



Agenda

Florida School for the Deaf and the Blind

Board of Trustees Meeting

Moore Hall, Center for Learning and Development

December 13, 2024, at 9:30 a.m.

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I. <u>Call to Order</u>	
II. <u>Pledge of Allegiance</u>	
III. <u>Recognition Student-Athletes</u>	
IV. <u>Roll Call</u>	
V. <u>Public Comments</u>	
Limited to three minutes per person. Maximum of 45 minutes per meeting for all public comments.	
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XIV. <u>Adjournment</u>	

Next Meeting Date: January 24, 2025

Enrollment Committee

Regular Board Meeting



Florida School for the Deaf & the Blind

Board of Trustees Workshop
Moore Hall – Center for Learning and Development
October 25, 2024, 10:45 a.m.

Attendance

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

Call to Order

Mr. Terry Hadley, Vice-Chair, convened the workshop of the Board of Trustees of the Florida School for the Deaf and the Blind at 10:45 a.m. in the Moore Hall Center for Learning and Development.

Florida Government in the Sunshine Law 286.011 Florida Statutes

Mr. Damon Kitchen, Board Counsel, reviewed his presentation and answered questions as they were asked. The Workshop was presented as a Game Show to challenge the Board's knowledge of the Florida Government in the Sunshine Law.

Question One:

What are the three things Florida's Government in the Sunshine Law requires?

- 1. That meetings of public boards or commissions must be open to the public.**
- 2. Reasonable notice of such meetings be given.**
- 3. Minutes of such meetings be taken.**

Question Two:

Florida's Government in the Sunshine Law only applies to public boards or commissions. True or False?

- False! The Government in the Sunshine Act can apply to private boards and commissions when the private boards or commissions have been created by a public agency to function on behalf of a public agency.**

Question Three:

All committees established by public boards or commissions are subject to Florida's Government in the Sunshine Law. True or False?

- False!**

Question Four:

When are committees established by public boards or commissions subject to the Government in the Sunshine Law?

- A committee established by a public board or commission will be subject to Florida's Government in the Sunshine Law if it has the ability to either make decisions or recommendations concerning matters to be decided by the public board or commission.**

Question Five:

What is an example of a committee established by a public board or commission that is not subject to the Government in the Sunshine Law?

1. **Fact-finding committees are tasked with gathering information and reporting on the information gathered.**
2. **Staff committees created to address and decide day-to-day staff operations that will not foreseeably come before the public board or commission.**

Question Six:

Suppose the FSDB Board of Trustees establishes a committee to review bids to replace the carpet in Moore Hall and give a report to the Board concerning the bids received. Is that committee subject to the Government in the Sunshine Act?

- **No, that committee is purely a fact-finding committee!**

Question Seven:

Same facts as the previous question:

Assume the Board directs the committee to arrange the bids in order, from the lowest to the highest bid. Would doing so subject the committee to the Government in the Sunshine Act?

- **No! Not as long as the committee ordered the bids in accordance with the Board's instructions, based on the information contained in those bids.**

Question Eight:

Same facts as the previous two questions:

Assume, in this instance, the Board asks the committee to advise it whether any or all of the bids provided should be rejected. Would this committee be subject to the Government in the Sunshine Act?

- **Yes! Under these circumstances, the committee is exercising decision-making authority and would be subject to the Act.**

Question Nine:

What if, instead of establishing a committee to review and analyze these bids, the Board instructed FSDB's Administrator of Business Services to do so? Would the Administrator of Business Services be subject to the Government in Sunshine Act?

- **No, the Administrator of Business Services is not a board, a commission, or a committee of a board or a commission!**

Question Ten:

What if the Administrator of Business Services at FSDB, and not the Board of Trustees, appointed a committee of staff to serve as an Advisory Committee to the Board with respect to those bids? Would the Committee be subject to the Government in Sunshine Act?

- **Yes! As long as the Committee will give advice to the Board on matters likely to come before the Board for a vote, then the Committee is subject to the Government in the Sunshine Law.**

Question Eleven:

When is a publicly noticed meeting required under the Government in the Sunshine Law?

- **When two or more members of the same public board or commission discuss matters that may foreseeably come before that board or commission.**

Question Twelve:

The Government in the Sunshine Act's meeting requirements do not apply to candidates running for elected board or commission positions. True or False?

Example: John Q. Public, who is running for a vacant St. Johns County school board member position, telephoned the current school board chair to discuss how the chair plans to vote on changing school bus routes.

- **True! Unless the candidate is an incumbent already serving on the public board or commission.**

Question Thirteen:

Does the Government in the Sunshine Law apply to members-elect?

Example: John Q. Public is elected to the St. Johns County School Board in August of 2024, but his term does not commence until November 1, 2024. Can he meet with the board chair outside of a public meeting to discuss changes to the school bus routes before his term begins?

- **Yes! The Sunshine Law applies to members-elect, even though they have yet to assume office.**

Question Fourteen:

Does the Government in the Sunshine Law apply to appointed board or commission members who have completed their terms of office but have neither been reappointed nor replaced?

Example: Board Member Kramer was appointed by the Governor to serve a two-year term, which expired on July 1, 2024; however, to date, he has yet to be reappointed to the Board or replaced.

- **Yes! Pursuant to Florida Law, board members whom the Governor has appointed are expected to serve in a "holdover" capacity unless reappointed or replaced.**

Question Fifteen:

A public meeting can take place for purposes of the Government in the Sunshine Act even if no quorum of the board or commission is present. True or False?

- **True! Although FSDB's bylaws require that no official board business can be conducted absent a quorum of the board being present, a public meeting occurs whenever two or more board members discuss board business.**

Question Sixteen:

Can a board member unilaterally communicate with one or more other board members, as long as the communication is truly one-way and the other board members are free to accept or disregard that communication?

- **Yes! As long as no board members respond to unilateral communication outside of a publicly noticed board meeting. *Example: Board Member Chapman emails her other board members, saying, "At tomorrow's board meeting, I plan to discuss the current school bus schedules." But, if one or more board members reply to that email other than in a publicly noticed board meeting, a violation of the Sunshine Law has occurred.***

DAILY DOUBLE!

Absent extraordinary and truly compelling circumstances, your general counsel does not want this Board to make Unilateral Communications. True or False?

- **TRUE.**

Question Seventeen:

Which types of meetings are exempt from public view under the Government in the Sunshine Act:

- A. Meetings with the board’s General Counsel and /or Litigation Counsel to discuss settlement negotiations or strategies related to litigation expenditures
- B. Meetings with FSDB’s bargaining team to discuss collective bargaining strategy
- C. Meetings directly related to or revealing campus security and /or fire safety systems
- D. All of the above.

- **D. All of the above.**

Question Eighteen:

The exception to the public meeting requirement to discuss settlement negotiations or strategies related to litigation expenditures applies to both pending and threatened litigation. True or False?

- **False! The exception only applies to pending litigation.**

Question Nineteen:

How much notice must be given to the public before a public meeting may be conducted?

- **For regular board meetings, no bright line test setting forth a specific amount of time exists. However, enough public notice should be provided to reasonably allow the public the opportunity to attend.**

NOTE: With respect to emergency board meetings, at least 24 hours advance notice is required.

Question Twenty:

What must a notice of a public board meeting contain?

- 1. The time, date, and location of the public meeting.**
- 2. The agenda of matters to be discussed.**

Adjournment

The workshop adjourned at 11:24 a.m.

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

Tracie C. Snow
President

Ralph “Terry” Hadley
Vice Chair



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

Attendance

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

Call to Order

Mr. Terry Hadley, Vice Chair, called to order the meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 2:30 p.m.

Pledge of Allegiance

Mr. Hadley led the Board and audience in the Pledge of Allegiance.

Public Comment

No public comments were made at this meeting.

Approval of Meeting Minutes

Dr. Zavelson moved to approve the minutes from the Regular Board of Trustees Meeting held on August 23, 2024. The motion was seconded by Mrs. Chapman and approved unanimously by the Board.

President's Report

Ms. Tracie Snow, President, updated the Board on events and information not covered in her written report.

- President Snow thanked everyone involved with the meetings, the workshop, the campus tour, and the luncheon possible today.
- She praised the President's Advisory Team who made all the tough decisions during Hurricane Milton while she was at a conference in Minnesota.
- Due to Hurricane Milton, the academic calendar had to be changed. Graduation has been moved to May 29 and May 30. Subsequently, the last Board meeting will be held on May 29, a new list of dates was provided to the Board for their convenience.
- October is Blindness Awareness Month and last Friday, the Blind Department held its parade.
- We will also celebrate Halloween with the Annual Vocubrary Showcase, which will be held in Kirk Auditorium on Thursday, October 31.
- The Blind Homecoming will be held in November; however, the Goalball Tournament will be held in December.
- We celebrated last year's Teacher of the Year and School Related Employee of the Year at a luncheon yesterday, October 24. It was held in the Dragon's Lair, and the Culinary Arts students, with the guidance of Sherry Gaynor, created an excellent three-course French meal.

They provided white glove service with the meal and coffee service. The students did a fantastic job.

- In November, President Snow will be traveling to Connecticut to mentor aspiring school leaders at programs for the Deaf and Hard of Hearing.

Legislative Update

Ms. Patsy Eccles, Legislative Specialist, stated that there was little to report ahead of the November Presidential Election. After the election, the Legislative session will focus on the rising cost of homeowners insurance, severe weather events, and the education system.

Strategic Plan Updates

Mr. Michael Johnson, Executive Director of Communications and Public Relations; Ms. Lexi Bucca, Executive Director of Human Resources; Mr. Scott Trejbal, Administrator of Instructional Services; and President Snow provided updates to the Board on the numerous ways the Strategic Planning team is working on their specific and combined strategic planning 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.

Mrs. Chapman moved to accept Action Item #1, as presented. The motion was seconded by Mrs. LeFors and carried unanimously by the Board.

Action Item #2 – District Best Practices Assessment and Recommendations

Board approval was 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.

Lt. Arline Lagassee, School Safety Specialist, provided additional information regarding the District Best Practices Assessment and Recommendations.

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

Action Item #3 – FY 2024-2025 Operating Budget, Revision #1

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

Note: Revision #1 reflects the distribution of appropriations 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 Adjustment (December 2024).

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

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

New Business

Enrollment and Outreach Committee

Dr. Zavelson, Enrollment and Outreach Committee Chair, provided a report from the Committee meeting. No action items were presented during the meeting.

Audit Committee

Mr. Hadley, Audit Committee Chair, provided a report from the Committee meeting. There was one action item presented during the meeting.

Audit Committee Action Item - Internal Audit

Board approval was requested to accept and implement the proposed 2024-2025 Internal Audit Plan.

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

Endowment/Investment Committee

Mr. Hadley, Endowment/Investment Committee Chair, provided a report from the Committee meeting. There was one action item presented during the meeting.

Endowment Committee Action Item - Truist Banking Services Agreement

Board approval was requested to continue the Truist Banking Services Agreement for the 2024-2025 Fiscal Year.

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

President's Performance Evaluation

Mr. Hadley read a prepared statement explaining how the President's Performance Evaluation scores are compiled. He announced each Trustee's evaluation score and allowed each the opportunity to make additional comments. The Trustee made a positive comment and thanked President Snow for another successful year.

The overall score was 4.67; Mr. Hadley called for a vote from the Board to accept the cumulative overall performance rating.

Mrs. LeFors moved to accept the 4.67 cumulative overall performance rating. The motion was seconded by Mrs. Chapman and carried unanimously by the Board.

Mr. Hadley then explained that the Board has the option to add an additional year to the President's contract.

Dr. Zavelson moved to add one additional year to the President's contract. The motion was seconded by Mrs. LeFors and carried unanimously by the Board.

Unfinished Business

None was presented at this meeting.

Board Comments

The Trustees all commented that they enjoyed the campus tour and how beautiful the campus looks. They all see and appreciate the positive changes happening across campus, within the communities, the staff, and how the administrative team works together.

Adjournment

The meeting adjourned at 3:32 p.m.

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

Tracie C. Snow
President

Terry Hadley
Board Vice Chair



As we reflect on the events since our last board meeting, I am delighted to share updates and highlights that showcase the spirit, achievements, and unwavering dedication of our FSDB community.

I am thrilled to congratulate our Varsity Football Dragons on their incredible season and remarkable championship victory! The FSDB Dragons are the new 8-Man 3A Football Champions, earning this title after defeating the Hernando Christian Academy Lions in a thrilling battle just before fall break. The final score was an impressive Dragons 60, Lions 53. Cheering on these young men throughout the season and watching the championship game (via live stream) has been a true pleasure. We are also profoundly grateful to the many fans and alumni who attended the game in person. The sea of RED lining the sidelines provided an inspiring boost to our athletes.

Blind High School's Homecoming Week was a dazzling success, with students embracing the theme of "Red Carpet" awards shows like the Grammys, Oscars, Emmys, and Tonys. The week was filled with creative dress-up days, skits, a parade, and, of course, a memorable Homecoming Dance. The students truly outdid themselves this year, and I couldn't be prouder of the exceptional student leadership that brought this event to life. Each student shined brightly, making this celebration memorable.

As we approach the end of the year, we proudly recognize and celebrate our Teachers of the Year and School-Related Employee of the Year. Deaf Elementary School teacher Jessica Kaspar, who teaches 2nd grade, was honored during a lively assembly in "Kids Town." Her dedication and impact on countless students and families is truly inspiring. Additionally, we recognized Calvin Klinger, our outstanding S.H.O.W. (Students Home on Weekends) Coordinator, for his invaluable contributions to our transportation program. Calvin's efforts ensure our students have a seamless and high-quality experience traveling between school and home each week.

I also look forward to providing an in-person update at our December meeting on the results of the National Goalball Tournament. This year, FSDB proudly serves as the host, and we're optimistic about bringing home the GOLD for both our girls' and boys' teams.

Finally, I want to express my heartfelt gratitude to our incredible staff. While we celebrate many visible accomplishments, the daily, often unseen, efforts create a place where our students can learn, grow, thrive, and BELONG. To each member of our community, your commitment is the cornerstone of our success, and I sincerely appreciate each of you.

Wishing you a joyful holiday season and a new year filled with continued growth and success for FSDB.



This report is written the day before the Legislative Organizational Session scheduled for November 18, 2024. At that session, the leaders of both legislative houses will be formally elected and sworn in. Key members and committee chairs will be formally announced. The following assignments that are germane to FSDB are expected:

Senate

President

Appropriations Chairman

Appropriations on PreK-12

Residence or Districts

Ben Albritton (Bartow)

Ed Hooper (Pinellas, Pasco)

Danny Burgess (Zephyrhills)

House

Speaker

Budget Committee

Pre-K Budget Subcommittee

Daniel Perez (Miami)

Lawrence McClure (Hillsborough)

Not Announced

St. Johns County Legislative Delegation

Senator Tom Leek

Representative Sam Greco

Representative Kim Kendall

Representative Judson Sapp

None given but delegations are Flagler, Putnam, St. Johns, Volusia

St. Augustine: delegations are Flagler, St. Johns

St. Augustine: delegation is St. Johns

Green Cove Springs: delegations are Clay, Marion, Putnam, and St. Johns

Interim Committee Meetings

December 2-6

December 9-13

January 13-17

January 21-24

February 10-14

February 17-21

Legislative Session March 4 – May 2, 2025

These are the players and the dates that are known at this time. As the member assignments to the committees are made and the instructions to the committees are issued, I will update the legislative services reports.

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

- The Legislative Budget Commission issues the Long-Range Financial Outlook.
- **State Agencies submit their 2023-24 Legislative Budget Requests.**
- The Legislature reviews the agencies' budget requests and receives status reports on prior session issues.

- The Governor makes his budget recommendations 30 days prior to the onset of the legislative session.
- House & Senate committees workshop the budget
- Each chamber passes an independent appropriations bill.
- The differences between the bills are resolved through a budget conference by members of the House and Senate.
- The product of the conference process is the Conference Report of the General Appropriations Act.
- Once the GAA is adopted by both chambers, the Governor has line-item veto authority as he signs the bill.
- The Governor, with the consensus of the House & Senate, executes the budget and develops the base for the next cycle.
- Fiscal Analysis in Brief is released in August.
- Final Budget Report was released in December.

Submitted by:

Patsy Eccles, Legislative Specialist



Health Care Center Report

	Total	Aug 2024	Sept 2024	Oct 2024	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.")	1,165	333	438	394							
TCU Visits (*Total includes all students that were admitted to the TCU.)	74	19	40	15							
Admission Interviews	32	20	12								
Eye Clinic- Specialty	16	2	5	9							
PDC Clinic- Specialty	26	0	11	15							
Psychiatry Clinic- Specialty	9	2	5	2							
Off Campus (*ER visits, Ophthalmology, Home)	8	2	4	2							
Totals	1,330	378	515	437	0	0	0	0	0	0	0

Sofia 2 Testing	Total	Aug 2024	Sept 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025
Quidel Strep Test	98	13	56	29							
Quidel Influenza A & B Test	84	8	53	23							
Quidel SARS Antigen	82	8	54	20							
Totals	264	29	163	72	0	0	0	0	0	0	0

Physicians/ Specialists	Total	Aug 2024	Sept 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025
Physician Assistant	56	18	19	19							
Medical Director/ Pediatrician	26	0	11	15							
Optometrist	16	2	5	9							
Psychiatry	10	2	6	2							
Totals	108	22	41	45	0	0	0	0	0	0	0

Dental Report

Dental Clinic Procedures	Total	Aug 2024	Sept 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025
Hygiene	27	9	11	7							
X-ray	15	0	15	0							
Emergency	4	1	2	1							
Other	9	8	1	0							
Operative	6	0	0	6							
Surgical	0	0	0	0							
Preventative	0	0	0	0							
Screening	7	0	0	7							
Exam	1	0	0	1							
Totals	69	18	29	22	0	0	0	0	0	0	0

Dental Staff	Total	Aug 2024	Sept 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025
UF Dentistry	15	0	0	15							
Hygienist	54	18	29	7							

Occupational Therapy/Physical Therapy

How is it already the holiday season? The school year is flying by!

OT/PT staff and students are currently working on the Village of Gratitude, whose residents are known for having the most grateful hearts. The students will be filling the village sky with gratitude clouds. They will do this by cutting out the clouds and then writing why they are most grateful inside the cloud. This activity exercises several OT skills in the process, such as fine motor, visual-motor, visual-perceptual, and/or perceptual motor skills.

The OT department has seen a robust increase in students receiving therapy, so much so that we have recently hired a part-time Certified Occupational Therapy Assistant (COTA)! We are super excited to have our new COTA, Marisa Sousa, working at FSDB and she could not be more pleased to be working with our students.

The PT department has recently seen changes as well. Arlyn Jackson has left to pursue other opportunities, and we've welcomed Dr. Katie Cramer, who will be working in the department two days per week. We are excited to have new faces in the OT & PT departments!

We wish you all a very happy and safe Thanksgiving!

