the summer and for making FSDB the best school for Deaf and Blind students. Mr. Hadley thanked President Snow for informing the Board of issues and for her "outstanding leadership." Mr. McCaul thanked the Board for their confidence in him and re-electing him to Board Chair.

Adjournment

The meeting adjourned at 11:33 a.m.

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

Tracie C. Snow
President

Owen B. McCaul
Board Chair



October Update:

The impact of two hurricanes, Helene and Milton, in quick succession, has been significant for Florida and neighboring states. As always, the unpredictability of these events leaves us uncertain about where the worst devastation will occur. I am deeply grateful to our school's leadership team, who continue to engage in strategic discussions, planning, and proactive measures to ensure the safety of our students, staff, and campus. The decision to close school or campus is never made lightly and carries a profound sense of responsibility. To our FSDB community members who experienced damage or loss of property during these storms, please know that our thoughts and prayers are with you.

I had the distinct honor of being selected to present at the National Association of State Directors of Special Education (NASDSE) National Conference in Minneapolis, Minnesota. This year's conference theme was "Navigating Our North Star: Leadership for Results." I presented on a topic close to my heart—parent engagement. My presentation, "Partnering with Parents: Building Meaningful Relationships for Student Success," was well received. It was a wonderful opportunity to share my passion and learn from state directors nationwide. We exchanged ideas on how to empower and engage families of students with disabilities, ensuring they feel educated and supported as partners in their child's academic journey. In addition to presenting, I attended several sessions that provided valuable insights into change implementation strategies, collaboration with partners, and aligning efforts to support post-school success for students. I also gained important updates from the Director and staff of the Office of Special Education Programs (OSEP).

Following the NASDSE conference, I participated in the Board Meeting for the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). I am grateful for the opportunity to serve on the CEASD Board, working alongside superintendents and leadership from schools for the deaf nationwide. Over two and a half days, we engaged in robust discussions, planning, and problem-solving on the CEASD Strategic Plan, board initiatives, and professional development opportunities for our community of learners. My involvement on the CEASD Board continues to greatly enhance my leadership development, which directly benefits our school.

As we transition into cooler weather, I am excited about the second half of the first semester and the opportunities it holds for our students and staff.

September Update:

FSDB started the year off strong! Deaf High School had an incredible Homecoming Week and weekend! I thoroughly enjoyed seeing our students take the lead. They began planning with school sponsors last spring—forming committees, deciding on themes, organizing events, and setting goals for a successful homecoming. I am proud to say they did an amazing job! It was a wonderful week filled with dress-up days, skits, banner contests, the king and queen coronation, a parade, a pep rally, dancing, volleyball games, academic bowl competitions, and, to top it all off, our football game. I couldn't be prouder of our students or more grateful to our staff, families, and alumni who came out to show their support and FSDB pride! I am very much looking forward to our Blind High School Homecoming later this fall.

Recently, I had the pleasure of putting on my "tour guide" hat and showing some of our Fullerwood neighbors around campus. We had a lovely walk, discussing the school, our mission, programs, and students. It was wonderful to answer their questions and give them a glimpse into life at FSDB. It is truly special that FSDB is located between two beautiful historic neighborhoods in St. Augustine. Many people have grown up around the school, so providing them with an opportunity to see the campus firsthand was an honor.

Lastly, I want to share one of my favorite topics: my time with parents. We had our first Parent Engagement Workshop on Friday, the 13th, and it was anything but frightening! After listening to how our families address anxiety, boredom, and technology use with their children, I shared that I would present at the National Association of State Directors of Special Education next month. My presentation topic is "Partnering with Parents: Building Meaningful Relationships for Student Success." I asked the parents to share why they felt having a strong partnership with schools is important for their child's success. Their responses were heartwarming:

- "We are one team supporting our children. It is not a divide-and-conquer approach; it's a collaborative effort."
- "A child is more confident when they have support. When the school and family work together, the student has the help and support needed to boost their success."
- "Having a child see that they have a team and support system (home and school) helps them grow. They need to have many adults in their life to look up to."
- "It is important for us (school and home) to have a mutual understanding of the student's trajectory for success."

At the end of my time with the parents, I shared a quote from a former principal, Hamish Brewer: "We don't just enroll students; we enroll families." This rings so true at FSDB.



Health Care Center Report

	Total	Aug 2024	Sept 2024	Oct 2023	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025
ACU Visits (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." "Physicals", "Vision Screenings", and "Miscellaneous.")	771	333	438								
TCU Visits (*Total includes all students that were admitted to the TCU.)	59	19	40								
Admission Interviews	32	20	12								
Eye Clinic- Specialty	7	2	5								
PDC Clinic- Specialty	11	0	11								
Psychiatry Clinic- Specialty	7	2	5								
Off Campus (*ER visits, Ophthalmology, Home)	6	2	4								
Totals	893	378	515	0	0	0	0	0	0	0	0

Sofia 2 Testing	Total	Aug 2024	Sept 2024	Oct 2023	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025
Quidel Strep Test	69	13	56								
Quidel Influenza A & B Test	61	8	53								
Quidel SARS Antigen	62	8	54								
Totals	192	29	163	0	0	0	0	0	0	0	0

Physicians/ Specialists	Total	Aug 2024	Sept 2024	Oct 2023	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025
Physician Assistant	37	18	19								
Medical Director/ Pediatrician	11	0	11								
Optometrist	7	2	5								
Psychiatry	8	2	6								
Totals	63	22	41	0	0	0	0	0	0	0	0

Dental Report

Dental Clinic Procedures	Total	Aug 2024	Sept 2024	Oct 2023	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025
Hygiene	20	9	11								
X-ray	15	0	15								
Emergency	3	1	2								
Other	9	8	1								
Operative	0	0	0								
Surgical	0	0	0								
Preventative	0	0	0								
Screening	0	0	0								
Exam	0	0	0								
Totals	47	18	29	0	0	0	0	0	0	0	0

Dental Staff	Total	Aug 2024	Sept 2024	Oct 2023	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025
UF Dentistry	0	0	0								
Hygienist	47	18	29								



Occupational Therapy/Physical Therapy

The ghosts have come out to socialize in the Occupation Therapy/Physical Therapy department this month! We are getting into the Halloween spirit with a quick handprint ghost craft. The ghosts are transforming our bulletin board into a swirling nighttime scene. The students have enjoyed contributing to the tableau amidst doing more serious OT and PT work. We have a few other tricks up our sleeves for the students in the month of October. PT will be teaching us all the Monster Mash and OT will be creating edible monsters with the students. The Occupational and Physical Therapy department tries its best to create a fun and dynamic learning environment for the students on caseload.

The OT/PT department is still on the hunt for a Certified Occupational Therapy Assistant (COTA). The OT caseloads have swollen beyond our capacity and finding help has become a necessity. Our hopes are high that we will find just the right person to join our department. We can't wait to have another set of hands to help out!!!

Mental Health Department

The Mental Health Department makes a tremendous impact in the schools, dorms, and community. They make every effort to support students and their families to ensure their needs are met. Each year, several students are identified for the McKinney-Vento program by social workers and mental health counselors, which ensures that students who are experiencing any form of homelessness are being monitored and receive the services necessary for their academic success. The academic and boarding programs are also able to request training through mini-workshops led by mental health staff to address specific needs for staff, such as behavior basics and partnering with families.

The staff also presented during the Parent Engagement Workshops. In September, Ali French and Lucy Mitchell presented an overview of the book *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illnesses* by social psychologist Jonathan Haidt. The book explores the rise of mental illness in adolescents and attributes it to the transition from a play-based childhood to a phone-based childhood. Haidt argues that the rise of smartphones and overprotective parenting has led to a "rewiring" of childhood. Most of the mental health team has read the book and recommends reading for parents, educators, and service providers.

A new behavior specialist began on September 9. Brian Tingley-Carr joined the FSDB Mental Health team and comes with a wealth of knowledge and experience from other schools for the Deaf. He will be working primarily in Deaf High School. He is already proven to be a great asset.

Culinary Department

It has been a challenging year for the Culinary Department, as we are currently undergoing a full audit of our breakfast and lunch programs. This audit checks our compliance as a registered sponsor of the National School Lunch Program (NSLP). The audit is conducted on residence schools every three years by the Florida Department of Agriculture. The State was originally scheduled to be on-premise on October 8. However, it has been rescheduled for Tuesday, October 29.

Over the past month and this month, we supported multiple student activities, including Homecoming weekend and an FSDB football game against Alabama. In both instances students were provided nutritious favorites.

The October Harvest of the Month is Satsuma Oranges and September was snap bean.

Speech & Audiology

The Speech and Audiology department is happy to report that we are almost to full staff. Ashley Mocerri, a speech-language pathologist, was welcomed to FSDB in September. Ashley brings experience working with school-aged students and is enthusiastic about using her knowledge to provide therapy services to our student population.

A shout-out goes to our staff, who provide IEP-driven auditory, speech, and language services to students campus-wide! They have been working tirelessly to meet the needs of our students as we have gone through the hiring process multiple times. Thank you to Paige Barber, Amy Bassett, Sharon Griffiths, Donna Huffstetler, Nancy Pye, Sally Satin, and our newest hires, Story Phillips and Rachel Redfern, for all that you do!

Angel L. Arizaga
Administrator Allied Health Services



Apartment Program

Young Ladies

The start of the school year brought smiling faces and excitement for the apartment students. After greetings, hugs, and “I missed you,” students enjoyed chatting about their summer experiences. On Sunday, August 11, staff prepared a welcome-back dinner for students in Knowles Hall. Students were so excited to see each other that we forced them out after dinner. We look forward to a year of learning, growing, and laughter.

Adjusting to apartment life is always exciting and fun but sometimes also challenging. This year, some students need help to adapt to the luxuries in their apartments, especially when it comes to cooking and cleaning for themselves. One challenge we faced was with breakfast. Initially, we decided that two students would prepare breakfast for all, including bacon, eggs, and grits, but this plan did not work out well. A few students did not like how the food was cooked, while others did not want to wait. We resolved this issue by reminding students that breakfast is self-prepared. Another struggle we encountered was students consuming food meant for planned meals. Students are learning to adjust and alter their planned meals accordingly.

On Sunday, September 15, we had our Positive Behavioral Interventions and Supports (PBIS) Kick-off. Each student was asked, “What does CR2 (Cooperation, Respect, and Responsibility) mean to you?” We received several consistent answers, such as respecting others, listening to staff, and being helpful. The most memorable responses were about accepting others’ differences, treating others the way you want to be treated, and learning to get along with each other. The evening ended with students playing a game with a Saran-wrapped ball. To play the game, students had to take turns, practice patience, and listen. The night’s highlight was when one young lady encouraged her peers when they were struggling with unwrapping the ball.

September has been a month of adaptation for our students and staff. Students are relearning expectations and how to solve problems. The biggest challenge for staff members has been “I know.” This has made simple tasks like preparing meals and grocery shopping interesting. Last week, we made an exciting discovery while putting away groceries. One of our students commented that we needed more space to put our food in the freezer. A staff member started rearranging the items and found a box of freezer bags. When we asked who put them there, no one would admit it was them. We briefly discussed how to utilize the bags and where they are stored. One young lady commented, “Ms. CeCe, it does say “freezer bags!” We all laughed.

A new area we will be focusing on is portion sizes. I recently noticed that all three areas for the apartment girls could be better with serving sizes and portion management. I was invited to dinner in two places and learned that our students were preparing too much food. As a result, students are

overeating, and food is thrown away regularly. For example, one night, students in Bloxham prepared 12 pounds of ground beef for 13 students to make tacos. When I talked with the staff member, she said the girls ate it and didn't see a problem. On another occasion, I stopped by while a student was preparing meatloaf. Unfortunately, this time, we didn't have enough meat. The student only used three pounds of ground beef to feed 15 students. We had to prepare additional meat so the students had enough to eat. When I spoke with the staff member helping the student, I was told, "It seemed large enough when we made it." Staff members will receive training on serving sizes and portions so we can better teach the students.

Positive observation: I've noticed a positive trend among our students this year. It's been delightful to see that after a meal is prepared, students sit down to eat together and socialize. If a peer is absent during mealtime, a plate is set aside for them.

Young Men

The apartment program's young men apartments welcome back our class of 2025 seniors along with our continuing education students. We are excited to start a brand-new year with our young men of the apartment program. The students are all energized and ready for the new school year. We have 44 combined Deaf High School seniors and Blind High School seniors. Additionally, we have continuing education for young adults that we will assist in developing their independent living skills before they transition into higher education, independent living programs, or careers.

Football, swimming, cheerleading, and cross-country tryouts have all started. Goalball tryouts will be underway soon. Our student-athletes are hard at work managing their responsibilities in this area.

Our staff members are enthusiastic about the new school term. Staff members will teach our students specific life skills based on each individual's level of need. All our students met with the apartment supervisor on the first day of school to reintroduce and reinforce the importance of learning life skills and obtaining an education. We are ready to assist with developing lives and shaping futures here in the apartment program as our young men transition into adulthood. We will give 110% effort to make a positive lasting impact on all of them.

Apartment program young men are eagerly excited as they anticipate the return of their references from staff. Our young men must get a reference from staff (i.e., teacher and/or dorm staff) and complete their application for promotion in the Independent Living Program. Our young men have been working hard, gaining the experience to assist each of them in becoming independent for a lifetime. Budgeting, price comparison, and shopping continue to be a focus of our program.

The return of sports is always great for students, even spectators since they attend the events with peers. Our annual PBIS Kick-Off for the apartment program team is scheduled for this month. Both students and staff are excited about this event, a Halloween Social.

Our students continue to go off-campus with staff members after school. Our BHS boys practice their mobility/orientation every Tuesday and Thursday after school. Our DHS boys on the football team are also practicing hard; they depart for a game against the Alabama School for the Deaf on October 5.

Several apartment program staff are engaged in professional development by attending ASL and Braille classes, preparing to better serve our students and team.

Blind Department

Kramer Hall

- The Kramer students have settled comfortably into Cary White while we await a much-anticipated renovation of Kramer Hall. We cannot wait!
- Along with the excitement of a new year, the students have spent the past two weeks keeping busy and having fun while learning. We've had a game night, arts/crafts, and team building with our Rigamajig (a building kit comprised of different sizes of wood with pullies, strings, and levers that encourage student innovation and teamwork). We also kicked off our music appreciation program and welcomed our new student, Manny, to the dorm.
- The Kramer crew has been working on our routine. The students are completing their dorm duties and, in the process, learning organization and everyday life skills.
- During the annual PBIS Kickoff, we introduced or reintroduced the "Three Be's,": be cooperative, respectful, and responsible. We talked about the character traits for the year, expectations, and the students' favorite, the PBIS store.
- Kramer Hall students have enjoyed Music Appreciation and Craft Corner, two projects funded by the FSDB Advancement Department. Music Appreciation was recently added to their collection of instruments. They now have a lap harp, Orba 2 (an electronic multi-instrument), steel drum, thumb piano, and a student favorite, the DJ mixer. Our Craft Corner activity for the past week has been teaching the students how to sew using a sewing machine, and recently, they made their own pillows. Kramer staff members Heather Callahan and Dawson Bass lead these projects; kudos to them for sharing their skill sets and ensuring our students are having fun and learning.
- We look forward to another successful school year as we plan to Do More, Be More, and Achieve More!

Cary White

- We are a couple of weeks into our school year, and the Cary White students are settling in well. We have new students and the 6th graders who are new to middle school. We are proud to see the returning students easing the transition to their new dorm mates.
- In addition to reviewing dorm routines and teaching the rules and responsibilities for each new grade level, we have started with curriculums about using the kitchen and laundry facilities.
- Sports are well underway. This year, we have students (boys and girls) participating in goalball, cross-country, football, and cheerleading. In addition to the physical benefits, our athletes quickly learn the importance of being prompt and dependable. Our older students are learning to take responsibility for themselves and their time management using their electronic devices for more than social media. They employ calendar and alarm applications to meet their team and academic commitments.

- Recently, we had a PBIS planning meeting with staff and students. We were pleased and surprised to hear about exemplary behaviors already resulting in the awarding of PBIS tickets. What a wonderful way to start!
- One of our focuses is always empathy and compassion. Making peanut butter sandwiches for the homeless was a dorm-wide project. The weather threw us a curve ball, so we also got an impromptu lesson in flexibility and coping with the unexpected as we reorganized and rescheduled.
- The students were curious about why people were homeless, so we discussed how people could make unfortunate decisions and how many people have been made homeless through economic recessions, weather disasters, and events like the pandemic.
- Another component of empathy and compassion is dealing with emotions — our own and others. We've discussed how everyone has a right to their feelings, but they are also responsible for controlling their reactions and the way they express those feelings. Emotions can run high at this age, so this will be an ongoing lesson, but we've laid some solid groundwork.

Koger Hall

- During the open house, it was great welcoming back our returning students and parents and meeting all our incoming freshmen and their parents.
- The girls have been acclimating to dorm life, catching up with old friends and making new ones. They have had sports tryouts and club meetings, and we have practiced our lockdown, tornado, and fire drills.
- The juniors have been working on kitchen safety and have started shopping and cooking.
- Koger and MacWilliams had their PBIS kick-off event recently. We celebrated character education in August (resilience and character) and September (empathy and compassion). The students were asked to develop a skit or a little speech demonstrating or expressing what these characteristics mean to them, and they did not disappoint! They all did a great job! We ended the activity with goody bags and ice cream floats for the participants.

MacWilliams Hall

- We would like to welcome an alum of the FSDB Blind Department to our boarding staff. Mr. Joseph Spatola graduated FSDB Class of 2014 and has returned to share his experience and valuable life skills to help students be successful when they leave FSDB. We welcome you, Mr. Spatola.
- We are changing and improving the MacWilliams Hall junior apartment program for the 2024-25 school year. Ms. Jennifer Pascarella, Mr. Joseph Spatola, and supervisor Bryan Wolfe will write milestones following the newly developed curriculum. This will be key to student success throughout the junior apartment program and beyond.
- Koger Hall and MacWilliams Hall held our PBIS kickoff on September 17. With only a few holdouts, most of our students gave a presentation, performed skits, or stood up to speak on what the character traits of compassion & empathy looked like to them. Those participating received a small bag of treats and had their names entered into a drawing of 11 gift cards for Subway or Dunkin Donuts. The best treat was for everyone, including staff — to enjoy a rainless night in our pavilion enjoying cool, refreshing ice cream floats.

- The young men in the apartment have gone shopping with staff and are now preparing their meals in the dorm. As we start, meals will be less prep intensive so that kitchen mechanics, safety, and hygiene can be developed. As students progress, they'll also develop the skill of combining ingredients and more complex meal preparations will be introduced to add to and improve their skill set.

Deaf Department Elementary and Middle School

Vaill Hall

The school year has kicked off with a bang! The energy in Vaill Hall is electric, and we're just getting started. We are excited to see what this year brings and watch our students grow and develop independent living skills.

Our dorm staff have kept the students engaged with a whirlwind of fun and creativity during their free time.

Pod 1-East started the first week with an awesome painting night, where students unleashed their creativity, crafting beautiful artwork to decorate their rooms or to gift to their families. Over in Pod 1-West, the students have channeled their inner engineers by building airplanes and cars out of building blocks. Their creativity and skills have been on full display! Pod 1-East also had a blast with paper crafting and learning to work together as a team. They had so much fun that they're already begging for more of these activities every day! Pod 1-West wasn't left out of the excitement—they dove into making bracelets for their favorite people and decorating personal items. It was a heartwarming way for the students to express their love for friends and family.

- Dance and wrestling classes are in full swing, and our recreational activities are buzzing with energy. Students are absolutely loving these opportunities, diving into the engaging activities our amazing staff have lined up for their free time. It's a joy to see everyone having such a blast!
- One of the hottest trends among students lately is embracing the rainy weather! They're having a fantastic time jumping into the biggest puddles and competing to see who can create the most epic splash!
- Meanwhile, our creative minds in the 2-North and 2-East pods are busy mastering their knitting skills on looms. This fun activity not only sharpens their motor skills but also boosts their focus and creativity. It's heartwarming to witness them work together and cheer each other on!
- Over in 1-West, students are gearing up for fall by crafting delightful decorations like turkeys and owls. This hands-on project is a fantastic way for them to practice patience while showcasing their artistic talents. Watching their imaginations come to life as they prepare for the new season is truly inspiring!
- During our PBIS event, we transformed the dorm into a game wonderland! From character-building card and board games to the thrilling pipeline game and sensory activities, there was something for everyone. These games are not just fun; they help students develop essential skills like teamwork, problem-solving, and communication. Plus, we connected sensory games

with character traits to spark lively discussions and learning, promoting sensory engagement and building connections among peers.

Gregg Hall

- The school year has started on an exciting note with the grand opening of our newly rebuilt Gregg Hall! The girls are loving their spacious new dorm and have been enthusiastically helping the staff set everything up just right. Along with our returning staff members, Cheyenne Bellettiere, Lisa Lewis, Leticia Martinez Soriano, and Alicia McCallister, we're thrilled to welcome Sydney Spatola to the Gregg Hall team.
- Our girls have been busy with sports tryouts, and we're proud to congratulate those who made it onto the middle school and junior varsity volleyball teams, the cross-country team, and the cheerleading squad.
- We recently held our dorm's house-sorting ceremony. Some girls were surprised with a new house assignment, while others stayed in their familiar house from last year. The "enchanted" cupcakes were a fun twist — biting into them revealed their house color in the center! Our girls are excited to represent Gryffindor, Hufflepuff, Ravenclaw, and Slytherin, and they're already working hard to earn points for their houses.
- Gregg Hall and McLane Hall have kicked off another thrilling year of PBIS and Character Education with a fantastic gathering! Students and staff united to review the "Big 3" values: respect, responsibility, and cooperation. We also introduced the monthly character traits that will guide us throughout the year. To make the event interactive, students split into groups and tackled various scenarios, identifying which PBIS values or character traits applied. Each correct answer earned them a clue to a hidden location on campus, leading them to bags of goodies. The event concluded with a social hour featuring pizza, cupcakes, and drinks, providing everyone a chance to connect and celebrate. It was a fun and engaging way to start the year, igniting our students' enthusiasm for embracing PBIS and Character Education!
- Congratulations to 7th grader Annayska and 6th grader Cynthia for being selected as Gregg Hall's Character Students of the Month for August, focusing on Resilience and Character. In September, we emphasized Empathy and Compassion, and our Students of the Month are 7th grader Dana and 8th grader Kourtney!
- Our girls are eagerly anticipating the launch of our new Cooking Club! They will gain hands-on experience with kitchen hygiene and safe food handling while learning to use common kitchen tools and appliances. We'll focus on essential cooking practices, such as organizing everything before starting and effectively reading recipes. To make it even more special, we've invited families to share their favorite recipes, which we'll try out in the dorm. It promises to be a fun and educational experience for everyone involved!

