

Agenda

Florida School for the Deaf and the Blind

Board of Trustees Meeting

Moore Hall, Center for Learning and Development

October 30, 2026, 9:15 AM

I.	Call to Order	
II.	Pledge of Allegiance	
III.	Roll Call	
IV.	Public Comment	
	Limited to three minutes per person, with a maximum of 45 minutes per meeting for all public comments.	
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XIII.	Board Comments	
XIV.	Adjournment	



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 September 25, 2026, 10:45 a.m.

Attendance

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

Call to Order

Mr. McCaul, Board Chair, called to order the meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 10:45 a.m.

Pledge of Allegiance

Blind Middle School student Daniel Diaz and Deaf Middle School student Malachi Hancock led the Board and audience in the Pledge of Allegiance.

Public Comment

No public comments were received.

Approval of Meeting Minutes

Dr. Zavelson moved to approve the minutes of the Regular Board of Trustees Meeting held on August 28, 2026. The motion was seconded by Mr. Hadley and approved unanimously by the Board.

Committee Reports

Dr. Zavelson, Chair of the Enrollment and Outreach Committee, stated that the committee had a very productive meeting and that there are no action items for approval.

Mr. Hadley, Chair of the Audit Committee, stated that the committee met earlier and that the following action item requires Board approval.

Audit Committee Action Item – Internal Audit

Board approval was requested for the acceptance and implementation of the proposed 2026-2027 Risk Assessment and Internal Audit Plan.

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

President's Report

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

- Goalball teams traveled to the Savannah Invitational and are preparing for the National Goalball Tournament in November.
- Announced upcoming football events:
 - Alumni Weekend FSDB vs. Indiana School for the Deaf.
 - Homecoming FSDB vs. Maryland School for the Deaf.

- Expanded efforts to bring prospective families to campus as part of strategic enrollment initiatives.
- Reported participation in national leadership development efforts through CEASD to support educational leadership pipelines in deaf education

Department Updates

Business Services

Mr. Dave Hanvey, UBS Financial Advisor, provided an update on the FSDB Endowment Funds I & II.

- Endowment I is up approximately 5.6% year-to-date.
- Endowment II is up approximately 6.4% year-to-date.
- The two funds combined are nearly \$37 million.
- Markets are expected to remain volatile due to inflation concerns, interest rates, global tensions, and upcoming elections.

Strategic Plan Updates

- President Snow stated that we are in a transition year, wrapping up the last four years and moving into a new five-year Strategic Plan. We hope to have a workshop for the Board in the fall of next year.
- Administration met with neighborhood residents regarding concerns about campus lighting and landscaping. The neighbors were provided with information on funding timelines, service contract procurement, and the safety and security of students and staff. An FSDB neighbor's email contact was established for future concerns, and we are committed to ongoing dialogue, with a follow-up meeting scheduled for January 2027.
- We will have our first Job Fair on Wednesday, September 30. There are only three open positions. For the first time in recent memory, the school reported zero vacant teaching positions.
- This year, we have changed the process for Teacher of the Year and Rookie of the Year. We revamped the selection process with broader participation. We have received 52 Teacher of the Year nominations and 31 Rookie Teacher nominations. For the first time, parents were included in the nomination process, and a campus-wide committee of 34 staff are participating in the selection process.
- Success for students last year, we shared Student Data. We have seen significant growth reported across multiple schools:
 - School Reading Gains Change
 - Deaf Elementary 33% → 48%
 - Deaf Middle 37% → 43%
 - Deaf High 40% → 46%
 - Blind Elee/Middle 45% → 47%
 - Blind High 53% → 50% (slight decline)

Action Item Discussion – School Improvement Plans:

Mr. Kramer initiated an extensive discussion regarding academic performance, reading achievement, technology use, and innovative approaches to improving outcomes.

President Snow, Mr. Scott Trejbal, and Ms. Carol Bogue shared:

- ASL/English bilingual instruction.
- Dedicated intervention periods.
- Increased classroom monitoring and coaching.

- Intensive math, reading, Braille, and assistive technology support.

Mr. McCaul called an end to the discussion because it was moving off topic. Dr. Zavelson recommended that this be a workshop topic, where more information can be shared and ideas discussed. It was agreed that the discussion would be tabled for a Board Workshop.

Action Items

Action Item #1 - Surplus Property

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

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

Action Item #2 – Reunification Plan

Board approval was requested for the revised FSDB Reunification Plan.

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

Action Item #3 – 2026 - 2027 School Improvement Plan

Board approval was requested for FSDB's 2026-2027 School Improvement Plans

- Blind PreK - 8 School
- Blind High School
- Deaf Elementary
- Deaf Middle School
- Deaf High School

Note: According to Section 1001.42, the School Improvement Plan shall be approved annually. The purpose of the School Improvement Plan is to improve outcomes for all students through strategic problem-solving, capacity building, and the implementation of sustainable systems. The problem-solving process is accomplished through the review of various data for purposeful planning. The plans are intended to support an equitable learning environment focused on improving student outcomes and closing the achievement gap.

Plans have previously been reviewed by school-level teams, Sub-School Advisory Councils, and the district-wide School Advisory Council, and have been submitted to the Bureau of School Improvement's Ungraded School Contact for additional review.

Dr. Zavelson moved to accept Action Item #3, as presented. The motion was seconded by Ms. LeFors. Approved with one dissenting vote from Mr. Kramer.

Action Item #4 – 2026-2027 Uniform Assessment Calendar

Board approval was requested for the 2026-27 Uniform Assessment Calendar in accordance with Florida Statutes 1008.22(7)(c) and State Board of Education Rule 6A-1.094224, Florida Administrative Code.

Ms. Chapman moved to accept Action Item #4, as presented. The motion was seconded by Dr. Zavelson and carried unanimously by the Board.

New Business

Ms. Lexi Bucca, Executive Director of Human Resources, informed the Board that President Snow's Performance Evaluation will be reviewed at the October Board meeting. The evaluation template was sent to the Board via email prior to this meeting. Board members need to complete the evaluation form, including comments and scores, and return it to Ms. Bucca.

Unfinished Business

There was no unfinished business.

Board Comments

The Trustees showed their appreciation for diverse perspectives from each Board member. They support an additional workshop focused on academic innovation and student outcomes. They recognize FSDB's strong financial management, clean audits, and operational leadership.

Adjournment

The meeting adjourned at 12:48 a.m., on a motion by Dr. Zavelson and seconded by Mr. Hadley and carried unanimously by the Board.