Mental Health Department

Our Mental Health Department is currently going through a leadership transition as Erica Wortherly resigned from her position as Executive Director of Mental Health Director. However, we recently interviewed multiple applicants to fill the position and are confident that the right candidate will be selected.

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, social workers and mental health counselors identify several students for the McKinney-Vento program, ensuring that students experiencing any form of homelessness are being monitored and receive the services necessary for their academic success.

Over the past couple of months, the mental health staff assigned to work with students at Deaf Elementary School (DES) has focused a lot of time on promoting parent engagement via home visits/psychoeducational support in the home. The end goal of the mental health staff is to expand the service locally for students and families that need it most.

In addition, DES is hosting a Thanksgiving Food Drive. It is a yearly event created eighteen years ago by Dee Stoddard, one of the Social Workers from DES.

According to Dee Stoddard, this is an event she looks forward to hosting every year. It is the case, given how happy and touched she is, for the opportunity to make Thanksgiving baskets to be sent home to families in need.

Culinary Department

The NSLP full audit of our breakfast and lunch programs by FDACS has concluded. This audit checked our compliance as a registered sponsor of the National School Lunch program. The audit is conducted on residence schools every three years. I am pleased to report that we received a commendable comment on our menu, quality & presentation of food, staff interaction with students, and compliance in training as demonstrated during observation of two breakfasts and lunches.

Culinary participation in the Goal Ball tournament was postponed because of hurricanes. We are looking forward to the rescheduled dates in December. We celebrated Thanksgiving with a Turkey Dinner on Wednesday, November 13. Our incredible cooks knocked it out of the park again. Kim Renninger made delicious homemade pies. We served a Turkey dinner lunch on November 19, so our day students also had a Thanksgiving at FSDB.

Our new dietician, Julynnet Powell, has done a great job in helping the Culinary Department receive our nutritional accolades from FDACS. Ms. Powell has electronically updated our POS system to a health alert status of our students with specific dietary requirements. We are currently integrating health services into a more involved role with culinary under the supervision of Ms. Powell. She will also be involved in steering our wellness committee.

We are pleased to welcome Kelsey Kotowski and Lavetta Davis, 2nd shift Food Support Workers, to our team. We are in the process of hiring one additional employee with the retirement of Helen Washington. We celebrated Helen's service on October 24. Valerie Hughes from the 2nd shift will be replacing Helen on the 1st shift.

Our November Florida "Harvest of the Month" feature is yellow squash. December's harvest is celery.

Speech & Audiology

The Speech & Audiology Department is happy to report that all of our positions are currently filled! We have welcomed four new staff members within the past five months. Our current staff includes:

Audiologists: Dr. Amy Bassett and Dr. Jonnie Wells

Speech/Language Staff: Paige Barber (SLP), Sharon Griffiths (Speech Teacher), Marissa Harrer (Communication Specialist), Donna Huffstetler (SLP), Ashley Mocerri (SLP), Story Phillips (SLP), Nancy Pye (SLP), Rachel Redfern (SLP), and Sally Satin (SLP)

Sharon Griffiths (DES) reports that Instructional Technology has been very supportive of our requests for iPad apps that target IEP goals and skills that our students need. Two such apps include WH-Question Island- Students "have fun playing the colorful animated board game and earning rewards while practicing wh-questions with real-life photos. Wh-Question Island includes both receptive and expressive language tasks" and Articulation Station Pro- "a fun and useful tool

to teach children how to speak more clearly." This app is also great for vocabulary development with real pictures!

In the Deaf High School, some of Sally Satin's students are working on their map skills using the SmartBoard. Students working on their speech and/or language skills follow directions to locate states and/or capital cities on the map, and when appropriate, saying the names. Several students have requested advancing this activity to find the countries on a continent. It's tricky, but they continue to discuss the concepts of cities, capital cities, states, countries, and continents. Additionally, some students are working on giving and following precise directions using manipulatives. They start with a row of small plastic sticks in various colors and, after some practice with the basics, finish with elaborate designs such as people, robots, and starbursts. Pointing/showing is not permitted, so the students must follow and give very precise American Sign Language or spoken English directions.

DHS speech-language pathologist Paige Barber has been targeting expressive and receptive language skills with students during language therapy sessions. She uses language picture cards for the students to sequence, describe, and answer comprehension questions. Students have been successful in sequencing stories and using narrative skills to expand on details when recounting events in the story. Some students have even gone above and beyond, elaborating on the picture cards to create their predictions of future events. The picture cards prove to be a beneficial tool in supporting language skills while having fun and opening creative avenues for students to engage in.

Angel L. Arizaga

Angel L. Arizaga
Administrator Allied Health Services



Apartment Program

Young Men

The following updates were submitted by apartment program staff who work directly with students:

In October, some activities with students included engaging in Recreation Program activities, going off campus to Dunkin' Donuts, and simply playing games together as a group. We focus everything on real-world situations. An example of this is when the students are playing a game of UNO, and one of the students is struggling to understand how the game works. We told the other boys to have patience, as there will be times when, at work or such, a coworker may not know how to do the same tasks as you, even if you see it as "easy." After explaining, some boys stepped in and showed the students how the game was played. Lately our focus started with simple, real-world situations such as patience and trying to have understanding between self and others.

-Young Men Apartment Program Team Member

FSDB is our second home, and we have a great opportunity to change the lives of many. This new group of seniors are inquisitive. Students have improved so much since day one, and many take the initiative now to fill out meal plans, complete duties, and review all foods in the pantry for their shopping list.

In the young men's apartments, we teach things that may initially seem simple. Our main example is situational awareness, whether reminding young men of their manners in social events or simply moving a pot handle around on a stove to prevent an accident. The most important topic we teach in my apartment is respect, regardless of who you are. We try to teach that many people come up in different environments with various backgrounds. We use the 'real world' as an example, referencing how high school is a distinct social experience compared to being on your own in the world among 'grown-ups.'

The school focuses more on education, i.e., math, science, and literature. In the young men's apartments, we follow a curriculum to instruct life skills, things you will need to know if you are alone and have no one to ask, 'how to.' The goal is to prepare students for the world without hesitation or doubt. We want them to understand instructions without feeling overwhelmed, to feel included in all environments, and to understand that their emotions do not justify destructive behaviors. Lastly, the goal is to ensure students understand the difference between responding and reacting to situations. They must take control of their lives, take initiative, and follow through on their goals.

-Young Men Apartment Program Team Member

In the Apartment Program, we have taught students basic cooking skills and techniques to help prepare them for life beyond FSDB. We have been discussing plans for after graduation. Whether it's college, work, or any other goals or aspirations. We have three students working on campus and helping manage the football team. We have also discussed taxes, tax breaks, money management, and why you might choose a particular grocery store compared to others.

-Young Men Apartment Program Team Member

Students' main activity focus this month was "the real world." We traveled off campus into the community to eat as a group. Students navigated to the restaurant with minimal prompting from staff and were expected to order, pay, and tip for their food. Staff demonstrated proper table etiquette, and students worked on social skills.

We worked on calling the grocery stores to confirm the availability of products, ask questions, and practice self-advocacy. One student had an interaction with a rude employee while calling the store. We discussed this as a group and how, in the real world, there are cases where people are not professional, and we can only control our behavior.

Some students attended clubs such as Dungeons and Dragons, and others enjoyed the social interaction of the swings. Students gathered to talk with each other and staff daily about many topics, including sports, careers, the election, and school. Students watched the news and sports nightly.

-Young Men Apartment Program Team Member

Young Ladies

October has been a busy month for the apartment girls. When we returned to campus after Hurricane Milton, we received good news: we could move back into Wartmann Hall. The biggest surprise was how everyone came together to help with the move. Peers lent a hand, packing and moving items for one another. These young ladies were determined to get the job done. The students and staff worked tirelessly—to the point where they had to be stopped for the night.

To help get a meal prepared quickly, the supervisor decided to take on the cooking. The dish prepared was spaghetti, and the girls offered many praises and rave reviews about it. I jokingly said to them, "You make me feel like I can cook! I'm glad you like it, but it's only spaghetti." The move was a two-day process, and to assist students and staff, the supervisor chose to prepare dinner again the next night. To my surprise, I had a volunteer chef to help me. This young lady was thrilled to cook Hamburger Helper for the first time. She shared that her dad often makes it, but she had not yet prepared it herself.

We experienced many emotions from the students, with many feeling happy to be back home at Wartmann finally. However, several blind high school seniors were concerned because they were uncertain about the route to and from Wartmann. We reassured them that no one expected them to know the route immediately and that staff members would be stationed along the walking path to assist. To our surprise, we didn't have any students get lost. The girls grouped to walk from Bryant

Hall, including a peer who arrived midweek and had never been to Wartmann. By the end of the week, we were happy to see that the anxious emotions had diminished and had been replaced with laughter and excitement.

The holiday season is quickly approaching. We are currently planning our annual Thanksgiving dinner for Tuesday, November 19. Students and staff are looking forward to having food and fellowship before we head home for winter break.

Blind Department

Kramer Hall

- All the Kramer students have been working diligently on their organization and other skills like sewing, baking, cleaning, and making beds. Our students are becoming more confident with independent living skills and enjoy the opportunity to complete tasks they have not attempted before.
- The month of October was packed with fun and exciting activities for our Kramer students to enjoy. We celebrated Kessler's birthday with a glow party, snacks, music, and dancing. We went trick-or-treating at Flagler College, and we are thankful to the students who volunteered their time and donated treats for our Kramer crew.
- Gregg and McLane Hall kindly hosted Halloween activities. The students went trick-or-treating in both dorms, got their faces painted, played games, and had special spooky snacks.
- We ended the month with a Kramer Halloween dance party. The students enjoyed the special lighting, snacks, and energetic music.
- We look forward to the upcoming holiday season and sharing more about dorm life with you!

Cary White

- The Cary White students participate in a program every year that allows them to choose their goals for academic and personal improvement. Each child sits down with a staff member and thinks of two things they want to accomplish in the next nine weeks. This is documented along with a description of determining if they have met their goals. Because we give them freedom of choice, some goals might seem a little frivolous. Still, the act of setting any goal and working toward it is psychologically beneficial, as well as being a basis for good habits throughout their lives. Staff reminds and assists them as the quarter progresses; they have all done an excellent job. We acknowledge and praise their achievements, further inspiring them to make goal-setting a habit.
- This first quarter, we've seen students learn to use the laundry facilities and become more responsible for their laundry, make the sports team, learn to use a steam mop, bring up their grades in challenging subjects, improve attitudes, take better care of their hygiene, manage time wisely, and begin to learn cooking skills. These are all important skills not always mastered by children this age. They do so well that we almost forget that they are not only young but also learning while being visually challenged.

Koger

- Koger Hall welcomed a new staff member to our team. Kristen, who goes by Ilana, joined Koger Hall in the middle of October and has been a great addition. Ilana is from Long Island, New York, and has lived in Florida for 10 years. She is an aunt to twin nieces and a nephew. Ilana is a student studying social work, and in her spare time, she makes jewelry and volunteers at a cat café. When asked why she applied at FSDB, she stated that a friend had introduced her to the school, and working with kids has been a dream.
- The Spooktacular Halloween Cross Country Meet was great for the girls to earn community service hours last week. Part of the course goes right by our dorm. We had ten girls dress up in their Halloween costumes and help decorate outside the dorm with Halloween decorations. As the runners ran past the dorm, the girls excitedly cheered them all on.
- Koger and MacWilliams had a Halloween party full of great “spooky food” and awesome Halloween costumes. “Boo Baskets” were given out for the most creative and best all-around costumes.

MacWilliams Hall

- On October 31, the young men of MacWilliams Hall joined the young ladies of Koger Hall and had a spooktacular time at the pavilion outside our dormitories. Students wore costumes and enjoyed treats prepared by Koger Hall and MacWilliams Hall staff.
- MacWilliams sophomores have been tallying up their community service under the direction of Mr. Baker and Ms. Lacy. Currently, the sophomores are working on a card to share with stakeholders showing their support for veterans, and we are putting the final touches on our care package for our staff/soldier, Mr. Gabriel, who is currently away on deployment in our nation’s capital.
- November being the month of Thanksgiving, the young men of MacWilliams Hall will also be making thank-you baskets and presenting them to several departments on campus in the coming weeks.

Deaf Department Elementary and Middle School

Vaill Hall

- All the Vaill Hall pods embraced the Halloween spirit with creative projects, crafting bats, ghosts, and festive paintings to decorate their rooms and dorms. A heartfelt thank you goes to our team member, Sydney, for hosting such an engaging and spirited event! Students of pod 2nd North joined the festivities by painting Halloween designs on tote bags, a wonderful way to express their creativity and dive into the season’s excitement.
- All pods enjoyed a fantastic visit to Flagler College for a day of trick-or-treating and fun. Along with gathering treats, students participated in various enjoyable activities, creating a memorable experience that brought everyone closer.
- Gregg and McLane Halls extended a warm invitation to Vail Hall for Halloween celebrations, where students delighted in crafting Halloween bags, designing miniature monsters, and exploring mystery boxes full of surprises.
- Each pod participated in a Character Trait Education activity by working together to complete a challenging puzzle. Throughout this process, students faced obstacles that required

perseverance, teamwork, and effective communication. These challenges provided hands-on experience practicing resilience as students learned the value of persistence to reach a goal.

- After the activity, students engaged in a reflection session with guided questions led by their instructors, allowing them to connect their experiences to broader concepts of perseverance and success. Discussions explored thought-provoking questions such as:
 - “What challenges did you face while working on the puzzle?”
 - “How did you feel when you couldn’t find a solution right away?”
 - “What strategies helped you continue even when it was tough?”
- These activities fostered a deeper understanding of perseverance, equipping students with skills to tackle future challenges with determination and confidence.

Gregg Hall

- At the start of the month, several students traveled to St. Joseph’s Academy in St. Augustine to cheer on our Lady Dragons volleyball teams. Although the Dragons didn't secure a win, the girls thoroughly enjoyed the outing. Students practiced independent living skills alongside the game by dining out at Taco Bell or grabbing a snack at Dunkin’ Donuts. These activities help them learn to budget, make changes, communicate effectively, and display appropriate social manners in various public settings.
- The Gregg Hall girls have enjoyed some well-deserved downtime following the volleyball and cross-country seasons. They participated in basketball and weightlifting team tryouts, with winter sports around the corner. The girls also enjoyed a fun kitchen session, baking cupcakes and learning to make pizza bagels.
- On Monday, October 28, the girls hosted a Halloween event for our blind and deaf elementary boarding students. The middle schoolers guided the younger students in creating trick-or-treat bags and “not-so-scary” monsters, distributing treats, and serving vampire-themed doughnuts. This experience provided a fun and meaningful way for our middle schoolers to be role models for the younger Cobras and Dragons through community service.
- That Wednesday, some girls went off-campus for a walk to McDonald’s and Dunkin’ Donuts for a fun midweek outing.
- A round of applause to Ravenclaw House for winning the first quarter House Points competition with an impressive 102 points! Special recognition goes to Zin, our top point earner this quarter. We also celebrate our Character Education Students of the Month, recognizing October's focus on Perseverance and Success Skills. Congratulations to dorm winners Chazzahria and Chloe, who each received a certificate and a gift card for their accomplishments.

McLane Hall

- October was an eventful month at McLane Hall! We navigated Hurricane Milton carefully, taking three days off to ensure everyone's safety. As football and cross-country seasons conclude, we’re excitedly shifting our focus to basketball tryouts.
- A memorable highlight was the boys’ visit to Flagler College, where they had the thrilling opportunity to watch and even practice with the college girls’ volleyball team. Stepping onto a college court and playing alongside collegiate athletes created a lasting memory.
- Our middle school boys hosted a Halloween-themed event for elementary students, dressing in costumes, distributing candy, helping with festive makeup, and bringing joy to the younger

students. We celebrated October birthdays with cupcakes and ice cream, making each occasion special.

- Outside the classroom, students stayed active with recreational activities, including gym workouts, off-campus walks, shopping trips, and dining outings. In the dorms, they enjoyed rounds of video games and UNO, adding fun to their routines.
- The life skills curriculum continued strong, covering cooking, baking, laundry, cleaning, and budget-friendly shopping. We also wrapped up the first-quarter House Points competition, recognizing students' outstanding behavior and respectfulness. The top eight students will enjoy a meal at a restaurant of their choice, second-place winners will have a pizza and movie night, and third-place winners will enjoy a popcorn and movie night.
- October was filled with growth, fun, and valuable experiences for everyone at McLane Hall!

Deaf Department High School

James Hall

- October truly tested the girls' perseverance as they navigated the disruptions caused by Hurricanes Helene and Milton. Despite the challenge of coming to school only to be sent home or, in some cases, being unable to attend, students demonstrated resilience and patience.
- We were thrilled to finally hold our PBIS Kick-Off, where students celebrated with yard games and enjoyed cupcakes and refreshments afterward.
- The ladies of James Hall have stepped up for a major community service project supporting the TQA department. Tasked with preparing 300 CPR class kits, the girls worked together efficiently, completing the project in just a few hours—a testament to their teamwork and dedication.
- Our Students of the Week and Students of the Month programs continued in October, highlighting students who model outstanding positive behavior. Congratulations to our Students of the Week: Hannah A., Charlotte P., Mariska D., Genesis L., Joselyn B.A., and Madison M. Special recognition to Skylar B. and Jasmine C., our Students of the Month, for their exceptional behavior and commitment. Well done, girls!

Rhyne Hall

- The Rhyne boys have had an action-packed month, balancing tutoring and recreational activities with enthusiasm and success. They embarked on an off-campus adventure with staff, gaining confidence on the local roads and easily mastering the rules. In the kitchen, they dove into their culinary curriculum, creating delicious dishes like steak with rice, fresh cookies, and vibrant blue sundaes.
- For community service, they returned to a local thrift store, making a positive impact.
- The month's highlight was an exciting Halloween party with glow-in-the-dark fun, pizza, and dancing! They also enjoyed going to Flagler College to watch their basketball team practice.
- To top it off, Frantz V. and Zen R. were recognized as November's Students of the Month—congratulations to both!
- The students also watched the election on TV and talked about the different candidates. Watching a live election and learning how it works was very educational for the boys.

Recreation Department

Activities are in full swing, including team sports, swimming, arts/crafts, weight training, and much more. The staff planned Halloween activities for each group. The elementary department was hosted by Flagler College and the Deaf Awareness Club to go trick-or-treating and play games at the Ponce dorms. The middle and high school students enjoyed Halloween glow parties on consecutive evenings.

FSDB Elementary Dance Program

The dance program continues with Monday and Wednesday classes. The Spring Dance Recital is scheduled for Thursday, May 8, 2025, at 7 pm in Kirk Auditorium.

FSDB Youth Sports

The wrestling section of Youth Sports wrapped up last week. Kindergarten through 2nd graders participated on Monday with a total of 28 students, and 3rd through 5th graders participated on Wednesday with a total of 31 students. The next sport we will cover is soccer, starting in January.