McLane Hall

- McLane Hall has been buzzing with energy since the school year began! The boys jumped headfirst into fall sports, rekindling old friendships and forging new ones. The dorm's game room has become a hot spot for epic table tennis battles, foosball showdowns, and thrilling video game races. We've already had three birthday bashes, complete with pizza, cake, and cupcakes galore!

- But it's not all fun and games—these guys are sharpening their kitchen skills too! From cooking up tasty meals to mastering the art of cupcake baking, they're becoming pros in no time.
- The first week was all about getting on the same page with dorm rules, but we wrapped it up in style with a Kahoot trivia showdown. Phones in hand, the students competed fiercely, and the top three trivia champs snagged \$5 Walmart gift cards!
- Weeks two and three were all about school spirit. The boys cheered on their teams at volleyball and football games, and we even took a crew on a budget-friendly shopping trip to Walmart.
- For the past month, McLane Hall students have been actively engaged in both athletics and academics, participating in football, cross-country, swimming, and tutoring. They've shown incredible Dragon spirit while attending sporting events and have kept busy with exciting recreational activities after school.
- In the dorm, our curriculum focuses on essential life skills, including cooking, baking, cleaning, laundry, and fitness. We've also organized field trips to Walmart and Target to teach students how to shop on a budget and find the best deals. Additionally, a mentorship program is underway, with high school boys from Rhyne Hall visiting our dorm to guide our middle school boys in making positive choices.
- We have reviewed emergency drills to ensure students know what to do in case of a fire drill, tornado drill, lockdown, or severe weather alerts.
- Our McLane Hall PBIS store opened in the first week of September, stocked with tempting treats like candy, chips, donuts, sodas, ice cream, and ramen. Each day, two 8th graders run the store as part of their curriculum. Other students can shop whenever they've earned enough Dragon Dollars for their outstanding efforts inside or outside the dorm. The students love the store and are always eager to earn more Dragon Dollars!
- As Hurricane Helene approached Florida, we worked together to prepare the dorm. We secured outdoor items, packed clothing, and quickly collaborated with the school to facilitate early student departures. The students demonstrated remarkable maturity and responsibility by following staff instructions throughout the process, and we are very proud of them.

Deaf Department High School

James Hall

- The high school girls kicked off the year with incredible enthusiasm! Our talented students have already made their mark—some earned spots on the JV and varsity volleyball teams, others joined the cheerleading squad, and one standout even made the swim team. The excitement around their involvement in school sports is palpable!
- In the first week, we warmly welcomed our new students to James Hall. While we currently have two new arrivals, we are optimistic that our community will continue to grow. We wasted no time diving into important safety protocols. The girls participated in emergency drills, including a full lockdown, a tornado safe-place drill, and a fire evacuation exercise. We also emphasized the importance of being aware of their surroundings and identifying safe locations, whether in the dorm or elsewhere.

- During the first two weeks, we focused on dorm life essentials. We guided the girls through their duties, ensuring they understood how to manage them efficiently. We also teach practical life skills such as sorting clothes and using the washer and dryer machines correctly.
- Looking ahead, the high school girls and boys are gearing up for their PBIS resiliency and character education kick-off in the next two weeks. It's going to be an exciting and enriching experience, setting the tone for a successful year!
- Our students have been actively adjusting to the changes brought about by Hurricane Helene, and we are relieved to have them back safely with their families. They demonstrated remarkable resilience when they had to pack at a moment's notice to return home. Additionally, the girls showed great compassion as they shared their hurricane experiences with one another.
- We are excited to announce that our PBIS kick-off will take place this week, featuring games, music, and, of course, delicious desserts.
- In a show of appreciation for our Campus Police and their efforts to keep us safe on campus, our students created thank-you cards and treat bags for them.
- Our dorm awards store is now open! The girls can earn PBIS Dragon Dollars for demonstrating positive behavior, which they can use to purchase snacks, drinks, and candy from the store.
- We have also launched our Student of the Week program, which recognizes students who exemplify positive behavior. Their names will be displayed on our Student of the Week board, and we will soon be selecting our Students of the Month.
- Additionally, we have initiated a mentorship program for our middle school girls, pairing them with a student from the Honor Dorm who will provide guidance and support.

Overall, this month has been incredibly productive and filled with school spirit!

Rhyne Hall

- Our returning students have been excited as they reconnect with old friends and dive back into campus life. We've also welcomed a fantastic group of new faces, and meeting their families during our open house was a real pleasure.
- The boys wasted no time settling into their routines. Many jumped headfirst into sports tryouts and activities, while others are taking it easy and enjoying some well-deserved downtime in the dorm.
- We also revisited dorm rules and expectations with renewed energy. Our curriculum is designed to refresh their understanding of dorm responsibilities, including off-campus rules and safety, to ensure everyone is on the same page.
- Homecoming Week was a standout highlight! The boys have been all-in, practicing skits and dressing up in various themed outfits each day to show off their school spirit. The energy and enthusiasm have been infectious, making this week an absolute blast.
- Overall, our students are doing an impressive job balancing their academic duties with personal growth and vibrant dorm life. The year is off to an exhilarating start!
- Our students have skillfully balanced their time between athletics and academics over the past month. They have dedicated their free hours to community service at the local thrift store, showcasing their commitment to giving back. Additionally, our staff is actively seeking more opportunities for community involvement.

- As part of our curriculum, students have been learning essential life skills, including fitness, nutrition, cooking, and laundry. To promote hands-on learning, we are excited to announce a new initiative to replace the tires on the supervisor's bike. We are also collaborating with the middle school supervisor to develop a mentorship program fostering positive relationships and guidance.
- Furthermore, we will soon announce the Student of the Month for both dorm floors, celebrating those who exemplify outstanding character and effort.
- While we faced the unexpected challenge of Hurricane Helene, which led to early student departures, we are grateful that all families are safe and have welcomed students back to the dorm. Overall, it has been a productive month filled with growth and school spirit!

Recreation Department

The Recreation Department is gearing up for a great school year. Activities formally begin on Tuesday, September 3. Staff hosted an Open House on August 29 to explain the dorms and after-school life to parents. We had presentations by staff from clubs, extracurricular activities, athletics, recreation, dormitory life, mental health services, and more. Parents were able to ask questions to make sure that they knew what the after-school life had in store for their students.

Recreation activities have started, and a large number of day students from the deaf elementary school have been attending. With such great participation, we've had to divide up age groups to stay within the ratio.

FSDB Elementary Dance Program

The dance program began on September 9 for grades 3–7. We have 31 students signed up, which is an increase from last year. The dance recital will be held on Thursday, May 8, 2025.

FSDB Youth Sports

A new program is starting that will offer three different sports for elementary students. We will offer wrestling in the fall, basketball in the winter, and soccer in the spring. The students will sign up for one or all of the sports and will participate weekly to learn sport-specific skills, rules, and conditioning activities. Each session will be eight to 10 weeks long. Wrestling began September 30 with 34 students currently participating.

Staff Training & Development and Student Independent Living Skills

The Education and Training Department of Residential Services has performed several trainings for residential staff and supervisors. In conjunction with campus stakeholders, we have compiled hours of training and development for our staff. We always start the year in partnership with the Health Care Center (HCC). The Acuity training provided by the HCC is a student-focused health awareness for the residential staff. Training occurs throughout the year.

Each semester brings training from other campus stakeholders also, such as Police Services, Mental Health, and Training and Quality Assurance (TQA). Police Services provides a plethora of topics for

student and staff training. This quarter, Police Services provided training for all Apartment students. The development of skills provided will be essential to our students in their everyday lives. The Mental Health department helps support Residential Services by providing team building and awareness exercises. TQA ensures our staff receive all required training.

Internally, we have provided several new-hire trainings that include a 45-minute overview of staff expectations, future training, and overall computer processes. Supervisor training focuses on leadership principles and effective communication, along with team-building exercises. The Education and Training Department of Residential Services continues to pivot in the direction of a well-balanced team.

Respectfully submitted by:
Kathleen Grunder
Administrator of Residential Services



ACCOUNTING
John Wester, Comptroller

Current Information

Accounting

The latest monthly Agency Prompt Payment Compliance (215.422 F.S.) report shows FSDB at 99.60% compliance with all invoices sent to the Florida CFO for approval.

Prior Month’s Information

Accounting

Fiscal Year End – The Comptroller’s Office continues to submit year-end reports as required to the Department of Financial Services throughout the month of September.

ADVANCEMENT
Traci Anderson, Executive Director of Advancement

Current Information

<p><u>Donations for September 2024</u> Number of Donors = 270 Number of Gifts = 276 Dollars Received = \$314,471.39</p>	<p><u>Donations for September 2023</u> Number of Donors = 493 Number of Gifts = 504 Dollars Received = \$33,545.83</p>
<p><u>Current FY To Date</u> Number of Donors = 592 Number of Gifts = 785 Dollars Received = \$408,647.79</p>	<p><u>Previous Year to Date – Last FY to Date</u> Number of Donors = 796 Number of Gifts = 995 Dollars Received = \$481,160.59</p>

Comparison of FY 2023/2024 to FY 2024/2025

The lower number of donors and gifts in September 2024, compared to September 2023, can be attributed to the timing of the Donor Acquisition Appeal, which was mailed later in the month. Responses began arriving toward the end of September and are expected to continue flowing into October, providing an anticipated increase in donor activity.

Despite the reduced donor and gift counts for the month, total dollars received in September 2024 were significantly higher due to a \$297,500.00 foundation donation, which greatly impacted the financial results for the month.

Additionally, the Back-to-School e-Newsletter, distributed on September 10, 2024, served as an important engagement tool, keeping donors informed and involved in our activities, laying the groundwork for ongoing support.

While the donor numbers for September 2024 are lower than the previous year, the financial impact has been remarkable, highlighting the strength of our major donor relationships. As responses to the Donor Acquisition Appeal continue to arrive, alongside contributions from the Fall and Lapsed Appeals that reached homes in early September, and with ongoing engagement through digital communications, we are optimistic about closing the gap in donor participation and driving even more impactful results in the coming months.

e-Newsletter Performance (Back-to-School e-Newsletter, September 10, 2024)

- Open Rate: 53%
- Click Rate: 5%
- Unsubscribe Rate: 1%

The 53% open rate demonstrates strong donor interest and engagement with the content of the Back-to-School e-Newsletter, indicating that our communications are effectively reaching our audience. The 5% click rate suggests that a portion of readers are taking further action by interacting with the links and exploring additional resources. The 1% unsubscribe rate remains low, which is a positive sign that our messaging continues to resonate with recipients and maintains their interest in future updates.

Key Takeaways

- Exceptional Financial Results: While there are fewer donors, the dollars raised in September 2024 exceeded last year’s total, driven by a significant foundation contribution.
- Donor Activity Expected to Rise: Responses from the Donor Acquisition Appeal are arriving, and continued engagement is expected through October, leading to increased donor participation.
- Effective e-Newsletter Engagement: The high open rate and low unsubscribe rate reflect strong donor interest.

Prior Month’s Information

<u>Donations for August 2024</u>	<u>Donations for August 2023</u>
Number of Donors = 141	Number of Donors = 182
Number of Gifts = 141	Number of Gifts = 183

Dollars Received = \$9,264.94	Dollars Received = \$404,111.26
<u>Current FY To Date</u> Number of Donors = 407 Number of Gifts = 483 Dollars Received = \$91,116.32	<u>Previous Year to Date – Last FY to Date</u> Number of Donors = 407 Number of Gifts = 491 Dollars Received = \$447,614.76

Comparison of 23/24 to 24/25

\$335,000.00 and \$25,000.00 gifts received in August 2023.

Positive Insights

- The decline in total dollars received this August is primarily due to two exceptionally large gifts totaling \$360,000 received in August 2023, which were unique, one-time donations. Excluding these, our current contributions remain strong and consistent.
- The number of donors year-to-date is holding steady at 407, reflecting sustained engagement from our donor community.
- Donor communication and stewardship efforts continue to play a critical role in maintaining relationships and encouraging giving.

Donor Communications

- We successfully implemented several key communication touchpoints in August, including:
- A postcard featuring recent Blind School graduate Niklas Ham, celebrating our students' achievements and connecting our donors to the impact of their gifts.
- Personalized birthday cards and thank-you letters to donors, fostering continued engagement and appreciation.
- A donor survey was sent to those making a second gift to FSDB, aiming to gather valuable feedback and enhance our relationship-building strategies.

In-Kind Gifts

We received a notable in-kind donation from a local women’s club, which conducted a summer donation drive. This resulted in the delivery of hundreds of essential items for our students, including athletes, McKinney-Vento students, and dorm residents. The club's generosity directly

supports the well-being of our students and highlights the strength of our community partnerships.

Additional Comments

Despite the variance in donation totals due to exceptional gifts last year, our donor base remains engaged and committed to supporting FSDB. This consistency demonstrates the success of our ongoing donor communication and stewardship efforts.

Moving forward, we will continue to build on these positive relationships, leveraging the feedback from our recent donor survey and enhancing our strategies to further engage our community.

AUDIT

Julia Mintzer, Administrator of Business Services

Current Information

Endowment Audit: Carr, Riggs, & Ingram completed the Endowment Audit and will present their report at the October 25th Audit Committee meeting.

Internal Audit: Mauldin & Jenkins completed the risk assessment and will present that report and a proposed audit plan at the October 25th Audit Committee meeting.

Financial Statement Audit: The Auditor General is poised to initiate the financial statement audit with the entrance conference to be held on October 1st.

Prior Month's Information

Endowment Audit: Carr, Riggs, & Ingram completed the Endowment Audit and will present their report at the September 27th Audit Committee meeting.

Internal Audit: Mauldin & Jenkins completed the risk assessment and will present that report, along with a proposed audit plan, at the September 27th Audit Committee meeting.

Financial Statement Audit: The Auditor General is poised to initiate the financial statement audit with the entrance conference to be held on September 27th.

BUDGET MANAGEMENT

Alison Crozier, Executive Director of Budget Management

Current Information

The Risk Management Casualty Insurance Realignment (EOG Memo #25-007) and appropriation are utilized to transfer the annual payments to the Division of Risk Management for workers' compensation, general liability, civil rights, and auto liability insurance.

Fund	FY 2024-25 Original Operating Budget, Risk Management	EOG Memo #25-007 Realignment	Operating Budget, Revision #1
Fund 1000	377,820	52,011	429,831
Fund 2021	43,497	5,988	49,485

The State Employee Retirement Adjustments (EOG Memo #25-011) are utilized to support the increased employer retirement contributions for FTE positions. The Pay Increase Distributions (EOG Memo #25-013) are utilized to support statewide increases that were effective July 1, 2024. The State Employee Health Insurance Adjustments will be distributed in December 2024 for coverage beginning on January 1, 2025.

Salaries and Benefits:

Fund	FY 2024-25 Original Operating Budget: Salaries and Benefits	EOG Memo #25-011 Retirement Adjustment	EOG Memo #25-013 Pay Increase Distribution	EOG Memo #XX-XXX Health Insurance Adjustment (December 2024)	Operating Budget, Revision #1
Fund 1000	48,098,345	12,279	1,132,308	550,024	49,792,956*
Fund 2261	1,328,648	516	36,133	16,995	1,382,292
Fund 2339	1,248,696	335	23,474	11,041	1,283,546

The FSDB internal budget realignment supports the increases to the Professional Supplement Schedule approved by the Board of Trustees on August 23, 2024. Professional Supplements include coaching, extracurriculars, and class sponsors.

Fund 1000	FY 2024-25 Operating Budget, Revision #1 Pending	FSDB Internal Budget Realignment	Operating Budget, Revision #1
Professional Supplements	167,000	5,256	172,256
Salaries and Benefits	49,792,956*	(5,256)	49,787,700

The Human Resources Services Adjustment (EOG Memo #25-012) and appropriation are utilized to transfer payments to the Department of Management Services for the agency's proportional share of the People First System invoice.

Fund	FY 2024-25 Original Operating Budget, People First Assessment	EOG Memo #25-012 Adjustment	Operating Budget, Revision #1
Fund 1000	188,416	10,102	198,518
Fund 2021	43,348	5,812	49,160

Prior Month’s Information

None reported.

BUSINESS SERVICES BULLETIN
 Julia Mintzer, Administrator of Business Services

The following Business Services updates were shared with staff members via Viva Engage on Thursday, October 3rd.

Business Services Bulletin: October 3, 2024

Below, you will find updates from the Business Services Department. Please let us know what we may do to support your programs as you go forth and do good things!

ACCOUNTING/PURCHASING

The Accounting Department is engaged in the rigorous annual financial statement audit conducted by the Auditor General for general revenue funds and an external audit for endowment funds.

The department has vacancies for accounting positions. This work requires advanced accounting skills with proven work experience. If you know anyone looking to join the team, please encourage them to apply via People First. For more details, please reach out to John Wester.

Please remember to send Agency Fund Requisitions to the Student Bank at least ten days in advance of needing funds. The dynamic team in that department is diligent in processing requests, and we have more projects than ever.

If you are in need of a contract, please initiate a Service Contract Request early. Executing a contract can be a timely process depending on the scope and complexity of the work to be achieved. The Purchasing Department is ready to guide you through the process, and starting early contributes to a win-win for all.

ADVANCEMENT

In December, Advancement will be opening the Private Funding Request process. For those who have previously completed the private funding request training, a required online Moodle training will be available, replacing the in-person training sessions held in past years. However,

all new project leaders/staff will be required to attend an in-person training class. Anyone else is still welcome to attend the in-person training if they prefer. The updated form is located on the Advancement Intranet page.

BUDGET MANAGEMENT

The Budget Management Department is responsible for the payroll function of the agency. Since the start of the school year, timekeeping audits have yielded opportunities for improvement. Please refer to the Attendance and Leave Training found in the Moodle Course Catalog. This course has been launched for the 2024-2025 school year and offers valuable guidance as staff members accurately enter their time in People First. Supervisors are reminded to conduct a careful review when approving employee timesheets.

BUSINESS SERVICES—FACILITY RESERVATIONS

As you request the use of FSDB facilities, carefully consider the logistics that go along with planning a successful event. Will the event conflict with other campus events? Is the event being planned far enough in advance to secure the necessary campus resources (interpreters, door greeters, etc...)?

The Training and Quality Assurance Department has opened a new in-person course to assist you in planning a successful meeting or event: FSDB Event Planning 101. There are two sessions available on October 30th. [Sign up today!](#)

CAMPUS POLICE

The FSDB Campus Police Department offers student training throughout the year. Classes are 30 to 60 minutes long and are instructed by one of our Officers. Most classes are offered Monday - Friday during school hours, with the exception being DARE, which is only offered Monday - Thursday, 8 am - 2 pm. If you are interested in one or multiple classes, please contact Investigator Kelly Thomas for scheduling. The Mental Health Department has reviewed the course offerings and will be available to co-teach for select topics.

- Elementary School
 - Wise Owl's Drug Safety
 - Wise Owl Days: When Telling Isn't Tattling
 - Wise Owl Bully Stopper
 - Kindness Counts Series
 - Emotion Commotion Series
 - Learning Good Words for a Bad Mood
 - Get Along Monster Series
 - DARE
 - Amazing Kids of Character Series
 - Stranger Danger Awareness: The Five Traps
- Middle/High School
 - Making School a Positive Place Series
 - Controlling Anger Before it Controls You

- Understanding Social Anxiety
- Combating Social Isolation and Loneliness
- Reaching Out: A Suicide Prevention Workshop
- Am I Normal? Teens and Emotional Health
- Hallmarks of Good Mental Health
- Reasons for Hope, Reasons to Live: Preventing Youth Suicide
- Stress: The Good, The Bad, and The Healthy
- Teen Depression: Signs, Symptoms, and Getting Help
- High Potency Marijuana: What Every Teen Needs to Know
- Opioids: Addiction, Overdose, and Death
- All You Need to Know About Prescription and OTC Drugs in 17 Minutes
- All You Need to Know About Tobacco in 17 Minutes
- Juuling and Vaping: What the Latest Research Reveals
- Vaping: More Dangerous Than You Think
- Edible Marijuana: Is it Safe?
- Bath Salts: The Deadly Facts
- Before You Hook Up: Dating Rights and Responsibilities
- How to End Unhealthy Relationships
- Ten Signs of Relationship Abuse
- Bystander Intervention: Putting a Stop to Sexual Assault
- Confronting Sexual Harassment in School: What Every Student Needs to Know
- Defining Sexual Assault
- Blow-ups and Rages: Learning to Manage Your Anger
- Bystander Intervention: Putting a Stop to Bullying
- Handling Bullies When You're LGBTQ
- Confessions of a Bully
- Constantly Connected: Managing Social Media Addiction
- Gossip, Drama, and Social Media Series
- Ten Ways to Stay Safe on the Internet
- The Nine Signs of Internet Addiction
- I Was Cyberbullied
- Me and My 500 "Friends": Staying Safe on Social Networks
- Digital Smarts: Protecting Your Online Reputation and Safety
- Digital Smarts: Behaving Ethically Online
- B Careful When U TXT: The Dangers of Texting and Sexting
- Texting and Driving: The Deadliest Distraction
- Straight Talk About Sexting and Messaging

SAFETY AND FACILITIES OPERATIONS

The Safety and Facilities Operations Department continues to tackle projects in addition to the regular preventative maintenance work. Many thanks to the team members who arrived at campus bright and early on Friday morning to begin the grounds clean-up and building walkthroughs after the inclement weather associated with Hurricane Helene.