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

Tracie C. Snow
President

Owen B. McCaul
Board Chair



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

President's Report
Tracie C. Snow
Board of Trustees Meeting
October 30, 2026

Since the last Board meeting, we announced our 2027–2028 School-Level Teachers of the Year and Rookie of the Year finalists. This year's selection process was redesigned to be more inclusive and community-driven, bringing together the voices of families and employees from departments across campus.

I am pleased to recognize the following outstanding educators:

- **Blind Elementary/Middle School:** Derek Ferguson
- **Blind High School:** Leslie Costello
- **Deaf Elementary School:** Brooke Stimpfle
- **Deaf Middle School:** Alicia Lugo
- **Deaf High School:** Brianna Hadden
- **Rookie of the Year Finalists:** Alexis Griffin and Kelsey Walsh

The process included 28 parent and guardian nominations, 52 campus community votes for Teacher of the Year, 31 campus community votes for Rookie of the Year, and 34 employees serving on selection committees representing 18 departments. Altogether, 82 different members of the FSDB community participated in some parts of the process. I am grateful to everyone who helped make this recognition program more representative and meaningful, and I congratulate each of these deserving educators. Their dedication, professionalism, and commitment to students help our students do more, be more, and achieve more.

We also held a successful job fair, and I am proud to report that FSDB currently has very few vacancies. That success is not accidental. It reflects the incredible work taking place through our Strategic Planning priorities, including **Everyone Knows Our Name** and **Employee Recruitment, Retention, and Engagement**. It also reflects the culture created every day by our supervisors and staff. People want to join FSDB because they see the strength of our mission, the quality of our programs, and the genuine commitment our employees have to our students and to one another.

This success was reinforced during our recent New Employee Onboarding session. We brought together 27 employees from across campus who joined FSDB between last spring and October. During the session, employees shared their “why” for choosing FSDB as their career. Their responses were inspirational and served as a powerful reminder that our mission continues to attract talented people who want their work to have purpose and meaning. It was wonderful to welcome them, hear their stories, and see the connections already developing across departments.

Deaf High School Spirit Week was filled with Dragon pride, school spirit, and traditions that brought students, staff, families, and alumni together. Throughout the week, I enjoyed participating in the themed activities, skit night, banner competition, coronation, Homecoming parade, pep rally, and

football game. Each event reflected the energy, creativity, and community spirit that make FSDB such a special place.

One of the most meaningful moments was learning from our Grand Marshal, B.P. Murphy, that Homecoming traditions in the Deaf Department date back to the 1950s. That history made the week even more special. Generations of students and alumni have shared these traditions, and our current students are continuing something that has connected the FSDB community for decades.

The week concluded with an exciting win over the Maryland School for the Deaf! I am proud of our student-athletes and coaches, and I am grateful to our cheerleaders, staff, families, alumni, and fans who came out to support the team. From the class banners and skits to the parade, coronation, pep rally, and football victory, it was a wonderful celebration of FSDB history, Dragon pride, and community.

As I reflect on the past six years serving as President of FSDB, I think about the many memories, challenges, triumphs, and opportunities for learning that have shaped this journey. I have had the privilege of working alongside incredible students, employees, families, alumni, Board members, and community partners. Together, we have navigated difficult moments, celebrated important accomplishments, strengthened our programs, and continued moving FSDB forward.

There is a quote from author and speaker Simon Sinek that resonates with me each and every day: **“Working hard for something we don’t care about is called stress. Working hard for something we love is called passion.”**

I have so much passion for the work I do and for what we accomplish together. That passion comes from seeing our students grow, watching our employees go above and beyond, connecting with families and alumni, and knowing that the work we do makes a difference each day. I remain grateful for the opportunity to serve this remarkable school and community. There is still much work ahead, but I am proud of how far we have come and excited about where we are going.

This is more than where we work. This is who we are. #ThisIsFSDB



NEW SESSION, NEW LEGISLATORS, NEW LEADERS

This month's FSDB Board of Trustees report focuses on what is to come in the coming months for the legislative process. The midterm elections will be only days before the board meets on October 30. A new cycle of executive and legislative governance begins following the November elections. The Florida Senate convenes its organizational session on November 17, 2026, to install new officers and conduct lawmaker training through November 19, 2026.

Key Dates for the 2027 Legislative Cycle

- Senate Organizational Session & Training: November 17–19, 2026
- Initial Interim Committee Week: November 30 – December 3, 2026
- New Year Interim Committee Weeks: January 4–7 and January 11–14, 2027
- February Interim Committee Weeks: February 1–4, February 8–11, and February 15–18, 2027
- 2027 Regular Session Convenes: Tuesday, March 2, 2027
- Last Day of Regular Session: April 30, 2027

Leaders of the 2026-2028 legislative term were elected by members of their respective houses on October 9, 2025, and became Speaker and President Designates through the last session. Assuming the current political party retains the majority of members in the respective house, the November Organizational Session will officially install these leaders.

Incoming Florida Senate President is **Senator Jim Boyd** of Manatee County. Senator Boyd lives in Bradenton and runs an insurance and investment firm there. On the day of his election to the leadership role, in his acceptance remarks, he described his priorities for the Senate as its future President.

"We will defend the taxpayer and ensure every dollar is used wisely. We will break down barriers for job creators and innovators. We will protect parents' rights and strengthen our schools. We will stand firmly with law enforcement to keep our communities safe. We will conserve Florida's natural beauty so that it endures for generations," he said. "These are not just policies; they are commitments."

In the Florida House of Representatives, Representative Sam Garrison was elected as the next Florida House Speaker. He represents Clay County and lives in Fleming Island, a suburb of Jacksonville. He is a lawyer and was an assistant state attorney. He has not indicated whether he has, and what his priorities are for the House, but made these remarks in his acceptance speech in October 2025:

"If the halls of power appear more interested in political performance art than in fighting for a strong economy, safe streets, and quality schools, we need to self-correct," he said. "Our families, our friends, our neighbors, they have entrusted us with the awesome power to make decisions in their name."

We will see what is included in the Organizational Session when it happens. Both leaders have been working these past summer months, planning and developing the committee structures they want to use during the next two sessions and considering committee chairs among already-known legislators. Some years they announce their decisions at this session; in others, they announce them at a later date. Over the next two years, one of our priority legislative goals will be to educate new members about FSDBs existence, mission, and goals. This is going to be fun.

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 showing where the Legislature is that month in the overall process.)

- The Legislative Budget Commission issues the Long-Range Financial Outlook.
- State Agencies submit their 2027-28 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 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 is released in December.