Staff Training & Development and Student Independent Living Skills

The Education and Training Department of Residential Services has welcomed more new staff to the residential family this month. In conjunction with Training and Quality Assurance, the new staff have been registered for training to ensure they are prepared to supervise our students.

Meeting takeovers took place in both departments. The Education and Training specialist took over the weekly meetings of each dorm to ask the staff questions about their jobs and what improvements could be made to help them do their best for our students. FSDB's core values were infused in the meetings to keep these values fresh in the minds of our staff.

The Education and Training Department of Residential Services strives to provide the best possible training for our staff and students.

Respectfully submitted by:

Kathleen Grunder

Administrator of Residential Services



ACCOUNTING

John Wester, Comptroller

General

Fiscal Year 2023-2024 – The agency’s Management Representation letters to the CFO for Statewide Financial Reporting and Federal Awards were submitted on November 7, 2024. All forms, reports, and letters submitted to the State CFO for the closing of the fiscal year are available in the Comptroller’s office for review.

Accounting

Prompt Payment – Section 215.422, Florida Statutes, compliance (Prompt Payment of Vendor Invoices): For the period ending October 31, 2024, 99.66% of invoices were paid in accordance with the statute (compliance minimum is 95%). MFMP software upgrade issues created recent delays in payment.

ADVANCEMENT

Traci Anderson, Executive Director of Advancement

<p><u>Donations for October 2024</u> Number of Donors = 394 Number of Gifts = 404 Dollars Received = \$52,014.32</p>	<p><u>Donations for October 2023</u> Number of Donors = 288 Number of Gifts = 291 Dollars Received = \$40,781.86</p>
<p><u>Current FY To Date</u> Number of Donors = 883 Number of Gifts = 1,191 Dollars Received = \$460,920.11</p>	<p><u>Previous Year to Date – Last FY to Date</u> Number of Donors = 969 Number of Gifts = 1,286 Dollars Received = \$521,942.45</p>

Comparison of FY 2023/2024 to FY 2024/2025

We continue to observe a positive trend in donor engagement, as demonstrated by increased numbers in October 2024 compared to the same month last year. Although year-to-date dollars received are slightly behind the previous fiscal year’s figures, the October gains in donor count and gifts indicate effective engagement strategies.

Donor Acquisition and Stewardship Efforts

Our 2024 Donor Acquisition Appeal, launched on September 20, has already resulted in 296 new donors. New donors are receiving a comprehensive Welcome Package to foster long-term engagement:

- **Welcome 1:** A handwritten card expressing appreciation, paired with an FSDB Fast Fact Sheet to provide general information and insights into FSDB's history.
- **Welcome 2:** A follow-up package containing two previous Touchpoint postcards and a handwritten sticky note for personalization.

Additionally, our October Touchpoint communication, which began reaching homes on October 21, highlighted FSDB Instructional Assistant Nicol Lobaczewski. This communication aimed to deepen donors' connection to our mission, staff, and students. As we look forward, our End of Year donor appeal in December will seek to leverage the momentum gained from these stewardship efforts to engage donors further as we approach the close of the calendar year.

AUDIT

Julia Mintzer, Administrator of Business Services

Financial Statement Audit

The Comptroller's Office has begun preparing financial statements for the Auditor General's financial audit starting in November 2024.

INVESTMENT PERFORMANCE

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

During October, **Endowment Fund I** decreased -\$362,754.59 (-1.87%), increased +7.91% year to date, and increased +18.30% for the trailing 12 months with a closing portfolio value of \$20,545,364.05. Dividends and interest income totaled +\$41,822.01, and accrued interest decreased -\$4,016.73. Additionally, \$430,200.96 was withdrawn during the month. During the same period, the Benchmark decreased -2.07%, +9.56%, and +22.59%, while the S&P 500 decreased -0.91%, +20.97%, and increased +38.02%, respectively. Furthermore, the US Aggregate Government Credit Intermediate Bond Index decreased -1.62%, +2.77%, and +7.58%, respectively. According to Bloomberg, as of October 23, the average 60/40 portfolio increased +10.2% year to date.

Endowment II decreased -\$202,921.44 (-1.68%), increased + 7.17% year to date, and increased +17.48% for the trailing 12 months with a closing portfolio value of \$12718,025.70. Dividends and interest income totaled +\$15,266.29, and accrued interest increased +\$8,305.86. The UBS central scenario forecast projection for the S&P 500 is 6,250 by September 2025 (+9.5% from the 10/31 level).

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, 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 slowdown is reflected by increasing late payments and credit card and auto loan delinquencies. 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.

SAFETY AND FACILITIES OPERATIONS

Guy Maltese, Executive Director of Safety and Facilities Operations

Project Management

- The Gregg Hall project is in its closeout stages; the vendor expects all items to be closed by the end of the year. The basketball/pickleball court is complete, and students are excited to use it.
- The Kramer Hall renovation project began with selective demolition in November. The general contractor has secured all subcontractors. This schedule maintains an expected substantial completion in July 2025.
- The Stadium Bleacher project has been completed and a temporary CO was issued. The CO is expected by December 2024.
- The Settles storefront upgrade project is complete, and the CO was issued. End users are occupying the space.
- The cooling tower greenspace sidewalk is complete; the fencing contractor has been activated.
- The campus-wide pressure wash initiative continues with the addition of flat roofs.
- Wartmann Hall has reopened and is student-occupied. On November 14, 2024, FSDB received reimbursement from Atlantic Insulation via WW Gay in the amount of \$134,372.39 for damage sustained by the school as a result of two separate incidents in which contractors ruptured a sprinkler line in the attic of Wartmann Hall, causing significant damage. The contractors were responsive as repairs were made and associated costs were reimbursed. The teams are commended for maintaining professionalism and partnership as we worked through an unforeseen challenge.
- Grounds has begun a beautification project north of Gibbs, south of Cary White, and is expected to be complete by year-end.
- The Moore Hall chiller replacement is expected to be completed by the year-end.
- McClure Hall owner's representative presentations are being scheduled. The first round of procurement has yielded three candidates to present.
- 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.

F. Charles Usina Bleachers Project

Addison Burns, Director of Construction of Safety and Facilities Operations

In May 1967, the state legislature adopted a resolution to commemorate Representative F. Charles Usina for service to the State. A new stadium would be built at the Florida School for the Deaf and the Blind (FSDB) and be designated as the F. Charles Usina Memorial Field and Track.

It took a few years, but in the summer of 1969, development began with a commission of a local architect, Greg Thorne A.I.A. Architects, to design and update the existing sports field. The project comprised installing new bleachers, a new locker room for the boys and visiting teams, light poles, and upgrades to the existing track and football field. In October 1971, the updated field and stadium bleachers built on land that was once part of the marshes of the Atlantic Ocean were dedicated to F. Charles Usina.

Over the last 52 years, the bleachers have been well-loved by students, parents, staff members, and FSDB fans, supporting decades of football games, soccer games, track and field events, and so much more. Eventually, the bleacher's age began to show, and a replacement was needed. Thus, in the latter half of 2021, the school obtained the necessary funding and Board approval to start the bleachers' design and construction process.

The FSDB construction department started by evaluating different designs for the new bleachers. After much consideration, it was determined that the new bleachers would have an updated steel and aluminum structure and a larger announcer's booth. FSDB's Assistant Director of Construction, Addison Burns, and staff engineer, David F. Peigler, P.E., designed the site plan for the sidewalks, A.D.A compliant ramps and storm drainage system. When finalized, the construction department delivered the task to Gilbane Building Company to build the new bleachers with Gilbane hiring Southeastern Bleachers for the design and installation.

In March of 2024, Burkhalter Wrecking prepared the way to dismantle the existing bleachers and announcer's box. Official construction on the new and improved Usina Field bleachers started in June 2024, topping it off with the announcers' booth two months later.

With many hurdles and unforeseen surprises along the way, the FSDB team and Gilbane continued to work hard to keep the project progressing so that staff, students, and their families could enjoy the new bleachers at the F. Charles Usina Field and Track for another 52 years or more.

TRAINING AND QUALITY ASSURANCE

Trish McFadden, Executive Director of Training and Quality Assurance

The Training and Quality Assurance (TQA) Department held or will hold, the following training classes between October 25, 2024, and December 12, 2024: two CPI Full Courses, six CPR classes, two AlerT trainings, one Youth Mental Health First Aid class, one Organizational Management Course, two Student Bank Trainings, two Event Planning 101 sessions, and one QPR course.

TQA will release the Winter Moodle courses on January 3, 2025. Employees will participate in the following online modules: Private Funding Training, Bloodborne Pathogens, General Workplace Safety, Hazard Communications, Personal Protective Equipment (PPE), QPR Update, and Drug-Free Workplace Training (supervisory staff only).

Planning is underway for the 2024-2025 Safety Education Fair. A kick-off meeting was held on November 15, 2024, to discuss program updates and safety education partners invitations. Committee members include representatives from Campus Police, Safety and Facilities Operations, Mental Health Department, PBiS, Transportation, and TQA. *Save the Date* information for the February 19, 2025, event will be sent to our agency partners and all staff members before winter break.

TRANSPORTATION

Kevin Greene, Executive Director of Transportation

National Bus Safety Week — October 2024

In late October, the Transportation Department participated in National Bus Safety Week, providing an opportunity to promote bus safety goals and educate students on safe practices. The year's highlight was a poster contest where students from each school created artwork encouraging school bus safety. This year's theme, "Driving Safety into the Future," inspired students to depict safety-related messages featuring the winning posters on T-shirts to promote safer school transportation. Amaleki Hancock from Death Elementary School won first place, with Mikayla Mosseri as the runner-up. Nalyeis Bynes and Allison Walker-Harrison took first and second place, respectively, from Deaf Middle School.

New Hires — November 2024

In November, the Transportation Department filled two open positions by hiring new chaperones, providing welcome relief to the team. Homero Gadea, who previously worked in English for Speakers of Other Languages (ESOL), and Marissa Kaleo, an external hire, bring valuable experience and support to the department's operations. These staff additions mark progress in the ongoing effort to strengthen the transportation team.

Respectfully Submitted,

Julia Mintzer

Administrator of Business Services



Performance Review

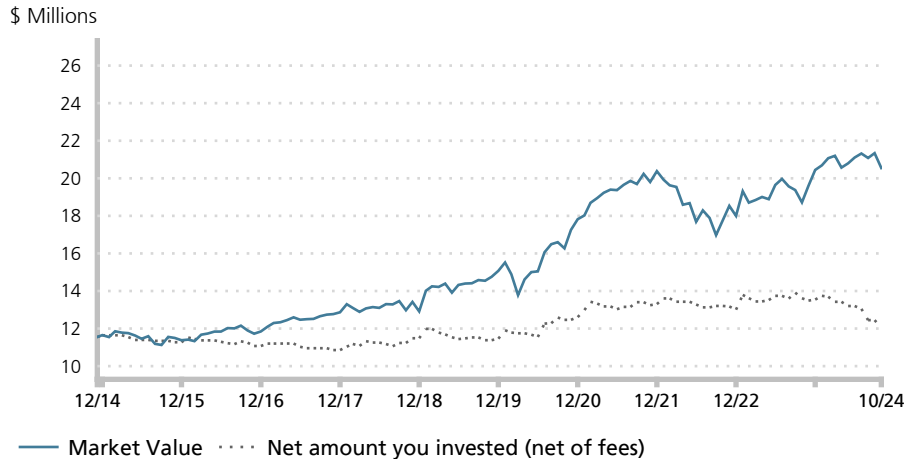
as of October 31, 2024

Consolidated report prepared for FSDB Endowment I

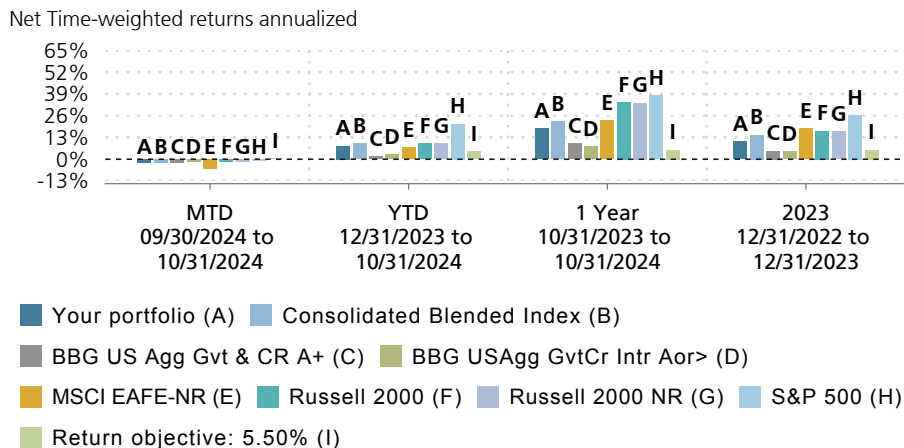
^ performance and account start dates differ (see disclosures)

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 09/30/2024 to 10/31/2024	YTD 12/31/2023 to 10/31/2024	1 Year 10/31/2023 to 10/31/2024	2023 12/31/2022 to 12/31/2023
Opening value	21,338,319.59	20,445,679.48	18,717,577.66	17,999,902.34
Net deposits/withdrawals	-430,200.96	-1,613,637.33	-1,682,323.15	434,520.34
Div./interest income	41,822.01	431,805.29	529,751.40	489,660.66
Change in accr. interest	-4,016.73	7,899.56	4,885.57	16,935.31
Change in value	-400,559.87	1,273,617.05	2,975,472.57	1,504,660.84
Closing value	20,545,364.05	20,545,364.05	20,545,364.05	20,445,679.48
Net Time-weighted ROR	-1.87	7.91	18.30	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 09/30/2024 to 10/31/2024	YTD 12/31/2023 to 10/31/2024	1 Year 10/31/2023 to 10/31/2024	2023 12/31/2022 to 12/31/2023
Your portfolio(%)	-1.87	7.91	18.30	10.43
Consolidated Blended Index	-2.07	9.56	22.59	14.46
BBG US Agg Gvt & CR A+	-2.39	1.64	9.36	4.94
BBG USAgg GvtCr Intr Aor>	-1.62	2.77	7.58	4.77
MSCI EAFE-NR	-5.44	6.85	22.97	18.24
Russell 2000	-1.44	9.56	34.07	16.93
Russell 2000 NR	-1.46	9.23	33.53	16.41
S&P 500	-0.91	20.97	38.02	26.29
Return objective: 5.50%	0.46	4.58	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.
 Board of Trustees Meeting, December 13, 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 October 31, 2024

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

	Performance	Start date to	ITD
	Start date	10/31/2024	
Consolidated	12/08/2014		5.58%

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 October 31, 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
		09/30/2024 to 10/31/2024	10/31/2023 to 10/31/2024	10/31/2021 to 10/31/2024	10/31/2019 to 10/31/2024	10/31/2017 to 10/31/2024	10/31/2014 to 10/31/2024
Cash Alternatives	US Treasury Bill - 3 Mos	0.40	5.45	3.70	2.38	2.26	1.67
US - Fixed Income	BBG Agg Bond	-2.48	10.55	-2.20	-0.23	1.10	1.49
	BBG Muni 1-10Y 1-12Y	-1.13	6.46	0.24	1.10	1.69	1.81
	BBG Muni 5 Yr 4-6 TR	-1.04	6.60	0.10	1.01	1.56	1.65
	BBG Muni 7 Yr 6-8 TR	-1.39	7.37	-0.08	1.02	1.78	2.01
	BBG Muni Bond	-1.46	9.70	-0.30	1.05	1.98	2.29
	BBG US Agg Gvt & CR 1-3 Y	-0.57	6.25	1.42	1.51	1.82	1.56
	BBG US Gov/CorpInter TR	-1.60	8.20	-0.18	0.85	1.66	1.73
Global/International - Fixed Income	BBG GblAgg	-3.35	9.54	-4.07	-1.64	-0.17	0.23
	BBG GblAgg ex-USD	-4.12	8.65	-5.62	-2.86	-1.29	-0.85
US Equity	Dow Jones Ind Avg	-1.26	28.85	7.42	11.36	10.99	11.64
	NAREIT Equity	-3.61	34.09	-0.05	4.09	6.54	6.71
	NASDAQ Composite	-0.52	40.80	5.29	16.87	15.17	14.59
	Russell 1000	-0.70	38.07	8.12	14.98	13.69	12.74
	Russell 1000 Growth	-0.33	43.77	8.84	18.98	17.49	16.17
	Russell 1000 Value	-1.10	30.98	6.84	10.13	9.24	8.86
	Russell 2000	-1.44	34.07	-0.05	8.49	7.00	7.93
	Russell 2000 Growth	-1.33	36.49	-2.29	7.91	7.15	8.14
	Russell 2000 Value	-1.56	31.77	1.94	8.42	6.33	7.32
	Russell 2500	-0.93	33.08	1.51	9.79	8.63	8.91
	Russell 3000	-0.73	37.86	7.64	14.59	13.26	12.43
	Russell Mid Cap	-0.54	35.39	3.54	10.93	10.12	9.79
	Russell Mid Cap Growth	1.75	38.67	0.61	11.44	11.70	11.18
	Russell Mid Cap Value	-1.26	34.03	5.10	9.92	8.49	8.42
	S&P 400 Mid Cap	-0.71	32.99	5.19	11.36	9.49	9.85
	S&P 500	-0.91	38.02	9.08	15.25	13.96	12.99
Global/International - Equity	MSCI AC World - NR	-2.24	32.79	5.50	11.07	9.55	9.05
	MSCI ACWI xUSA-NR	-4.91	24.33	1.60	5.77	4.40	4.79
	MSCI EAFE-NR	-5.44	22.97	2.70	6.24	4.92	5.27



Financial Markets Summary

as of October 31, 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
	09/30/2024 to 10/31/2024	10/31/2023 to 10/31/2024	10/31/2021 to 10/31/2024	10/31/2019 to 10/31/2024	10/31/2017 to 10/31/2024	10/31/2014 to 10/31/2024
MSCI Emerging Markets-NR	-4.45	25.32	-1.43	3.93	2.47	3.43
MSCI Emerging Markets-PR	-4.38	22.33	-3.98	1.44	0.01	0.97
MSCI World	-1.96	34.29	6.89	12.55	11.05	10.35
Commodities						
DJ UBS Commodity	-1.85	-1.18	2.15	6.95	4.27	-0.08
Goldman Sachs Commodity	0.45	-1.51	6.94	7.86	5.60	-1.70
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	0.19	8.03	3.69	1.17	0.17	0.37
HFRX Event Driven	-0.48	6.01	-1.97	1.87	0.34	1.15
Balanced						
S&P 500 40% /BBG Agg 60%	-1.85	20.95	2.37	6.02	6.38	6.21
S&P 500 50% /BBG Agg 50%	-1.69	23.67	3.51	7.57	7.67	7.37
S&P 500 60% /BBG Agg 40%	-1.54	26.44	4.63	9.12	8.95	8.51
Miscellaneous						
Consumer Price Index	0.00	2.48	4.75	4.14	3.57	2.87



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. The benchmark index is selected from among the indices for which UBSFS has licensing agreements with the index provider. UBSFS does not have licensing agreements for all available indices. The benchmarks may vary from those used by the Money Manager or those listed in the prospectus. 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



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

your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

Pricing: All securities are priced using the closing price reported on the last business day preceding the date of this report. Every reasonable attempt has been made to accurately price securities; however, we make no warranty 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.