Bleachers: We are in the home stretch of the Bleacher Project. Substantial stormwater work was required, and the August rains and September tropical weather created unforeseen delays. We look forward to landscaping the area once the coast is clear. It has been wonderful to see the fans enjoy the new seating during home football games.

Basketball Court – Gregg Hall: We still anticipate that the basketball court will be completed by the end of October. Between the ground infrastructure and the existing trees, the design team had to become creative with the location. We look forward to seeing students on the court soon.

Gregg Hall: This new build is in the home stretch of completion. We have a reduced number of punch list items to tackle, and new furniture is expected to arrive next week. Thus far, students and staff members have offered positive feedback about the new space.

Kids Town Pavilion: The construction of the pavilion is complete. The Communications/PR Department has been looped in on future signage to further enhance the structure. For 2025-2026, the Safety and Facilities Operations Department will submit a private funding request to further spruce up the Kids Town area. We have visions of a new surface for the water around the lighthouse and potential seating for viewing performances in the pavilion. We'll share more information when we have a plan.

Settles: The renovation to the Settles storefront is making progress. This project will enhance the integrity of the windows on the north side of the building and will enclose the elevator. The contractor is consuming as little space as possible for this project. Please continue to proceed with caution through that area, and please enter the building through the south entrance (Vaill side). Thanks for your patience as we strive to complete this project as quickly as possible.

Kramer Hall: The Kramer Hall renovation will begin this month. Departments have confirmed that all items have been removed from the space in preparation for demolition of the building components to be renovated. Please proceed with caution in that area. The contractor understands that this is a high-traffic area, especially during dismissal. It is anticipated that this project will be substantially completed in July 2025.

TRAINING AND QUALITY ASSURANCE

The Training and Quality Assurance Department has launched 13 Moodle Courses. Although we have the semester to complete these training requirements, avoid waiting until the last minute. It is not a race to determine who can click their mouse the fastest to progress through the training material. Take your time to carefully review the content as we are all accountable for the material. The TQA team has worked closely with content owners to provide you with the most current information in support of your role at FSDB.

TRANSPORTATION

The Transportation Department is on a roll as we make our way through another successful year of safely transporting students back and forth to school. Many thanks for their flexibility and efficiency as we respond to statewide weather events.

We are hiring Chaperones. If you know anyone interested in joining our Transportation team, please direct them to People First. For more information about employment opportunities in Transportation, please reach out to Kevin Greene.

It's never too early to plan your field trip. Submit requests early as resources may become limited based on the time of year and staffing availability.

That's all for now, folks!

Thanks for your time catching up on Business Services activities. If you have any questions, please do not hesitate to reach out to me directly. Julia

INVESTMENT PERFORMANCE

David Hanvey, CFP, Vice President-Wealth Management: UBS

Current Information

We hope everyone has weathered Hurricane Helene safely. According to Moody's Analytics, the projected cost of Hurricane Helene is estimated between \$20- \$34 billion range, which has been exacerbated by the lives lost during the storm. During September, the Federal Reserve began cutting rates due to inflation moderating and slowing economic growth. The slow-down is being reflected with increasing late payments and delinquencies on both credit cards and auto loans. However, the consumer is showing resilience, and fears of a recession have eased with the beginning of the Fed rate cut cycle. Uncertainty has been elevated with the upcoming U.S. election and escalating geopolitical risks in the Middle East. UBS has a favorable central outlook forecast, with the S&P 500 projected to rise to 6,250 (+9.1%) by September 2025.

During the month, **Endowment Fund I** increased +\$255,467.54 (+1.21%), increased +9.97% year to date, and increased +18.32% for the trailing 12 months with a closing portfolio value of \$21,338,382.22. Dividends and interest income totaled +\$35,234.21, and accrued interest increased +\$14,398.49. During the same period, the Benchmark increased by +1.72%, +11.89%, and +22.21%, while the S&P 500 increased by +2.14%, +22.08%, and +36.35%, respectively. Furthermore, the US Aggregate Government Credit Intermediate Bond Index increased by +1.05%, +4.46%, and +8.91%, respectively.

Endowment II increased +\$140,387.73 (+1.10%), increased + 9.00% year to date, and increased +16.98% for the trailing 12 months with a closing portfolio value of \$12,935,013.41. During the

period, dividends and interest income totaled +\$27,707.66, and accrued interest increased +\$1,225.62.

Prior Month's Information

This summer has been anything but quiet, with major political developments, escalating geopolitical risks, and much uncertainty. The assassination attempt on a former president and the sitting president stepping down from reelection are particularly shocking. Furthermore, the intensity and passion of the election cycle has increased as the Democratic party has raised over \$500 million in donations since the current Vice President became the nominee. This could have wide-ranging implications for the election and policy changes for the country. The usual summer joys of spending time at the beach and catching up with our summer reading list have been overshadowed by these political and global events.

Amid that backdrop, **Endowment Fund I** increased +\$237,692.42 (+1.36%), increased +8.14% year to date, and increased +14.19% for the trailing 12 months with a closing portfolio value of \$20,991,243.26. Dividends and interest income totaled +\$43,602.23, and accrued interest decreased -\$10,422.93. During the same period, the Benchmark increased by +1.71%, +9.92%, and +17.35%, while the S&P 500 increased by +1.83%, +18.83%, and +28.56%, respectively. Furthermore, the US Aggregate Government Credit Intermediate Bond Index increased by +1.29%, +3.55%, and +7.43%, respectively. According to Bloomberg, as of August 5th, the average 60/40 portfolio increased +4.1% year to date. We will provide an update on the 60/40 portfolio once it is available next month.

Endowment II increased +\$148,293.63 (+1.34%), increased + 7.36% year to date, and increased +13.23% for the trailing 12 months with a closing portfolio value of \$12,740,334.05. Dividends and interest income totaled +\$35,604.81, and accrued interest decreased -\$14,969.31. The UBS central scenario 2024 forecast projection for the S&P 500 is 5,500 (-2.20%) by year-end.

SAFE SCHOOLS

Lt. Arline Lagasse, School Safety Specialist

Current Information

There are no updates to report.

Prior Month's Information

School Security Risk Assessment (SSRA) Findings

FSDB is pleased to report that the 2023-2024 Safe Schools Action Plan was executed with fidelity, efficacy, and efficiency. The parent check-in process outlined in the Reunification Plan was exercised in two reunification drills held in April 2024. Drilling a portion of the Reunification Plan was an invaluable experience for the district's Incident Command Team. FSDB looks forward to enhancing our 2024-2025 drill schedule to include more opportunities to practice

reunification. The Lighting Assessment identified in the School Security Risk Assessment last school year was completed in March 2024, and SaFO continues to maintain lighting across the campus grounds. A camera installation project identified in the 2022-2023 and 2023-2024 school years was substantially completed in May 2024. The libraries identified in the 2023-2024 school year are slated for the new camera project to be executed in the 2024-2025 school year.

FSDB remains in good standing with all safe school legislative requirements. As we move forward through the District Best Practices Assessment, we are pleased to report we are in a year of maintenance. Excluding the pending camera project identified for the 2024-2025 school year, there are no other projects identified at this time to further enhance school safety measures. FSDB will continue to monitor and reassess the campus throughout the school year to ensure continued compliance with the State of Florida.

SAFETY AND FACILITIES OPERATIONS

Guy Maltese, Executive Director of Safety and Facilities Operations

Current Information

Project Management

- Gregg Hall punch list continues; 2nd floor furniture will be delivered this month, and the remaining students to move in. The retention pond and fencing work continues and is expected to be completed by mid-month. Basketball court construction has begun.
- Kramer Hall renovation project design/build continues; sub-contractor bids have been opened, and a guaranteed maximum price (GMP) has been agreed upon. Purchasing is amending the contract to reflect GMP. The contractor is beginning the permitting process with an expected demo start in late October. This schedule maintains an expected substantial completion of July 2025.
- Stadium bleacher project punch list continues as well as drainage upgrades. A final inspection is expected in early October.
- Settles storefront upgrade project is progressing as expected.
- Cooling tower greenspace fencing has been activated and will be installed after the sidewalk is complete.
- Carrier 1000-ton thrust bearing replacement completed.
- The campus fared well through the recent storm (Helene). No flooding was experienced. However, there were several damaged limbs campus-wide, and one tree was down. Minor debris was excessive, and the team worked on Friday, 9/27, to ensure the campus was safe for student return on Monday, 9/29. Minor clean-up continued the week of 9/30.
- Wartmann Hall remains on schedule to reopen by month's end.
- The Grounds Department continues the campus beautification initiative, this includes new beds, unique plantings, window washing, and continued pressure washing.

- SaFO continues to manage projects in alignment with the 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, progress of existing projects, and budget management.

Prior Month's Information

Project Management

- Gregg Hall students moved in on schedule; punch list items continue to be addressed by various vendors. The basketball court has been located, and work is expected to begin shortly.
- Kids Town Pavilion work has been completed, and students are using the site.
- A service contract request has been submitted for advertisement for the Owners Program Representative for the McClure Center project.
- The Kramer Hall renovation project continues as the design/build team advertises for subcontractors, and the guaranteed maximum price negotiations move toward completion on September 26th. This project maintains an expected substantial completion of July 2025.
- The new bleachers were ready for the August 29th game, even though the project still has open punch list items being addressed.
- The Settles storefront upgrade project is progressing as expected.
- The cooling tower greenspace sidewalk activation has been issued.
- The Carrier 1000-ton thrust bearing replacement completion is expected shortly.
- Annual campus switchgear and transformer testing and maintenance have been activated. The vendor is working with Florida Power & Light to schedule a fall shutdown.
- SaFO continues to manage projects in alignment with the Campus/Facilities Master Plan and Public Education Capital Outlay (PECO) Legislative Budget Request. Project Management meetings are held regularly concerning safety/security, Essential Equipment Maintenance, Technology, and Facility Infrastructure Repairs. Meetings focus on new projects, the progress of existing projects, and budget management.

TRAINING AND QUALITY ASSURANCE

Trish McFadden, Executive Director of Training and Quality Assurance

Current Information

The Training and Quality Assurance (TQA) Department held, or will hold, the following training classes between September 27, 2024, and October 24, 2024: New Employee Onboarding session, CPI full course, two CPR classes, AlerT, Youth Mental Health First Aid class, Elevator Safety Training, two Student Bank/Private Fund Custodian Classes, Stop the Bleed, and Question Persuade, Refer (QPR).

TQA welcomed twenty new employees at the New Employee Onboarding session held on October 2, 2024. Tracie Snow and members of the President's Advisory Team (PAT) were on hand to meet with groups of staff and share information about their respective areas and how their departments support FSDB's mission, values, and goals. Participants also received an introduction to Emergency Management and reviewed safety protocols while on campus. The New Employee Onboarding process provides an informative introduction to our school, an opportunity to meet key campus officials, and gain a better understanding of their role in FSDB's students' educational experience.

A kick-off meeting will be scheduled for the 2024-2025 Safety Education Fair. More details to follow in our next report. This event is tentatively scheduled for Wednesday, February 26, 2024.

Prior Month's Information

The Training and Quality Assurance Department held or will hold, the following training classes between August 25, 2024, and September 26, 2024: one CPI full course, one CPI Refresher course, seven CPR courses, one AlerT training, two Youth Mental Health First Aid classes, and one QPR course.

TQA is also working with the Safety and Facilities Operations Department to provide Elevator Safety Training. Identified members of the Safety and Facilities Operations and Campus Police departments will participate in this session.

As we progress into the fall semester, TQA will begin work on another seven Moodle Courses that address safety and compliance initiatives, which will be available in January 2025.

TRANSPORTATION

Kevin Greene, Executive Director of Transportation

Current Information

No updates to report.

Prior Month's Information

With the start of the new school year, the Transportation Staff has kicked off the PBiS program on our buses. As part of our kickoff, the Transportation Staff will talk with students about PBiS and how it pertains to Transportation. We will explain to students how positive behavior contributes to a safe, enjoyable ride to and from school. We will also talk about recognition for those students who exemplify positive behavior while on the bus. Our chaperones and drivers will evaluate the behavior of the students and provide feedback through a weekly evaluation form on each bus. At the end of each quarter, a top performer will be selected from each of our Yellow and SHOW buses. Those top performers will be recognized with an award appropriate for their grade level.

The Transportation Department is launching a professional development initiative that highlights the use of state-sponsored education benefits, such as tuition waivers and financial aid. This initiative will provide information and resources to staff members looking to expand their education and enhance their professional growth. Additional focus will be to promote development geared around ASL and other essential FSDB needs.

For the Transportation Staff, our 30-minute Education and Training sessions have started and will cover compliance, safety, administrative information, teambuilding, and professional development areas for department Staff Members. These sessions are held twice per month for all Day Bus and Operations Staff Members.

Respectfully Submitted,
Julia Mintzer
Administrator of Business Services



Performance Review

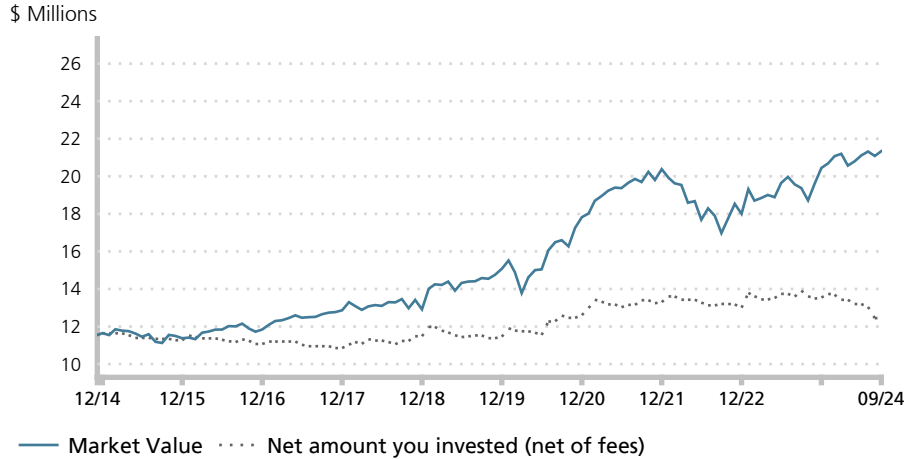
as of September 30, 2024

Consolidated report prepared for FSDB Endowment I

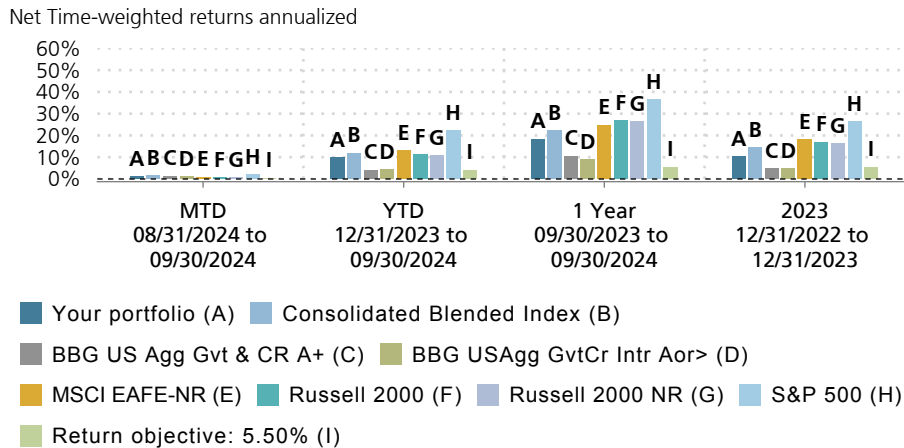
^ performance and account start dates differ (see disclosures)

NX XX181 ESG	NX XX187 ^ Fixed Income
NX XX182 Small Cap	NX XX189 Fixed Income
NX XX183 ^ Board Of Trustees For	NX XX190 Global Focused
NX XX185 OEI	NX XX191 Div Ruler
NX XX186 ^ MID CAP	NX XX407 ^ Fixed Income

Sources of Portfolio Value



Portfolio and Selected Benchmark Returns



Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 08/31/2024 to 09/30/2024	YTD 12/31/2023 to 09/30/2024	1 Year 09/30/2023 to 09/30/2024	2023 12/31/2022 to 12/31/2023
Opening value	21,082,914.68	20,445,679.48	19,374,951.56	17,999,902.34
Net deposits/withdrawals	0.00	-1,183,436.37	-1,579,124.82	434,520.34
Div./interest income	35,234.21	390,045.91	524,424.18	489,660.66
Change in accr. interest	14,398.49	11,916.28	6,169.71	16,935.31
Change in value	205,834.84	1,674,176.92	3,011,961.60	1,504,660.84
Closing value	21,338,382.22	21,338,382.22	21,338,382.22	20,445,679.48
Net Time-weighted ROR	1.21	9.97	18.32	10.43

Net deposits and withdrawals include program and account fees.

Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 08/31/2024 to 09/30/2024	YTD 12/31/2023 to 09/30/2024	1 Year 09/30/2023 to 09/30/2024	2023 12/31/2022 to 12/31/2023
Your portfolio(%)	1.21	9.97	18.32	10.43
Consolidated Blended Index	1.72	11.89	22.21	14.46
BBG US Agg Gvt & CR A+	1.32	4.13	10.56	4.94
BBG USAgg GvtCr Intr Aor>	1.05	4.46	8.91	4.77
MSCI EAFE-NR	0.92	12.99	24.77	18.24
Russell 2000	0.70	11.17	26.76	16.93
Russell 2000 NR	0.66	10.84	26.24	16.41
S&P 500	2.14	22.08	36.35	26.29
Return objective: 5.50%	0.44	4.10	5.50	5.50

Consolidated Blended Index: Start - Current: 2% BBG US Short TSY; 46% BBG USAgg GvtCr 5-10 Y; 10% Russell 1000 Value; 3% Russell 2000; 21% MSCI ACWI ALL CAP-NR; 6% MSCI World All Cap - NR; 7% Russell 1000 Growth; 5% Russell 1000

Past performance does not guarantee future results and current performance may be lower/higher than past data presented
 FSDB Board of Trustees Meeting, October 25, 2024



NX XX181	ESG	NX XX187	Fixed Income
NX XX182	Small Cap	NX XX189	Fixed Income
NX XX183	Board Of Trustees For	NX XX190	Global Focused
NX XX185	OEI	NX XX191	Div Ruler
NX XX186	MID CAP	NX XX407	Fixed Income

Additional Information About Your Portfolio

as of September 30, 2024

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

	Performance	Start date to	ITD
	Start date	09/30/2024	
Consolidated	12/08/2014		5.84%

Benchmark Composition

Consolidated

Blended Index

Start - Current: 2% BBG US Short TSY; 46% BBG USAgg GvtCr 5-10 Y; 10% Russell 1000 Value; 3% Russell 2000; 21% MSCI ACWI ALL CAP-NR; 6% MSCI World All Cap - NR; 7% Russell 1000 Growth; 5% Russell 1000



Financial Markets Summary

as of September 30, 2024

Consolidated report prepared for FSDB Endowment I

NX XX181	ESG	NX XX187	Fixed Income
NX XX182	Small Cap	NX XX189	Fixed Income
NX XX183	Board Of Trustees For	NX XX190	Global Focused
NX XX185	OEI	NX XX191	Div Ruler
NX XX186	MID CAP	NX XX407	Fixed Income

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2024 to 09/30/2024	09/30/2023 to 09/30/2024	09/30/2021 to 09/30/2024	09/30/2019 to 09/30/2024	09/30/2017 to 09/30/2024	09/30/2014 to 09/30/2024
Cash Alternatives	US Treasury Bill - 3 Mos	1.36	5.52	3.57	2.33	2.22	1.63
US - Fixed Income	BBG Agg Bond	5.20	11.57	-1.39	0.33	1.47	1.84
	BBG Muni 1-10Y 1-12Y	2.67	7.44	0.53	1.39	1.87	1.97
	BBG Muni 5 Yr 4-6 TR	3.04	7.56	0.35	1.32	1.70	1.79
	BBG Muni 7 Yr 6-8 TR	3.20	8.42	0.25	1.37	1.99	2.22
	BBG Muni Bond	2.71	10.37	0.09	1.38	2.23	2.51
	BBG US Agg Gvt & CR 1-3 Y	2.96	7.19	1.50	1.70	1.90	1.64
	BBG US Gov/CorpInter TR	4.17	9.45	0.17	1.26	1.89	1.96
Global/International - Fixed Income	BBG GblAgg	6.98	11.99	-3.05	-0.83	0.26	0.57
	BBG GblAgg ex-USD	8.52	12.28	-4.41	-1.85	-0.80	-0.50
US Equity	Dow Jones Ind Avg	8.72	28.85	9.96	11.77	11.89	12.02
	NAREIT Equity	16.79	34.77	3.51	5.08	7.12	8.03
	NASDAQ Composite	2.57	37.60	7.97	17.83	15.83	14.99
	Russell 1000	6.08	35.68	10.82	15.62	14.17	13.09
	Russell 1000 Growth	3.19	42.19	12.01	19.72	18.19	16.51
	Russell 1000 Value	9.43	27.76	9.02	10.68	9.53	9.22
	Russell 2000	9.27	26.76	1.84	9.38	7.36	8.78
	Russell 2000 Growth	8.41	27.66	-0.35	8.81	7.59	8.94
	Russell 2000 Value	10.15	25.88	3.77	9.28	6.59	8.22
	Russell 2500	8.75	26.17	3.46	10.42	9.02	9.49
	Russell 3000	6.23	35.19	10.28	15.25	13.72	12.82
	Russell Mid Cap	9.21	29.33	5.75	11.28	10.47	10.18
	Russell Mid Cap Growth	6.54	29.33	2.31	11.47	11.87	11.29
	Russell Mid Cap Value	10.08	29.01	7.38	10.32	8.82	8.93
	S&P 400 Mid Cap	6.94	26.79	7.46	11.76	9.95	10.31
	S&P 500	5.89	36.35	11.90	15.96	14.48	13.37
Global/International - Equity	MSCI AC World - NR	6.61	31.76	8.08	12.18	10.23	9.38
	MSCI ACWI xUSA-NR	8.06	25.35	4.13	7.58	5.43	5.21
	MSCI EAFE-NR	7.26	24.77	5.48	8.19	5.99	5.70



Financial Markets Summary

as of September 30, 2024 (continued)

Consolidated report prepared for FSDB Endowment I

NX XX181	ESG	NX XX187	Fixed Income
NX XX182	Small Cap	NX XX189	Fixed Income
NX XX183	Board Of Trustees For	NX XX190	Global Focused
NX XX185	OEI	NX XX191	Div Ruler
NX XX186	MID CAP	NX XX407	Fixed Income

	Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
	06/30/2024 to 09/30/2024	09/30/2023 to 09/30/2024	09/30/2021 to 09/30/2024	09/30/2019 to 09/30/2024	09/30/2017 to 09/30/2024	09/30/2014 to 09/30/2024
MSCI Emerging Markets-NR	8.72	26.05	0.40	5.74	3.65	4.02
MSCI Emerging Markets-PR	7.79	22.89	-2.24	3.18	1.14	1.53
MSCI World	6.46	33.03	9.60	13.57	11.67	10.64
Commodities						
DJ UBS Commodity	0.68	0.96	3.66	7.78	4.86	0.03
Goldman Sachs Commodity	-5.26	-6.06	8.80	8.02	6.10	-2.35
Non-Traditional						
HFRI Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
HFRI FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
HFRX Eqty Hdg-EqMktNeu	1.72	8.45	3.26	1.27	0.12	0.46
HFRX Event Driven	2.69	5.35	-1.66	2.24	0.40	0.69
Balanced						
S&P 500 40% /BBG Agg 60%	5.48	21.03	3.96	6.64	6.81	6.57
S&P 500 50% /BBG Agg 50%	5.54	23.48	5.29	8.21	8.12	7.73
S&P 500 60% /BBG Agg 40%	5.61	25.98	6.62	9.77	9.42	8.88
Miscellaneous						
Consumer Price Index	0.20	2.28	4.69	4.16	3.53	2.83



Disclosures Applicable to Accounts at UBS Financial Services Inc.