Submitted by:
Patsy Eccles, Legislative Specialist



Health Care Center Report

	Total	Aug 26 (20 Days)	Sept 26 (25 Days)	Oct 26	Nov 26	Dec 26	Jan 27	Feb 27	Mar 27	Apr 27	May 27
ACU Visits (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." "Physicals", "Vision Screenings", and "Miscellaneous.")	1,067	466	601								
TCU Visits (*Total includes all students that were admitted to the TCU.)	79	56	23								
Admission Interviews	22	16	6								
Eye Clinic- Specialty	4	0	4								
PDC Clinic- Specialty	35	10	25								
Psychiatry Clinic- Specialty	5	3	2								
Off Campus (*ER visits, Ophthalmology, Home)	6	2	4								
Totals	1,218	553	665	0	0	0	0	0	0	0	0

Sofia 2 Testing	Total	Aug 26 (20 Days)	Sept 26 (25 Days)	Oct 26	Nov 26	Dec 26	Jan 27	Feb 27	Mar 27	Apr 27	May 27
Quidel Strep Test	113	59	54								
Quidel Influenza A & B Test	43	20	23								
Quidel SARS Antigen	3	0	3								
Totals	860	79	80	0	0	0	0	0	0	0	0

Physicians/ Specialists	Total	Aug 26 (20 Days)	Sept 26 (25 Days)	Oct 26	Nov 26	Dec 26	Jan 27	Feb 27	Mar 27	Apr 27	May 27
Physician Assistant/ Nurse Practioner	4	0	4								
Medical Director/ Pediatrician	35	10	25								
Optometrist	4	0	4								
Psychiatry	5	3	2								
Totals	48	13	35	0	0	0	0	0	0	0	0

Dental Report

Dental Clinic Procedures	Total	Aug 26 (20 Days)	Sept 26 (25 Days)	Oct 26	Nov 26	Dec 26	Jan 27	Feb 27	Mar 27	Apr 27	May 27
Hygiene	20	10	10								
X-ray	8	1	7								
Emergency	8	6	2								
Other	3	1	2								
Operative	0	0	0								
Surgical	0	0	0								
Preventative	0	0	0								
Screening	0	0	0								
Exam	0	0	0								
Totals	39	18	21	0	0	0	0	0	0	0	0

Dental Staff	Total	Aug 26 (20 Days)	Sept 26 (25 Days)	Oct 26	Nov 26	Dec 26	Jan 27	Feb 27	Mar 27	Apr 27	May 27
UF Dentistry	0	0	0								
Hygienist	39	18	21								



The Allied Health Services team is pleased to report on our activities and accomplishments since the September Board of Trustees meeting. Allied Health continues to focus on providing high-quality support for students and families while positively impacting the work underway across the rest of the campus.

Health Care Center – for additional details, see attached spreadsheet.

In September, the Health Care Center served a total of 665 students, mostly in the Acute Care Unit, through both walk-ins and scheduled appointments (601 students). The Transitional Care Unit responded to the needs of 23 students in September. Health Care Center staff collaborated with the Admissions Department to review records and provide guidance to 6 prospective students. The eye clinic met with 4 students. The Pediatric Development Clinic worked with 25 students and their families. Two students received psychiatry services through telehealth, and 4 students were taken to off-campus providers (mostly emergency room visits).

Strep tests were performed on 54 students, and 23 were tested for flu. Three students were tested for COVID. These numbers are very similar to August.

Twenty-one dental services were provided by hygienists contracted through the University of Florida. There were 10 hygiene appointments, 7 sets of x-rays, and 2 emergency encounters. Two students received unspecified interventions.

The Health Care Center is celebrating being fully staffed! In September, a nurse joined the team to assist with admissions and provide direct care for students. We also hired a Physician's Assistant who saw 4 students in September. Dr. Soberano, our Medical Director, treated 25 students and provided numerous consultations outside the clinic.

Occupational Therapy/Physical Therapy

Although the weather has not felt much like fall, the OT/PT Department has embraced the season! Students have crafted masterpieces to decorate our spooky bulletin board. We have created two fall-themed crafts. The first is a paper-bag pumpkin, and the second is candy corn, both dressed for Halloween. We have quite the parade of trick-or-treating candy corn across the bulletin board and a vibrant pumpkin patch to boot. The students developed and integrated many critical skills to create their original works of art. Skills included fine motor, visual-motor, visual perception, and bilateral integration. The activities also increased strength and stamina.

Jodi Wise, PTA, has begun treating students, and she is really enjoying it. Students seem delighted with their new PT. Although this is Jodi's first experience working in pediatrics, you would never guess it by watching. Jodi is originally from Pennsylvania but moved to St. Augustine when her husband took a job at the University of St. Augustine. She loves the opportunity to live near the beach and share our beautiful city with visiting family and friends. Jodie has been a PTA for 30 years - owning her own

practice at one point. She is a wonderful new team member, and we are grateful to have access to her expertise.

Mental Health Department

As the holiday season approaches, the Mental Health Department has been actively planning and coordinating several initiatives to support our students and families. Both the Blind and Deaf Departments have begun preparations for the annual Angel Tree program and Thanksgiving Food Drive. Additionally, the Blind Department has started organizing the PBIS Holiday Shoppe to ensure students have meaningful opportunities to participate in holiday activities.

McKinney-Vento and Community Support

- Jervell Baker, a UNF Social Work Intern, is leading the planning and organization of Thanksgiving Food Drive. He is coordinating the preparation of Thanksgiving food baskets for all Deaf and Blind McKinney-Vento students and their families, serving 25 families.
- The McKinney-Vento program has also arranged a clothing shopping event scheduled for October 20th.
- The department provided two food baskets to a local family seeking community support.

Student and Family Supports

- Deaf Evening Social Worker, Dee Stoddard, developed a communication board for a Rhyne Hall high school student experiencing communication challenges.
- A communication board was also provided to a Deaf Elementary School student and his non-signing parents. This resource can be adapted for English Language Learners (ELLs) and other students who have difficulty with basic communication.

Professional Development and Training

- Ongoing trauma-informed care training has been provided to staff members in the Deaf Middle School dormitory to strengthen student support services.

Staff Recognition

Congratulations to School Psychologist Dan Binder and Behavior Specialist Dani Quinones on their nominations for Teacher of the Year. While they were not selected as this year's recipients, their dedication, commitment, and positive impact on students within the Deaf Elementary Department are greatly appreciated and worthy of recognition.