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

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

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

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 October 31, 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

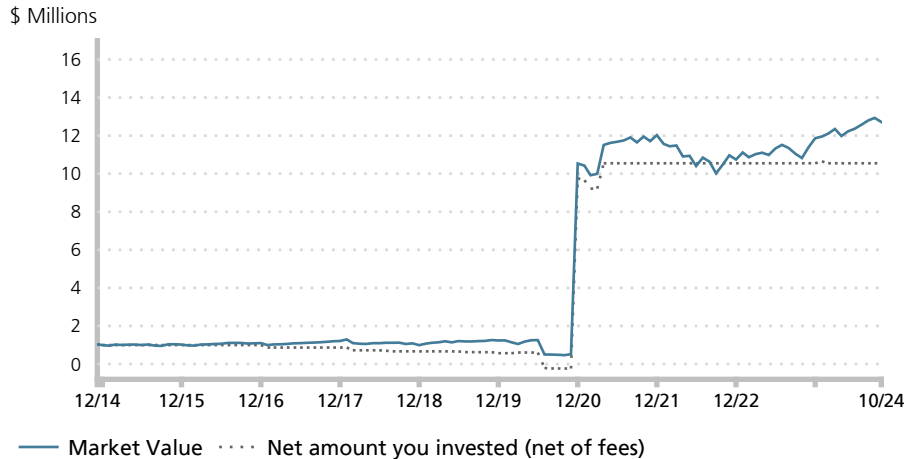
NX XX520 F2 Small Cap

NX XX516 F2 Fixed Income

NX XX517 F2 ESG

NX XX518 F2 LT Themes

Sources of Portfolio Value

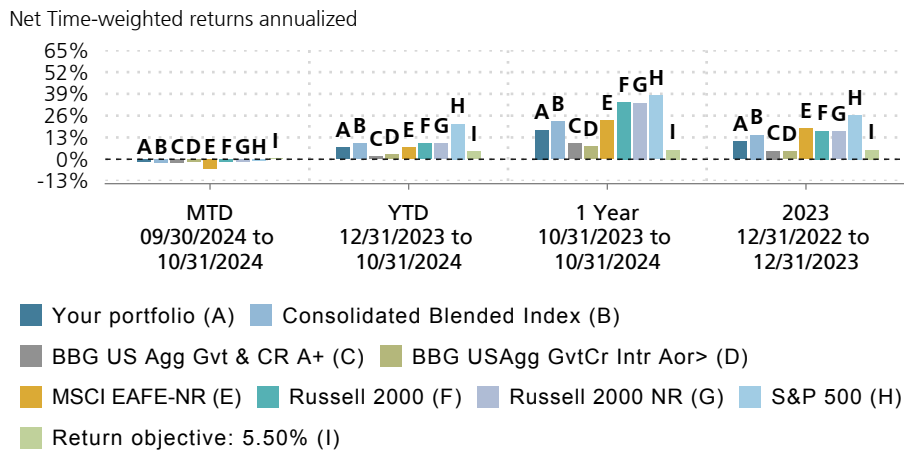


Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 09/30/2024 to 10/31/2024	YTD 12/31/2023 to 10/31/2024	1 Year 10/31/2023 to 10/31/2024	2023 12/31/2022 to 12/31/2023
Opening value	12,935,425.45	11,865,352.40	10,824,074.23	10,745,307.02
Net deposits/withdrawals	-14,478.31	-57,262.14	-57,262.14	-51,439.74
Div./interest income	15,266.29	258,876.08	305,013.64	280,388.72
Change in accr. interest	8,305.86	3,249.55	12,909.57	7,504.91
Change in value	-226,493.59	647,809.81	1,633,290.40	883,591.48
Closing value	12,718,025.70	12,718,025.70	12,718,025.70	11,865,352.40
Net Time-weighted ROR	-1.68	7.17	17.48	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 09/30/2024 to 10/31/2024	YTD 12/31/2023 to 10/31/2024	1 Year 10/31/2023 to 10/31/2024	2023 12/31/2022 to 12/31/2023
Your portfolio(%)	-1.68	7.17	17.48	10.42
Consolidated Blended Index	-2.07	9.56	22.59	14.46
BBG US Agg Gvt & CR A+	-2.39	1.64	9.36	4.94
BBG USAgg GvtCr Intr Aor>	-1.62	2.77	7.58	4.77
MSCI EAFE-NR	-5.44	6.85	22.97	18.24
Russell 2000	-1.44	9.56	34.07	16.93
Russell 2000 NR	-1.46	9.23	33.53	16.41
S&P 500	-0.91	20.97	38.02	26.29
Return objective: 5.50%	0.46	4.58	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.
 Board of Trustees Meeting, December 13, 2024



Additional Information About Your Portfolio

as of October 31, 2024

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

	Performance	Start date to	ITD
	Start date	10/31/2024	
Consolidated	12/08/2014		8.54%

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 October 31, 2024

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		09/30/2024 to 10/31/2024	10/31/2023 to 10/31/2024	10/31/2021 to 10/31/2024	10/31/2019 to 10/31/2024	10/31/2017 to 10/31/2024	10/31/2014 to 10/31/2024
Cash Alternatives	US Treasury Bill - 3 Mos	0.40	5.45	3.70	2.38	2.26	1.67
US - Fixed Income	BBG Agg Bond	-2.48	10.55	-2.20	-0.23	1.10	1.49
	BBG Muni 1-10Y 1-12Y	-1.13	6.46	0.24	1.10	1.69	1.81
	BBG Muni 5 Yr 4-6 TR	-1.04	6.60	0.10	1.01	1.56	1.65
	BBG Muni 7 Yr 6-8 TR	-1.39	7.37	-0.08	1.02	1.78	2.01
	BBG Muni Bond	-1.46	9.70	-0.30	1.05	1.98	2.29
	BBG US Agg Gvt & CR 1-3 Y	-0.57	6.25	1.42	1.51	1.82	1.56
	BBG US Gov/CorpInter TR	-1.60	8.20	-0.18	0.85	1.66	1.73
Global/International - Fixed Income	BBG GblAgg	-3.35	9.54	-4.07	-1.64	-0.17	0.23
	BBG GblAgg ex-USD	-4.12	8.65	-5.62	-2.86	-1.29	-0.85
US Equity	Dow Jones Ind Avg	-1.26	28.85	7.42	11.36	10.99	11.64
	NAREIT Equity	-3.61	34.09	-0.05	4.09	6.54	6.71
	NASDAQ Composite	-0.52	40.80	5.29	16.87	15.17	14.59
	Russell 1000	-0.70	38.07	8.12	14.98	13.69	12.74
	Russell 1000 Growth	-0.33	43.77	8.84	18.98	17.49	16.17
	Russell 1000 Value	-1.10	30.98	6.84	10.13	9.24	8.86
	Russell 2000	-1.44	34.07	-0.05	8.49	7.00	7.93
	Russell 2000 Growth	-1.33	36.49	-2.29	7.91	7.15	8.14
	Russell 2000 Value	-1.56	31.77	1.94	8.42	6.33	7.32
	Russell 2500	-0.93	33.08	1.51	9.79	8.63	8.91
	Russell 3000	-0.73	37.86	7.64	14.59	13.26	12.43
	Russell Mid Cap	-0.54	35.39	3.54	10.93	10.12	9.79
	Russell Mid Cap Growth	1.75	38.67	0.61	11.44	11.70	11.18
	Russell Mid Cap Value	-1.26	34.03	5.10	9.92	8.49	8.42
	S&P 400 Mid Cap	-0.71	32.99	5.19	11.36	9.49	9.85
	S&P 500	-0.91	38.02	9.08	15.25	13.96	12.99
Global/International - Equity	MSCI AC World - NR	-2.24	32.79	5.50	11.07	9.55	9.05
	MSCI ACWI xUSA-NR	-4.91	24.33	1.60	5.77	4.40	4.79
	MSCI EAFE-NR	-5.44	22.97	2.70	6.24	4.92	5.27



Financial Markets Summary

as of October 31, 2024 (continued)

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
	09/30/2024 to 10/31/2024	10/31/2023 to 10/31/2024	10/31/2021 to 10/31/2024	10/31/2019 to 10/31/2024	10/31/2017 to 10/31/2024	10/31/2014 to 10/31/2024
MSCI Emerging Markets-NR	-4.45	25.32	-1.43	3.93	2.47	3.43
MSCI Emerging Markets-PR	-4.38	22.33	-3.98	1.44	0.01	0.97
MSCI World	-1.96	34.29	6.89	12.55	11.05	10.35
Commodities						
DJ UBS Commodity	-1.85	-1.18	2.15	6.95	4.27	-0.08
Goldman Sachs Commodity	0.45	-1.51	6.94	7.86	5.60	-1.70
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	0.19	8.03	3.69	1.17	0.17	0.37
HFRX Event Driven	-0.48	6.01	-1.97	1.87	0.34	1.15
Balanced						
S&P 500 40% /BBG Agg 60%	-1.85	20.95	2.37	6.02	6.38	6.21
S&P 500 50% /BBG Agg 50%	-1.69	23.67	3.51	7.57	7.67	7.37
S&P 500 60% /BBG Agg 40%	-1.54	26.44	4.63	9.12	8.95	8.51
Miscellaneous						
Consumer Price Index	0.00	2.48	4.75	4.14	3.57	2.87



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. The benchmark index is selected from among the indices for which UBSFS has licensing agreements with the index provider. UBSFS does not have licensing agreements for all available indices. The benchmarks may vary from those used by the Money Manager or those listed in the prospectus. 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



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

your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly during periods of significant appreciation of the underlying equity position(s), the CES account will decrease the performance that would have been achieved had the stock been held long without implementing the CES strategy.

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

Pricing: All securities are priced using the closing price reported on the last business day preceding the date of this report. Every reasonable attempt has been made to accurately price securities; however, we make no warranty 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.



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

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

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

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).



Break the Barrier Math Tournaments

Round 1 of the Breaking the Barrier Math Tournament was held on Friday, October 25. More than forty students from the Blind Middle School and Blind High School attended. The competition was split into two challenges: 24Game and Adsumudi.

For 24Game, four random numbers were given. Using all four numbers just once and any combination of mathematical operations, students determined how to obtain the solution of 24. There were one dot number set (easy), two dot number sets (medium), and three dot number sets (hard).

For Adsumudi, a goal number was given along with five random numbers. (A different goal number was given each round.) Using any combination of operations and any combination of the five given numbers just once, not including the goal number, students determined how to obtain the given goal number. Students wrote every process to get the goal number before the 2.5 minutes expired. Solutions had to be written to be counted. There were easy, medium, and challenging number sets.

The competition was fast-paced and intense, and all students demonstrated great determination and resiliency. The following students, however, stood out for the reasons indicated below:

- 24Game Best Overall- Derek Merced
- Adsumudi Best Overall- Khayree Lofton
- Middle School Best Overall- Tristan Mason
- 1st Place- Derek Merced
- 2nd Place- Khayree Lofton
- 3rd Place- Logan Strickland

Justyn Keller – Middle School Math Teacher

Contemporary Literature Update

Ms. Carr's Contemporary Literature class students have been reading Harper Lee's *To Kill A Mockingbird*. Recently, they made it to a crucial moment in the novel: the trial and conviction of Tom Robinson. Rightfully, the students were deeply affected by the outcome. As a class, they have been working on identifying and analyzing key plot elements in literary texts, working to understand how each adds to a piece's meaning. Before moving on to the next section of the novel, the class worked as a group to analyze the verdict of this trial, as it applies to the old saying, "just the tip of the iceberg." Using a large tactile iceberg, students decided which elements were visible above the water's surface (aspects of the trial for all to see and know) and which elements were much larger and buried deeper below. Throughout the project, students discussed how each of the plot elements (character, juxtaposition, setting, etc.) contribute to this piece of literature's theme, tone, and mood.

Brooke Carr – High School English Teacher

Algebra Update

Ms. Jensen's Algebra 1 class students are learning about "slope." They spent a Friday afternoon using a measuring tape and kinesthetic learning to find and compare the slopes of the slides at the Krammer playground. The largest slide had a slope of $\frac{3}{4}$, meaning for every 3 feet of drop, it had 4 feet of forward movement. This was not particularly steep, but those who slid down it would argue it was.

The students were then tasked with helping a contractor on campus with his engineering and design for four ramps needed across campus. Students worked to find the proper slope for each project and checked whether they followed ADA guidelines. Finally, the students wrote a formal proposal to the contractor with the specifications for each project, including the budget and payment schedule. The students did a great job calculating, designing, and putting each component together!

Brigit Jensen – BHS Math Teacher

FSU Students Observe at FSDB

The blind department hosted four students from Florida State University's Visual Disabilities Department the week of November 4-8. Three students were in their junior year, and one was a graduating senior. They observed teachers in grades K-12 as well as preschool instruction. They also met with specialists in Orientation and Mobility, Braille, Literacy, Assistive Technology, and more. Teachers and staff members were eager to answer their questions, share their experiences, and explain their work. After observing model classrooms in grades K-12 and meeting many wonderful students, they all expressed dreams of working at our campus one day.

Michelle Sminkey – Braille Specialists

Cobra Snack Debate and Vote

In honor of the presidential election, Blind Middle School staff collaborated to create an educational voting experience centered around students' favorite subject: food. Students were introduced to campaign concepts and debates. Students represented snacks like Oreos, Goldfish, and Gushers. They researched, created posters, and practiced public speaking. On November 1st, grades 6, 7, and 8 participated in a debate regarding snack food choices. After each grade level debated, students voted for the snack of their choice. Small library rooms were converted into voting booths with iPads for accessible, private voting. Students received "I voted today" stickers in Braille. For the results, Oreos won the vote, and students enjoyed a personal-sized package of the winning snack.

The following week, voting results were shared, and students used Microsoft Word and Excel to create tables and charts to display the data.

Cobra Adventurer's Guild

Cobra Adventurers' Guild was founded in 2023. This club allows students to learn and play tabletop roleplaying games. Students develop creativity, problem-solving, teamwork, and communication skills as they face challenges and embark on exciting journeys at the gaming table. Tactile maps, braille dice, interpreting services, and assistive technology bring a fantasy

setting with magic and monsters to life. This year, two groups of adventurers have just begun what will be a year-long campaign. We are excited to discover what new adventures this year will bring!

Hannah Glynn – High School Braille and Social Studies Teacher &
Marco DeSantiago – O&M and ECC Specialists

Holiday Concert

The Music Department's Holiday Concert will take place on Thursday, December 5th beginning at 6:30 pm in the Wilson Music Building. Students from the Concert Band, Concert Chorus, Elementary General Music, Blinding Lights Show Choir, and Student Soloists will perform. We will also have blind high school students serving as Emcees and working behind the scenes as decorators, tech assistants, ushers, door greeters, and more. We welcome our board members, families, staff members, and friends to share in this very special event for the blind department.

Carol Bogue, Principal Blind Department

Physical Education and Health

Early Learning Center

We have developed a range of ball skills, including rolling, bouncing, catching, and dribbling. Additionally, we have enhanced locomotor skills through animal crawls and refined motor skills using building blocks and stacking cups.

Coaches, Keith Young & Lanya Roberts

Our energetic Pre-K students continue to develop spatial and body awareness through fun activities like light freeze, musical chairs with lights and hula hoops, mini basketball, sit-on scooters, building with soft blocks, juggling, and mini obstacle courses. These activities keep them active and support their overall development.

Coaches Jerry Heider & Brian Baell

Blind Elementary

Our K-2 students have begun the soccer unit and are learning the proper foot placement for various soccer skills like kicking, trapping, and dribbling. They are learning about Mental/Emotional Health, feelings, and how to get along with others. We have also discussed bullying, who to contact (trusted adults), and steps that can be taken to reduce bullying both at school and at home.

Coaches Anna Tutak and Scott Adolf

In physical education, students in grades 3 & 4 are currently working on a soccer unit. Students have been learning how to kick and control the ball while dribbling, passing, and trapping. Every Tuesday this month, our focus is mental/emotional health and bullying prevention. Students have been learning about healthy ways to express feelings/emotions, what bullying is, and what we can do to help.

Coaches Scott Adolf, Anna Tutak, and Keith Young

Blind Middle School

The students are in the midst of their Goalball unit and are learning about the offensive portion of the game and the various techniques used to throw a Goalball. They enjoy playing the Goalball Cone Game as they put into practice the throwing skills they just learned (1-step vs. 3-step approaches). Next week, we will turn the focus to the defensive aspects of the game and will emphasize the proper blocking techniques, which ensure Athletes' safety while playing the sport. Then, the students can engage in the ready, set, block positions, and cannonball drills. The students are continuing to learn about mental and emotional health. Over the past few weeks, we've discussed various topics about relationships and bullying and offered suggestions on handling adverse situations that may arise, especially in high school.

Coaches Scott Adolf, Anna Tutak, and Keith Young

BHS

The high school HOPE class has just completed a Mental/Emotional Health unit. Currently, students are learning about Healthy Relationships. Students will learn skills for healthy relationships and information about family relationships. Other topics covered in these chapters include problem-solving skills, traits of healthy relationships, bullying, communication styles, and active listening.

Coach Anna Tutak

The weight training class continues to learn/use various equipment and attachments that can be used specifically for specific muscle groups, and they are enjoying the challenges that come from learning something new. There's a good flow with the two volunteer students who also have me during the same period, as they can offer additional pointers or verbal descriptions. All students show respect and sportsmanship amongst each other both inside and outside of the weight room.

Coach Scott Adolf

DES

Our kindergarten and 1st grade students have developed various locomotor and ball skills, including rolling, throwing, catching, and shooting. In Health class, they have explored topics related to being a good friend and making sound decisions. Our 2nd graders have been working on their throwing and catching skills. They explored and learned how to use their bodies in proper forms when throwing and catching in various game activities, such as targets and partners. 3rd graders are currently taking a basketball unit. They worked on various skills, such as dribbling, passing, and shooting, along with the history and rules of basketball. 4th graders are currently completing a basketball unit. They worked on various skills, such as dribbling, passing, and shooting, along with the history and rules of basketball.

Our 5th graders are concluding a unit on Basketball, typically their favorite unit of the year. In Health class, we have focused on making positive decisions through physical and mental health discussions.

Coaches Jerry Heider, Lanya Roberts, and Brain Baell

DMS

Our 6th and 7th graders are concluding a Basketball Unit, focusing on enhancing their skills. In Health class, we have covered topics related to both Mental and Physical Health.
Coaches Brian Baell & Lanya Roberts

Our 8th-grade students have been focusing on basketball, where students are improving their offensive and defensive skills. They are also learning the basic rules and concepts of gameplay, and they will wrap up the unit with 3-on-3 basketball games. In Health, we've covered important topics like disease prevention, relationships, mindfulness, conflict resolution, friendships and family life dynamics.
Coaches Jerry Heider & Keith Young,

DHS

HOPE class is currently navigating the life pitfalls of alcohol, tobacco, vaping, drugs, and caffeine. Yes, even caffeine has its downside.