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

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

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

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

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

Client Accounts: This report may include all assets in the accounts listed and may include eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such securities will distort the actual performance of your accounts and does not reflect the performance of your accounts in the fee-based program. As a result, the performance reflected in this report can vary substantially from the individual account performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. When shown on a report, the risk profile and return objectives describe your overall goals for these accounts. For each account you maintain, you choose one return objective and a primary risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your account records.

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

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

Time-weighted Returns for accounts / SWP/AAP sleeves (Daily periods): The report displays a time weighted rate of return (TWR) that is calculated by dividing the portfolio's daily gain/loss by the previous day's closing market value plus the net value of cash flows that occurred during the day, if it was positive. The TWR gives equal weighting to every return regardless of amount of money invested, so it is an effective measure for returns on a fee based account. Periods greater than one day are calculated by linking the daily returns. All periods shown which are greater than 12 months are annualized. For reports generated prior to 01/26/2018, the performance calculations used the account's end of day value on the performance inception (listed in the report under the column "ITD") and all cash flows were posted at end of day. As a result of the change, the overall rate of return (TWR) and beginning market value displayed can vary from prior generated reports. This applies to all performance for all assets on or after 09/30/2010, Advisory assets on or after 12/31/2010, SWP/AAP sleeves on or after 04/30/2018 as well as all Asset Class and Security level returns.

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

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

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

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

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



Disclosures Applicable to Accounts at UBS Financial Services Inc. *(continued)*

portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data maybe subject to review and revision. Further, there is no guarantee that an investor's account will meet or exceed the stated benchmark. Index performance information has been obtained from third parties deemed to be reliable. We have not independently verified this information, nor do we make any representations or warranties to the accuracy or completeness of this information.

Blended Index - For Advisory accounts, Blended Index is designed to reflect the asset categories in which your account is invested. For Brokerage accounts, you have the option to select any benchmark from the list.

For certain products, the blended index represents the investment style corresponding to your client target allocation. If you change your client target allocation, your blended index will change in step with your change to your client target allocation.

Blended Index 2 - 8 - are optional indices selected by you which may consist of a blend of indexes. For advisory accounts, these indices are for informational purposes only. Depending on the selection, the benchmark selected may not be an appropriate basis for comparison of your portfolio based on its holdings.

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

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

Net Deposits/Withdrawals: When shown on a report, this information represents the net value of all cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your accounts from the first day to the last day of the period. When fees are shown separately, net deposits / withdrawals does not include program fees (including wrap fees). When investment return is displayed net deposits / withdrawals does not include program fees (including wrap fees). For security contributions and withdrawals, securities are calculated using the end of day UBS FS price on the day securities 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 include income on securities that have been lent out & does not reflect your account's tax status or reporting requirements. Use only official tax reporting documents (i.e. 1099) for tax reporting purposes. The classification of private investment distributions can only be determined by referring to the official year-end tax-reporting document

provided by the issuer.

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

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

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

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

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

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

Concentrated Equity Solutions (CES) managers are not involved in the selection of the underlying stock positions. The Manager will advise only on the options selection in order to pursue the strategy in connection with the underlying stock position(s) deposited in the account. It is important to keep this in mind when evaluating the manager's performance since the account's performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly



Disclosures Applicable to Accounts at UBS Financial Services Inc. *(continued)*

during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

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

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

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

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

Accounts Included in this Report: The account listing may or may not include all of your accounts with UBS FS. The accounts included in this report are listed under the "Accounts included in this review" shown on the first page or listed at the top of each page. If the account is a donor advised fund account, the assets in those accounts are owned by the Sponsoring Charitable Organization, and not the donor. You and your financial advisor have procured the appropriate authorization to view the assets in the donor advised fund account. If an account number begins with "@" this denotes assets or liabilities held at other financial institutions. Information

about these assets, including valuation, account type and cost basis, is based on the information you provided to us, or provided to us by third party data aggregators or custodians at your direction. We have not verified, and are not responsible for, the accuracy or completeness of this information.

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

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

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

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

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

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

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

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

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



Disclosures Applicable to Accounts at UBS Financial Services Inc. *(continued)*

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.

UBS Financial Services account protection

The Firm is a member of the Securities Investor Protection Corporation (SIPC), which protects securities customers of its members up to \$500,000 (including \$250,000 for claims for cash). Explanatory brochure available upon request or at www.sipc.org. The SIPC asset protection limits apply to all accounts that you hold in a particular capacity.

The Firm, together with certain affiliates, has also purchased supplemental insurance. The maximum amount payable to all eligible clients, collectively under this protection is \$500 million as of December 10, 2019. Subject to the policy conditions and limitations, cash at the Firm is further protected for up to \$1.9 million in the aggregate for all your accounts held in a particular capacity. A full copy of the policy wording is available upon request.

Neither the SIPC protection nor the supplemental protection apply to:

- Certain financial assets controlled by (and included in your account value) but held away from UBS Financial Services. For example certain (i) insurance products, including variable annuities, and (ii) shares of mutual funds registered in the name of the account holder on the books of the issuer or transfer agent);
- Investment contracts or investment interests (e.g., limited partnerships and private placements) that are not registered under the Securities Act of 1933;
- Commodities contracts (e.g., foreign exchange and precious metal contracts), including futures contracts and commodity option contracts;
- Securities on loan to UBS Financial Services; and
- Deposit accounts (except certificates of deposit) at UBS Bank USA, UBS AG U.S. branches and banks in the FDIC Insured Deposit Program.

The SIPC protection and the supplemental protection do not apply to these assets even if they otherwise appear on your statements. The SIPC protection and the supplemental protection do not protect against changes in the market value of your investments (whether as a result of market movement, issuer bankruptcy or otherwise).



Performance Review

as of September 30, 2024

Consolidated report prepared for FSDB Endowment II

^ performance and account start dates differ (see disclosures)

NX XX184 Invesco

NX XX519 F2 OEI

NX XX188 ^ Div Ruler 2

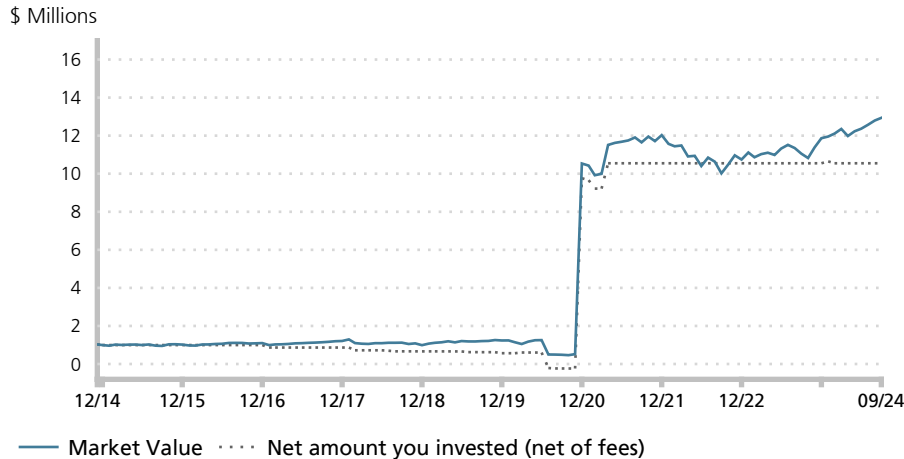
NX XX520 F2 Small Cap

NX XX516 F2 Fixed Income

NX XX517 F2 ESG

NX XX518 F2 LT Themes

Sources of Portfolio Value

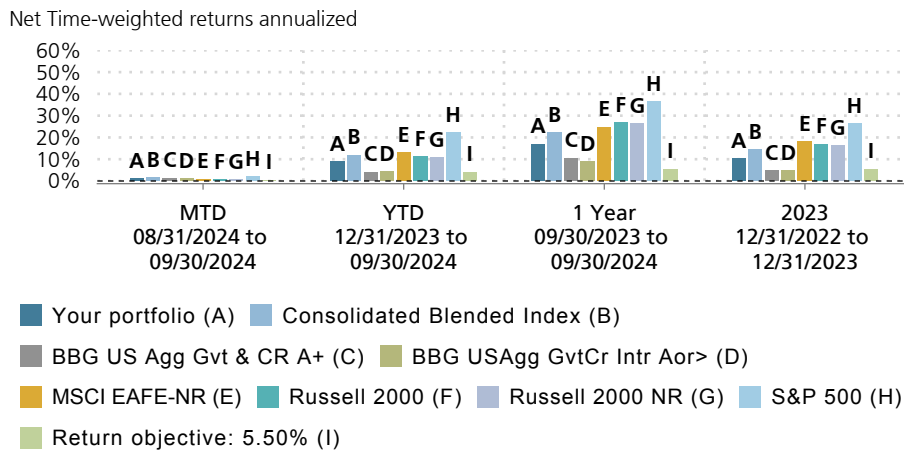


Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 08/31/2024 to 09/30/2024	YTD 12/31/2023 to 09/30/2024	1 Year 09/30/2023 to 09/30/2024	2023 12/31/2022 to 12/31/2023
Opening value	12,794,625.68	11,865,352.40	11,056,354.68	10,745,307.02
Net deposits/withdrawals	0.00	-42,783.83	-55,541.26	-51,439.74
Div./interest income	27,707.66	243,197.75	303,946.68	280,388.72
Change in accr. interest	1,225.62	-5,056.30	7,681.18	7,504.91
Change in value	111,454.45	874,303.40	1,622,572.13	883,591.48
Closing value	12,935,013.41	12,935,013.41	12,935,013.41	11,865,352.40
Net Time-weighted ROR	1.10	9.00	16.98	10.42

Net deposits and withdrawals include program and account fees.

Portfolio and Selected Benchmark Returns



Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 08/31/2024 to 09/30/2024	YTD 12/31/2023 to 09/30/2024	1 Year 09/30/2023 to 09/30/2024	2023 12/31/2022 to 12/31/2023
Your portfolio(%)	1.10	9.00	16.98	10.42
Consolidated Blended Index	1.72	11.89	22.21	14.46
BBG US Agg Gvt & CR A+	1.32	4.13	10.56	4.94
BBG USAgg GvtCr Intr Aor>	1.05	4.46	8.91	4.77
MSCI EAFE-NR	0.92	12.99	24.77	18.24
Russell 2000	0.70	11.17	26.76	16.93
Russell 2000 NR	0.66	10.84	26.24	16.41
S&P 500	2.14	22.08	36.35	26.29
Return objective: 5.50%	0.44	4.10	5.50	5.50

Consolidated Blended Index: Start - Current: 2% BBG US Short TSY; 46% BBG USAgg GvtCr 5-10 Y; 10% Russell 1000 Value; 3% Russell 2000; 21% MSCI ACWI ALL CAP-NR; 6% MSCI World All Cap - NR; 7% Russell 1000 Growth; 5% Russell 1000

Past performance does not guarantee future results and current performance may be lower/higher than past data presented
 FSDB Board of Trustees Meeting, October 25, 2024



Additional Information About Your Portfolio

as of September 30, 2024

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

	Performance	Start date to	ITD
	Start date	09/30/2024	
Consolidated	12/08/2014		8.81%

Benchmark Composition

Consolidated

Blended Index

Start - Current: 2% BBG US Short TSY; 46% BBG USAgg GvtCr 5-10 Y; 10% Russell 1000 Value; 3% Russell 2000; 21% MSCI ACWI ALL CAP-NR; 6% MSCI World All Cap - NR; 7% Russell 1000 Growth; 5% Russell 1000



Financial Markets Summary

as of September 30, 2024

Consolidated report prepared for FSDB Endowment II

NX XX184 Invesco
 NX XX188 Div Ruler 2
 NX XX516 F2 Fixed Income
 NX XX517 F2 ESG
 NX XX518 F2 LT Themes
 NX XX519 F2 OEI
 NX XX520 F2 Small Cap

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2024 to 09/30/2024	09/30/2023 to 09/30/2024	09/30/2021 to 09/30/2024	09/30/2019 to 09/30/2024	09/30/2017 to 09/30/2024	09/30/2014 to 09/30/2024
Cash Alternatives	US Treasury Bill - 3 Mos	1.36	5.52	3.57	2.33	2.22	1.63
US - Fixed Income	BBG Agg Bond	5.20	11.57	-1.39	0.33	1.47	1.84
	BBG Muni 1-10Y 1-12Y	2.67	7.44	0.53	1.39	1.87	1.97
	BBG Muni 5 Yr 4-6 TR	3.04	7.56	0.35	1.32	1.70	1.79
	BBG Muni 7 Yr 6-8 TR	3.20	8.42	0.25	1.37	1.99	2.22
	BBG Muni Bond	2.71	10.37	0.09	1.38	2.23	2.51
	BBG US Agg Gvt & CR 1-3 Y	2.96	7.19	1.50	1.70	1.90	1.64
	BBG US Gov/CorpInter TR	4.17	9.45	0.17	1.26	1.89	1.96
Global/International - Fixed Income	BBG GblAgg	6.98	11.99	-3.05	-0.83	0.26	0.57
	BBG GblAgg ex-USD	8.52	12.28	-4.41	-1.85	-0.80	-0.50
US Equity	Dow Jones Ind Avg	8.72	28.85	9.96	11.77	11.89	12.02
	NAREIT Equity	16.79	34.77	3.51	5.08	7.12	8.03
	NASDAQ Composite	2.57	37.60	7.97	17.83	15.83	14.99
	Russell 1000	6.08	35.68	10.82	15.62	14.17	13.09
	Russell 1000 Growth	3.19	42.19	12.01	19.72	18.19	16.51
	Russell 1000 Value	9.43	27.76	9.02	10.68	9.53	9.22
	Russell 2000	9.27	26.76	1.84	9.38	7.36	8.78
	Russell 2000 Growth	8.41	27.66	-0.35	8.81	7.59	8.94
	Russell 2000 Value	10.15	25.88	3.77	9.28	6.59	8.22
	Russell 2500	8.75	26.17	3.46	10.42	9.02	9.49
	Russell 3000	6.23	35.19	10.28	15.25	13.72	12.82
	Russell Mid Cap	9.21	29.33	5.75	11.28	10.47	10.18
	Russell Mid Cap Growth	6.54	29.33	2.31	11.47	11.87	11.29
	Russell Mid Cap Value	10.08	29.01	7.38	10.32	8.82	8.93
	S&P 400 Mid Cap	6.94	26.79	7.46	11.76	9.95	10.31
	S&P 500	5.89	36.35	11.90	15.96	14.48	13.37
Global/International - Equity	MSCI AC World - NR	6.61	31.76	8.08	12.18	10.23	9.38
	MSCI ACWI xUSA-NR	8.06	25.35	4.13	7.58	5.43	5.21
	MSCI EAFE-NR	7.26	24.77	5.48	8.19	5.99	5.70



Financial Markets Summary

as of September 30, 2024 (continued)

	Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
	06/30/2024 to 09/30/2024	09/30/2023 to 09/30/2024	09/30/2021 to 09/30/2024	09/30/2019 to 09/30/2024	09/30/2017 to 09/30/2024	09/30/2014 to 09/30/2024
MSCI Emerging Markets-NR	8.72	26.05	0.40	5.74	3.65	4.02
MSCI Emerging Markets-PR	7.79	22.89	-2.24	3.18	1.14	1.53
MSCI World	6.46	33.03	9.60	13.57	11.67	10.64
Commodities						
DJ UBS Commodity	0.68	0.96	3.66	7.78	4.86	0.03
Goldman Sachs Commodity	-5.26	-6.06	8.80	8.02	6.10	-2.35
Non-Traditional						
HFR1 Equity Hedge	N/A	N/A	N/A	N/A	N/A	N/A
HFR1 FOF Diversified	N/A	N/A	N/A	N/A	N/A	N/A
HFRX Eqty Hdg-EqMktNeu	1.72	8.45	3.26	1.27	0.12	0.46
HFRX Event Driven	2.69	5.35	-1.66	2.24	0.40	0.69
Balanced						
S&P 500 40% /BBG Agg 60%	5.48	21.03	3.96	6.64	6.81	6.57
S&P 500 50% /BBG Agg 50%	5.54	23.48	5.29	8.21	8.12	7.73
S&P 500 60% /BBG Agg 40%	5.61	25.98	6.62	9.77	9.42	8.88
Miscellaneous						
Consumer Price Index	0.20	2.28	4.69	4.16	3.53	2.83



Disclosures Applicable to Accounts at UBS Financial Services Inc.

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

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

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

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

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

Client Accounts: This report may include all assets in the accounts listed and may include eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such securities will distort the actual performance of your accounts and does not reflect the performance of your accounts in the fee-based program. As a result, the performance reflected in this report can vary substantially from the individual account performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. When shown on a report, the risk profile and return objectives describe your overall goals for these accounts. For each account you maintain, you choose one return objective and a primary risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your account records.

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

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

Time-weighted Returns for accounts / SWP/AAP sleeves (Daily periods): The report displays a time weighted rate of return (TWR) that is calculated by dividing the portfolio's daily gain/loss by the previous day's closing market value plus the net value of cash flows that occurred during the day, if it was positive. The TWR gives equal weighting to every return regardless of amount of money invested, so it is an effective measure for returns on a fee based account. Periods greater than one day are calculated by linking the daily returns. All periods shown which are greater than 12 months are annualized. For reports generated prior to 01/26/2018, the performance calculations used the account's end of day value on the performance inception (listed in the report under the column "ITD") and all cash flows were posted at end of day. As a result of the change, the overall rate of return (TWR) and beginning market value displayed can vary from prior generated reports. This applies to all performance for all assets on or after 09/30/2010, Advisory assets on or after 12/31/2010, SWP/AAP sleeves on or after 04/30/2018 as well as all Asset Class and Security level returns.

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

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

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

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

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



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portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data 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.

Blended Index - For Advisory accounts, Blended Index is designed to reflect the asset categories in which your account is invested. For Brokerage accounts, you have the option to select any benchmark from the list.

For certain products, the blended index represents the investment style corresponding to your client target allocation. If you change your client target allocation, your blended index will change in step with your change to your client target allocation.

Blended Index 2 - 8 - are optional indices selected by you which may consist of a blend of indexes. For advisory accounts, these indices are for informational purposes only. Depending on the selection, the benchmark selected may not be an appropriate basis for comparison of your portfolio based on its holdings.

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

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

Net Deposits/Withdrawals: When shown on a report, this information represents the net value of all cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your accounts from the first day to the last day of the period. When fees are shown separately, net deposits / withdrawals does not include program fees (including wrap fees). When investment return is displayed net deposits / withdrawals does not include program fees (including wrap fees). For security contributions and withdrawals, securities are calculated using the end of day UBS FS price on the day securities 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 include income on securities that have been lent out & does not reflect your account's tax status or reporting requirements. Use only official tax reporting documents (i.e. 1099) for tax reporting purposes. The classification of private investment distributions can only be determined by referring to the official year-end tax-reporting document

provided by the issuer.

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

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

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

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

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

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

Concentrated Equity Solutions (CES) managers are not involved in the selection of the underlying stock positions. The Manager will advise only on the options selection in order to pursue the strategy in connection with the underlying stock position(s) deposited in the account. It is important to keep this in mind when evaluating the manager's performance since the account's performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly



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during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

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

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

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

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

Accounts Included in this Report: The account listing may or may not include all of your accounts with UBS FS. The accounts included in this report are listed under the "Accounts included in this review" shown on the first page or listed at the top of each page. If the account is a donor advised fund account, the assets in those accounts are owned by the Sponsoring Charitable Organization, and not the donor. You and your financial advisor have procured the appropriate authorization to view the assets in the donor advised fund account. If an account number begins with "@" this denotes assets or liabilities held at other financial institutions. Information

about these assets, including valuation, account type and cost basis, is based on the information you provided to us, or provided to us by third party data aggregators or custodians at your direction. We have not verified, and are not responsible for, the accuracy or completeness of this information.

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

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

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

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

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

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

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

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

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



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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.

UBS Financial Services account protection

The Firm is a member of the Securities Investor Protection Corporation (SIPC), which protects securities customers of its members up to \$500,000 (including \$250,000 for claims for cash). Explanatory brochure available upon request or at www.sipc.org. The SIPC asset protection limits apply to all accounts that you hold in a particular capacity.

The Firm, together with certain affiliates, has also purchased supplemental insurance. The maximum amount payable to all eligible clients, collectively under this protection is \$500 million as of December 10, 2019. Subject to the policy conditions and limitations, cash at the Firm is further protected for up to \$1.9 million in the aggregate for all your accounts held in a particular capacity. A full copy of the policy wording is available upon request.