Program Development

Social Worker Ileana Ruiz is developing a Therapeutic Crafting Room for Deaf and Blind students during evening hours. This space will provide opportunities to engage in therapeutic art and craft activities that promote emotional expression, creativity, and well-being. The department looks forward to expanding resources and opportunities available through this initiative.

The Mental Health Department remains committed to supporting students, families, and staff through innovative programming, community partnerships, and responsive services during the holiday season and beyond.

Food Services Department

October 12-16 is National School Lunch Week, and FSDB Food Services is celebrating with a cafeteria circus menu. The menu includes fun circus-themed food items such as corndogs, curly fries, bratwurst sausage on a bun, BBQ hot dog, smash burger, and funnel cake fries. Also, for an early Halloween celebration on 10/30, the cafeteria will be serving PB&J spider sandwiches and a Halloween harvest cookie.

Hazard Analysis Critical Control Point (HACCP) training teaches staff how to identify, evaluate, and control biological, chemical, and physical hazards to reduce risk and remain compliant with FDA, USDA, and global food safety standards. Staff in-services began in September and will continue every Friday until all topics are covered. Topics that have been discussed so far include Hand Washing Requirements, Personal Hygiene Policy, Food Thermometer Policy, and Cleaning/Sanitizing Food Contact Surfaces Policy. Julynnet Powell, RD/LN, is creating a binder with colored pictures of all menu food items offered in Memorial cafeteria. These binders will be helpful for deaf and low-literacy students to easily understand what foods will be served and facilitate communication between those students and staff. A binder will be given to HCC and to Memorial Kitchen.

Speech & Audiology Department

The Speech and Audiology Department has been working hard to provide IEP therapy services to the students on their caseloads. Along with therapy services, the providers participate in special activities within their departments and continuing education activities.

At the Deaf Elementary School, speech and language providers Sharon Griffiths, Marissa Harrer, and Rachel Stevens have created a fun and engaging Communication Club that meets once or twice a month to ensure students who miss therapy sessions have opportunities to make them up in a timely manner. Students work on their IEP goals as well as participate in whole-group activities where they can benefit from peer language models.

Diane Diculescu, speech-language pathologist in Deaf Middle School, completed a very informative and helpful virtual course, "One of a Kind: Possibilities in Bilingual Assessment of Deaf/Hard of Hearing Children." The topic focused on how to administer and report on assessments given to bilingual (ASL and spoken language) students.

Deaf High School (DHS) speech-language pathologist, Isabell Montoya, has been using new materials with her students that are focused on expanding vocabulary and making word connections. She enjoys working with her students and boosting their confidence to use their newly acquired speech and language skills. Ms. Montoya shows her support for DHS by attending athletic events that include students on her caseload.

Also in DHS, speech-language pathologist Ashley Mocerri has been taking a continuing education course on secondary-level vocabulary, in addition to courses related to the DHH population. She has been trying different activities with students, including fun Halloween activities. In supporting the DHS, she has also sewn a pillow for Homecoming.

Story Phillips, speech-language pathologist, has been busy supporting the admissions process. In addition to admissions, Ms. Phillips provides consultation services to DHS students. As a matter of fact,

one of her DHS consultation students enjoys their sessions so much that he requested adding services for the rest of the year before he graduates in May.

Donna Huffstetler, speech-language pathologist in the Blind Dept., has been mentoring an aspiring Speech-Language Pathologist who is an Intermediate Graduate Clinician in Valdosta State University's Communication Sciences and Disorders master's program. This mentoring has addressed inquiries related to the Deafblind population. Guidance has included offering encouragement, recommendations, resources, and best practices to adapt materials for Deafblind clients/students. Ms. Huffstetler also participated in the creation of a bulletin board to celebrate "National Hispanic Heritage Month". This bulletin board was a collaborative effort of staff and students who shared their artistic talent. The bulletin board is currently displayed in the Blind Elementary School Hallway outside the 1st Grade Classroom. This project was spearheaded by Dawn Parke, Blind Elementary 1st grade teacher.

Amy Lane

Administrator, Allied Health Services



Apartment Program

Young Ladies

Student Spotlight:

This year, Kaitlyn has shown a lot of growth and maturity. She has developed a positive attitude and become a caring, encouraging presence in the apartment program. She often checks in on staff and peers, asks how they are doing, and offers to help others when needed.

We are proud of the growth Kaitlyn has shown this year. One of the most rewarding things to see is how often she is surprised by the positive praise and recognition she receives for her accomplishments. While she may not always see the progress she is making, those around her certainly do. It has been wonderful to watch her gain confidence, put herself out there, and experience success in so many areas.

Cary White Apartments

This month, we've spent a lot of time working on ourselves and supporting each other as we grow. Through conversations about self-esteem and effective communication, we've learned more about who we are and how our words and actions affect others. We've also realized that not everyone enjoys jokes or understands sarcasm the same way, and we've worked on being more mindful and respectful of those differences.

One of the biggest areas of growth has been learning to handle conflicts positively. Instead of immediately involving staff, we've practiced talking through problems, listening to each other, and finding solutions on our own. It's been great to see everyone becoming more responsible, independent, and confident in their ability to make good choices. The progress we've made this month is something we can all be proud of.

Collins House

September has been a busy and exciting month at Collins! The girls have been working hard, building their independence and taking more ownership of their daily responsibilities. It has been encouraging to watch them grow in confidence and develop skills that will help them be successful both now and in the future.

One area of focus this month is using technology as a tool for organization and self-management. The girls have been practicing setting reminders, alarms, and notes for themselves to keep track of

important responsibilities. These reminders help them remember homework assignments, medication times, dorm duties, meal plan deadlines, appointments, and other daily tasks.

Wartmann 1st Floor - SOAR (Skills and Opportunities for Advancement and Resilience)

Students in Wartmann Hall continue to develop important independent living skills and make progress toward greater independence. The girls have been improving their meal-planning skills, learning how to create balanced meals while staying within their budgets. They also learned how to use BOGOs (buy-one, get-one offers) to make the most of their money and stretch their food budgets further.

Academically, the students have shown great improvement, consistently completing and turning in their homework on time. Overall, they continue to make positive progress in independent living, social development, budgeting, academics, and personal responsibility. Their growth, increased confidence, and willingness to learn new skills have been encouraging to see.