Individual/Dual Sports class is currently learning racket sports. Speedminton and Badminton have been studied, with pickleball coming next.

Our weight training class continues with the BFS program with our students setting personal records every month in the bench press, squat, hex lift, and power clean.
Coach Eric LeFors

Athletics Report for the Fall Season

The fall season was so awesome for the FSDB football team! They won the Sunshine State Athletics Association 3A Championship! Their record was 10-1! The team traveled to Washington, DC, to play against Model Secondary School for the Deaf. The game was exciting, and the final score was 50-46! Following the win, they played Hernando Christian Academy for the SSAA 3A Championship, and they won with a score of 60-53. For the first time in our 8-man football history, FSDB can call ourselves playoff champions! FSDB has been a member of the Sunshine State Athletic Association (formerly the SSAC) since we became an 8-man football program in 2019. Well done, Dragons, and thank you to our players and their coaches and staff members.

The cross-country team traveled to California School for the Deaf at Fremont for the National Deaf Cross-Country Championship meet. There were about seven Deaf schools in attendance. Both our boys and girls team did their best. A highlight of the trip was a visit to San Francisco Wharf. Students rode on the Bart Subway from Fremont to San Francisco and then enjoyed sightseeing at the wharf. We also had a Halloween XC meet here on campus. The meeting was decorated with spooky things, and everyone enjoyed it very much.

Our volleyball team succeeded by winning more games than last year. They traveled to New Mexico School for the Deaf for the Spike Out tournament. The tournament consists of 8 Deaf schools from across the country. Our girls placed 7th at the tournament. A highlight was attending Albuquerque's most famous 52nd annual hot air balloon festival. Our team got up early on Sunday at 3 am to arrive by 4 am. Before sunrise, there was a beautiful drone show

and about 650 hot air balloons. It was an excellent experience for our girls to see them flying away.

We had a young swim team this year. Our swimmers tried their best, and many young swimmers broke their own personal records. We needed to have swimmers qualified for the regional meet, but we could have both varsity and junior varsity swim teams this year. This way, we could help swimmers learn and improve their competitive techniques. Before we can compete, we all need the opportunity to learn!

Billy Lange – Athletics Director

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 November 2024

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

Public Service Announcements

455 PSA Radio spots (totaling 20,310 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

9 newsletters were issued in October with 774 total views.

Marketing Collateral

Videography

Published Videos

- Deaf Elementary School and ELC website background videos
- Dragon football game highlights - Alabama, First Coast Christian, Countryside Christian
- Cross Country Meet at FSDB – Spooktacular Halloween
- ELC children’s Halloween Walk at Moore Hall
- Updated NSLDHH 2025 Conference Registration video

Video Recording and more

- Researched elements for You Belong Here video
- Videotaped Tina Jones interview with Glenn and Willa Scott for 2025 Black History Month

Graphic Design

- 2024-25 FSDB Viewbook (24 pages)
- ECC Flyer
- FSDB Admissions Binder Mockup

Advancement

- Invites for Donors
- Impact Report for October

Athletics

- Weightlifting Recruitment Flyers

- Wrestling Team Patch Logo
- Girls Goalball T-Shirt Design
- Girls Goalball Team, Roster Photos & Action Shots
- Senior Posters for Girls Goalball
- Middle School & JV Volleyball Photos

Blind O&M Team

- Logo Design for White Cane Month

Deaf Elementary School

- Honor Roll Certificate Designs

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

Social Media

Website

6,672 visitors (5,129 new), with 10,920 page views and an average time of 5:10. Most viewed page other than the home page was the Alerts page, with 1,946 page views.

Facebook

19,359 followers, 38 posts with a reach of 91,969, and 16.9K page visits. The top post was a video of BES student McKenzie singing the National Anthem at the Jacksonville Jumbo Shrimp game that reached 27,695 accounts, had 29,278 impressions, and 532 reactions (32 comments and 22 shares).

Instagram

3,353 followers, 34 posts, 2.4K profile visits, 72 new followers and 6,164 reach. The top post with 399 reactions was a photo of Annabelle and Jonah Abenchuchan growing up at FSDB.

YouTube

One new video was uploaded, 19,853 channel views, 788 hours watched, 24 new subscribers, 15,740 impressions, and 11,600 unique viewers. The top video was the Star-Spangled Banner in ASL with 5,786 views.

Vimeo/Livestreaming

27 video uploads, 2,473 views, 1,204 unique viewers, 12.7K impressions, and 303 hours watched; 10 live stream events (Board Meeting, Swimming, Girls Volleyball, Football, Vocabulary Showcase).

Museum

57 people visited the museum in October, including Richard White, the nephew of Cary White, the First Black Deaf Graduate.

BP Murphy visited Gallaudet and met with the Central Black Deaf Studies department to discuss FSDB Black History. Students earned community service hours by scanning old yearbooks and sports team photos.



Deaf Department

Deaf High School

As we move through the fall, I'm excited to share some highlights from October, recognize outstanding members of our DHS community, and provide tips to help your students succeed with upcoming tests.

Celebrating DHS Stars of the Month!

Teacher of the Month: We're thrilled to honor Calvin Doudt, who always brings a friendly smile and a positive outlook to DHS. With solid expertise and a background in math, he consistently makes a difference for our students. We're lucky to have him on the team!

Staff Member of the Month: Congratulations to Jessica Bassett for being our DHS Staff Member of the Month! She demonstrates incredible flexibility and adapts to whatever is needed! She shows up daily, modeling dedication and hard work for our students. Her commitment to continuous learning helps her engage and inspire students in science class. We're grateful to have her on the team!

Students of the Month:

- Freshman: Nicholas Brewer
- Sophomore: Gunnar Collins
- Junior: Lauren Beisbier
- Senior: Dionni Quinzy
- SOAR: Joseph Seppala

This recognition is given to students who show character, embody DHS's core values, and positively contribute to our school community. Each student embodies the DHS values of perseverance, growth, and kindness. We're so proud of their accomplishments and contributions to our school! These values reflect the heart of DHS. By honoring students who embody these traits, we recognize their achievements and reinforce the positive culture we strive to build here every day. We're proud of our Students of the Month and hope they inspire all students to grow in knowledge, character, and community.

Happenings Throughout Deaf High School

- **Natalie Grace's 2nd Block Class:**

The class is currently studying Greek Mythology. Students are researching a God of their choice and creating posters to present to the class.

- **Gabe Kramer's Leadership Class:**

Gabe gave an insightful presentation in his Leadership class on "Understanding Me." He shared

personal attributes, including his personality type, Holland Code, values, character, family support, lifestyle goals, and career clusters, relating them to his career aspirations as a chef and potential entrepreneur. The presentation also included a vision board.

Additionally, Gabe submitted an article for the quarterly Leadership Student newsletter, a requirement for the class. Once edited for the Prism newsletter, it will be shared. The article focuses on Cross Country.

- **Hannah Ostrus' Science Class:**

In her marine science class, students explore the movement of winds and ocean surface currents. They've also discussed the environmental impacts of ocean debris and garbage patches, which accumulate in large circular systems of surface currents known as gyres. Students created video PSAs to raise awareness and encourage action to keep our oceans clean.

- **Bre Hailes' English Class:**

In the third block, students presented their adaptations of a text. One group created a movie, while another developed a board game. It was exciting to see their creativity and how they analyzed the process of text adaptations!

- **Randall Hancock's Construction Class:**

1st block construction class learned to do drywall work, applying white mud to the seams and sanding to the perfect smoothness with 110% accuracy. All students met the goal. We did all the work outside to minimize drywall dust in the classroom. Dust masks were required as a safety measure.

- **Sherry Gaynor's Culinary Arts Class:**

Culinary Arts students recently served French cuisine at the TOY/SREY banquet. This afforded the students the opportunity to practice their serving skills, which impressed all attendees. This week, Culinary Arts learned lessons in integrated pest management and lattice pie from Ms. Megan Lindsey, a Flagler intern. Ms. Lindsay did an outstanding job preparing visual aids and practice boards for lattice tops and connecting with our students.

Deaf Middle School

Tolerance Training

Deaf Middle School has noticed an uptick in disrespectful behaviors, especially related to race, gender, and body differences. To address this trend, we hosted a tolerance assembly. Students were educated on the definition of tolerance and discussed ways to show respect even if you have differences. It has been nice to have the common training so that when discipline events arise, we can refer to the training. We have noticed a positive difference and a decrease in race-related insults.

Professional Learning

Deaf Middle School has loved collaborating with the Department of Education/Bureau of School Improvement. When they walk to our school, we receive valuable feedback. We have had professional learning related to our focus boards, taking a deep dive into our standards and setting specific learning goals. We are still working on how to share those goals daily with students and set up consistent checks for understanding.

Honor Roll

We were able to recognize the remarkable achievements of our students at our first quarter Honor Roll. Our Student Leadership Group led the event and did a fantastic job. Empowering the leaders in middle school will help prepare them for all the leadership opportunities in high school!

Deaf Elementary School

DES is thrilled to welcome Caitlyn D'Angelo, a former FSDB student, as one of our language lab teachers. A former teacher, Jessica Stultz, will return to FSDB after Thanksgiving break to fill the other language lab position.

During the PBiS mini event in December, our students can use their dragon dollars to purchase a family game, wrap it, and gift it to their families to play together during winter break.

Off-Campus Programs

We currently have six students attending two First Coast Technical College (FCTC) programs.

Cosmetology: The student is completing several service hours with manicures and pedicures. She is improving some areas of applying acrylic to nails and learning to create different artwork designs on mock nails.

Landscaping: The students have been learning to identify different irrigation system parts to prepare for a big test. Their FCTC instructor has set up a visual board with all parts and their identification. The visual board helps the students learn better. It is a massive plus for our students to see and work together as a team to name each part.

Eighteen students are enrolled in their respective St. Johns River State College courses.

- Art Appreciation
- Human Nutrition
- Composition I / General Psychology
- Medical Terminology / Intro to Humanities
- Intro to Computer Concepts
- Comprehensive Career Exploration
- Art Appreciation / General Psychology
- Composition II
- Intro to Computer Concepts
- Comprehensive Career Exploration
- Business Law I / Introduction to Chemistry
- Academic Pathways College Success
- Intro to Diversity & Education
- Art Appreciation / Introduction to Business
- General Psychology
- Medical Terminology
- Composition I
- Comprehensive Career Exploration

All students are getting ready to wrap up this fall term, which is less than a month away! They are working diligently on their final assignments and papers. They are prepared for a well-deserved break after putting forth their best effort in their course(s). Most students have

selected and registered for their spring course(s) and look forward to the spring term. Three students will go off-campus to take classes at SJRSC.

Specialists

ASL Specialist- Lenore Boerner

ASL Comprehensive and ASL Expressive Assessments for new students have been completed. The Early Learning Center, Deaf Elementary School, Deaf Middle School, and Deaf High School students receive 20 minutes of ASL Push-In services in their classroom. Represented FSDB at It's a Deaf Thing in Largo (Tampa) on October 26th. Practice vocabulary with several Deaf Elementary students before the ASL Showcase on October 31. After the ASL Showcase, students were happy and proud of themselves. On November 6, read to the 2nd Graders in the Mystery Reader Program and read a storybook in ASL.

DSI Services- John Baroncelli

DSI classroom observations on all DHS DSI students have been concluded. Continued observation will begin in January - February 2025. Several teachers' concerns were addressed. All Deaf 6th graders will be screened for Usher Syndrome. Parents/guardians have been informed by the DMS Sky Alert messaging notifications. An upcoming event for the Dual-Sensory Impaired students is a Pizza Party. This is a DSI student-based gathering with some specialists. They will have lunch together and meet two outside Deafblind visitors. This will be a great event for the DSI students.

Respectfully Submitted by:

Tracie C. Snow

Interim Principal, Deaf Department



Class Code Count

Board of Trustees Administrator Positions	75
Teacher Positions	106
Specialist Positions	61
Select Exempt Service Positions	32
Career Service Positions	406

General Revenue Positions **648**

Grant Funded Positions **32**

Add/Delete

08506 Budget Specialist, SES, 12-months to Payroll & Timekeeping Clerk IV, Career Service

08438 Accountant III, Career Service, 12-month to Director of Accounting, BOT

08010 Accountant IV, Career Service, 12-month to Professional Accountant Specialist, Career Service

08054 Accountant II – SES, 12-month to Accountant IV, Career Service

Service Awards (November & December)

5 Years: James Epke-Kranz

10 Years: Amy Pettit

25 Years: Taniuska Dulin

40 Years: L.J. Boyd, III



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 now fully staffed with the recent hiring of our final open position, the Instructional Assistant for Horticulture. Staff members receive individualized support from their supervisor to enhance classroom instruction, strengthen student-led businesses, and develop specific skills as needed.

Priority 2: Success for Students

- October was an eventful month with the arrival of multiple hurricanes. In preparation for Hurricane Milton, all plants were successfully relocated to the greenhouse, thanks to the invaluable assistance of students and the Dance Troupe. Fortunately, minimal damage occurred from the drought caused by a week without water in the greenhouse, and recent efforts have focused on revitalizing the affected plants. The department is preparing for holiday sales in November and December. In the classroom, nearly all students have passed their OSHA-ag certification, and they are now studying tree identification and exploring the relationship between soil, water, and plant health.
- In the Dragon's Lair (DL), our 2nd and 3rd block students actively learn essential prep work skills. We've restructured their responsibilities to optimize learning for our 4th block students, who traditionally handle cleanup. On Mondays, one student focuses on cleanup while the other prepares chocolate chip cookie dough to be frozen, prepped, and sold in the DL during the evenings. The students then switch roles on Wednesdays. This process allows them to practice critical skills such as accurate measuring, separating dry ingredients until ready for mixing, portioning, and proper storage in the freezer.
- This quarter, the Deaf High School (DHS) art class completed Project 5: Other Artists' Creativity, which explores how artists approach and resolve design challenges. Students gained valuable insights into their creative processes by observing diverse works, questioning techniques, and analyzing creative problem-solving methods. They used sketchbooks, pens, and markers to document their observations and reflections. Meanwhile, the Deaf Middle School (DMS) art class participated in a papier-mâché mask-making project and began digital art lessons, utilizing Procreate on iPads to build foundational digital skills.
- Culinary Arts students have been applying food safety management fundamentals in lab activities and recently completed a capstone project, catering a French-themed luncheon

for TOY/SREY with dishes like croque madame, ratatouille, and a croquebouché centerpiece. Level IV students are progressing toward industry certification despite weather interruptions, with level II and III students building foundational skills and reviewing certification vocabulary. After Q1, students shifted from U.S. regional cuisine to international dishes, featuring Filipino and Guatemalan meals as DL specials. Next, they'll prepare a Thanksgiving menu served on November 21st; all are welcome to join! Additionally, students applied concepts from ServSafe by designing restaurant layouts and drafting business plans.

- The on-campus Career Experience class in Deaf High School actively learns time management skills and explores ways to improve their strategies. Students completed personal data sheets, which helped them practice filling out a job application via Google Forms. Next, they will compile their personal information to create or update their resumes.
- The work experience class has implemented a comprehensive strategy to help visually impaired individuals identify and secure optimal employment opportunities. Students began by researching potential job prospects suitable for this demographic, enhancing their interview techniques to improve their chances with targeted companies. Through extensive online research and collaboration with friends, teachers, and parents, students identified potential paid employment opportunities and created a skills matrix for each position. They then outlined the key components of successful interviews, crafted personalized introductions, and compiled a list of likely interview questions. Students practiced their interview scenarios with these preparations, building confidence and readiness.
- Mr. Hancock teaches two large Building Construction & Technology classes and has implemented an innovative approach to ensure effective hands-on learning for all students. Rather than constructing one large mockup structure, he divided the students into three groups of three, each tasked with erecting a smaller one. The projects include lessons in framing, water/sewer plumbing, electrical work, and drywall. Each group is led by returning second-year students who serve as foremen, guiding their peers through the process. So far, the groups have completed the framing and sewer/water line plumbing. This project will continue through December, allowing students to maintain their construction education. Mr. Hancock is particularly grateful for his outstanding students, who demonstrate patience and collaboration, especially in working with two Blind High School students. These students, who require tactile guidance and O&M sticks, are supported by Deaf students through hands-on training, with voice communication interpreted by an ASL interpreter.
- Ms. Tanaka, a SOAR student, and another senior student are gaining work experience at Flagler College in the cafeteria setting. Ms. Tanaka is developing valuable skills in pizza preparation, oven operation, and serving college students. The senior student focuses on maintaining cleanliness in the lobby area, ensuring tables are tidy and condiments are replenished, with guidance from the staff. Both students work alongside proficient sign

language communicators and supervisors, gaining enriching experiences throughout their internship.

- D&B Designs students recently visited Paradies and Company in Sanford, FL, where they observed professionals in screen printing, packing, and graphic design, gaining insight into warehouse operations and imprint industry careers. Guest speaker and FSDB alumnus Franklin Stewart further enriched their experience by sharing his business journey and showing Level 2 students the real-world applications of sales and marketing. As they finalize designs for two Open Houses and the Sip and Shop event on December 3rd, students are applying their skills in design and marketing to create an inviting flyer for guests. D&B Designs continues to inspire and achieve.
- The After School Work Program has officially filled all available positions for this school year. The new hires have been diligently learning their roles and building their vocational skills, supported by experienced students who have shown leadership and patience in training them. All students prioritize their classroom studies while effectively managing their work responsibilities—a skill that will serve them well as they transition from FSDB to adult life. Each student has demonstrated strong time management abilities, and their skills will grow even further in the coming months.

Priority 3: Everyone Knows Our Name

- Flagler College has joined as a new business partner for our off-campus program, and they have accepted one of our new students, offering them valuable work experience and skill development opportunities. Additionally, D&B Designs is preparing to host a "Sip and Shop" event, inviting local ASL high school classes, parents, and on-campus friends for holiday shopping, featuring items designed by students in the D&B class.

Curriculum and Professional Development Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- The Bureau of School Improvement (BSI) joined FSDB in doing walks on campus to support the Look-Fors. The Look-Fors are focused on students citing evidence, teachers asking questions to deepen their understanding, and teachers referencing the instructional focus board. Opportunities and strengths were identified, and the Academic Specialists are supporting the professional learning and coaching focused on the areas of opportunity.
- Academic Specialists are implementing the new Professional Learning Community (PLC) and Coaching OneNote in each school to streamline documentation for PLCs and coaching opportunities for teachers.
- The Deaf Elementary School, Deaf High School Literacy Specialists, and four teachers from a Deaf Middle School attended the American Society for Deaf Children (ASDC) LITERACY 2024 Conference in Charleston, SC, from October 24-26, 2024. The breakout sessions and networking with colleagues from around the country were well worth the trip!