Neither the SIPC protection nor the supplemental protection apply to:

- Certain financial assets controlled by (and included in your account value) but held away from UBS Financial Services. For example certain (i) insurance products, including variable annuities, and (ii) shares of mutual funds registered in the name of the account holder on the books of the issuer or transfer agent);
- Investment contracts or investment interests (e.g., limited partnerships and private placements) that are not registered under the Securities Act of 1933;
- Commodities contracts (e.g., foreign exchange and precious metal contracts), including futures contracts and commodity option contracts;
- Securities on loan to UBS Financial Services; and
- Deposit accounts (except certificates of deposit) at UBS Bank USA, UBS AG U.S. branches and banks in the FDIC Insured Deposit Program.

The SIPC protection and the supplemental protection do not apply to these assets even if they otherwise appear on your statements. The SIPC protection and the supplemental protection do not protect against changes in the market value of your investments (whether as a result of market movement, issuer bankruptcy or otherwise).



Blind High School Leadership Class

Our Leadership class students, which includes students from both Deaf and Blind High Schools, are preparing their first-quarter presentation, "Understanding Me." They have been doing classwork and getting to know themselves better, as you can't be a good leader for others if you don't know yourself. The students completed surveys, researched, and reflected on their personality type, Holland code, values, desired lifestyle, and character strengths. They matched these with top suggested careers and explored Florida's career clusters to find the best career match. Students were required to interview four family members to gain insight into their careers, values, and expectations, as well as support for their future goals.

Students are putting together a presentation to present to the class. Their presentation must bring all that they've learned together and use that to support their future career choice. As part of their presentation, each student will create a Vision Board showing their future goals and hopes. The Vision Board may be presented as an actual visual board, either physical or digital, a tactile board, or as a PowerPoint. Ideally students will keep these boards and use them to help stay focused on their future. A goal is for the leadership skills developed through this 9-week process to transfer to their other classes and overall development. Knowing themselves and being comfortable and successful in their careers and lifestyles will allow them to become leaders for others.

Leslie Costello – High School Leadership and Music Teacher

Break the Barrier Math Tournaments

Blind Middle and High School students will meet up for friendly but quite competitive quarterly math tournaments. Students will display their skills in the areas of number sense, fluency, operations, and more. Our first tournament for the year will occur in October.

Justyn Keller – Middle School Math Teacher

FSDB Blind Ski & Winter Sports Club Informational Meeting

Jenny Enache & Tim Puch, Ski Club Sponsors

On August 30th, the FSDB Blind Ski & Winter Sports Club held its first official meeting of the year. At this meeting students learned about the club, the trip to Montana, and requirements and factors evaluated when selecting students to go to Montana. The sponsors use a detailed point system to choose the students to go to Montana, and they conduct interviews with each student.

There will be up to ten students selected for the trip. Students will travel to Whitefish, Montana, to experience downhill skiing, cross-country skiing, ice skating, sleigh riding, sledding, and much more. Here is the link to the video from last year's trip, [FSDB Ski Club 2024 Trip to Montana on Vimeo](#)

Jenny Enache – Orientation and Mobility ECC Specialists

High School Contemporary Literature Class

Mrs. Brooke Carr's Contemporary Literature class students are diving into the novel *To Kill a Mockingbird* by Harper Lee.

In Chapter 4, Harper Lee wrote:

"Summer was on the way; Jem and I awaited it with impatience. Summer was our best season: it was sleeping on the back screened porch in cots or trying to sleep in the tree house; summer was everything good to eat; it was a thousand colors in a parched landscape; but most of all, summer was Dill."

Students were instructed to write a paragraph of summer metaphors, using this paragraph for inspiration. First, they wrote a list of all things Summer: hobbies, traditions, vacations, boredom, etc. Then, they crafted those lists into lovely metaphorical paragraphs, starting with "Summer is..."

Paige Hart-Myers wrote:

"Summer is longing for the beach and collecting seashells. Summer is building sandcastles and having a good time with friends. Summer is diving into spring water headfirst when you find one. Summer is laying in the sun on the beach and feeling the warmness on your skin. Summer is pouring a freezing bottle of water over your head. Summer is sweating down the skin and boiling weather. Summer is longing to go to the lake and go fishing. Summer is getting bored of watching tv and going outside to enjoy a waterslide. Summer is longing for an ice cream cone and cooling down from the flaming weather outside."

Malia Bassant wrote:

"Summer is being super-hot in the heat, sweating. It is eating sweet, tasty ice cream treats. Spending time with the people I love, family and friends."

Kendall McDonald wrote:

"Summer, my least favorite time of the year, is the heat always being too much and the sun beating down too brightly. Although, summer was also watching nature develop, going swimming in the cool pool, eating watermelon on the front porch, going to the beach. Summer is spending time with family and friends for me, and that's why I sometimes enjoy the season of summer."

Calli Larison wrote:

"Summer is playing on my phone all day, getting annoyed at my sister and the mosquitoes that try to get in our house and bite me. Summer is my mom thinking of chores we can do to keep us busy. Summer is going to the store and watching movies outside when I would rather stay home. It is making S'mores and then wanting more than just one."

Mrs. Carr wrote:

"Summer is forehead sweat beading up and exasperated, disgruntled sighs. Summer is longing for a swimming pool and diving headfirst when you find one. It's vitamin D seeping into your pores. Summer is tan skin and pink noses. Summer is a smaller stack of books and a shorter watch list. It's

getting bored of sitting but not wanting to do anything else. It's family in town and smiles and hugs, followed by the ache of wishing they'd go. Summer is beach walks and shell collecting."

Brooke Carr – High School English Teacher

Celebrating Hispanic Heritage Month Technology Class Activity

In honor of Hispanic Heritage Month, our BMS technology classes explored the fascinating world of languages using Google Translate. Students had the opportunity to select words and phrases to translate and listen to their pronunciation in Spanish. We delved into the differences between Spanish spoken in Spain and the Americas, highlighting how regional accents and dialects vary, much like English does in different parts of the world. Our discussion included examples from Mexico, Puerto Rico, and Venezuela. Additionally, we identified other language-learning apps, such as Duolingo, and their level of accessibility. We talked about the college requirement to take two consecutive years of a foreign language in high school. These activities aligned with the Expanded Core Curriculum (ECC), emphasizing cultural awareness, empathy and respect for others, language skills, and general social interaction skills.

Hillary Norman – Middle School Technology Teacher

Expanded Core Curriculum Clinic

The Blind High School Expanded Core Curriculum Clinic is officially underway for the 2024-2025 school year! Every Thursday, Teresa Lukic and Samantha Lang provide one-on-one and small group instruction in different areas of the ECC based on referrals submitted by staff, families, or the students themselves! So far this year, students have learned about clothing organization, care, and safe cooking strategies for individuals who are blind or have low vision. The ECC Clinic is a weekly endeavor that will continue throughout the school year to help high school-age students prepare for post-secondary life.

Samantha Lang – Orientation and Mobility and ECC Specialists

BHS Art Class Update

BHS art students are excited to showcase their work in The St. Augustine Art Association's *Tactile Art Show* again this year, with 24 pieces included in the show. STAAA hosts this annual show in partnership with the *Florida DeafBlind Association* and *FSDB*. The show is on display in-gallery (Tuesdays through Sundays, 12:00 – 4:00 pm) and online at any time: October 4 – 27, 2024.

<https://www.staaa.org/event/tactile-art-show/>

On October 4, a small group of BHS students visited the gallery for a community service project to prepare Braille signage for the show. Art classes will also visit the show at the end of the month. The field trip will focus on art standards and ECC skills, with O&M instructors helping to chaperone.

Jacksonville Today did an article about the Tactile Art Show and interviewed Blind High School student Breanna Raisor. Breanna did a wonderful job with the interview!

[Art You Can Touch comes to St. Augustine next month - Jacksonville Today \(jaxtoday.org\)](https://www.jaxtoday.org)

Lori Hall – Art Teacher

Close-Up

The Close-Up Program enhances civic education for high school students. The program culminates with a trip to Washington, DC, in March 2025 to learn about history, government, civics, and citizenship. Before the trip, students participate in Debate Prep meetings. Students interested in the program must submit an anonymous essay that answers the following questions: Why do you desire to participate in Close Up? And why should you be selected? Select staff members read the anonymous submissions and rank them in order. The six students with the greatest mean score will be notified of their selection. To travel to DC with our Close-Up Program, these students must attend the debate prep meetings and maintain good grades, great behavior, and solid character.

Justyn Keller and Christina Sapp – Close-Up Program Sponsors

Music Updates

Music Department

Keyboarding classes are in full swing, with lessons each day during 2 class periods. Students are working at their levels on everything from the basics of the keyboard and beginning music literacy to playing Carol of the Bells and Linus and Lucy with syncopation. The advanced class students are also working on music writing and digital creations using Band Lab and Garage Band. They create a song on the keyboard and transfer it to digital production software.

This year's chorus is split into two sections, each with either Soprano and Baritone or Alto and Baritone. They will join in the winter to produce a complete chorus of about 19 students for a full chorus. We are currently working on Patriotic Music, including the Star-Spangled Banner. We will begin on our Christmas music during September. Christmas comes to the music department early, so we have adequate time to learn and finesse our program for the Concert on December 5!

The theatre class has been working on parts of a play. We completed a table read of Little Scrooge, an adaptation of A Christmas Carol, which will be performed in December this year. We've also begun learning about monologues and dialogues, will learn about the audition process, and will hold auditions for Little Scrooge.

Elementary General Music has begun the year reviewing beats, rhythms, and meter signatures. K-2 students have learned the difference between beat and rhythm, strong and weak beats. Grades 3-5 have reviewed rhythms over beats and discussed how and why we use meter signatures in songs. They have begun music literacy by writing out song rhythms using math skills to determine the number of beats left in a measure based on its meter signature. Students are introduced to print and braille music literacy, stressing the difference in music braille used "in this building" vs literary braille "in your classroom." (For example, dots 1-4-5 in literary braille indicate the letter D, but in music braille, 1-4-5 indicates the note C.) Music braille cannot be introduced before the students are

solidly fluent in literary braille and can determine the difference between reading music braille and literary braille.

We have several extra-curricular groups meeting outside of school.

Show Choir held auditions and had their first community outreach performance on Tuesday, September 17, at the Plaza in downtown St Augustine. They sang the Star-Spangled Banner and God Bless America for the Daughters of the American Revolution's Ringing of the Bells Celebration.

Drumline rehearses on Wednesday afternoons, learning new cadences for homecoming celebrations and possibly an upcoming football game.

Theatre/International Thespian Society focused on choosing competition materials for the District Festival in December. ITS members are also involved in a One-Act performance. This group will include stage performance, stage management, lighting, sound, costuming, and set design.

Individual music lessons will begin soon once all OPS instructors have completed onboarding. All instruments are available for lessons; many students take advantage of this opportunity.

Fourth grader McKenzie Bartholomew represented FSDB Blind Elementary School at the Jacksonville Jumbo Shrimp Game. McKenzie was invited to sing the National Anthem before the August 31st game and wowed the crowd! She has also represented FSDB in the past at the Jacksonville Sharks Arena Football games and the Icemen Hockey Games while singing the National Anthem. The Icemen have requested that she return in March to sing God Bless America at one of their home games. We look forward to seeing this little one representing FSDB all over the state!

Elementary Music Updates

Teaching music literacy can be a rewarding experience for all students. Starting with middle C, students practice identifying whole notes, half notes, quarter notes, and more, both in print and braille. They have access to the music literacy content in print using an iPad for magnification or in Braille.

There are some differences between the music Braille code and the literary Braille code students use to read. For example, the note C in music Braille looks like the letter D in literary Braille. Students divide their braille cells into "the top 4" for pitch and "the bottom 2." With repetitive exposure and practice, the students learn to use the Music Braille code.

When introducing note values to students who read print, the visual nature of notes is described, such as whether they have a stem or are colored in. Another difference between braille music code reading and print music is the contour of the music. Print music is diastematic, meaning there is a visual representation of how high or low the notes will sound. Braille music is a linear code; all music is a straight line with no "clues" to what the pitch should be doing. Print music is based on graphic notation, while braille music is based on the solfege scale and interval understanding. Music literacy is a core expectation for our students. Music is also a deep love for many of our students.

One of our 4th graders, McKenzie Bartholomew, recently represented FSDB Blind Elementary School at the Jacksonville Jumbo Shrimp Game. McKenzie was invited to sing the National Anthem before

the August 31st game and wowed the crowd! She has also represented FSDB in the past at the Jacksonville Sharks Arena Football games and the Icemen Hockey Games while singing the National Anthem. The Icemen have requested that she return in March to sing God Bless America at one of their home games. We look forward to seeing this little one representing FSDB all over the state!

In Elementary music, we choose a Student Leader each week based on the previous week's engagement in classroom activities. This student has special jobs, such as turning on or off the lights, turning on the smartboard, passing out instruments, being the "Welcome to Music" song leader, assisting with the attendance song, and controlling the Quaver Curriculum slides. They also have the privilege of sitting in the special Yellow Director's Chair and standing on the "Stage" (the mat at the front of the classroom.)

High School Keyboard/Music Production

High School Senior Ethan Rieger has written a song about Blindness Awareness, self-advocacy, and success. Ethan wrote, composed, and produced his song, Don't Doubt Me, in his Keyboard class in conjunction with Disabilities Awareness. He uses his class time to begin by writing a new chord progression and melody line on the keyboard and then transfers that to BandLab music production software. Until recently, Ethan was entering his music manually on the tablet but has begun recording directly into the program through a MIDI cable, which he has learned has advantages and disadvantages. He is learning more about music production and music theory and will soon begin working with his fellow classmates. Ethan's song can be found in the October 5, 2024, Prism (BHS) Newsletter.

High School Theatre

The High School Theatre and International Thespian Society held tryouts for our winter play, Little Scrooge. Turnout was good, and we cast 11 parts plus a student Audio Descriptionist. We will hold interviews for the technical staging positions, including Student Director, Sound/Lighting Technicians, Stage Manager and Props Managers in the upcoming weeks. International Thespian Society students are also working on songs and scenes that will be registered for the District Competition held in December.

High School Show Choir

Blinding Lights Show Choir had its first performance of the year in September. The group was invited by the Daughters of the American Revolution to participate in their Signing of the Constitution Celebration in downtown St. Augustine. The Show Choir members dressed in red and blue uniforms to sing the National Anthem and God Bless America. They were given handbells to assist in the Ringing of the Bells, this is a national celebration that took place at exactly 4 pm in conjunction with all the bell towers in St. Augustine and across the nation. The Show Choir's next performance is scheduled for October 16 at a Daytona State College Disabilities Awareness event.

Laurie Wohl – Music and Theater Teacher

Ski Club Update

As part of the ski club point system, each student is required to participate in an interview. In September, potential students traveling the trip signed up for an interview with the ski club

chaperones. During the interview process, students worked on skills such as responsibility, time management, and appropriate behavior and attire. Points were awarded based on their responses to the questions.

Jen Enache – O&M ECC Specialists and Ski Club Sponsor

Physical Education

ELC VI

Students learn daily routines through various activities, focusing on overall body control, balance, and cooperation skills. - Lanya Roberts and Keith Young

BEMS K-2

Our K-2 students are learning our entrance, warm-up exercises/stretchers, and animal crawls/routines. They are engaged in tactile exploration, spatial awareness, balance, and auditory tracking activities. Most importantly, they're having FUN in the process! As we begin our next unit on rolling a ball, the students will continue to work on their spatial awareness and tracking skills. Every Tuesday, we focus on health, currently learning about personal health, injury prevention, and safety. - Anna Tutak and Scott Adolf.

BEMS 3-5 and 6-8

The 3-5 and 6-8 students have completed their Fitness Tests, which are given the first week of every quarter. The scores provide students with baseline data that can be measured and improved throughout the year. The students have also just begun to learn/play Cobraball, a game that requires tracking and striking an auditory object (bell/bag ball). This is our students' favorite activity as it's fast-paced, action-packed, and has a social component. Every Tuesday, we focus on health, currently learning about personal health, injury prevention, and safety. - Anna Tutak, Keith Young & Scott Adolf.

BHS 9-12

Students in HOPE class focused on the three components of the health triangle. They learned about health literacy and the qualities of being a health-literate individual. The class has also focused on fitness testing involving shuttle runs, sit-ups, pull-ups, flexibility/sit & reach, and the mile. - Anna Tutak and Scott Adolf

During weightlifting, students learned the cleaning and safety protocols for the weight room, which can be applied at any fitness center/gym outside of FSDB. They understand the importance of a proper warm-up and cool-down routine. Currently, students are learning about muscles, their functions, and their involvement in significant push & pull movements. They are also using different repetitions and sets for workouts before learning the progressions of each movement. - Scott Adolf & Keith Young

ELC DHH

The pre-kindergarteners have been engaging in activities designed to help them understand the concepts of personal and general space. They are learning basic vocabulary, such as walk, jump, slide, gallop, and run, while also getting comfortable with their daily routines. They are taught to warm up, stretch, and cool down safely. - Jerry Heider & Brian Baell

DES K-2

The kindergarten and first-grade students have practiced routines and expectations while developing body and spatial awareness through safe movement. They are learning about safety and injury prevention, including personal hygiene, hazardous safety, and playground safety. - Jerry Heider & Lanya Roberts.

In the first unit, 2nd-grade students performed a variety of team-building activities. The goal of this unit was to help develop cooperation, communication, resilience, creative thinking, and problem-solving skills for the rest of the school year. - Brian Baell

DES 3-5

Students completed their first fitness assessment of the year to determine their current fitness levels. The class used training stations to improve components of overall fitness as well as areas of specific needs. Health class focused on personal health, injury prevention, and safety, including how to make healthy and sound decisions. - Jerry Heider, Lanya Roberts & Brian Baell

DMS 6-8

The sixth and seventh graders completed their first fitness assessment and determined their current fitness levels. Students were involved in station training to improve areas of their overall fitness. Their health topic was personal health and injury prevention, focusing on making healthy and sound decisions. - Brian Baell & Lanya Roberts

The 8th graders completed their first quarter physical fitness testing. We are completing a volleyball unit, and students are learning adapted net games suitable for all skill levels. We began with a game called Under the Net Volleyball, followed by Middleball, a combination of volleyball and tennis that follows volleyball rules. - Jerry Heider & Keith Young

DHS 9-12

The HOPE classes are learning how to design their 4-week exercise program. The second-ever Sports Officiating class is also underway, currently focusing on volleyball. The Weight Training class focused on the bench press, squat, hex lift, power clean, incline bench press, and front squats. -Eric LeFors

Athletics

The fall sports teams started very well! Our football team won their first game over Cornerstone Academy, which was undefeated with a record of 2-0! The score was 34 to 6! The JV football team has been practicing, and their first game is on Thursday, September 12th. We have three volleyball teams: Middle School, Junior Varsity, and Varsity. They have played some games so far and performed well. The swimming team, with both Varsity and Junior Varsity teams, are looking forward to their first meet on Tuesday, September 10th. The cross-country team has a large complement of runners. Overall, the fall sports teams are looking great so far!

Billy Lange, Athletic Director

Girls Goalball

Twelve girls (3 middle and nine high school) make up our girls' team. They bring a range of experience from beginner to three years. The student-athletes are continuing to perfect the

fundamentals of the sport, which includes, but is not limited to, blocking, throwing communication, and game tactics.

Our team will participate in the National Goalball Tournament hosted by FSDB on campus from December 5th-7th.

Justyn Keller - Head Goalball Coach, and Christina Sapp – Assistant Coach

Respectfully Submitted by:
Carol Bogue
Blind Department Principal



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Communications & Public Relations – Board of Trustees Report October 2024

This report summarizes department activities and accomplishments, working in collaboration with campus personnel in September 2024.

Public Service Announcements

490 PSA Radio spots (totaling 24,570 seconds).

Aired by Cox Media on WAPE-FM, WEZI-FM, WJGL-FM, WOKV-AM, and WXXJ-FM, voiced by FSDB alums Trent Ferguson and Marcus Roberts. August metrics will be provided in the next board report.

School-Level Newsletters

6 newsletters were issued in September with 457 total views.

Marketing Collateral

Videography

Published Videos

- FSDB Swim Team New Uniforms Reveal video
- Homecoming 2024 - Parade, Pep Rally, Volleyball and Football Highlights
- Dragons Football Game Highlights short video for social media – vs Cornerstone Academy
- Dragons Football Game Homecoming Highlights short video for social media – vs Tennessee
- PBIS Luau Celebration - Highlights and Interview w/Karen Kolkedy

Video Recording and more

- Videotaped highlights of Skit Night and Homecoming Coronation at Kirk Auditorium.
- Provided video reinforcement for recording event proceedings at FSDB Alumni Dinner.

Graphic Design

- Parent Services
- Parent Chat Fall Flyer
- Parent University Class October Flyer
- Parent University Open House Flyer
- Athletics
- Athletic Senior Poster Designs for Fall Sports (Qty: 12)
- Finalized Designs for Girls & Boys Basketball Team Nike Uniforms
- Finalized Designs for Wrestling Nike Uniforms
- Basketball (Girls) Team Hoodie Design
- Basketball (Girls) Pre-Game Shirt Design
- Fall Sports Poster Schedule Design (Football, CC, Swimming & Volleyball)
- FSDAA Hall of Fame Plaque Design (Qty:21)
- Volleyball Team Hoodie Design

- Football Match Day, Fan Giveaway Shirt Design
- Blind O&M Team
 - Lil' Cobras O&M Logo
- Deaf Elementary School
 - DES Olympic Lil' Dragons Character
- SOAR
- LOGO Design/Branding
- PBIS
- Hawaiian Luau Event Poster for Staff and Students
- Photography
- Fall Sports Roster Photos
- Pep Rally and Homecoming Photos
- Volleyball Homecoming Game Photos
- Football Homecoming Game Photos

Designed and implemented daily posts for a yearlong social media campaign (explained above) recognizing students, staff, departments, history, and more.

Social Media

Website

8,411 visitors (6,787 new), with 12,993 page views and an average time of 4:31. Most viewed page other than the home page was the Careers page, with 3,389 page views.