Wartmann 2nd Floor (Seniors)

During September, the senior group continued to settle into the apartment routine and became more comfortable with the responsibilities of independent living. Each student has had the opportunity to go shopping, and it has been great to see their meal-planning skills grow. They are becoming more confident in making food choices, planning meals, and preparing them on their own. We have been teaching them how to use the crockpot and Instant Pot, which has made cooking easier and more enjoyable and helped them prepare meals despite their busy schedules. One highlight this month was seeing Emma and Natasha work together to bake Diamond a birthday cake. It was a thoughtful gesture that demonstrated teamwork, kindness, and friendship.

One area the students continue to work on is time management. Balancing school, extracurricular activities, appointments, chores, and meal preparation has been challenging at times. We have been having ongoing conversations about planning ahead, prioritizing tasks, and managing their time effectively to stay on top of their responsibilities and reduce stress.

Young Men

The Young Men's Apartments team continues to work with our student population on independent living/life skills that will prepare them for a lifetime of success after FSDB. Whether managing a household, applying for higher education, getting around the community, or learning the difference between checking and savings accounts, our team is focused on covering the basics with each individual student. Meal planning, budgeting, kitchen safety, food safety, and food shopping are important parts of the boarding curriculum.

We have a new student this month who has been acclimating very well to the program. In addition, a new team member will be starting in the next few weeks. As for the student, we will encourage him to apply to Step 3 once he has completed one month on Step 2. As for the new team member, our goal remains the same: recruit and retain. We aim to create a culture where all team members are welcomed, input is recognized, and everyone enjoys being a part of this team.

Staff are very impressed with the students' communication skills. Students consistently use email to communicate about their work, tutoring, and after-school activities, as well as about locations and schedules. This is a responsible group of young men.

Several of the students continue to be a part of the after-school work program. Other after-school activities include completing their apartment responsibilities and participating in extracurricular activities such as Drone Club, Bike Club, and Outdoor Club. Some of the students have been going to the Night Library, Homework Help, tutoring, as well as utilizing the Apartment study hall after school to keep up with their academics.

Blind Department

Kramer Hall

Our students have settled into Kramer Hall and are excited to be back in their 'home away from home.' Since returning, students have participated in a variety of activities, including playground time, read-aloud, freeze dance, and creative play—all of which help foster engagement, friendships, and a positive living experience.

Kramer Hall has also begun utilizing funding from the Advancement Office to launch our Sensory Fun Corner and Craft Corner projects. These projects provide students with additional opportunities for sensory exploration, creativity, and hands-on learning. Through these activities, students develop valuable skills such as sensory awareness, sewing, cutting, painting, and social interaction. We are grateful to the Advancement Office for supporting these initiatives, helping staff through the application process, and for their ongoing commitment to enhancing student experiences.

Overall, Kramer Hall continues to provide a supportive and enriching environment where students can learn, grow, and thrive.

Cary White

The Cary White Meet-and-Greet kicked off with snow cones and popcorn, followed by participants sharing a little about themselves. The group included students who have attended FSDB since the Early Learning Center, as well as staff members with more than 35 years of service. The crowd favorites of the evening were Tiger's Blood snow cones and sweet popcorn.

The girls in Pod 228 enjoyed a baking activity and made muffins. Raelyn prepared chocolate chip muffins, while Aspen and Shanteria made blueberry lemon muffins. Aspen and Shanteria especially enjoyed zesting the lemons. Recreation staff also provided music, giving students an opportunity to showcase their dance moves.

Throughout the month, the girls in Pod 229 participated in a variety of enjoyable activities that encouraged friendship, socialization, and recreation. Highlights included swimming, playground time, Dragon's Lair activities, an ice cream social, and the Cary White Meet-and-Greet featuring popcorn and

snow cones. The girls also enjoyed listening to music, playing the keyboard, reading, and spending quality time together in the pod. These activities provided meaningful opportunities to build relationships and have fun outside of the school day.

Koger Hall

We held a new-student chit-chat group to check in with Koger Hall's new students and see how their first quarter has been going, both in the dorm and in school. We began the group with some fun trivia questions about the dorm and school, which helped the girls relax and interact. The main purpose of the group was to give the students an opportunity to share how they have been adjusting to the dorm schedules, routines, responsibilities, and expectations. We discussed their experiences during the first quarter, encouraged them to ask questions, and provided additional guidance in areas where they may still need support. We ended the chit-chat on a positive note by enjoying some pastries together.

We had our PBIS Kick-Off at MacWilliams Hall. We discussed the character traits for September and October, with examples of each, and then we enjoyed a "Chipotle-style" dinner, during which the students made their own burritos or burrito bowls.

MacWilliams Hall

Koger Hall and MacWilliams Hall held our Annual PBIS Kickoff event on Tuesday, September 29. Theme: Chipotle Night, Menu: Build your own burrito. Students and staff created their own burritos or burrito bowls from a selection of items: taco-seasoned ground beef, rice, black beans, corn, lettuce, tomatoes, onions, shredded cheese, jalapeños, sour cream, salsa, and taco sauce. Dessert was a choice of fudgsicles or Jolly Rancher popsicles. Before things got started, students identified the *Resiliency* and *Character* traits of September and October and gave examples of what they believe are at the core of each.

Several of our juniors have asked me to learn how to make coffee, specifically espresso. Ms. Jenny received a donation of an espresso maker, and she and Mr. Spatola (our resident Barista) have been teaching several of our juniors how to make espresso and other specialty coffee.

We are preparing our October community service event. A select few students from each wing will dress in costume and hand out candy to their younger peers during a campus Trick-or-Treat at Kids Town.

We are happy to announce that Ms. Zharria has joined us in MacWilliams Hall as a new staff member. She will be working with the MacWilliams freshmen in the middle wing with Mr. Jimmy.

We recently received an update from our serviceman, Mr. Gabriel. Although he is unable to share specific details about his current deployment duties, he has remained in contact and shared that he is feeling "homesick" for work and looks forward to returning once his deployment concludes. Mr. Gabriel anticipates a brief period of leave around Thanksgiving and hopes to stop by for a visit if he is granted permission to travel home.

Deaf Department – Elementary & Middle School

Vaill Hall

Our 1st Floor West boys recently earned a special trip to McDonald's as a reward for their positive behavior and hard work in the dorm. The boys had the opportunity to practice appropriate behavior in a public setting, including using good manners, waiting patiently, and interacting respectfully with staff and others in the restaurant. They did an excellent job representing the Boarding Program and enjoyed celebrating their success together. The 2nd Floor North girls enjoyed dinner at a local Mexican restaurant as part of an independent living skills outing. During the trip, students practiced real-world skills such as ordering their own meals, handling money, calculating costs, and making appropriate choices. The outing also allowed them to practice positive behavior in a public setting. They also did a great job representing the dorm and demonstrated growing confidence and independence.