- POWwow PD has begun with 14 participants registered for this year's focus on the tenets of Building Thinking Classrooms that aims to empower teachers with micro- and macro-moves to improve their classroom practice and student evidence of higher-order thinking.

Priority 2: Success for Students

- The Executive Director of Curriculum and Professional Development and Academic Specialists have begun collaborating to create resource maps for the district as well as for individual schools.
- Teachers participated in a 1-hour introductory session to our newly adopted online literacy tool called NEWSELA. Teachers can assign additional reading material closely aligned to their curricular content. Students have access to content that is differentiated for their specific reading level to promote success.
- Continued professional learning opportunities for implementing the Mathematics Formative Assessment System (MFAS) Task cycles, including documentation in portfolios with conference notes and plans for response to intervention (RTI).
- The Bilingual Specialist has continued to work closely with students, collecting and analyzing data from ASL Comprehension and Expressive assessments. This data collection has been used to help make decisions for students regarding ASL push-in services that are tailored to meet their individual needs.
- The K-12 Bilingual and Deaf Elementary Literacy Specialists provided crucial support and coverage for Language Lab classes. The goal was to maintain student engagement while at the same time supporting the department's operations.

Priority 3: Everyone Knows Our Name

- Deaf Elementary School Math specialist presented to students at Flagler college regarding the challenges facing teachers for math instruction for Deaf/HH students.
- The Bilingual Specialist attended the ASL RoundTable (ASLRT) conference in Rochester, NY, from October 31st to November 2nd. While representing FSDB, the specialist collaborated with other ASL professionals to exchange best practices and strategies for improving the depth of support provided to teachers and students. Some key topics covered the use of assessments, ASL guidelines, and research-based resources available to enhance student outcomes.

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 will welcome Jazmin Weaver as an ELL Language Facilitator in the Deaf department. Jazmin is also an FSDB alumni!

Priority 2: Success for Students

- ELL students in DHS have responded very well to the Bilingual Grammar Curriculum (BGC) curriculum. Understanding the rules for ASL and English grammar and making connections to the native language.
- ELL students in DHS are progressing on their 1200 High-Frequency Word List and rising to new challenges in reading each week. Following a culturally themed unit reading and learning about Paraguay, ELL students look forward to attending the Hispanic Heritage Month Celebration! They will have an opportunity to taste traditional Paraguayan cuisine.

Priority 3: Everyone Knows Our Name

- The ESOL department has completed **49** written translation requests from FSDB staff and **36** phone calls to ELL and non-ELL Spanish-speaking families from 10/3 through 11/13. 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
December 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 **26 applications in process:**

- 15 pre-reviews
- 2 in review
- 1 ready to schedule
- 8 scheduled

Total On-Campus Enrollment Projected - 515 (as of November 18, 2024)

- 23 ELC
- 344 Deaf Department
- 148 Blind Department
- 3 Eligible with a future start date (518 potential enrollment)

Withdrawals – 8

We have seen a trend in students who returned to their local area for medical reasons with plans to return when they are able.

Parent Information – Parent Services

Parent Liaison Misty Porter & Executive Director Paula Wagner

Parent University: The power of partnership amongst FSDB departments is growing more evident as we continue working together to support FSDB students, families, and staff. We are looking forward to the upcoming movie night on campus and have scheduled Parent University events prior to the movie. Deaf Department families are invited to “Let’s Talk About Winter Fun.” These classes teach our parents, students, and siblings the vocabulary words and ASL signs for the upcoming season. Blind Department families are invited to attend a class on the Expanded Core Curriculum. We will focus on providing families with strategies to use at home to support their students in building independent living skills.

Parent Engagement Workshops (PEW) Color will be the topic of conversation during our Parent Engagement Workshop scheduled for December 6th. We will use color as an overarching theme to

discuss academic and social/emotional topics with our enrolled FSDB families. The agenda is full of fun, and we anticipate a large turnout.

Parent Chats: The Parent Chat scheduled on October 11th was canceled due to Hurricane Helene. Parent Chats allow families to connect with school leaders and engage as partners. During this event planned to review Parent Survey data from last year, define any major areas of concern, and provide feedback to school staff. We would have obtained parent input for Parent University class preferences. We will address some of these topics during the upcoming Parent Engagement Workshop and obtain parent input via an electronic survey.

Family Friendly Staff Trainings: On Friday, November 1st, FSDB's Parent Services Department and Pineapple PD collaborated to bring Amy Lane to campus for the 3rd consecutive year. Amy Lane is a Training Specialist with the Neurodevelopmental Pediatrics Department of UF Health in Jacksonville. Staff gave her a warm return welcome. Her presentation on building family-friendly schools focused on creating a positive culture, developing authentic relationships with families, and adjusting practices to be more impactful. Following the presentation, staff were invited to the Dragon's Lair for light refreshments and an opportunity to discuss the presentation. The DL was decorated with a vintage old Florida theme, infographics and educational art served as reminders of the key takeaways from the presentation. This attention to detail was delightfully received and a perfect way to end the week.

The Parent Services Department typically offers three trainings to FSDB staff each year on communicating effectively with families and building engagement. We look forward to the next event in February.

*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: It is amazing how quickly the year is flying by. Our ELC students have been busy learning school routines and how to care for the environment, colors, and shapes. The past several months

They were full of learning and activities centered on spiders, pumpkins, leaves, bats, monsters, and turkeys. These themes help support the students experiencing all things Fall! ELC students experienced exposure to new vocabulary, practiced new skills, and learned to work in the classrooms together with their peers. Our parents' events were a wonderful way for the students to show their families all the new skills acquired thus far.

October Monthly Highlight: The ELC participated in three exciting events in October. On October 17th, both ELC Deaf and ELC Blind classes participated in the annual trip to Amazing Grace Crop Farm. Students, Staff, and Parents look forward to this event every year, and we had a great

turnout. All the students did a great job transferring their newly learned skills into a different setting. We have been busy learning about pumpkins, bats, spiders, and monsters.

Another October event, Family Fall Kick Off, Character Education, and Montessori Night, occurred on the 23rd of October. Parents learned about Montessori philosophy related to learning, discipline, social-emotional development, and how these areas of learning are naturally incorporated daily in the classroom. The ELC Deaf classroom teachers provided resources and ideas on encouraging literacy at a young age and connecting reading to all curriculum areas. The ELC Blind classroom teachers set up a family scavenger hunt to support parents' learning and understanding of all areas of the Expanded Core Curriculum. It was a wonderful night with many of our families able to participate. We are already looking forward to next year's event.

Finally, we ended the month by trick or treating at Moore Hall. This is an annual event that both staff and students enjoy. We are thankful for the Staff working in Moore Hall who make the experience enjoyable. Students and Teachers came in their best Halloween costumes with pumpkins and buckets ready to be filled with wonderful treats!

In November, the Early Learning Center (ELC) emphasized the theme of gratitude, encouraging students to reflect on the many things they are thankful for. Throughout the month, we engaged in various educational activities designed to nurture this sense of appreciation. Our students enjoyed reading heartwarming books such as Bear Says Thanks, which helped reinforce the theme of thankfulness while also learning about the historical significance of Thanksgiving. Lessons included an exploration of the Pilgrims and the first Thanksgiving and hands-on activities where children used their senses to explore different textures, such as pumpkins and apples. Additionally, the students participated in a planting activity where they had the opportunity to plant bean seeds, further connecting to the theme of growth and harvest.

Both ELC Classrooms also hosted their much-anticipated annual Fall Feast, a cherished tradition that brings together our students, families, and staff in a spirit of community and celebration. This potluck-style event provides a wonderful opportunity for families to gather and share a meal, contributing a variety of dishes that reflect the diversity and warmth of our ELC community. Families have the chance to observe firsthand the skills and concepts their children have been developing throughout the semester, with a focus on the progress made in areas such as social interaction, fine and gross motor skills, and cooperative learning.

Upcoming Activities: The ELC has several December events planned for students and parents. We are planning a cookie and book exchange along with the anticipated arrival of Mr. & Mrs. Claus. We look forward to sharing the outcome of these events in the future.

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

Early Intervention Program Enrollment

- 246 children as of 11/20/2024
- Stay and Play Toddler Program: six toddlers are participating.

Leadership Activities

- Prepared monthly reports for DBS.
- INSITE trainings first half 17 participants
- Assisting with preparation for the Family Matters Event in April.

Outreach for Families

- Fall Fest/Halloween (Gainesville): The event included sensory activities for the families to enjoy and interact with. We had a photo opportunity set up, and families enjoyed being around people who loved their kids. Siblings enjoyed the event as well.
- Tiny Town of Treats (Jacksonville): The event provided an opportunity for the families in our program to experience a seasonal experience in a safe and adapted environment. The event included a Trick 'R Treat Lane, sensory activities, and family games and activities on the shaded lawn. Parents were able to attend an event with the entire family and network with other families in attendance.
- Fall Festival with Progressive Pediatric Therapy (West Palm): We had a table at the festival. The children reached into textured material to obtain candy and prizes. We had a light box activity where the children cut snowflakes and went under the table to put their creations on the lightbox.
- Pumpkin Patch Social (West Palm): The children found treats and prizes in paper grass. They each chose a pumpkin and sat down to paint it. The children walked around to look at the additional pumpkins and other gourds. They enjoyed the available activities and chatted with the other parents.

Outreach/Information Sharing Activities

PIP-Blind/VI presented information to promote awareness and 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 and family caregivers.

- Family Care Council Meeting
- Marion CO interagency meeting
- DD Shop Talk monthly meeting

Early Intervention Programs, Deaf/Hard of Hearing – Outreach Services
Director Kathleen LoCasio & Executive Director Jennifer Cato

Early Intervention Program Enrollment

- 505 Children currently in active and referred status.
- 29 Referrals in September, consisting of 5 PIP & 24 PEP Referrals

From Brevard (1), Broward (4), Duval (3), Hillsborough (2), Jackson (1), Leon (1), Marion (1), Martin (1), Miami Dade (3), Okaloosa (1), Osceola (1), Palm Beach (2), Pasco (2), Polk (2), Santa Rosa (1), Seminole (1), Volusia (1), Wakulla (1)

Activity Updates- Parent and Family Events:

Stay and Play and Baby Bunch

5 children with hearing differences have been regularly attending this month: 5 toddlers and 0 babies.

The Stay and Play program and Early Learning Center are collaborating to provide weekly parent education workshops on early childhood and D/HH topics. This series started on October 2nd and will run throughout the academic calendar year 24/25. Parents meet together in Gore Hall and are referred to as the “**Baby Dragons Club.**” Topics for October were *Welcome Back and Topic Discussion, The Benefits of Community Events for Young Children, The Benefits of Cooking with Children, Promoting Powerful Interactions Between Parents and Children, and Halloween Trick or Treat at Moore Hall.* Upcoming November topics include *Encouraging Literacy at Home, Strategies for Reading with Your Child, and Thanksgiving Potluck.*

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 on October 25th with 3 Deaf Mentors present and 3 families in attendance.
- PSN hosted a Parent Panel on October 22nd with 3 parent presenters and 2 families in attendance.
- Deaf mentor services continued regionally throughout the month in person and virtually. PSN is currently serving up to 52 families through mentor services.

Family Focused Events:

- Early Literacy series events happen once a month on the first Saturday of the month. The October event was scheduled for October 5th with 13 families registered to participate.
- Backyard Bugs! A family event for little Deaf and hard of Hearing Explorers took place in Bradenton on October 26th with 3 families in attendance.
- Scavenger Hunt, a regional family event, took place in Niceville on October 26th (rescheduled from September 28th); 1 family was in attendance.
- No Drama Discipline Book study started September 8th and ran through October 6th with the participation of 6 parents. The series ended early due to the hurricane closure.

Information Sharing Activities:

- The American School for the Deaf, in partnership with Deaf Autism America, West Hartford, CT, October 17th-19th, was 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 Early Language Acquisition Coordinator represented the Parent Infant Program and Parent Empowerment Program
- Our OPS Northeast Regional Coordinator hosted the Information Booth at the Northeast CARD Fall Festival
- The Florida Educators of Students who are Deaf and Hard of Hearing (FEDHH) in Gainesville, Florida, November 8th-9th will be represented by the Director of Deaf/HH Early Intervention and the Early Intervention Placement and Training Specialist. The parent-infant program sponsored a booth at this statewide event.

*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 September 16th. There are two instructors and four classes this Fall, serving 44 participants. There have been adjustments to classes, and make-up classes are offered as teachers are able. We are investigating the budgetary impact of team teaching or having a dedicated substitute teacher. We also are hiring an ASL Coordinator so that they may fill in for teachers if emergencies arise to prevent class cancelations.

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 October 3rd. There are 16 participants in the class. One class was canceled due to a hurricane. There were 10 participants that did not show up. The class consists of eight weekly consecutive 1.5-hour classes. The session this semester will end on December 5th. Any interruptions to the class schedule have been successfully rescheduled. The teacher has recommended adding a level 2 class this spring so that this current group can continue in their learning.
- We have an extensive waitlist for this class and are seeking to hire an additional teacher to teach a level 1 class in the spring.

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 in Jacksonville, FL, on October 5
- FSDB attended the NFB State Convention on October 11-12
- FSDB was represented at “It’s a Deaf Thing” in St. Pete Beach, FL on October 26
- FSDB was represented at the Florida Educators of the D/HH (FEDHH) Conference in Gainesville, FL on November 8-9

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.

- Expanded Core Curriculum Virtual Interactive Learning Series, September 21st, was successful. Participants explored resources and tools to prepare for success. Students practiced exploring options, making choices, and implementing strategies for preparing for school, work, and life. Fifteen potential students and their families participated, with 30 total participants.
- Expanded Core Curriculum Regional Event, October 26th at Lighthouse of Broward County. FSDB partnered for a Family Fall Festival event. Sixty students and families participated in an obstacle course, sensory farm activity, and petting zoo and learned how to care for animals. It was an amazing day of hands-on experiences.
- The annual Winter ECC regional and virtual events are coming up in December!

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.

- Fall Community Open House was November 20th; approximately 400 visitors from eight different schools/counties visited to learn about FSDB programs and enjoy an interactive performance by our music groups from the Deaf and the Blind departments.
- D&B Designs had many tables full of FSDB “merch” for the students and other visitors to purchase.
- Two community ASL Performances are scheduled before we break in December for 600+ participants per event.

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

- More than 300 informational folders were distributed to teachers of students who are Deaf or Hard of Hearing at their annual conference.

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.
- The Fall Community Braille Class session is wrapping up this week. Participants successfully acquired foundational skills to read braille by sight and continue building skills to assist students, family members, and peers

*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 - October 2024 “High-Leverage Practice (HLP) 19: Use Assistive and Instructional Technologies”
- Just In Time News & Information - 3 Volumes during October
- High-Leverage Practices LiveBinder - The High-Leverages Practices in Special Education (HLP) LiveBinder was distributed at a TA-Live! Event on October 30, 2024. The last time it was distributed was September 2024, with 13,656 views. The current views are 14,624 (an increase of 968).

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.

- New - High-Leverage Practice (HLP) 19: AT and IT for Students who are DHH (video) - (statewide)
- New - Expanded Skills Lesson Plan: Troubleshoot Hearing Assistive Technology - (statewide)
- Updated - Captioning Considerations Guide - (statewide)
- Updated - AEM for ASL Access (slide deck) - (statewide)
- Updated - Expanded Skills Checklist - (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.

- *WWE-DHH: Fairview Learning* - virtual (statewide)
- *TA-Live! HLP 19: AT and IT for Students who are DHH* - Virtual (statewide)

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

- Palm Beach, Consultation/Teacher Spotlight

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:**
 - **Districts:** Alachua, Bay, Brevard, Collier, Columbia, Dade, DeSoto, Duval, Dixie, Escambia, Gadsden, Hardee, Hernando, Lee, Levy, Marion, Orange, Palm Beach, Pinellas, Saint Lucie, Seminole, Sumter, Volusia
 - **Other Agencies/States:** Alabama Institute for the Deaf and the Blind, Disability Rights Florida, Michigan, Savannah College of Arts and Design, Wisconsin
- **District staff utilizing the RMTC-DHH Media & Materials Free Loan Library created 6 new accounts and returned 7 borrowed materials:**
 - **Districts:** Alachua, Collier, Dade, Dixie, Gadsden, Marion, Orange, Polk, Saint Lucie, Santa Rosa, Union
 - **Other Agencies/States:** Agency for Persons with Disabilities, FDLRS NEFEC

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/BEESS). Activities include the following:

Conference or Meeting Attendance

- FDLRS PAEC Coordinating Council
- Office of the Chief Bilingual Officer (CBO Webinar: Are Artificial Intelligence (AI) and Machine Learning (ML) Designed for Deaf Bilinguals?)
- Texas Computer Education Association (TCEA) Coaches Conference

Collaborative Efforts

- *TA-Live! High-Leverage Practice (HLP) 19* - Collaboration with PS/RtI Technology and Learning Connections (TLC): RMTC-DHH and TLC staff collaborated on the video production of HLP 19: Use Assistive and Instructional Technologies. The TA-Live! The event was held on October 30, 2024.
- *TA-Live! High-Leverage Practice (HLP) 20* - Collaboration with PS/RtI and Access Project: RMTC-DHH met with PS/RtI and Access Project staff on October 14 to discuss collaboration on HLP 20: Provide Intensive Instruction. The TA-Live! The event will be held on December 10, 2024.

Workgroup/Committee Participation

- Family Cafe Planning Committee - RMTC-DHH participates as part of this committee that meets monthly to continue activities related to the planning of the 2025 Family Cafe Conference.
- Dual-Sensory Impaired (DSI) Rule Update Meeting with BEESS - RMTC-DHH staff met with the DHH/VI/DSI BEESS liaison to discuss proposed updates to the DSI eligibility rule.
- FSDB Instructional Monitoring - RMTC-DHH staff participated with Bureau of School Improvement (BSI) staff along with other IDEA-funded state projects in the Instructional Support Walk-Through at FSDB at the request of the Florida Department of Education.

Upcoming Events in November:

- November 1 - Coffee With the Contacts (virtual)
- November 4 - Special Skills Work Group - Expanded Skills (virtual)
- November 4 - FEDHH Board Meeting (virtual)
- November 4 - Texas School for the Blind/Texas Deafblind Project Coffee Hour Webinar (presenting virtually - Involving Dads)
- November 6 - Tea with the Teachers (virtual)
- November 8 & 9 - FEDHH Conference (in person)
- November 15 - FDLRS HRD Meeting (virtual)
- November 15 - FDLRS Tech Function Meeting (virtual)
- November 21 - Family Cafe Planning Committee (monthly meeting - virtual)
- November 21 & 22 - WWE-DHH: Visual Phonics and Teach Your Child to Read in 100 Easy Lessons (in person)

Technology Services
Administrator Shelley Ardis

Technology Services Projects:

- 1097 IT work orders were entered from July 1 through November 14.
 - 103 of 126 completed in July
 - 303 of 373 completed in August
 - 242 of 254 completed in September
 - 212 of 252 completed in October
 - 92 IT work orders were submitted so far in November
- Weekly construction meetings are being held and related documents are updated and monitored as we plan for various projects.
- Weekly meetings are held with our network engineering vendor to support the initiation of our 2024-2025 projects. The UPS battery update project is underway to increase the run-time for the IDF rooms on campus. These installations will be completed over the Thanksgiving week break.
- End-user device refresh is fully underway. Staff and students are getting replacement iPads and laptops for those with equipment at the end of their useful life.
- The NEFEC Student Sub-Committee quarterly meeting was held. It included updates related to the collection and publishing of student assessment data. We had a preview of state reporting and other modules in the new version of Skyward that is being launched in Florida after the new year in some districts.
- The FLDOE Survey 2 edits are being collected and submitted.
- Support is being provided for second-quarter mid-term reports and preparations for the end of the first semester.