Facebook

19,282 followers, 61 posts with a reach of 96,351, and 29.9K page visits. The top post was a photo of Ivabella Essex growing up at FSDB that reached 19,848 accounts, had 20,132 impressions, and 441 reactions (21 comments and 9 shares).

Instagram

3,334 followers, 56 posts, 3.9K profile visits, 99 new followers and 7,667 reach. Top post with 208 reactions was a photo promoting the football game against Alabama.

YouTube

Two new videos were uploaded, 18,497 channel views, 766 hours watched, 30 new subscribers, 28,452 impressions, and 10,410 unique viewers. The top video was the Star-Spangled Banner in ASL with 5,393 views.

Vimeo/Livestreaming

31 video uploads, 2,347 views, 1,189 unique viewers, 12.8K impressions, and 270 hours watched; 21 live stream events (Board Meetings, Deaf Homecoming Events, Girls Volleyball, and Football).

Museum

231 people visited the museum in September, 200 of which were during Homecoming weekend.

Students earned community service hours by scanning old yearbooks and sports team photos.



Deaf Department

Deaf High School

Outdoor Club Activities

In September, the Outdoor Club held two meetings. The first featured icebreaker activities and a s'mores roast. The second focused on team-building exercises, allowing students to set expectations and goals for the year through engaging, hands-on Activities.

Academic Bowl Update

The Academic Bowl team participated in various matches, including a competitive event against alumni, marking a historic win for current students. We are proud of their achievements and look forward to a successful year.

International Day of Sign Languages

Students across DHS celebrated the International Day of Sign Languages by proudly sharing video clips of themselves signing, and these clips were featured on our social media pages.

Gallaudet University Visit

On September 12th, our seniors and SOAR students attended an inspiring presentation from Gallaudet University, titled "Repeat After Me: Claiming a Deaf Public Voice."

Dance Troupe Update

The Dance Troupe is preparing for its inaugural performance at Daytona State College on October 16th as part of Disabilities Awareness Day alongside the BHS Show Choir. In recognition of Deaf Awareness Month, they have incorporated ASL literacy into their curriculum. Notable video projects include:

- ASL is as easy as A, B, C
- Why ASL is essential in Theater Arts
- ABC Group Story (Literacy Playtime)

Deaf Middle School

Back to School

To prepare our students for back-to-school, we spent quality time reviewing expectations for Middle School. This included a session on laptop rules and an overview of our character education. We had a great time at PBiS Luau. Students led line dances and enjoyed celebrating the kick-off to a tremendous positive character/resilience-building year.

New Dragons

All students new to FSDB have participated in their small group, New Dragons, once a week during lunch. This group plays get-to-know-you games, covers commonly known things such as lockers and planners, and discusses what to expect from our safety guidelines and emergency drills.

Benchmark Aligned Instruction

We are very excited to focus as a school on our continuous improvement. This year, as part of our school improvement plan and FSDB's focus on explicit instruction, we will hone in on benchmark-aligned instruction. We have met as professional learning communities by content area to evaluate and cluster our benchmarks/standards. Teachers are meeting with the PLC leaders to plan together, write learning goals, or have a debrief after a lesson. We cannot wait to see the results of this professional learning and unified focus.

Deaf Elementary School

The Deaf Elementary School is excited to see the Kids Town Pavilion completed and looks forward to hosting events there, starting with PBiS and assemblies during recess. Thank you to our anonymous donor for the pavilion.

Deaf Elementary School recently hosted our first data walk-throughs, learn from our educator peers about our students and work together to provide the best explicit instruction. We look forward to entering classrooms to check out each instructional focus board and providing coaching cycles for each teacher on their preferred focus.

Specialists

ASL Specialist- Lenore Boerner

I am continuing to conduct ASL Expressive Assessments and analyze the data. I have enrolled many K-12 students in my ASL Push-In Classroom. I also teach two Deaf—culture classes at the Deaf Elementary School. I attended DES and DHS MTSS meetings to see if I could assist with my ASL Push-In Classroom for students who need ASL acquisition during their teacher instruction time.

Dual Sensory-Impaired Services- John Baroncelli

We are in the second month of the DSI classroom observations on all DHS DSI students. Teachers have addressed several concerns that were taken care of. As of early October, there were a few laptop replacements. This was much better and lower than the previous school year.

The 2024-2025 Usher Syndrome Screenings on all sixth graders are going strong. Parents and guardians have been informed via email with an attached link to complete forms electronically. This method has been quicker and more efficient than providing hard copies unless a foreign language is necessary for families. We still have ten sixth-grader students left to be screened. We will have the DMS AP send a follow-up newsletter later this month.

Respectfully Submitted by:

Don Curran

Principal, Deaf Department



Class Code Count

Board of Trustees Administrator Positions	74
Teacher Positions	106
Specialist Positions	61
Select Exempt Service Positions	34
Career Service Positions	405

General Revenue Positions **648**

Grant Funded Positions **32**

Add/Delete

08171 Food Service Director I – SES, Grant funded, 11-month to Instructional Assistant I, 10-month, Career Service

Service Awards (September and October)

- 5 Years:** Arnolfo Bada, Sean Candelaria, John Banks, Sonia Garcia-DeNight, Tara Ragone-Dougherty, Jessica Tuton, Elizabeth Taylor, Raymond Casson, William Callaghan
- 10 Years:** Lauren Alex Chase-Boland
- 15 Years:** Donna Huffstetler
- 20 Years:** Silke Douglas, Renot Johnson, J Edward Rowan
- 25 Years:** Priscilla Chestnut
- 30 Years:** James Wilkes Jr

Summer New Hires/Internal Moves

- 22 new hires August 7, 2024, through October 10, 2024
- 18 Internal PARs from the same period (this would include promotions, lateral reassignments, pay changes due to degree or SLPI, and/or reassignments, etc.)



Career and Workforce Development Department

Submitted by Jessie Girton, Executive Director of Career Development

Priority 1: Employee Retention, Recruitment, and Engagement

- The CTE department is in the process of filling the Garden Center Instructional Aide position. CTE teachers are attending professional development training sessions scheduled throughout the year. The CTE department has increased collaboration and promotes a strong sense of purpose by focusing on a student-centered approach.
- CTE started the school year fully staffed, who were warmly welcomed with a thoughtful goodie bag. At the end of the first week, each staff member received an "Orange you glad the first week is over" goodie bag filled with orange-flavored and colored treats, adding a fun and lighthearted touch to the start of the year.
- The Executive Director of Career Development has also begun engaging directly with the various student-run businesses and accompanying off-campus staff to observe students in their work placements. This initiative has been well-received by employees, as it provides an ongoing opportunity for staff to share their glows and growth, allowing them to discuss what's working well and areas for improvement and receive continuous constructive feedback. This fosters a supportive and collaborative environment for all.

Priority 2: Success for Students

- The students have been working hard throughout September, enabling the D&B Garden Center to open a month earlier than usual this year. They have also created plant care guides to assist customers with any questions. Additionally, the students have made significant progress in their OSHA-AG coursework, completing it in record time. Recently, they have begun learning about animal science and are preparing presentations to teach their peers about various farm animals and garden pests.
- The Dragon's Lair has actively engaged new work-experience students this semester. SOAR student Mr. Finley has returned and taken on the role of Soup Chef. His responsibilities include selecting soups for the upcoming week's menu, adjusting recipes to meet the required number of servings, identifying necessary ingredients, and assigning tasks for soup preparation. The next skill he will acquire is calculating the cost of the soup for menu pricing.
- Culinary Arts (CA) students have been exploring U.S. regional cuisine, starting with a Miso-Glazed Salmon Bowl from the NW Pacific Rim region, which was well-received at the

Dragon's Lair café, selling 20 orders. They then prepared Chipotle Lime Carnitas Tostadas from the Southwest Tex-Mex region, practicing braising, pulling pork, and knife skills for salsa. Their attention to flavor adjustments led to lessons on identifying flavor profiles. Despite a delay due to Hurricane Helene, the next lesson focuses on waste management in the culinary industry, including AI innovations for food waste monitoring. Culinary Arts Level II students use Quizlet for vocabulary building, while Culinary Arts Level I and Level IV students review through games. Culinary Arts Level IV students have been assigned discussion questions in OneNote as the department continues to refine a progressive plan for industry certification and core curriculum integration.

- In the Culinary Arts level I, students in the Deaf High School have been actively learning about fire safety, including controlling fires using alarms and extinguishers, identifying fire hazards, and implementing a fire emergency plan in the classroom. They have also discussed accidents and injuries, recognizing that while incidents can occur in even the best-run kitchens and bakeshops, most can be avoided by focusing on their work. All eighth-grade students are learning to cook safely, including their understanding of cleaning and sanitizing practices.
- Career Experience students in the Deaf department have focused on professionalism this week, emphasizing the importance of punctuality and keeping supervisors informed of their whereabouts. Discussions have also covered taking accountability for mistakes and the significance of proper grooming, appropriate attire, and personal hygiene. Additionally, the students have explored the various reasons individuals may lose their jobs, reinforcing the critical skills necessary for success in the workplace.
- Blind High School students in the Career Experience course have been actively participating in their on-campus work programs and have successfully established a routine for both class and work. The class has introduced an engaging new initiative called Tactile Tuesday, where each Tuesday, a different set of items is brought into the classroom for students to hold, feel, and explore the uses and origins of these items.
- Homecoming was a tremendous success, with student workers excelling in setting up merchandise and assisting customers. The D&B Designs students demonstrated exceptional analytical skills by evaluating sales data before and after the event, accurately predicting target sales for five key items: T-shirts, sweatpants, hoodies, decals, and caps. They created bar graphs to illustrate the actual number of items sold in each category, covering important topics such as gross sales, refunds, discounts, net sales, gross profit, and various graph types, including line, bar, and pie charts. In light of new staff and changing locations, efforts are underway to update staff names across campus buildings, with students refining their measurement, leveling, and centering skills to ensure accurate placement of name decals.
- Over the past two weeks, the class has focused on standard #8720310, CTE 6.0, which emphasizes identifying basic construction drawing terms, components, and symbols and

their locations on drawings. To enhance the learning experience, two high school classes opted for a collaborative approach instead of constructing a single large mockup framing structure with ten eager students. The project was divided into three groups, each led by a foreman and composed of three beginners tasked with erecting a mini structure that aligns with relevant standards and building codes. Students identified nine different framing components necessary for constructing a wall section throughout this activity. By working in smaller groups, the students engaged more effectively, fostering a dynamic environment that minimized any potential for dull moments.

- September was a busy month for the After School Work Program, with students consistently improving their jobs throughout the semester. During Homecoming, several students from D&B Designs, A/V Production, the Concession Stand, and Athletics volunteered their weekends to ensure the event ran smoothly. Although student workers are not required to participate in weekend events, those who did showcase their commitment and dedication. Meanwhile, supervisors have been diligently working to fill all available positions through a thorough application and interview process, conducting 16 interviews for various roles, including D&B Designs Associate, Dragon's Lair Worker, Food Service Worker, Athletics Assistant, and Boarding Program Assistant. As a result of these efforts, five students were successfully hired.
- SOAR student: Mr. Ashley is an exceptional student who exemplifies all the qualities necessary for success in the workplace. He is positive, friendly, reliable, helpful, and assertive on the job, making a significant impact at both his places of employment—Jimmy Hula's and Ben's Soft Pretzels. Both job sites commend his outstanding work ethic. At Jimmy Hula's, Mr. Ashley handles dishwashing, prep cooking, and deep-frying small items, often taking the initiative to learn new tasks. At Ben's Soft Pretzels, he is responsible for washing dishes, making pretzels, and maintaining clean workstations, and he occasionally assists at a neighboring kitchen called Whips Waffles. As this is Mr. Ashley's first year in the Off-Campus Work Program, he is doing an excellent job and is well-regarded by his employers.
- The seeds of success are being planted, and the results are already evident as both Blind and Deaf high school students, along with Deaf middle school students, have been welcomed into the courses, where they are already flourishing. A strong foundation has been established in the classroom through a consistent routine that supports all students, allowing them to grow in knowledge and confidence as they pursue their OSHA certification. The horticulture class is also making significant strides, focusing on preparing the shop for its grand opening, anticipated to be in full bloom by the second week of September. The program's collection of plants thrived over the summer, thanks to the dedicated care of the grounds and maintenance teams, whose efforts have ensured the greenery not only survives but thrives, providing a vibrant and supportive learning environment for all.

- The Dragon's Lair students have been diligently preparing for the opening during the week of September 2, working hard to clean all surfaces, equipment, pots, pans, and tools. In addition, the work experience students have been learning to make chocolate chips and Snickerdoodle cookie dough, which are frozen for future baking. They are gaining skills in reading recipes, gathering ingredients, setting up their workstations, mixing ingredients in the correct order, and safely storing and freezing products. The Dragon's Lair is excited to start the 2024-2025 school year with new menu items and techniques and looks forward to welcoming everyone to the Dragon's Lair!
- The Deaf High School (DHS) art class has completed lessons on introductory art concepts, visual idea development through journal and sketchbook work, and digital art using Procreate on the iPad Pro. Similarly, the Deaf Middle School (DMS) art class has also finished lessons on introductory art concepts, various drawing techniques, and digital art with Procreate on the iPad Pro.
- The semester is starting strong for Culinary Arts II, III, and IV Track I students. Each class has exhibited immediate camaraderie, enthusiasm for learning, and mature, respectful behavior. The students are adapting well to class routines and standard operating procedures. Lessons are introduced on Mondays, followed by a guided discussion that includes explicit instruction and a description of weekly assignments, which are logged in the students' planners. They are then given time to work on collaborative or independent project-based learning activities, which must be completed by the end of the week. Tutoring sessions are available on Mondays and Wednesdays for students needing additional support to complete their work or prepare for quizzes. In the lab, students collaborate to prepare foods from five different U.S. regions.
- The school year began with great activity and enthusiasm, highlighted by the arrival of many new students in the classroom. Chef Voelker, who teaches the 1st and 4th block Level 1 Culinary Arts High School students, showcased his culinary skills by preparing delicious chocolate chip cookies this week. At the same time, numerous middle school students have also demonstrated exceptional culinary abilities. Beginning in September, the 1st block students will gain practical experience with the Dragon's Lair team under the guidance of Tracey Dennis, an opportunity eagerly anticipated. Throughout the semester, all students will continue their education in food safety, the Flow of Food, the Hazard Analysis and Critical Control Points (HACCP) System, and food preparation skills. After Labor Day, the program will introduce several new work-experience students to the Dragon's Lair team, working with Kevin, Mohini, and Tracey. It will commence SafeStaff training in September to certify all students and enhance their job market prospects.
- The on-campus work experience program in the Deaf department has had a busy start this year. Students completed an interest survey to help themselves and their teachers gain insights into potential future careers. All students have been assigned positions across the campus, and adjustments are being made to ensure that everyone will soon be fully

integrated into their work and class routines. Currently, most students are working on their Dream Job Project, which involves researching a career of interest and preparing a presentation for the class upon completion.

- The new school year has commenced with a fresh cohort of students and diverse post-secondary employment preferences. The work experience program in the Blind department has been actively working with each student to identify their interests and job preferences. Based on this information, a matrix was developed to match each student's preferences with suitable on-campus job opportunities under the supervision of a staff member. The next phase will involve educating students about expected workplace behavior, appropriate attire, and job site punctuality.
- D&B Designs is off to a fantastic and productive start this semester, with Homecoming approaching quickly. The students have eagerly embraced Photoshop, diving into design work and enthusiastically fulfilling customer orders. They are rapidly acquiring valuable production, customer service, and management skills. The team will be fully prepared for the Homecoming game, ready to showcase and sell their Dragon swag.
- The school year has begun with the usual routines, including tools training and OSHA safety awareness orientation in the construction courses. A notable highlight of the instructor's career was training a blind student to operate a Sliding Compound Miter Saw. This training was meticulously supervised and adapted for tactile use. A nail created a tactile mark since the student could not see pencil marks on the lumber. The student could feel the line by aligning a speed square and pressing the nail to make a physical mark. When using the miter saw, the student located the blade path with their fingers and aligned the board with the tactile mark. With the instructor's guidance, the student's and teacher's hands on the trigger, and another student helping to secure the board, the student successfully made a smooth cut.
- The After School Work Program has actively hired new student workers. So far, six students have been employed for Recycling and the Dragon's Lair positions. This year, the program experienced many applicants for the available positions, reflecting strong student interest. Interviews have been conducted for roles such as Athletics Assistant and Dragon's Lair, with additional interviews scheduled for openings in the A/V Department, D&B Designs, and Food Service. A new position has also been introduced in the blind elementary dorm, where a student will assist young residents with life skills, homework, and braille. It is an exciting time for the After School Work Program, and students are already demonstrating great diligence in their roles.
- Ms. Squitieri, a SOAR student, interns at Walmart in women's apparel. She reports to her natural support, Mrs. Johnson, to begin her day. Ms. Squitieri interacts effectively with both her natural support and co-workers. Her responsibilities include organizing clothes and tagging merchandise. Ms. Squitieri is highly motivated and eager to work each day, with her performance consistently commendable. Recently, she successfully worked

independently, tagging merchandise using the hand machine. Walmart is pleased to have Ms. Squitieri on its team, finding her a joy to train and a standout performer.

- Students in the Blind Department have resumed gaining valuable off-campus work experience! They are currently placed at locations around town, including Longhorn, Hampton Inn, Council on Aging, Calhoun Center, Publix, and our newest partner, Uptown Scratch Kitchen. The students are eager and excited to develop new skills through these opportunities!

Priority 3: Everyone Knows Our Name

- The CTE program has been actively engaged this school year in fulfilling orders for both on-campus and off-campus customers. Attracting new clients to the D&B Design Shop has proven invaluable, as it allows the community to discover the diverse offerings of FSDB. Furthermore, the work experience program is gaining popularity, particularly since blind high school students have resumed off-campus opportunities, enriching their practical learning experiences.
- This year marks a period of new initiatives and continuous improvement with our off-campus partners. Career Development is excited to announce three new partnerships with Goodwill, Renaissance Hotel, and Uptown Scratch Kitchen, expanding the opportunities available to our students.

Curriculum and Professional Development Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- Academic Specialists collaborated to provide professional development for all academic staff campuswide about the 2024-25 Instructional Focus—Explicit Instruction—on Convocation Day. This PD showed staff how to use explicit instruction to demonstrate the three Look-Fors: citing evidence, instructional focus boards, and higher-order questioning.
- Academic Specialists created a unified plan for PLCs for consistency school wide.
- Academic Specialists worked to create a principal/coach agreement to provide support for teachers in alignment with the School Improvement Plan (SIP).
- Academic Specialists have been collaborating to prepare all teachers for paper-based and computer-based STAR and FAST testing. They also provided specific support for new teachers in administering the MAP assessment.
- The Literacy Specialists have met with new teachers and provided coaching support for implementing core and supplemental curriculum. In addition, they have been sharing information regarding IEP literacy goal development. Assisting new teachers in understanding Florida's Formula for Reading Success and guiding implementation of Tier 1, 2, and 3 instructions.

- The Math Specialists provide weekly check ins supporting new math teachers with district and school expectations, behavior management, grades, IEPs, and planning for and implementing strong math instruction. Math Specialists have begun the PLC cycle, tying the instructional focus on explicit instruction to the “plan” and “do” portions of the PLC cycle as well as supporting Math Formative Assessment System tasks tied to the “check” portion to inform “act” for next steps.

Priority 2: Success for Students

- The Academic Specialists have begun hosting their first data chat PLCs to share baseline/Progress Monitoring (PM1) data with all teachers. The Academic Specialists had a Math and Literacy data chat to share school-level data, shared ways to display the data visually, and shared ways to communicate data. The Administrator of Instructional Services and the Executive Director of Curriculum and Professional Development had data chats with the school-based leaders.
- The Bilingual Specialist has been meeting/collaborating with DES and DMS teachers during professional learning communities (PLCs) and in-class visits to provide support (push-in service, ASL tutoring, intervention strategies, etc.) for students who fall under the Tier 3 category.
- The Bilingual Specialist engaged in a coaching cycle (observation, feedback, practice, and more feedback) at the request of a teacher who had questions about how to work with students who did not have a lot of language.
- The Curriculum and Professional Development Department has been collaborating to create a protocol for hosting our professional learning communities (PLCs) and coaching cycles and starting the work for resource mapping.
- Professional learning communities (PLCs) also began in both departments with a focus on how to meet those specific needs using MFAS, explicit instruction, and focus boards.
- The Literacy Specialists have been collaborating with the NEWSELA onboarding specialist to get our teachers and students ready to begin using NEWSELA as a tool for accessing leveled texts that correlate with our ELA, social studies, and science curriculum. We will have our initial professional development opportunity on October 25 for all teachers.
- The DES, DMS, DHS Literacy Specialists, and K-12 Bilingual Specialists have been collaborating to ensure high-quality data collection of baseline assessments for the Bilingual Grammar Curriculum.
- The Academic Specialists with the Executive Director of Curriculum and Professional Development are collaborating to streamline the math and literacy deficiency letter in alignment with the Florida Department of Education.
- The Math Specialists finalized an infographic for parents on supporting math instruction at home for both blind and deaf departments.

- The Literacy Specialist for the Blind Middle School and the Deaf Middle School worked together to facilitate an ELA collaborative planning session for our new ELA teacher in the blind middle school.
- The Bilingual Specialist administered the ASL Comprehension Assessment for all K-12/SOAR students and utilized data gathered to determine the need for further testing using ASL Expressive Assessment. DES students performing two or more years behind were required to take the ASL Expressive Assessment to get a complete picture for decisions regarding Tier placement and goals/objectives.
- The Bilingual and Literacy Specialists developed a K-12 ASL Decision Tree to guide instructional choices to meet students' individual needs based on the results of several assessments.
- The Literacy Specialists have been providing support for our social studies teachers with the implementation of our newly adopted curriculum. We have also been setting up professional development opportunities with the publishers to make implementation smooth and seamless.
- The Math Specialists developed a K 12 Decision Tree to guide Tiered instruction for students based on assessment and communication processes to inform parents of potential math deficiencies.
- The Bilingual Specialists supported Deaf Elementary and Deaf Middle Schools by providing evidence-based ideas for differentiating instruction to meet students' individual needs.
- The Bilingual Specialists conducted the ASL Comprehension Assessment for all Deaf Departments in coordination with the ASL Specialist.