Students have been engaged in a variety of games and team-building activities. The Annex boys enjoyed playing the Tacta card game, which encourages collaboration, critical thinking, and strategic decision-making. Students also had fun playing four-square while seated and using a balloon, creating a safe and enjoyable indoor activity. We have also been rewarding students' positive behavior by having water days on Sundays. Students who demonstrate good behavior the prior week are rewarded with the opportunity to participate in water activities.

Gregg Hall

In recognition of Deaf Awareness Month, Gregg Hall staff arranged a special visit from FSDB alumnus and motocross champion Ashley Fiolek. Students from DMS and DHS, along with several well-behaved DES students, enjoyed seeing Ashley share her inspiring journey to becoming a champion athlete. She encouraged students to believe in themselves, work hard, and never let challenges stand in the way of their goals.

Students created a heartfelt card and presented it to Tim Slater in recognition of Information Technology Professionals Appreciation Day, expressing their appreciation for the important support and service provided by our IT staff.

Students visited two local thrift stores to practice important independent living skills. They learned to distinguish between wants and needs, explored the cost-saving benefits of thrift shopping, and successfully managed a budget while making their purchases.

Sixth- and 7th-grade students participated in a hands-on laundry lesson. They learned how to sort clothes into whites, brights, and darks; select the appropriate water temperature, use the correct amount of detergent, and operate basic washer and dryer settings.

Our 8th-grade girls enjoyed a fun and educational Taco Night. They created a shopping list, compared the prices of store-brand and name-brand items while shopping, and then returned to the dorm to prepare, cook, and enjoy a delicious meal together.

With the conclusion of the volleyball season, our girls had a little extra free time to enjoy. Staff organized a cookout and a variety of outdoor activities, creating a fun evening of recreation and connection. The students were especially excited to be joined on the basketball court by Officers Parker and Holman of the FSDB Police Department.

To celebrate positive achievements, we held two end-of-month prize drawings: one for students with no Skyward discipline referrals and another for students who met their ELA reading requirements. Congratulations to Jany and Rosy, who each received a festive Halloween-themed gift basket in recognition of their accomplishments. Overall, it was a wonderful month filled with learning opportunities, community engagement, and celebrations of student success.

McLane Hall

McLane Hall had a positive start to the 2026-27 school year, with our middle school boys continuing to adjust well to dorm life, daily routines, and expectations. Throughout September, students participated in sports, after-school clubs, recreational activities, classroom learning opportunities, and social activities while building new friendships and strengthening existing ones. Staff continued to focus on independence and responsibility through daily chores, organization, personal hygiene, time management, and taking care of personal and shared spaces.

Our character education focus for September was Citizenship. Staff worked with students on understanding what it means to be a responsible and respectful member of their school, dorm, team, and community. Students were encouraged to make positive choices, follow expectations, take responsibility for their actions, help others, respect shared spaces, and be positive influences on their peers. These daily experiences continue to help our students develop important social and life skills while preparing them to become more independent.

Safety education was also an important part of the month. Our students participated in a Police Services safety training led by FSDB police officers, where they learned about lockdown procedures, fire emergencies, severe weather, tornado safety, and how to respond appropriately during emergency situations. The boys were engaged throughout the presentation and asked thoughtful questions.

McLane Hall continued to undergo window replacement throughout September, requiring our students to remain temporarily housed in Bloxham Hall and the Vaill Hall Annex. Despite the change in their normal environment, the boys adjusted well and continued to participate in their regular school, dorm, athletic, and recreational activities. On October 4, we were finally able to return to McLane Hall. The boys were excited to be back in their home building, especially to finally use the game room they had been looking forward to throughout the renovation.

Looking ahead, McLane Hall students will attend the St. Augustine Beach Police Department's National Night Out 2026 on October 6 at the St. Augustine Beach Pier. Students will have the opportunity to enjoy free food, music, games, giveaways, and other activities while meeting local law enforcement officers and representatives from community nonprofit organizations. This will be another opportunity

for our students to practice positive citizenship, build relationships within the local community, and interact with law enforcement in a positive setting.

Overall, September was a month of adjustment, growth, and community building. We are proud of how our students handled the temporary relocation and continued to make positive progress while participating in activities that support their independence, social development, safety awareness, and overall success in the boarding program.

Deaf Department – High School

James Hall

Curriculum lessons this month focused on social-emotional development and peer interactions. Staff have been teaching the girls appropriate social skills, including how to engage positively with their peers and respond appropriately in various situations. We have also been working with students on healthy ways to express their emotions, particularly when they are experiencing a difficult day or dealing with personal challenges. Providing emotional support remains a major focus for our teen girls. Additionally, all students had the opportunity to watch *Deaf President Now* and participated in a question-and-answer discussion afterward.

This month, the girls of James Hall surprised their supervisor with a large handmade birthday card. This thoughtful gesture demonstrated their growing understanding of kindness, appreciation, and giving back to their community. Each girl contributed by writing birthday wishes and creating artwork for the card.

Our September Students of the Month were Amelia and Cassandra. Both students consistently demonstrated responsibility, kindness, and respect toward their peers through their willingness to assist others and maintain positive relationships. Congratulations to both students on this well-deserved recognition.

Several of our girls have volunteered to assist with the elementary Halloween Trick-or-Treat event. In addition, some students will be helping staff prepare food for the high school Halloween party. Their willingness to volunteer reflects their commitment to supporting school events and contributing to the campus community.

Rhyne Hall

September flew by quickly. The boys stayed busy with a variety of activities and learning opportunities throughout the month, thanks to their full schedules and staff support.

This month, the boys participated in several educational curricula and life-skills lessons. They learned how to use DoorDash and Uber Eats properly, including selecting the correct delivery address, understanding the importance of tipping, and showing appreciation by thanking delivery drivers. They also worked together in groups to identify emotions, answer discussion questions, and share their

thoughts with one another. Team-building activities focused on improving communication, critical thinking, and cooperation. One favorite activity involved working in teams to build a "Back to the Future" Lego set, which encouraged problem-solving and collaboration.

We reviewed campus maps and directions to various locations around campus and nearby stores. The boys also learned practical money and shopping skills, including how to calculate cost per pound. This lesson helped them better understand pricing and make informed purchasing decisions.

The highlight of the month was attending Ashley Fiolek's presentation at Kirk Auditorium. The boys were fascinated to learn about her accomplishments as a Deaf motocross champion and were inspired by her success.