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 November 18, 2024, 18 Exit Interviews have been sent, and nine people completed them (50%). All that was completed has been shared with the employee's direct supervisor, the next-level supervisor, and the administrator (PAT member).

The first virtual employment information session to attract talent outside the St. Johns County area will be held on Friday, April 25, 2025, from 4:00 PM to 6:00 PM.

An informational session will be held for all registered participants. Moderators will then provide a question/answer session in the respective rooms tailored to the interests of academics, speech, audiology, and nursing. Evaluation of the first session will inform the decision-making regarding future sessions and expanded employment positions.

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

An orientation meeting was held for the first cohort of the FSDB Organizational Management Training Program on Thursday, November 7, 2024. Participants reviewed the course program offerings and expectations and met fellow program members.

The first session, *Situational Leadership – One Size Does Not Fit All*, was held on November 20, 2024. Participants learned how to effectively use their strengths and build opportunities by implementing Situational Leadership Principles and further defining their role as team leaders.

The December session will be an online course on *Managing Change* through LinkedIn Learning, followed by an online discussion session. This course will discuss strategies for dealing with resistance and accountability to changes that affect a team or organization.

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

The effort to further engage staff members continues as we launch the campus-wide cornhole tournament and host a holiday movie event.

Currently, 19 teams have signed up to compete in the cornhole tournament. The tournament will be a single-elimination team competition (2 members per team) from October through January, with the semifinals and championship matches being held on the 2nd Annual Staff Field Day on January 17, 2025.

On December 11, 2024, we will enjoy a holiday movie night under the stars. Students, staff members, and family are welcome to join us at the Gore/Vaill green space as we enjoy a holiday movie projected on the back of Settles Gymnasium. We look forward to camaraderie, snacks, and holiday entertainment while enjoying the beauty of our coastal campus.

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 Executive Director of Career Development has recently joined the PBIS team to strengthen the alignment and integration of resilience standards across school and dorm environments.

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.

The Bureau of School Improvement (BSI) visited the Academic Program to support Look-Fors. The BSI Team split into teams to walk with the FSDB leadership. After the walks, the school teams met to discuss strengths, areas of opportunities, next steps and support needed. Based on the Look-Fors, FSDB will focus on creating a culture of questioning and making Instructional Focus Boards a natural part of instruction. Professional learning is scheduled for December 6, 2024, to support a culture of questioning.

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

The Boarding Program continues working with Boarding Staff to develop consistency in program implementation and documentation in Skyward.

Strategic Priority 3: Everyone Knows Our Name (Champions: Shelley Ardis and Michael Johnson)

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

The new website will launch in January 2025. Our current website had 6,6672 visitors (5,129 new), with 10,920 page views and an average time of 5:10. The most viewed page other than the home page was the Alerts page, with 1,946 page views.

On Facebook, we have 19,359 followers, 359 had 38 posts with a reach of 91,969, and 16.9K page visits. The top post was a photo of BES student McKenzie singing the National Anthem that reached 27,695 accounts, had 29,278 impressions, and 532 reactions (32 comments and 22 shares).

On Instagram, we have 3,353 followers. We posted 34 times, had 2.4K profile visits, 72 new followers, and reached 6,164 accounts. The top post with 399 reactions was a photo of Annabelle and Joseph Abenchuchan growing up at FSDB.

Cox Media aired 455 PSA Radio spots (totaling 20,310 seconds) 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 Employee Recruitment, Retention, and Engagement (ERRE) team has a community for posts on our internal system. *Engage* about events to encourage staff engagement. A total of 497 individuals were active between October 17 and November 14.

A total of 693 people were engaged in the All Company Engage page. 130 messages were posted, and 262 reactions were added to posts.

Two questions were recommended to be added to the Employee Engagement Survey to gather data specifically related to the sharing of information and employee satisfaction in this regard.

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.

FSDB and early intervention team exhibit tables were at the Florida Educators of Deaf/Hard of Hearing (FEDHH) students conference. More than 300 FSDB informational folders were shared with teachers of students who are Deaf or Hard of Hearing at their annual conference in Gainesville, November 8-9. The admissions office has already received some calls for more information.

On Wednesday, November 13, 2024, Jennifer Cato, Kathleen Lo Cascio, and Katrina Ressa shared a two-hour presentation with Northeastern Early Steps during their Infant Toddler Developmental Specialist recertification series. The group was invited to share relevant information as content experts on behalf of FSDB. The topic of the presentation was "Impact of Hearing and Vision Differences for Early Intervention." The presentation covered a basic overview of sensory impairment- specifically deafness and blindness, red flags of such differences, testing and diagnostic processes, strategies for addressing learning with sensory impairment, and resources for families and professionals for further learning. The presentation highlighted FSDB as a resource for professional development for Early Interventionists specializing in DHH and BVI services and as a trusted provider of direct and support services for families.

December 13, 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	54460	light kit	9/15/2010	\$1,979.95
2	87481	work bench metal	11/1/1974	\$2,725.43
3	56912	thinkpad	12/7/2018	\$1,123.00
4	55310	couch	2/25/2011	\$1,213.01
5	55311	couch	2/25/2011	\$1,016.32
6	55313	couch	2/25/2011	\$1,016.32
7	57313	macbook	6/24/2020	\$1,539.00
8	57323	macbook	6/24/2020	\$1,539.00
9	57322	macbook	6/24/2020	\$1,539.00
10	57320	macbook	6/24/2020	\$1,539.00
11	57317	macbook	6/24/2020	\$1,539.00
12	57314	macbook	6/24/2020	\$1,539.00
13	55312	couch	2/25/2011	\$1,016.32
14	57326	macbook	6/24/2020	\$1,539.00
15	57315	macbook	6/24/2020	\$1,539.00
16	56975	macbook	10/1/2019	\$1,779.00
17	39168	refractor and stand	11/1/1986	\$2,795.00
18	51712	cctv	6/16/2006	\$3,345.00
19	56697	matt connect	4/25/2018	\$2,995.00
20	56698	matt connect	4/25/2018	\$2,995.00
21	56829	matt connect	8/30/2018	\$2,995.00
22	56830	matt connect	8/30/2018	\$2,995.00
23	29482	mat truck and 2 matts	3/1/1990	\$1,012.27
24	55257	misters	2/15/2011	\$1,499.00
25	53267	smart board	7/16/2009	\$3,049.00
26	54912	smart board	9/19/2011	\$3,967.36
27	55170	smart board	12/3/2010	\$3,918.00
28	55149	smart board	12/3/2010	\$2,918.00
29	55629	smart board	11/30/2011	\$2,498.82
30	57286	couch	6/11/2020	\$1,212.60
31	55633	hand held transmitter	11/30/2011	\$2,121.65

Grand Total \$47,861.62



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

**December 13, 2024
Action Item Number 2**

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

SUBJECT: Reunification Plan

PROPOSED BOARD ACTION

Board approval is requested of the revised FSDB Reunification Plan.

Note: The FSDB Emergency Management Plan is reviewed annually by members of the FSDB Incident Command Team. The revised reunification plan reflects feedback from the team as we enhance our protocols after lessons learned during drills and training. The changes are reflected in red font on pages 3, 17, and 20 of the plan.

Attachments: FSDB Reunification Plan

Presenter/Department: Julia Mintzer, Administrator of Business Services

Florida School for the Deaf and the Blind

Emergency Management Plan: Reunification Plan

Reunification: Emergency Response Procedures

Policy

This Reunification Plan is designed to provide for the safe reunification of students and staff members with their families after a critical incident.

Definitions

Reunification is the means for the safe, orderly, and documented reunion of students, staff members, and their families in the event of an emergency evacuation or school closing.

Unified Command derives from the Incident Command System and describes the authority structure during a critical incident where several agencies/organizations respond and coordinate for an effective response. This includes but is not limited to coordination among the FSDB Incident Command Team, Police, Fire, and the Emergency Operations Center.

School Incident Commander means the school's on-site representative during a critical incident. The President is designated as the primary Incident Commander with the Administrator of Business Services serving as the alternate. The school Incident Commanders deploy the Incident Command System, as appropriate. The Chief of Campus Police serves as the tactical Incident Commander for the law enforcement response to a critical incident.

Secure Assembly Site means the pre-determined location on campus, or within walking distance of the campus, where students will be evacuated to as a preliminary site until transportation to the reunification site is arranged.

Reunification Site means a pre-determined location with the capacity to accommodate a full-scale reunification event. This site will be coordinated by a **Reunification Site Incident Commander** and staffed by the **FSDB Reunification Team**. The site will be divided into pre-designated areas for student assembly, parent check-in, parent waiting, interview rooms, student-parent reunification, and reunification site incident command. All required equipment for this purpose will be contained in the FSDB Reunification Kits, which will be made available upon deployment of the FSDB Reunification Team.

Mitigation and Prevention Procedures

Maintain a secure campus.

Require all staff members, and students in middle and high school, to display their FSDB issued photo ID badges at all times, in both the school and boarding programs. Elementary school staff members will manage student ID badges. This requirement for staff members and students will aid law enforcement with identification in the event of an emergency.

Maintain accurate student attendance rosters and staff member schedules.

Participate in emergency preparedness drills.

Maintain staff vigilance in reporting suspicious activities via a call to Campus Police (904-827-2911), a call/text to 911, and/or a report to FortifyFL.

Response Procedures

In the event of a critical incident that requires reunification, **all staff members** shall:

Stay calm and follow directions to reunify students and staff members with their families.

Report student/staff accountability.

Monitor the crisis communication messaging being shared by the Incident Command Team.

If directed to lockdown, staff shall remain locked down until directed to proceed to the **Secure Assembly Site (on-campus – bus loops; off-campus – Davenport Park near the library on the corner of San Marco and San Carlos) in preparation for transportation to the Reunification Site (Saint Johns River State College).**

Staff members without students shall follow the guidance of their supervisor, in alignment with the directives of the Incident Commander, in preparation to offer assistance as needed for response and recovery.

Staff members with visitors shall guide them through the emergency management protocols.

Staff members with students already outside of the campus, will not return but make their way to the designated Secure Assembly Site at Davenport Park. They will remain at that location until they have been directed to return to campus or until transportation arrives to relocate them to the Reunification Site.

Staff members shall remain with their students while being transported to the Reunification Site.

Upon arrival to the Reunification Site, staff members shall check-in with members of the FSDB Reunification Team located in the Student Assembly Area. After being checked-in, students will receive a **green yellow** band, with their name written on it, to indicate that they have been checked-in and are waiting for parent pick-up.

If any student or staff member has information related to the investigation, they will also be given a **red blue** band and will not be released for parent pick-up until they have spoken with a law enforcement investigator. Students and staff members with **red blue** bands will be moved to an investigation holding area. After the interview has been completed and/or evidence collected, the student will be escorted back to the Student Assembly Area.

Students that are 18 years of age or older may check themselves out of the Reunification Site Student Assembly Area.

Staff members, students, and any other stakeholder on the campus will not be permitted to return to campus to retrieve their personal belongings or vehicles until the scene has been released by law enforcement.

Reunification: Incident Command Team Protocols

Incident Commander

- Disseminate the FSDB Emergency Management Plan to the Incident Command Team (ICT) and the President’s Advisory Team (PAT) for an annual review of protocols to determine if any revisions are necessary. The Emergency Management Plan shall include a well-developed Reunification Plan.
- Confirm reunification locations in advance, for both on-campus and off-campus reunification. Work with the Liaison to establish agreements with community resources for an off-campus reunification. When selecting an off-campus location, consider accessibility issues, meaningful traffic patterns, and clear routes for pedestrian traffic within the facility.
- Identify a clear chain of command and maintain a roster of ICT members, to include alternates for each position on the team. This roster shall be published annually and be included in the Emergency Management Plan. The Incident Commander shall make immediate revisions to team assignments in the event of changes in personnel or restructuring of the campus organizational chart.

- Collaborate with the School Safety Specialist to communicate and practice the staff response and incident command protocols outlined in the Reunification Plan.
- Activate the Incident Command Post, at an announced location based on the nature of the incident, to initiate a threat assessment and determine the appropriate course of action based on the information available from law enforcement.
- Once a determination is made that reunification will occur, ensure that the reunification event has been initiated via deployment of the Incident Command Team and crisis communications messaging. Confirm that Campus Police has notified the Saint Augustine Police Department (SAPD) and the Saint Johns County Sheriff's Office (SJSO) of the decision to conduct a reunification off-campus at Saint Johns River State College (SJRSC).
- Work with law enforcement to facilitate the release of students from campus buildings to the on-campus Secure Assembly Site (bus loops) through coordination with department administrators and Transportation staff members.
- Confirm if students and staff members are waiting at the off-campus Secure Assembly Site (Davenport Park).
- Work with the Incident Command Team to implement the Reunification Plan calmly and efficiently.
- Exercise authority for the overall management responsibility for the incident and obtain periodic updates from deployed ICT Officers and Chiefs.
- Reassign personnel within the Incident Command System organization, based on the needs of the incident.
- Ensure incident safety.
- Ensure that a system is in place to collect and share data to support decision-making around campus community lifelines.
- Set priorities and determine incident objectives and strategies to be followed.
- Approve the Incident Action Plan to include the determination of critical versus non-critical recovery functions.
- Approve resource requests and use of volunteers and auxiliary personnel.
- Approve Situation Reports in collaboration with the Public Information Officer.

- Authorize information release to the media.
- Work with the Planning Chief to conduct an after action assessment and prepare a report to document strengths, opportunities, and any proposed revisions to the plans and protocols.
- Order demobilization as needed.

Public Information Officer

- Monitor and take action to enable the continuous operation of the campus community lifeline associated with communications.
- Maintain and implement the FSDB Crisis Communications Plan (**Appendix A**).
- Develop and publish Situation Reports in collaboration and consultation with the Incident Commander.
- Assess the need for a Joint Information Center (JIC) to coordinate with responding agencies to support the development, verification, coordination, and dissemination of accurate, accessible, and timely information.
- Determine any limits on information release according to direction from the Incident Commander.
- Clearly notify the parents of the reunification site and the process for checking in to the site.
- Notify the community of the emerging incident in a timely manner.
- Develop accurate, relevant, accessible, and timely information for use in press/media briefings.
 - In all communications, convey a single focus of supporting families and survivors.
 - Deliver only unequivocal, accurate information to the families.
 - Guide family and survivor expectations from the beginning of the operation.
 - Accommodate family and survivor requests, to the maximum extent possible and recognize that some requests cannot be met.
- Establish communications points of contact at the media staging area, reunification site, and hospitals.
- Work with the Emergency Operations Center to establish a call center.

- Serve as the campus spokesperson when deemed appropriate.
- Obtain the Incident Commander’s approval of news releases and holding statements.
- Make information and key messaging about the incident available to incident personnel.
- Conduct periodic media briefings and arrange for media tours and interviews, as deemed appropriate.
- Monitor and forward media information to the ICT that may be useful to incident planning.
- Closely monitor social media and respond appropriately, if deemed necessary.
 - Monitor if students are posting their locations on social media for accountability purposes.
 - Monitor posts documenting photography and videography capturing the incident, response, and initial recovery.
 - Update the community in a timely manner.
- Participate in planning meetings.

Safety Officer

- Monitor and take action to enable the continuous operation of the campus community lifeline associated with safety/security.
- Maintain communication with the Incident Commander and Operations Chief to monitor the safety of all involved in the operation. This is not intended to duplicate the law enforcement presence but to supplement the effort.
- Initiate roving safety assessments paying close attention to, but not limited to the following:
 - Crowd safety and the evolving potential need for intervention.
 - Possible traffic concerns that could result in danger.
 - The need for relief as campus and community responders perform their roles throughout the incident.
- Collaborate with the Chief of Campus Police and the Public Information Officer to develop and periodically review the Mass Notification Protocol (**Appendix F**).
- Conduct preventative maintenance of all safety systems, to include lockdown alarms, located in tandem with fire alarm pulls stations at each point of egress.
- Maintain well-stocked Safety Stations (**Appendix D**) and lockdown buckets.

- Participate in planning meetings.
- Review the Incident Action Plan for safety implications.
- Ensure safety messages and briefings are made.

Liaison Officer

- Act as a point of contact for agency representatives.
- Maintain a list of assisting and cooperating agencies and their representatives.
- Coordinate donation management and assistance.
- Facilitate and maintain mutual aid agreements and memorandums of understanding.
- Monitor incident operations to identify current or potential organizational problems.
- Provide agency-specific demobilization information and requirements.
- Be prepared in this event to receive contact from the Governor's Office, State Legislators, and State and Federal Agency heads sending their PIOs and teams for support and to provide immediate resources and assistance (i.e., the Florida Attorney General offering victim advocates). Be prepared to be notified of the Governor and his Cabinet to be on their way to the reunification site, as well as many other dignitaries and City or County Officials. Media will call in from all over the country once the incident is reported out. This has occurred in several active shooting incidents in Florida (i.e., Parkland and the Pulse Nightclub Shooting.) Consider establishing an area reserved and designated for high ranking elected and public officials to congregate and assemble.

Planning Chief

- Participate in planning meetings, providing current resource status, including limitations and capabilities of agency resources.
- Distribute checklists to identified ICT roles for emergency response/recovery implementation.
- Collect and manage all incident-relevant operational data.
- Supervise preparation of the Incident Action Plan.

- Provide input to the Incident Commander and Operations in preparing the Incident Action Plan.
- Incorporate Transportation, Medical, Communications plans, and other supporting materials into the Incident Action Plan.
- Conduct and facilitate planning meetings.
- Compile and display incident status information.
- Establish information requirements and reporting schedules for units.
- Determine need for specialized resources.
- Assemble and disassemble task forces that are not already assigned to Operations or Logistics.
- Establish specialized data collection systems as necessary (e.g., weather).
- Assemble information on alternative strategies.
- Provide periodic predictions on incident potential.
- Report significant changes in incident status.
- Oversee preparation of the Demobilization Plan.

Operations Chief – Campus Police, Facilities, Transportation, Allied Health, School Safety Specialist/Reunification

- Monitor and take action to enable the continuous operation of the campus community lifelines associated with safety/security, food/water/shelter, health/medical, energy, transportation, and hazardous materials.
- Manage tactical operations associated with Campus Police, Facilities/Staging, Transportation, Allied Health Services, and Reunification.
- Assure safety of tactical operations.
- Collaborate with the Planning Chief to develop the operations portion of the Incident Action Plan.