Priority 3: Everyone Knows our Name

- The Deaf Elementary Literacy Specialist and Executive Director of Curriculum and Professional Development met with Tennessee School for the Deaf to share our processes for literacy strategies, instruction, and resources.
- Also met with our State Regional Literacy Director from the Department of Education's Just Read, FL! Office to set up collaborations and support to enhance literacy initiatives.

English Language Learners Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- The ESOL department is fully staffed with seven (7) written translators for Spanish, Haitian Creole, Portuguese, and Russian. In addition, there are four (4) heritage language translators for Spanish, Haitian Creole, Arabic, and Russian.
- Brianna Greene, D/HH ELL Teacher began working on September 3rd! We are thrilled to have her experience and knowledge join our team! She comes to us from Duval Public

Schools where she worked as a K-12 Itinerant teacher for the D/HH for one year, and before that with Pinellas and Manatee County Schools.

Priority 2: Success for Students

- ELL students successfully participated in FAST PM1, and MAP assessments.
- ELL students are learning about the country of Paraguay in honor of National Hispanic Heritage Month. We have one student from this landlocked country in South America. Students have been viewing/reading facts about Paraguay and will have the opportunity to view and create some traditional crafts and artwork honoring this fascinating country.
- All push-in support for ELL students is up and running!

Priority 3: Everyone Knows Our Name

- The ESOL department has completed **48** written translation requests from FSDB staff and **36** phone calls to ELL and non-ELL Spanish-speaking families from 9/6 through 10/2. Facilitating communication with Spanish and foreign-language-speaking families is what we do best! It is our pleasure to provide this level of service to the staff and families of FSDB!
- D/HH ELL Teacher and ELL Language Facilitators will participate in a series of workshops on Multilingual Learners presented by NEFEC.
- The ESOL department has completed **54** written translation requests from FSDB staff and **21** phone calls to ELL and non-ELL Spanish-speaking families from 8/1 through 9/5. Facilitating communication with Spanish and foreign-language-speaking families is what we do best! It is our pleasure to provide this level of service to the staff and families of FSDB!

Respectfully submitted by:

Scott Trejbal

Administrator of Instructional Services



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Technology, Outreach, and
Parent Services Departments
Board Report
September & October 2024

Admissions – Parent Services

Director Dawn Zamot & Executive Director Paula Wagner

The **Admissions Department** has been continuing to process applicants. There are a total of **30 applications in process**:

- 13 pre-reviews
- 3 in review
- 5 ready to schedule

Total On-Campus Enrollment Projected - 512 (as of October 7, 2024)

- 22 ELC
- 341 Deaf Department
- 149 Blind Department

Withdrawals – 3 (as of October 7, 2024)

- 1 ineligible
- 1 in-state
- 0 out-of-state
- 1 graduated

Total withdrawals Summer 2024: 14

- 0 ineligible
- 8 in-state (multiple students are attending to medical needs)
- 5 out-of-state
- 1 graduated

As a department, we enjoyed employee engagement, eating delicious treats from the food trucks during the rescheduled beginning year luncheon, and cheering at the Deaf Homecoming Parade.

Parent Information – Parent Services

Parent Liaison Misty Porter & Executive Director Paula Wagner

Parent University: Student Life Open House

FSDB has a rich history of engaging our families as essential stakeholders and participants in the decision-making processes, ensuring that our collective efforts and energies remain directed toward the success of our students.

In preparation for the upcoming 24/25 academic year, Parent Liaison Misty Porter conducted a review of Parent Climate Survey data from previous years and planned the first Parent Chat. These discussions have inspired many valuable ideas; Student Life Open House is a shining example.

Data trends and discussions with families and staff revealed an opportunity for growth. Both groups wanted to enhance communication. Following the COVID pandemic, 'Campus Life' is beginning to thrive again, and our recreation activities were made accessible to Day Students. The first Student Life Open House, in September of 2022, served as a forum for families, students, and staff to discuss afterschool activities and plan for student success.

The delivery model has evolved over the years and will likely continue to change to match our families' needs. These events allow FSDB families to "see what happens when the academic day is over."

Our most recent event, on August 29, was a huge success. Parents, siblings, and some students gathered in Kirk Auditorium to attend a presentation covering various topics, including Athletics, Arts, Recreation, Mental Health, Dorms, and our Blind Dept. Principal Mrs. Carol Bogue delivered an overview of the afterschool clubs available across the campus.

Day students were invited to participate in their designated dorm group following school hours, allowing them to gain insight into the experience of staying after school, offering them the chance to interact with dorm staff, socialize with fellow students, and engage in recreational activities.

All enrolled FSDB families were invited to attend. This year, we placed particular emphasis on inviting our newly enrolled families, as well as those currently in the application process, to join the event.

Our goal is to embed equitable family engagement strategies with unified and coordinated efforts from all departments, offering parents substantial and meaningful opportunities to participate in their child's education and experiences here at FSDB.

Student Life Open House supports this goal by offering families an initial platform to explore the many enriching afterschool programs available and to meet the committed staff who support our students.

Parent University: Let's Talk About Fall Fun

Tons of fun and always well attended. These classes teach our parents, students, and siblings the vocabulary words and ASL signs for the upcoming season. "Let's Talk About Fall Fun" was held on September 11. We learned Fall vocabulary for sports, clothing, animals, weather, holidays, etc. After learning vocabulary words, participants were invited to choose a fall-themed item and use classifiers to describe it. If they correctly described the item, they were permitted to take the item home. We look forward to our next event to discuss Winter fun on December 11.

Parent Engagement Workshop

The first PEW of the year was amazing. We used images and references to the movie Inside Out 2 to teach families about academic programming and assessments at FSDB. Our mental health team utilized the book *The Anxious Generation* as a foundational reference in their presentation regarding

the effects of "phone-based play" on the mental health of children. President Tracie Snow led the group in an interactive conversation and game.

Parent Chat

We are looking forward to our 1st Parent Chat of the school year. FSDB recognizes that family involvement positively impacts student success and encourages parents/legal guardians to take an active and supportive role to enhance the student learning environment. During this event, we will review the outcome of the Parent Climate Survey from the 23/24 school year, review campus strategies in place to address concerns and discuss potential new action items. The Parent Services Department appreciates the collaboration of our principals in organizing and conducting these meetings and discussions. Initially planned for October 11, this event will be postponed due to Hurricane Milton.

Family Friendly Schools

An ongoing connection between UF's Florida Diagnostic and Learning Resources System (FDLRS) and FSDB's Parent Services Department created a wonderful opportunity for FSDB staff to participate in a family engagement training offered by Dr. Steve Constantino. Dr. Constantino is considered one of the nation's leaders in the field, and his work has been used in many of the trainings previously offered by our Parent Liaison to FSDB staff. The cohort will meet weekly throughout October.

Amy Lane, UF Education/Training specialist, was invited to return for the third consecutive year to present to FSDB staff on engagement and partnerships with families. Ms. Lane consistently delivers captivating presentations, and we are excited that she has chosen to share her insights with us again this year.

The Office of Special Education Programs (OSEP) conducted its annual conference in Arlington, Virginia, from August 6 to August 8. Misty Porter, the Parent Liaison, participated in the conference and acquired essential updates and information to enhance FSDB's strategic plan and mission.

Misty Porter serves as a member of the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). Porter attended a council meeting in Tampa on September 11th and 12th. Participation in these meetings allows our Parent Liaison to build and maintain relationships with appropriate professionals in the field. It provides a voice from the family perspective as the council advises the Early Steps State Office.

L. Daniel Hutto Early Learning Center – Parent Services

Director Catherine Bailey & Executive Director Paula Wagner

"Within the child lies the fate of the future." Maria Montessori

Month in Review

August 2024

In August we welcomed back our students with such excitement. ELC teachers in the DHH and B/VI classrooms worked diligently during pre-planning to set up their classrooms as active learning

environments for optimal growth and development. The students' first day was filled with laughter and a few tears. It was a busy first-week supporting students with adjusting to school routines and expectations!

August included lessons about Grace and Courtesy, Caring for the Environment, Colors and Shapes, and Body Health. Our favorite stories were *The School Book*, *David Goes to School*, and *Me and My Amazing Body/Eyes, Nose, Fingers, and Toes*. Students learned new vocabulary, shapes, the focus of the week letters, and colors. Students practiced carrying trays, pushing in chairs, walking in a line, waiting, sitting, and taking turns. Each week, teachers present stories and lessons, demonstrate and practice with students, and allow students to work independently to demonstrate their understanding. One fun activity for August included students doing a self-portrait to show understanding and identification of body parts.

Monthly Highlight September 2024

September was a month brimming with engaging learning opportunities as our class focused on understanding who our community helpers are, with a particular emphasis on construction and transportation. In the Blind/Visually Impaired classroom, we dedicated time to exploring the vital roles that various community helpers play in our lives, but one of the most memorable highlights was our visit from the St. Johns County Firefighters.

The excitement was palpable as the firefighters arrived with their shiny red firetruck, ready to share their experiences and knowledge. The students were eager to learn, and the firefighters warmly welcomed them, inviting everyone to explore both the interior and exterior of the firetruck. As they climbed aboard and touched the various components, the children's eyes sparkled with curiosity. They were fascinated to learn about the different tools and equipment firefighters use, from hoses to helmets, and how each piece plays a crucial role in keeping our community safe.

Throughout the visit, the firefighters shared stories about their daily duties and the importance of teamwork and preparedness in their line of work. They explained how they respond to emergencies and how essential their training is for saving lives.

In our Deaf/Hard of Hearing classroom, students had an exciting opportunity to explore the campus in a unique way: by embarking on a scavenger hunt for road signs! Armed with pictures of various signs, each student eagerly walked around, searching for the real-life counterparts that matched their images.

The atmosphere was filled with enthusiasm and curiosity as students discovered signs like stop, yield, and pedestrian crossing. Each time they found a match, their faces lit up with joy and pride. They didn't just identify the signs; they also took the time to explain the meanings behind each one, discussing why these signs are essential for safety and navigation.

This hands-on activity not only reinforced their understanding of important traffic symbols but also encouraged teamwork and communication as they shared their insights with one another. The experience fostered a sense of accomplishment and deepened their appreciation for the role that signage plays in keeping us all safe in our daily lives. It was a day filled with learning, laughter, and memorable discoveries!

Upcoming Activities

Amazing Grace Farm Field Trip

ELC Fall Kickoff Event to teach parents about the Montessori philosophy as it relates to learning, discipline, and social-emotional development and how it is incorporated into the classroom. Teachers will also share resources and ideas on how to encourage literacy at a young age and how to connect reading to all curriculum areas.

Early Intervention Programs, Blind/Visually Impaired – Outreach Services
Director Kim Carr & Executive Director Jennifer Cato

Early Intervention Program Enrollment

- 246 children as of 10/7/2024
- Stay and Play Toddler Program: six toddlers are participating.

Leadership Activities

- Prepared monthly reports for DBS.
- Meeting with DBS to go over changes in the contract.
- Parent Advisor (PA) Meeting: The meeting was held over 1½ days of training, with 25 Parent Advisors, three Regional Coordinators, and three in-house staff attending. Six breakout sessions were offered, and the Parent Advisors chose which sessions to attend based on their interests. Overall, the feedback from participants was very positive.
- Attended FICCIT meeting as a board member.
- Assisting with preparation for Family Events.
- PIP-Blind/VI presented information to promote awareness and to provide information regarding vision loss to increase the knowledge and skills of related service professionals, teachers, paraprofessionals, educational leaders, and other staff working with students, as well as family caregivers.
 - Palm Beach Interagency Council for Young Children with Special Needs-
 - Family Care Council
 - Alachua county Interagency
 - Tri-county interagency meeting

Outreach for Families

- Fire station visit (Gainesville): The kids were able to explore the fire suit and fire truck. They got to hear what the firemen sounded like when wearing their masks. We explored the firehouse. Families got to interact with community members and with each other.
- Splash and Swim activity (Pensacola): The families were able to interact with other kids and explore different swimming and pool settings. They were able to practice some social skills and navigate around different obstacles and people. Families worked on concept development with the different items and areas.
- Library Social (West Palm): Connect with parents, share program information and event ideas, provide an activity for children with vision impairment, and connect registered families.

- Music Therapy Library Social (West Palm): The music Therapist led the group through rhythms and songs using drums and other musical instruments. The children and families enjoyed it immensely.
- We Rock the Spectrum Playdate (Jacksonville): The event provided an opportunity for the families in our program to enjoy the use of a full kids' gym with various equipment: a zip line, sensory swings, tunnels, climbing structures, and other interactive activities. The families were able to meet each other and have conversations about their children. The facility was reserved just for our families.

Early Intervention Programs, Deaf/Hard of Hearing – Outreach Services

Director Kathleen LoCasio & Executive Director Jennifer Cato

Early Intervention Program Enrollment

- 551 children are active and in the referred status
- 6 Stay and Play Toddler Program and Baby Bunch
- 20 Referrals in the month of July
 - 15 Parent Empowerment Program
 - 5 Parent Infant Program
- 31 Referrals in the month of August
 - 18 Parent Empowerment Program
 - 13 Parent Infant Program
- 23 Referrals in September
 - 17 Parent Empowerment Program
 - 6 Parent Infant Program
- Referrals came from the following counties: Alachua, Bay, Bradford, Brevard, Broward, Clay, Citrus, Duval, Escambia, Flagler, Highlands, Hillsborough, Holmes, Jackson, Lake, Lee, Manatee, Marion, Miami-Dade, Nassau, Orange, Osceola, Palm Beach, Polk, Santa Rosa, Sarasota, Seminole, St. Johns, and Volusia.

Stay and Play and Baby Bunch

- Six children with hearing differences have been regularly attending this month: six toddlers and no babies.
- The Stay and Play program is collaborating with the Early Learning Center to provide weekly parent education workshops on early childhood and D/HH topics. This series started on October 2 and will run throughout the academic calendar year 24/25. Parents meet in Gore Hall and are referred to as the “**Baby Dragons Club.**”

Parent Leader Program, Snapshots Program, and Deaf Mentor Program:

- Parent Support Network (PSN) meets twice a week for two series in English.
- PSN hosted a Snap Shots Panel with Deaf adults and a Parent Panel with Parent Leaders.
- PEP hired one new Spanish-speaking Parent Leader
- Mentor services resumed in person as of July 1 and are currently serving up to 62 families.

Family Focused Events/Series:

- Early Literacy series events happen once a month on the first Saturday of the month. The September event is scheduled for September 7 with 16 families registered to participate.
- No Drama Discipline Book study starts September 8. We have 22 families signed up to join the virtual book study.
- Plug-in Series events are scheduled for September 15 and September 29 for families who are interested in learning about augmenting communication with AAC devices and for a Deafness and Autism learning opportunity.
- Play Among the Stars family event occurred at The MOAS (Museum of Arts and Sciences) in Daytona Beach (East Region) 4 families attended.

Outreach/Information Sharing Activities:

- The Hands and Voices Conference in Spokane, Washington, Sept. 20th-22nd. The Parent Infant Program and Parent Empowerment Program will be represented by the DHH Early Intervention (EI) Director at this nationwide event.
- The American School for the Deaf, in partnership with Deaf Autism America, West Hartford, CT, October 17th-19th, will be represented by the South PIP Regional Support & Parent Advisor at this national conference
- The American Society for Deaf Children Conference in Charleston, SC, October 24th -26th. The Parent Infant Program and Parent Empowerment Program will be represented by the Early Language Acquisition Coordinator
- The Hands and Voices Conference in Spokane, Washington, September 20th-22nd. The Parent Infant Program and Parent Empowerment Program were represented by the DHH Early Intervention (EI) Director at this nationwide event
- Information Booth at the Northeast CARD Fall Festival was hosted by our OPS Northeast Regional Coordinator

Statewide Education and Collaboration – Outreach Services

Statewide Outreach Specialist Jennifer Valdarrama, Tour Guide Walter O’Neil

& Executive Director Jennifer Cato

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

- The Online ASL classes began on September 16. There are two instructors and four sessions for the Fall series. There are 49 participants.

Community ASL Classes: Community ASL classes are hosted on the FSDB campus in the Fall and Spring to support business partners, community members, and families.

- The Community ASL Classes began on October 3 after being postponed. We have an extensive waitlist for this class and will hire additional teachers.

Campus Tours: Campus tours are scheduled daily throughout the week for families of prospective students and other FSDB stakeholders.

- 67 tours have been completed since July 1
- 44 tours were families
 - 12 Blind/Visually Impaired
 - 28 Deaf/Hard of Hearing
 - 4 Deaf-Blind
- 23 were alumni and community members or groups
 - The Blind Alumni group toured during their annual meeting.
 - A group that attended the National Federation of the Blind Convention participated in a tour following their conference.
 - A group that attended the Florida Career and Technical Education Conference participated in a tour. They explored our many workforces and CTE learning spaces.
 - UNF college students in the Deaf Education and Interpreter Training programs toured.

Conference Exhibits: Florida School for the Deaf and the Blind (FSDB) Ambassadors provide representation at various external events. FSDB Ambassadors share information statewide with parents, professionals, and community members.

- FSDB was represented at the AFB Abacus Bee on October 5, 2024
- FSDB attended the NFB State Convention on October 11 – 12, 2024

Expanded Core Curriculum (ECC) Interactive Learning Series: The ECC Interactive Learning Series is specially designed for students in Florida ages 6-14 who are deaf/hard of hearing (D/HH), or blind/visually impaired (B/VI) or dual sensory impaired (DSI). FSDB coordinates ECC Interactive Learning Series events virtually and in-person regionally. Virtual events are hosted quarterly, and the in-person events are scheduled in regions across the state a few times each semester.

- Fall ECC Virtual Interactive Learning Series, September 21
- The Fall Regional ECC activities are taking place in Broward County in partnership with the Lighthouse on October 26, 2024

FSDB Open House: This event is scheduled each semester to showcase student performances and provide information about FSDB's programs and careers for community members, including ASL classes, home school students, private school students, students in teacher education, and interpreter education programs.

- The Fall Community Open House is November 20. More than 500 people are registered.

Materials Dissemination: Outreach Services collaborates with the Communications and Public Relations Department to produce and disseminate materials for internal and external audiences.

- The Outreach team continues to review and update the form and process used to request materials. We now offer a variety of accessible options.
- Stakeholders across the campus request materials for the events they host and attend.

- We look forward to disseminating the new “FSDB Viewbook” and updated fact sheets this year.

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

- Community Braille Course sessions are offered each semester for educators and support staff from around the state so they can learn the basics of braille and braille by sight. This course is intended for sighted people to learn enough to assist their child, student/s, or someone they know.
- Community Braille Class, September 25, classes began.

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

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

- Tech Notes - August 2024 “Back to School” and September 2024 “High-Leverage Practice (HLP) 18: Active Student Engagement”
- Just In Time News & Information - 1 Volume during August and September
- High-Leverage Practices LiveBinder - The High-Leverages Practices in Special Education (HLP) LiveBinder was distributed at a TA-Live! event on August 7, 2024.
- High-Leverage Practices LiveBinder - The High-Leverages Practices in Special Education (HLP) LiveBinder was distributed at a TA-Live! event on September 18, 2024. The last time it was distributed was August 2024, with 13,089 views. The current views are 13,656 (an increase of 567).
- RMTC-DHH Website Analytics Report - The RMTC-DHH website is updated to ensure stakeholders that the most current information is relevant, accessible, and instructional. The website procured 13,095 visits for the first quarter.

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

- Updated - *LiveBinder: High-Leverage Practices* - (statewide)

RMTC-DHH offered the following **professional development** opportunities to school district personnel working with students who are deaf/hard of hearing for the purposes of providing in-depth instruction through online courses, webinars, virtual trainings/meetings, and in-person instruction.

- *TA-Live! High-Leverage Practices Review* - virtual (statewide)
- *Fairview Coach/Site Leader Training* - virtual (limited statewide)
- *Updated - Listening and Spoken Language Strategies: Thinking Outside the [Theme] Box (slide deck)* - (statewide)

- *Updated - Teach Your Child to Read in 100 Easy Lessons paired with Visual Phonics (slide deck) - (statewide)*
- *New - HLP 18: Active Student Engagement (video) - (statewide)*
- *Updated - LiveBinder: High-Leverage Practices - (statewide)*
- *New - RMTC-DHH Annual Report - (statewide)*
- *TA-Live! HLP 18: Active Student Engagement - Virtual (statewide)*
- *Coffee with the Contacts - Virtual (statewide)*

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

- Alachua - At the request of the teacher of the deaf/hard of hearing, RMTC-DHH staff (1) provided onsite technical assistance at Norton Elementary School. The technical assistance included coaching in the use of the ASL EST and ASL RST and feedback on teaching strategies.
- Palm Beach - An RMTC-DHH specialist visited Palm Beach County to observe a student who is dual sensory impaired and provide feedback.