For community service, the boys helped move tables and equipment for the Esports Club and assisted with the high school and middle school mentorship workshop. The mentorship event was especially enjoyable, and the middle school students asked many thoughtful questions about life in the high school dorm.

On the last day of September, the boys worked together to create a welcome poster for the Indiana School for the Deaf football team. They also cleaned their rooms in preparation for their guests' stay. Everyone is looking forward to a fun and exciting weekend as FSDB hosts ISD for the football game.

Recreation and Special Programs

Recreation offers activities such as arts and crafts, team/dual sports, fitness, swimming, games, and much more. October is a festive month, busy with activities and events such as elementary students trick-or-treating at Flagler College, a Haunted House for middle and high school students at President Snow's residence, and a Halloween Ball with costume contests.

Youth Sports

Youth wrestling is in the final couple of weeks of clinics. The students are learning basic wrestling techniques as well as some cardio and stretching exercises.

REDS

The REDS (Recreation for Elementary Day Students) program is in full gear. The students participate in team sports, arts and crafts, and general play. We currently have 24 students participating.

Dance

The students have learned a great deal in the month that we have been having class. Beginners are mastering a variety of skills, while repeat dancers are delving into more advanced techniques and enhancing their skills.

Staff Training and Independent Living Skills

The Education and Training Department of Residential Services organizes training for new boarding staff. This training consists of the following:

- Computer Access
- Training Quality and Assurance
- Student Accountability
- Policies & Procedures
- Health Care Center
- Dorm Procedures
- Emergency Preparedness

This training provides new boarding staff with the tools they need to perform their jobs effectively. All residential staff continue to participate in classes to renew their CPR and First Aid certifications. By doing this, we ensure that staff have the guidance needed to provide emergency services to students and staff when required.

In addition, Police Services has begun the individual dorm training with the “Making School A Positive Place” series for high school and middle school, and the “Wise Owl” series for elementary school.

Respectfully submitted by:

Kathleen Grunder

Administrator of Residential Services



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

ADMINISTRATOR OF BUSINESS SERVICES

BOARD REPORT

BOARD OF TRUSTEES MEETING

OCTOBER 30, 2026

ACCOUNTING

John Wester, Comptroller

Accounting

The latest Agency Prompt Payment Compliance (215.422 F.S.) report shows FSDB at 100.00% compliance of all invoices sent to the Florida CFO for approval. FSDB is now ranked 5th-highest in compliance among 32 tracked agencies.

ADVANCEMENT

Traci Anderson, Executive Director of Advancement

Donations for September 2026

Number of Donors: 407
Number of Gifts: 420
Dollars Received: \$402,515.84

Comparison to September 2025

Number of Donors: 219
Number of Gifts: 223
Dollars Received: \$333,732.84

Current Fiscal Year to Date

- Number of Donors: 687
- Number of Gifts: 912
- Dollars Received: \$465,942.19

Comparison of Prior Fiscal Year to Date

- Donor participation is significantly higher than the prior year.
- Gift activity has increased substantially compared to the same period last year.
- Total dollars raised are currently below the same period last year. Fiscal Year 2025 included a significant estate gift of \$221,071.63 received in August 2025, which substantially increased prior-year totals.

Significant Gifts Received

Private Foundation

- Gift Amount: \$332,500

Individual Donor

- Gift Amount: \$25,000

These were the two largest gifts received during the month and significantly contributed to September's fundraising results. These results indicate continued growth in donor engagement and a broader base of philanthropic support.

Direct Mail Performance

School Year Report Appeal

- Pieces mailed: 4,546
- Gifts received: 297
- Funds raised: \$29,571
- Net revenue: \$25,101.84

This appeal generated the highest overall revenue among current direct mail campaigns.

Fall Appeal

- Pieces mailed: 1,038
- Gifts received: 112
- Funds raised: \$8,364
- Net revenue: \$7,010.45

This appeal continues to perform well and is generating strong donor participation.

Lapsed Donor Appeal

- Pieces mailed: 3,149
- Gifts received: 27
- Funds raised: \$1,315
- Net revenue: (\$2,791.30)

Responses are still being received; however, current performance remains below expectations.

Key Takeaways

- September fundraising exceeded the same month last year by nearly \$69,000.
- Donor participation nearly doubled compared to September 2025.
- The number of gifts received also nearly doubled year over year.
- A significant foundation gift provided substantial support for scholarships and programs.
- The School Year Report appeal remains the strongest revenue-producing direct mail effort.
- Advancement continues to expand donor engagement while cultivating major gift opportunities.
- Community outreach and stewardship activities continue to strengthen relationships and support future fundraising growth.

AUDIT

Julia Mintzer, Administrator of Business Services

Financial Statement Audit: GASB based financial schedules are being prepared and converted to the AG preferred format for the State Auditor General's Office for the FY25-26 audit.

Internal Audit: With approval of the risk assessment and internal audit plan, the CRI team has scheduled meetings to launch internal audit activities and assist with financial statement preparation.

IRS Audit - State of Florida Employment Tax Returns: The Internal Revenue Service (IRS) has notified the Department of Financial Services, Division of Accounting and Auditing (A&A), that

it has selected the State of Florida to examine employment tax returns for the tax period of January 2023 through December 2023. As part of this examination, they are requesting information from FSDB. We are working collaboratively with the Office of the Chief Financial Officer of Florida to provide any requested documentation for the audit by the October 26th deadline.

INVESTMENT PERFORMANCE

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

During September, **Endowment I** decreased by \$512,467.72 (-2.32%). The endowment increased by +3.58% year-to-date and +5.67% over the trailing 12 months, with a closing portfolio value of \$21,569,894.43. Dividends and interest income totaled \$51,066.20, while accrued interest increased by \$4,316.39. Additionally, \$793.32 was deposited during the month. Comparatively, the benchmark decreased by 2.39% for the month, increased by 3.58% year-to-date, and increased by 5.20% for the trailing 12 months. Meanwhile, the S&P 500 decreased 0.35%, increased 12.75%, and increased 15.74% respectively, while the Aggregate Bond index decreased 2.61%, 2.91%, and 1.84% during the same period. Furthermore, the Russell 2000 decreased by 5.25% while the MSCI EAFE index pulled back 3.05% during the month. In short, there was no safe port amid market volatility throughout the month.

Endowment II also decreased during the month by \$ 352,965.55 (-2.29%). Furthermore, the endowment has risen by 4.18% Year-to-date and 6.67% over the past 12 months, with a closing portfolio value of \$15,069,583.85. Dividends and interest income totaled \$36,693.71, and accrued interest increased by \$6,690.93. Additionally, \$224.18 was deposited during the month.