- Supervise execution of operations portions of the Incident Action Plan.
- Request additional resources to support tactical operations.
- Approve release of resources from active operational assignments.
- Make or approve expedient changes to the Incident Action Plan.
- Maintain close contact with Incident Commander, the Planning Chief, and other agencies involved in the incident.
- Maintain communications with on-site law enforcement officials providing reunification site, perimeter, and traffic control.
- Set-Up Team at Reunification Site:

Deploy the Set-Up Team by disseminating detailed diagrams showing set-up parameters and design for each location.

- Building Designations:
 - **Building J – Parent Check-In.**
 - Building J, the Criminal Justice Workforce Center, will be designated as the check-in area. This location includes ample parking for the arrival of parents, space to establish an exterior parent waiting area while parents complete check-in documentation, and a lobby area to welcome parents for check-in and guide them out the separate northwest door to direct parents to the reunification location. This location also includes additional space (J0149) to house the accountability management team to communicate with the check-in team. This will be crucial for maintaining updated student accountability/status information (technology, parent services, student accountability staff, representatives from law enforcement, fire, and the hospital). This building also houses classroom space where parent services designees may prepare parents with information and next steps prior to be sent to the family waiting area.
 - **Buildings A, S and V – Family Waiting/Counseling.**
 - Building A, the administration area, will serve as the primary location for family members waiting for more information. Building S, the science building, will serve as an overflow for family waiting and will serve as the primary waiting area for parents of students engaged in investigative interviews. Building V, student services, will serve as the comfort station to provide meals for waiting family members.

- Arrange for interpreters.
 - Arrange for victim advocates.
 - Distribute coded cards as we have updated information.
 - Establish a process for additional family members and parents to access parents waiting to learn news so that they may offer support.
 - Protect waiting parents from the media.
 - Provide families with a single point of contact so that they may count on regular updates from a consistent individual.
 - Communicate clearly what families should expect to happen in the coming days.
 - Provide families, who have been notified of a loss, with the appropriate information as they may request to know where their child is located.
- **Building H – Student Assembly Area.**
 - Building H, health sciences, will be designated as the student assembly area. This building is the most suitable location for our special population. It allows for organized student management based on age, sensory, and mobility needs. This space also allows for medical and counseling services. The entire FSDB student body may be housed in this single building based on the available square footage. This building is secured away from the check-in and waiting areas. The location of the building provides perimeter security as it does not have neighboring buildings on three sides. This is the only building with once public access point, enhancing law enforcement’s ability to manage traffic flow to the parent pick-up location. It is near Incident Command. It is situated close to two circular drives/parking lots allowing for easy bus loading and unloading (parking lot 8) and an organized parent reunification/pick-up area (parking lot 5).
 - Maintain updated attendance/accountability.
 - Provide staff members with instructions for maintaining organization, entertainment, nutrition, and the check-out procedure.
 - Maintain mental health/medical support.
 - Designate investigation rooms on the second floor where law enforcement will conduct interviews.
 - **Building C – Staff/Responder Check-In and Resource Staging**
 - Building C, classrooms, will be designated as the Staff/Responder Check-In and Resource Staging. This building is located near the Incident Command and is walking distance from the staff designated parking area. The building provides space to brief staff members (auditorium – C0116), house supplies, and provide staff break/meal areas. This building is not conducive for family waiting or student assembly as it is too close to the parent check-in location (Building J).

13.14 and Lockdown Response 13.15 (**Appendix Q**), if the need for reunification is due to an active assailant event.

- Collaborate with the Safety Officer and the Public Information Officer to develop and periodically review the Mass Notification Protocol (**Appendix F**).
 - Verify the nature of the lockdown alert and contact local law enforcement with guidance regarding the need for additional response. Collaborate with the Incident Commander to make the determination that reunification will occur.
 - Coordinate with the St. Johns County Sheriff's Office and the Florida Department of Law Enforcement to implement the directives pertaining to death notification.
- Facilities:
- Maintain and implement the Safety and Facilities Operations Incident Response Plan (**Appendix G**). This plan identifies team members and actions associated with assessment, recovery, and evacuation of the campus. It also includes a prioritization of building spaces and a list of tools and materials to be maintained for emergency response and recovery.
- Transportation:
- Maintain and implement protocols for revised bus schedules and protocols due to a lockdown and/or evacuation event.
 - Coordinate with Allied Health to secure mental health professionals to accompany students if they should depart by bus from the Reunification Site to go home.
- Allied Health:
- Coordinate the assignment of medical and mental health staff at each designated location at the Reunification Site as well as hospitals where students or staff members have been transported based on information from Fire/Rescue.
 - Maintain a list of students in the Health Care Center.
 - Maintain a process to have medications available and ready to be transported rapidly.
 - Maintain a list of student medical conditions.
 - Ensure the availability of medical equipment.
 - Maintain and implement medical protocols in response to emergency incidents.

- Mobilize the appropriate mental health staff members for the purpose of providing support to students.
 - Provide available informational materials to staff members on topics such as how to support students with the emotional recovery from a critical incident.
 - Identify students who may need long term mental health support or intervention and develop school and community resources to provide these services.
- School Safety Specialist/Reunification:
- The School Safety Specialist shall coordinate with the appropriate public safety agencies for reunification training/drills.
 - The School Safety Specialist shall coordinate with the appropriate public safety agencies, as defined in Florida Statute 365.171, that are designated as the first responders to a school’s campus to conduct a tour of such campus once every three years and provide recommendations related to school safety. The recommendations by the public safety agencies must be considered as part of the recommendations by the school safety specialist.
 - Provide local first responders with campus maps and the emergency management plan, when necessary, based on revisions to the documents.
 - Coordinate and implement drills to assess the readiness of students and staff members for response to a critical incident.
 - Identify and train an evaluation team to critique all drills.
 - Conduct an after action assessment and prepare a report to document strengths, opportunities, and any proposed revisions to the plans and protocols.
 - Collaborate with the Training and Quality Assurance Department to deliver annual training on the procedures contained in the active assailant response plan, AlerT Training. (Florida Statute 1006.07).
 - Serve as the alternate Reunification Site Incident Commander to maintain and implement the Reunification Plan when regular dismissal has been impacted based on the nature of the emergency. Serve as a direct liaison to the on-site law enforcement agencies and officials at the Reunification Site.

Logistics Chief – Student/Staff Accountability, Outreach/Technology, Instruction, Boarding

- Conduct an immediate student/staff injury assessment and provide for and implement a triage area, if needed.
- Collaborate with the Operations Chief to provide resources for incident personnel (facilities, food, transportation, communication, supplies, equipment, and medical services).
- Maintain management of logistics responsibilities, in collaboration with the Reunification Site Incident Commander, related to site notification, site security, resource staging/supplies, student accountability, staff accountability, check-in, and parent information.
- Provide logistical input to the Incident Action Plan.
- Manage incident logistics.
- Identify anticipated and known incident service and support requirements.
- Request additional resources as needed.
- Student/Staff Accountability:
 - The Incident Command Team member responsible for collecting student and staff accountability information shall communicate, early and often, with the Logistics Chief information pertaining to missing and injured students and staff members.
 - Establish a Missing Person Liaison.
 - Identify school liaisons to work with the accountability team and investigators in identifying/locating students that have self-evacuated, been transported to hospitals, or could be victims still in the school.
- Reunification Site Incident Commander – Notification:
 - Upon deployment by the FSDB Incident Command Team, contact the reunification site to establish the need for the facility and request dismissal of their campus.
 - Contact the Saint Augustine Police Department (SAPD) and the Saint Johns County Sheriff's Office (SJSO) to establish that they are assisting with the dismissal of the reunification site, in preparation for our arrival, and securing the perimeter and traffic flow.
- Reunification Team – Establish Site Security:
 - Coordinate the law enforcement presence, with an assigned interpreter, at every building to provide access control.
 - Prior to site set-up, the SJSO will sweep the site for any hazards, IEDs, etc.

- Accommodate the traffic plan – SJSO and SAPD.
 - Parent entrance – SR16.
 - The parent entrance off SR16 allows for the waiting of cars as they enter the campus, due to the lengthy campus road, preventing congestion on SR16. This also allows for orderly parking direction and management.
 - Parent Parking for Reception – Parking lots 4, 3, 2.
 - Based on the size of our student body, with 30% of our students being day students, parking will be prioritized in the following order: Lots 4, 3, and 2. These parking locations will be ample for our family needs.
 - Parent Parking for Waiting – Parking lot 7.
 - This parking area will be designated for family members awaiting information in Buildings A and V.
 - Parent Parking for Waiting – Parking lot 1.
 - This parking area will be designated for family members awaiting information in Building S (the overflow family waiting area).
 - Parent Pick-Up – Parking lot 5.
 - This parking area will be designated for parent pick-up as it is located near the student assembly area and allows for management of traffic flow and effective student/parent reunification.
 - Parent Exit – Kenton Morrison.
 - This exit allows quick egress for the parents. It is a two-way entrance that still allows for staff members to enter the campus and proceed to staff member parking at lot 8. If necessary, staff members may enter campus through the road near building M.
 - Bus Entrance/Exit – Kenton Morrison.
 - This entrance and exit allow students to be delivered to Building H efficiently, without being routed the same as parents entering the campus from SR16.
 - Staff Entrance/Exit – Kenton Morrison.
 - This entrance and exit allow staff members to enter the campus and efficiently proceed to staff member parking in lot 8. It is sufficiently segregated to allow maximum parking for staff members without impacting designated parent parking.
 - Staff Parking – Parking lot 8, begin with the furthest point from Building H.
 - This parking lot segregates staff parking to single area on campus, thus allowing ample parking and staging for parents and first responders in other lots.
 - Reunification Management Parking/Supply Staging Area – Parking Lot 6.

- This parking lot and loading dock area may serve as the drop-off area for food supplies to Building V and may serve as a parking location for first responders.
 - Lock building doors – SJRSC.
 - Building H (student waiting area).
 - Buildings A, S, and V (family waiting area).
 - Provide FSDB with key access to the locked buildings.
- Staff/First Responder Check-In and Resource Staging (Building C):
 - The resource staging team coordinates the following tasks:
 - Management of supplies.
 - Management, check-in and check-out, of incident command team members and responders. Issue credentials for assigned staff and direct others to resource waiting area.
 - Identify and track resources assigned to and from Staging.
 - Respond to requests for resources.
 - Maintaining Staging Area in an orderly condition.
 - Supply List
 - Attendance rosters
 - Bins/Totes
 - Blankets
 - Building/Campus maps and floor plans
 - Clipboards
 - Computers
 - Cones and caution tape – reception line.
 - Emergency response telephone numbers
 - Extension Cords
 - First aid supplies
 - Flashlights
 - Markers
 - Meals
 - Megaphone and Batteries
 - Mi-Fi devices
 - Name tags
 - Notebooks
 - Parent Reunification Cards
 - Pens and markers
 - Pop-up tents for reception lines and student pick-up area.
 - Portable Printers
 - Post-It Chart Paper
 - Power strips
 - Radios – 65 SaFO and 12 NIMS available
 - Rope

- Signage
- Smart Phone Chargers
- Spare batteries and chargers for radios
- Staff cell phone numbers
- Staff emergency contact information
- Staplers
- Student emergency contact information
- Student health information
- Student photos
- Student Rosters – Transportation route books
- Student/Teacher schedules
- Supply storage – college and/or FSDB
- T-shirts identifying members of the ICT/Reunification Team
- Tape (Scotch and Duct)
- Tools
- Umbrellas
- Water
- Wi-Fi access codes

□ Parent Check-In (Building J):

- Provide interpreters.
- Provide Spanish translators.
- Parent Check-In Tables
 - Three tables in U-shape in lobby (J0100)
 - Center Table: Welcome, confirm reunification card is complete, verify that the parent has an ID, provide direction to the appropriate line based on the first initial of the last name of the student.
 - Left Check-In: ~~Last Names A-M~~
 - Right Check-In: ~~Last Names: N-Z~~
 - Enter front of building and exit through the courtyard (to the right).
 - Student Information – Skyward/Accountability Folder
 - Reunification Cards - parents fill out cards on clipboards
 - Alphabetized boxes at check-in and reunification to organize release cards.
 - After check-in, staff member will radio reunification team that parent is heading toward parent pick-up
 - Coded Parent Cards – Card Stock
 - Student Pick-Up – Building H
 - Parent Waiting (Unknown Student Status) – Buildings A (Primary) and Building S (Overflow)
 - Parent Waiting (Students in Interviews) – Building S

- Accountability Management Team – Collecting information from Check-In Informational Support Area (J0149)
 - Law Enforcement
 - Fire/Rescue
 - Mental Health Counselor
 - School Representative – Skyward/Accountability Folder Access
 - Logistics Chief
 - Technology Support
- Stage personnel standing outside to provide direction while waiting in line.
- Stage personnel standing outside to direct parents once they have been given a coded card.
- Parents will report to the assigned area and give the name of their child/children.
- Picture I.D. will be required of the parent/guardian requesting the child/children for pick-up. Individuals, other than the parent/guardian, may only pick-up the child/children once permission has been granted by the parent/guardian via direct contact, and will be required to provide picture I.D.
- Parents will be provided with card directing them to the correct location – waiting or student pick-up.
- Reunification Runner will go to the student assembly area and get the child/children requested by the parent or adult, per the staff member at check-in requesting the child over radio transmission. The runner will escort the student back to the pick-up area.
- Authorized individuals will be asked to sign a form indicating they picked up the child/children. The staff member releasing the students will also sign the form. The date and time will be indicated on the pick-up form.
- If the child is in the first aid area of Building H the parent will be escorted to that area for reunification with their child/children.
- If the child is being interviewed by law enforcement, the parent/guardian will be notified and directed to the appropriate waiting area in Building S.
- Accountability Runner – Building H – Gather parent check-in card and pick-up card, staple, and update Logistics Chief at Building L.
- Accountability Runner – Buildings A, S, and V – Gather parent check-in card, monitor information, and make notes to be shared with the Logistics Chief.

□ Staff/Family Check-In:

- Human Resources establish guidance for family inquiries/check-in related to staff reunification.
- Outreach and Technology Services:
 - Implement technology protocols to protect and recover technology infrastructure in response to a lockdown emergency. Coordinate with the Logistics Chief and ICT area Chiefs to obtain information specific to the area impacted, stakeholders impacted, and to communicate with the Chiefs if any network disruptions have occurred.
 - Under the direction and in cooperation with the Logistics Chief, implement the IT incident response and disaster recovery process related to lockdown and any related elements of the emergency. If a building or the campus-wide data network/infrastructure is compromised, disaster recovery processes may include initiating access to services from another location on the campus, from off campus, or through the use of the disaster recovery site.
 - Implement plans to provide remote services in the event of an evacuation or if some locations on campus are damaged, requiring staff members to work from alternate locations. If student spaces are impacted, in alignment with the ICT process, prepare and set-up the technologies needed in any spaces which students will occupy.
 - Support the Reunification Site Incident Commander to ensure that technological resources are made available to support the reunification effort.
 - Following an evacuation, when technology recovery processes are permitted, any equipment which may be damaged shall be collected for assessment and use in another location. If any equipment is found to be damaged, provide the information needed about the value of the equipment, impact on service delivery, and other information to the appropriate ICT Chiefs.
- Instruction:
 - Refine and implement the Instructional Continuity Plan (**Appendix J**), if required based on building closures or a campus-wide evacuation.
- Boarding:
 - Implement protocols to re-assign students to alternate locations on campus, if necessary due to building closures.
 - Implement protocols to establish a boarding environment at an off-campus site, if necessary due to a campus-wide evacuation.

Finance Chief – Procurement/Supplies, Payroll/Accounting

- Manage all financial aspects of an incident.
- Provide financial and cost analysis information as requested.
- Maintain ongoing contact with the Incident Commander on all incident-related financial issues needing attention or follow-up.
- Support the Reunification Site Incident Commander to ensure that fiscal resources are made available to support the reunification effort.
- Provide input on the Incident Action Plan.
- Procurement/Supplies:
 - Upon Declaration of Emergency by the Governor, adjust P-Card limits for identified staff members:
 - President
 - Administrator of Business Services
 - Administrator of Boarding Services
 - Executive Director of Training and Quality Assurance
 - Executive Director of Transportation
 - Administrator of Allied Health Services
 - Procurement Representative
 - Executive Director of Advancement
 - ~~Coordinator of Gifts and Volunteers~~
 - ~~Coordinator of Donor Engagement~~
 - Executive Director of Safety and Facilities Operations
 - ~~School Safety Specialist~~
 - Set up Org/EOs for emergency purchases.
 - Maintain and implement an operating plan for the procurement of supplies and services in support of incident management needs.
 - Procure supplies in support of department needs as requested for advanced incident preparation.
 - Ensure supplies are received and delivered to departments as needs arise.
- Payroll/Accounting:

- Provide guidance for staff members regarding coding of work hours to ensure that personnel time records are completed accurately.
- Ensure compensation and claims functions are being addressed relative to the incident.

Scribe

- Obtain deployment instructions from the Incident Commander.
- Maintain a timeline of key events during an incident.
- Document actions and keep track of any follow-up items that will need to be addressed.
- Collaborate with the Planning Chief and Public Information Officer to ensure that information and action items are being monitored and addressed consistently.

Memorials

The President’s Advisory Team will coordinate the logistics pertaining to memorial displays and campus services.

Extended Community Response Plan:

- Memorial Services – Communication with local partners to prepare for traffic, social media, VIPs, etc...
- Spontaneous Events – Political assemblies, remembrances, religious ceremonies, and rallies, etc....
- Impromptu Memorial Sites – Flowers, signs, cards, stuffed animals, and candles, etc....

Contacts

American Red Cross
 Call Center Resources
 Lodging
 Health Department
 First Responders
 Victim Assistance
 Elected Officials
 Emergency Management
 Faith-Based Organizations
 Hospitals

Salvation Army
Transportation Carriers
United Way
Community Emergency Response Team (CERT)
County Medical Examiner
State Attorney's Office

Reunification Planning Resources

FEMA – Campus Emergencies Prevention, Response, and Recovery – Customized; Participant Guide for MGT-324; Louisiana State University

FEMA – Post-Disaster Reunification of Children: A Nationwide Approach

FEMA – Sample School Emergency Operations Plan

FSDB Reunification Plan 2012

International Association of Chiefs of Police – Guide for Preventing and Responding to School Violence – 1999

Marjory Stoneman Douglas Commission Hearing – April 10, 2019

Readiness and Emergency Management for Schools (REMS) Technical Assistance Center – Cypress Forest High School Sample Family Reunification Annex

Saint Johns County Emergency Operations Center – Family Reunification Plan

The “I Love You Guys” Foundation – The Standard Reunification Method SRM V2

The Role of Districts in Developing High-Quality School Emergency Operations Plan