RMTC-DHH 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-DHH Media & Materials FREE Loan Library:

- **Districts/Agencies receiving coaching and mentoring, consultation, and/or support:**
- Alachua, Bay, Bradford, Brevard, Collier, Columbia, Dade, Desoto, Duval, Escambia, Flagler, FLVS, Indian River, Hardee, Hernando, Highlands, Hillsborough, Lake, Lee, Leon, Levy, Manatee, Marion, Martin, Okeechobee, Osceola, Palm Beach, Pasco, Pinellas, Polk, Putnam, Saint Lucie, Seminole, Sumter, Suwannee, Volusia, Walton, Washington
- **Other Agencies/States:** Colorado, Deaf and Hard of Hearing Youth Advocate Coalition (Polk), Disability Rights Florida, FAMU, FDLRS, The Grow Group (Hillsborough), Texas School for the Blind, TLC, UF Lab School, UM Debbie School
-

District staff utilizing the **RMTC-DHH Media & Materials Free Loan Library** created eight new accounts and returned two borrowed materials:

- **Districts:** Alachua, Bay, Brevard, Collier, Escambia, FSDB, Hillsborough, Leon, Manatee, Marion, Okaloosa, Polk, Santa Rosa, Sarasota, Seminole
- **Other Agencies/States:** FDLRS PAEC

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

Conference or Meeting Attendance

- FDLRS Train the Trainer for Parents - Developing an IEP meeting
- ISRD ESE Legal Do's & Don'ts for School Administrators with Julie Weatherly, Esq.
- FDLRS Fall Managers Meeting

- Kagan Dynamic Trainer
- FLDOE FAST Bias and Sensitivity Item Review

Collaborative Efforts

- *TA-Live! High-Leverage Practice (HLP) 19 - Collaboration with PS/RtI Technology and Learning Connections (TLC)*
- RMTC-DHH met with TLC staff on August 9 to discuss collaboration on HLP 19: Use Assistive and Instructional Technologies. The TA-Live! event will be held on October 30, 2024.
- *TA-Live! HLP 20 - Collaboration with Access Project*
- RMTC-DHH met with Access Project staff on August 14 to discuss collaboration on HLP 20: Provide Intensive Instruction. The TA-Live! event will be held on December 11, 2024.
- *TA-Live! HLP 20 - Collaboration with Problem Solving and Response to Intervention (PS/RtI) Project*
- RMTC-DHH contacted PS/RtI staff to continue collaboration on HLPs. PS/RtI will collaborate with RMTC-DHH on HLP 20: Provide Intensive Instruction. The TA-Live! event will be held on December 11, 2024.
- *TA-Live! HLP 21 - Collaboration with Florida Diagnostic and Learning Systems (FDLRS)*
- RMTC-DHH met with FDLRS staff on August 23 to discuss collaboration on HLP 21: Maintain and Generalize New Learning. The TA-Live! event will be held on February 12, 2025.
- *TA-Live! HLP 22 - Collaboration with Just Read, Florida! (JRF)*
- RMTC-DHH met with JRF staff on August 14 to discuss collaboration on HLP 22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior. The TA-Live! event will be held on April 23, 2025.
- *TA-Live! HLP 22 - Collaboration with Florida Inclusion Network (FIN)*
- RMTC-DHH contacted FIN staff to continue collaboration on HLPs. FIN will collaborate with RMTC-DHH on HLP 22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior. The TA-Live! event will be held April 23, 2025.
- *Collaboration with UCF Listening Center*
 - RMTC-DHH staff (3) met with two members from the UCF Listening Center to discuss an upcoming collaborative professional learning opportunity, *Listening and Spoken Language Strategies: Thinking Outside the [Theme] Box*. Utilizing the expertise of practitioners in the arena of listening and spoken language (LSL) increases project awareness but also improves service delivery to Florida stakeholders by sharing approaches with district staff supporting students.
- *TA-Live! High-Leverage Practice (HLP) 19 - Collaboration with PS/RtI Technology and Learning Connections (TLC)*
 - RMTC-DHH met with TLC staff on September 18 to discuss collaboration on HLP 19: Use Assistive and Instructional Technologies. The TA-Live! event will be held on October 30, 2024.
- *TA-Live! High-Leverage Practice (HLP) 21 - Collaboration with NTID Regional STEM Center (NRSC)*
 - RMTC-DHH met with NRSC staff on September 25 to discuss collaboration on HLP 21: Maintain and Generalize New Learning. The TA-Live! event will be held on February 12, 2025.

Workgroup/Committee Participation

- *BEESS Parent Involvement Strategic Planning Team Meeting* - BEESS and BEESS IDEA funded state projects, and parent organization representatives met to discuss how to improve parent involvement and participation in the state parent survey.
 - *Family Cafe Planning Committee Meeting* - BEESS and BEESS IDEA funded state projects, parent groups representation, and disability community representatives met for the first monthly planning session for the 2025 Family Cafe Conference.
-

Technology Services

Administrator Shelley Ardis

Technology Services Projects:

- 753 IT work orders were entered from July 1 through September 30.
 - 103 of 126 were completed in July
 - 303 of 373 were completed in August
 - 242 of 254 were completed in September
- Gregg Hall construction weekly meetings and collaborative activities have been completed.
- Members of the IT department participated in the planning for the Kramer Hall renovation.
- Members of the IT department supported some repair activities in Wartmann and removed and then returned equipment to impacted areas.
- Bloxham Hall's IDF room was expanded to support the staff offices and workspaces relocated from Kramer Hall to this location.
- Weekly meetings are held with our network engineering vendor to support the initiation of our 2024-2025 projects. We will be wrapping up documentation from summer projects, purchasing equipment for IDF spaces, and updating and maintaining network infrastructure and applications.
- A quarterly meeting was held with our NEFEC IT partners to discuss projects for the 2024-2025 year.
- Staff attended the Florida Administrators of Educational Data Systems (FAEDS) conference. They attended informative sessions on requirements for schools.
- Training materials are under review to be published this school year, and draft materials for a new employee cybersecurity training program have been completed and will be shared with the Training and Quality Assurance department.
- The Florida Department of Education (FLDOE) Survey 5 edits are underway. This is the cumulative survey, including data for the entire 2023-2024 school year.
- The FLDOE Survey 2 was submitted.
- A call was held with the FLDOE to prepare to update our Single Sign-On Application for all the applications they provide to the agency.

Respectfully Submitted by Shelley Ardis

Administrator of Technology, Outreach, and Parent Services

STRATEGIC PLANNING

**Submitted by Trish McFadden, Executive Director of Training and Quality Assurance
October 2024**

Year three of the 2022-2027 Strategic Planning is well underway, and the champions for each Strategic Priority have been working with their teams to review and create action items for the 2024-2025 school year.

The summaries below are for the areas that have been addressed this past month and may include upcoming activities plans for this year.

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

Strategic Priority 1: Employee Recruitment, Retention, and Engagement (ERRE) (Champions: Lexi Bucca, Trish McFadden, and Julia Mintzer)

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

As of October 3, 2024, 13 Exit Interviews have been sent, and seven people completed them (approximately 54%). All that was completed has been shared with the employee's direct supervisor, the next-level supervisor, and the administrator (PAT member).

The first job fair for the 2024-2025 school was held on Saturday, September 14, 2024, from 9:00 AM to 12:00 PM. Staff representatives from Allied Health, Boarding, Business, Instructional, and Outreach/Technology Services welcomed 32 participants. With 95% of FSDB positions filled as of September 30th, we did our level best to ignite the enthusiasm of potential candidates in an effort to fill the few remaining vacancies. Our next job fair will be held on Wednesday, January 15, 2025, from 4:00 PM to 6:30 PM.

On September 18, 2024, the ERRE Champions met with the Executive Director of Communications and Public Relations to explore the creation of a short inspirational recruitment video that provides an opportunity to highlight our staff roles and send the message that potential applicants belong here at FSDB. The Communications and Public Relations Department will take the lead on pre-production and storyboarding for this initiative.

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

Work continues on program development and meeting with a potential consultant to create and facilitate specific areas of the curriculum. The team anticipates a launch date in late November 2024.

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

On October 3, 2024, the staff engagement activities were announced for the 2024-2025 school year. Members of the Internal Community Involvement Committee are engaged in the planning process as we near the dates for each event.

In January 2024, the Internal Community Involvement Committee launched a questionnaire completed by 136 staff members. This questionnaire provided feedback on the following topics:

- relation between employee engagement activities and feelings about the work environment,
- level of participation in engagement activities,
- preferred types of activities,
- the frequency and timeframes for activities, and
- the desire to assist with future planning.

Staff member feedback was considered when mapping out the events for this school year. We look forward to the opportunity to gather with colleagues across campus for team building and fun.



Strategic Priority 2: Success for Students

(Champions: Randi Mitchell and Scott Trejbal)

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

The Curriculum and Professional Development Department streamlined processes for Professional Learning Communities and Coaching by creating a OneNote template to structure the Professional Learning Communities and the Coaching notes. The OneNote will be used by the specialists and teachers and will have access to their individual sections as well as collaborative parts. Coaching contracts are in the process of being developed and signed by school-based leaders to identify specific roles in coaching within the schools.

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

FSDB continues to work with Project 10 to develop a strong 18–22-year-old program. A logo has been produced, and currently, feedback is being gathered from the students.

The CTE Department is transitioning to a student-centered approach, emphasizing the creation of a safe environment where students can learn from their mistakes. Students are developing strategies to effectively communicate with non-signers, preparing them for real-world success. Additionally, the CTE Program now includes Blind High School Students in off-campus work experiences, and it continues to expand.

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

Boarding students are continuing to participate in Life Skills activities. The first "*Career Paths - Breaking Down Barriers*" speaker is scheduled for October 24, 2024. Owen McCaul will be speaking to the Blind/VI students. For the Deaf Students, work is underway to schedule a presentation with Summer Crider from The Giving Cypress.

Strategic Priority 3: Everyone Knows Our Name

(Champions: Shelley Ardis and Michael Johnson)

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

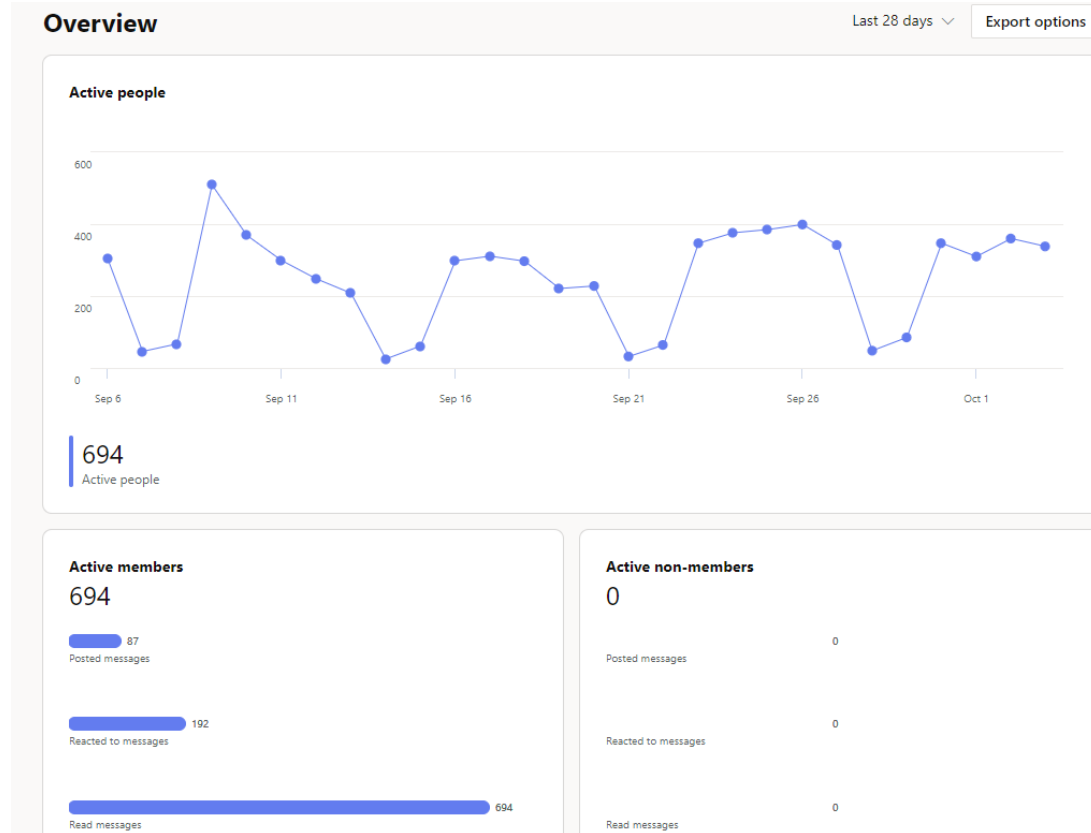
The new website is in the final steps with the target launch in January 2025. Our current website had 8,411 visitors (6,787 new), with 12,993 page-views and average time of 4:31. The most viewed page other than home page was the Careers page with 3,389 pageviews.

On Facebook, we now have 19,282 followers. We had 61 posts with a reach of 96,351 and 29.9K page visits. The top post was a photo of Ivabella Essex growing up at FSDB that reached 19,848 accounts, had 20,132 impressions, and 441 reactions (21 comments and 9 shares). On Instagram, we continue to grow with 3,334 followers. We posted 56 times and had 3.9K profile visits, 99 new followers and reached 7,667 accounts. The top post with 208 reactions was a photo promoting the football game against Alabama.

490 PSA Radio spots (totaling 24,570 seconds) were aired by Cox Media on WAPE-FM, WEZI-FM, WJGL-FM, WOKV-AM, and WXXJ-FM, voiced by FSDB alums Trent Ferguson and Marcus Roberts. August metrics will be provided in the next board report.

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

The new Intranet site that was launched in August is increasing in use by internal stakeholders. Page views have gone up 26% the week of September 30 – October 4 since the past week. There were 129 page views during this week and 634 views during the month of September. Internal engagement using the communication platform Viva Engage has been consistently reaching staff members campus-wide. The image below shows there are 694 active users, 87 posted messages and 192 reactions to messages.



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

The Outreach Department is hosting the Early Hearing Detection and Intervention (EHDI) Advisory Team meeting on campus on October 21st.

FSDB was invited to present during one of the keynote sessions at the National Association of Interpretation (NAI) at its annual conference in December. We are thrilled to have the honor to present to this national audience.

Other leadership activities, partnership meetings, and offerings for external stakeholders are detailed in the Outreach Services portion of this board report.

**October 25, 2024
Action Item Number 1**

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

SUBJECT: Surplus Property

PROPOSED BOARD ACTION

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

Attachments: Surplus Property List

Presenter/Department: John Wester, Comptroller

Attention: Julia Mintzer, Administrator of Business Services

Subject: Surplus Review Board Report

Line No.	FSDB Property Item No.	Property Description	Acquisition Date	Acquisition Cost
1	53096	cctv	7/16/2009	\$2,425.00
2	45372	video enlarger	4/16/1996	\$2,540.00
3	45508	microscope	5/22/1996	\$1,058.33
4	45679	glass cabinet	7/19/1996	\$1,393.94
5	47615	bench with seat	12/14/1999	\$2,256.25
6	47616	bench with seat	12/14/1999	\$2,256.25
7	52519	cctv	7/1/2008	\$2,560.00
8	53529	my reader	7/22/2010	\$1,795.00
9	56869	macbook	10/31/2018	\$1,600.00
10	56879	imac	11/27/2018	\$2,600.00
11	56880	imac	11/27/2018	\$2,600.00
12	56881	imac	11/27/2018	\$2,600.00
13	56882	imac	11/27/2018	\$2,600.00
14	56883	imac	11/27/2018	\$2,600.00
15	56884	imac	11/27/2018	\$2,600.00
16	56886	imac	11/27/2018	\$2,600.00
17	56887	imac	11/27/2018	\$2,600.00
18	56888	imac	11/27/2018	\$2,600.00
19	56889	imac	11/27/2018	\$2,600.00
20	56928	macbook	1/8/2019	\$1,550.00
21	56936	macbook	1/8/2019	\$1,550.00
22	57084	macbook	6/12/2019	\$2,039.00
23	57170	macbook	11/4/2019	\$1,499.00
24	57171	macbook	11/4/2019	\$1,499.00
25	57318	macbook	6/24/2020	\$1,539.00
26	57319	macbook	6/24/2020	\$1,539.00
27	57324	macbook	6/24/2020	\$1,539.00
28	57325	macbook	6/24/2020	\$1,539.00
29	57327	macbook	6/24/2020	\$1,539.00
30	57334	macbook	6/24/2020	\$1,539.00
31	57335	macbook	6/24/2020	\$1,539.00
32				
Grand Total				\$62,794.77



In accordance with FSDB guidelines, the above list of surplus items with FSDB property item numbers have been reviewed by the Surplus Review Board and have been deemed to be obsolete, not worth repairing if broken, and no longer serve a useful function to the school. This list is being submitted for approval for proper disposal and removal from FSDB campus grounds.

Review Board Members:

Signed:

Kim Whitwam

Signed:

Shelley Ardis

Signed:

Corbett Owens

**October 25, 2024
Action Item Number 2**

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

SUBJECT: District Best Practices Assessment and Recommendations

PROPOSED BOARD ACTION

Board approval is requested for the 2024-2025 recommendation based on the 2023-2024 Safety Security Risk Assessment. This recommendation will be included in the District Best Practices Assessment.

Note: FSDB remains in good standing with all safe school legislative requirements. As we move forward through the District Best Practices Assessment, we are pleased to report we are in a year of maintenance. Excluding the pending camera project identified for the 2024-2025 school year, there are no other projects identified at this time to further enhance school safety measures. FSDB will continue to monitor and reassess the campus throughout the school year to ensure continued compliance with the State of Florida.

Presenter/Department: Lieutenant Arline Lagasse, School Safety Specialist

October 25, 2024
Action Item Number 3

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

SUBJECT: FY 2024-2025 Operating Budget, Revision #1

PROPOSED BOARD ACTION

Board approval is requested for the FY 2024-2025 Operating Budget, Revision #1.

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

- Risk Management Casualty Insurance Realignment,
- State Employee Retirement Adjustments,
- Human Resources Services Appropriation Adjustments,
- Pay Increase Distributions, and
- State Employee Health Insurance Adjustments (December 2024)

Revision #1 reflects an internal budget realignment to support increases to the Professional Supplement Schedule approved by the Board of Trustees on August 23, 2024.

Attachment: FY 2024-2025 Operating Budget, Revision #1

Presenter/Department: Alison Crozier, Executive Director of Budget Management

**The Florida School for the Deaf and the Blind
2024-25 Operating Budget**

FY 2024-25 SPECIAL CATEGORY - RISK MANAGEMENT INSURANCE (103241)	
From General Revenue	\$ 429,831.00
From Administrative Trust Fund	49,485.00
FY 2024-25 GENERAL REVENUE FUND (104166)	
Salaries and Benefits	49,787,700.00
Other Personal Services	4,303,862.00
Expense	6,416,548.00
Operating Capital Outlay	1,053,688.00
Food Products	226,000.00
Special Categories:	
Professional Supplements	172,256.00
Overtime	262,977.00
Students Home on Weekends	2,660,579.00
TOTAL GENERAL REVENUE FUND	64,883,610.00
FY 2024-25 ADMINISTRATIVE TRUST FUND (104166)	
Other Personal Services	2,500.00
Expense	2,500.00
TOTAL ADMINISTRATIVE TRUST FUND*	5,000.00
* Carry forward appropriation is available if additional grants are awarded.	
FY 2024-25 FEDERAL GRANTS TRUST FUND (104166)	
Salaries and Benefits	1,382,292.00
Other Personal Services	530,578.00
Expense	277,548.00
Operating Capital Outlay	72,000.00
Food Products	175,000.00
Overtime	1,500.00
TOTAL FEDERAL GRANTS TRUST FUND*	2,438,918.00
* Carry forward appropriation is available if additional grants are awarded.	
FY 2024-25 GRANTS AND DONATIONS TRUST FUND (104166)	
Salaries and Benefits	1,283,546.00
Other Personal Services	1,275,722.00
Expense	173,816.00
Operating Capital Outlay	18,000.00
Overtime	6,500.00
TOTAL GRANTS AND DONATIONS TRUST FUND*	2,757,584.00
* Carry forward appropriation is available if additional grants are awarded.	
FY 2024-25 SPECIAL CATEGORY - PEOPLE FIRST ASSESSMENT (107040)	
From General Revenue	198,518.00
From Administrative Trust Fund	49,160.00
TOTAL FY 2024-25 SPECIFIC APPROPRIATIONS	\$ 70,812,106.00

**The Florida School for the Deaf and the Blind
2024-25 Operating Budget**

FY 2024-25 SPECIAL CATEGORY - CARRY FORWARD (130300)
(Per Section 1011.57(4), F.S.)
Carry forward from General Revenue

FY 2023-24 Payables	2,965,407.40
FY 2024-25 Recommended Projects	
Professional Services - Maintenance/Construction	976,120.00
Construction	8,362,441.00
Furniture and Linens	855,081.00
Technology	34,050.00
Property Enhancements	79,624.00
Subtotal - Recommended Projects	10,307,316.00
Emergency Reserve - System Failures and Disaster Response/Recovery	2,009,952.40
Emergency Reserve - Operating	
Minimum of 5% and up to two months average General Revenue expenditures based on the prior fiscal year	8,811,334.10
TOTAL CARRY FORWARD FUND	\$ <u>24,094,009.90</u>
FY 2024-25 SPECIAL CATEGORY - NONOPERATING TRANSFER AUTHORITY	
From Administrative Trust Fund (180007)	230,000.00
From Federal Grants Trust Fund (180200)	16,000.00
From Federal Grants Trust Fund (181259)	171,000.00
From Federal Grants Trust Fund (185080)	230,000.00
From Federal Grants Trust Fund (220030)	20,000.00
From Grants and Donations Trust Fund (181259)	<u>20,000.00</u>
FY 2024-25 TOTAL APPROPRIATED FUNDS	\$ <u>95,593,115.90</u>

**The Florida School for the Deaf and the Blind
2024-25 Operating Budget**

History:

7-1-24 All figures, except carry forward and nonoperating transfers, tie to Laws of Florida, Ch. 2024-231

8-13-24 Per EOG Memo #25-007 Casualty Insurance Realignment - Category 103241

Fund 1000	52,011.00
Fund 2021	5,988.00

9-18-24 Per EOG Memo #25-011 State Employee Retirement Adjustments

Fund 1000	12,279.00
Fund 2261	516.00
Fund 2339	335.00

9-24-24 Per EOG Memo #25-012 Human Resources Services Appropriation Adjust. - Category 107040

Fund 1000	10,102.00
Fund 2021	5,812.00

9-25-24 Per EOG Memo #25-013 Pay Increase Distributions

Fund 1000	1,132,308.00
Fund 2261	36,133.00
Fund 2339	23,474.00

10-1-24 Budget Realignment - Category 104166

Fund 1000	(5,256.00)	Salaries and Benefits
Fund 1000	5,256.00	Professional Supplements

XX-X-XX Per EOG Memo #25-XXX Health Insurance Adjustment, effective 12-1-2024

Fund 1000	550,024.00
Fund 2261	16,995.00
Fund 2339	11,041.00