As discussed at our last board meeting, the Federal Reserve outlook has shifted since early 2026 amid persistent inflation, higher oil prices, and the conflict involving Iran. Following the Fed's 25-basis-point increase in September, markets see the possibility of another increase in December 2026 or January 2027. UBS expects the Fed to remain data-dependent, with one additional increase potentially followed by an extended pause.

The U.S. economy remains broadly resilient, supported by consumer spending, upwardly revised GDP, and continued investment in AI (now referred to as Super Intelligence (SI) under President Trump's September 29 executive order). Inflation was modestly better than expected, while labor data indicates slower hiring but continued stability. Key risks include energy prices, geopolitical uncertainty, European fiscal pressures, and elevated long-term interest rates.

Market volatility is likely to continue as investors weigh Federal Reserve guidance, developments in the Middle East, and the upcoming midterm elections. We expect inflation to cool enough to support lower yields over time and continue to emphasize broad diversification. The September pullback may be seen as an opportunity in high-quality bonds

and equities, with UBS remaining constructive on equities, citing resilient growth and corporate earnings expectations.

UBS target baseline for the S&P 500 is 8,400 for June 2027. This represents approximately 9.78% price appreciation from September 30, 2026, close of 7,651.54. The forecast remains subject to economic, market, and geopolitical risks.

SAFE SCHOOLS

Lieutenant Arline Lagasse, School Safety Specialist

The Florida School for the Deaf and the Blind has maintained momentum in keeping its campus protected and compliant with safe school measures. FSDB continues to build robust partnerships with its community first responders.

The Full-Scale Reunification Exercise was completed in January 2026 and was an overall success! FSDB's Incident Command Team benefited from this practical exercise and has applied the lessons learned to enhance the Reunification Plan, which was approved by the Board in September.

FSDB also developed its PULSE (Plan For Urgent Life-Saving Emergencies) plan and implemented it at the start of the 2026-2027 school year.

The District Compliance Inspection Report was completed by the School Safety Specialist in December 2025, and no compliance or best practices deficiencies were identified. However, the School Safety Specialist recognized an educational opportunity. At the beginning of the 2025-2026 school year, she visited each department to review best practices for proper use of Centegix badge handling. As a result, accidental activations were significantly reduced by 46% as compared to the 2024-2025 school year.

Last year's District Best Practices Assessment noted that FSDB was procuring an accountability enhancement to strengthen accountability measures and support reunification efforts. PikMyKid was successfully procured, but through the course of the 2025-2026 school year, its programming was not suited for FSDB's unique campus environment. The contract had been renewed, so opportunities to utilize the program to meet the needs of the campus continue to be investigated. However, if by the end of the 2026-2027 school year the program cannot be successfully implemented, FSDB will not renew the contract.

Campus-wide surveys are underway to help identify WiFi dead spots and guide future enhancements. Audio, LED text, and video intercom and notification devices have also been identified as opportunities to improve capabilities. The Technology Department is systematically assessing areas that would benefit from these enhancements to better meet

the notification needs of the FSDB community. These long-term projects are expected to take up to five years to complete, with progress monitored annually.

Perimeter fencing has been slated for replacement on the FSDB campus. This mid-term project's completion is expected to exceed 180 days and finalize in summer 2027. This enhancement reinforces essential hardening measures necessary to keep our campus compliant with school safety legislation.

The Palm Row roadway infrastructure and repaving project procurement is also underway. This mid-term project will be a road enhancement for the campus and as it relates to school safety, will assist with supporting traffic safety on Palm Row. Completion is also slated for summer 2027.

SAFETY AND FACILITIES OPERATIONS

Guy Maltese, Executive Director of Safety and Facilities Operations

Project Management

Buildings

- Hogle Center's parking lot repave project is complete.
- McLane Hall's window replacement project continues. Interior work has been completed, and students have returned. Exterior work and delayed storefronts will take place in phases through completion. There will be minimal impact to the residence.
- McClure Hall's new build continues in the deep foundations phase. This project will continue through the Academic year.
- Cary White Hall's sunshade project remains in procurement.
- Wilson Music Center's auditorium upgrades are in the earliest stages of procurement. The Owner's Program Representative has been selected, with negotiations to follow.

Safety Department

- Select entry door replacements at Pope, Coleman, and Memorial will be kicked off on October 8, 2026.

Grounds Department

- The Castro Interfaith Chapel's landscape beautification project remains in the procurement process.

Campus

- The Hospital Creek bridge rehabilitation continues to move at a good pace and remains on schedule.
- Palm Row's infrastructure and repaving procurement is underway.

- The running track and field enhancement project has been completed. The project has been well received by both staff and students.
- The Kids Town “spruce up” has been completed. This project has received positive feedback from both staff and students.

Management Oversight

SaFO continues to manage projects in alignment with the Campus/Facilities Master Plan and Public Education Capital Outlay (PECO) Legislative Budget Requests. Project management meetings are held regularly concerning safety and security, essential equipment maintenance, technology, and facility infrastructure repairs. Meetings focus on new projects, progress of existing projects, and budget management.

TRAINING AND QUALITY ASSURANCE

Trish McFadden, Executive Director of Training and Quality Assurance

The Training and Quality Assurance (TQA) Department has held, or will hold, a variety of training opportunities between September 25, 2026, and October 29, 2026. These offerings include New Employee Onboarding, a CPI Full Course, three CPR classes, Youth Mental Health First Aid, two soft skills courses, two Stop the Bleed classes, a Lifeguard Refresher Workshop, and two Question, Persuade, Refer (QPR) classes.

On October 7, 2026, TQA welcomed 27 new employees during its New Employee Onboarding session. President Snow and members of the President’s Advisory Team (PAT) joined the event to meet with new staff, share information about their areas of responsibility, and discuss how their departments support FSDB’s mission, values, and goals. Participants also received an introduction to Emergency Management and reviewed important campus safety procedures. The onboarding experience provides a valuable introduction to FSDB, opportunities to connect with key campus leaders, and a greater understanding of how each employee contributes to the educational experience of our students.

The TQA team is also pleased to announce the development and launch of two new professional development courses for all employees: *Using the Microsoft Platform at FSDB* and *Communication and Relationship Skills*.

In addition, TQA is conducting a comprehensive review of Moodle compliance course offerings to evaluate course relevance, legal requirements, and renewal schedules. Updates to identified e-learning courses will be implemented beginning July 1, 2027, ensuring training remains current, meaningful, and aligned with organizational and regulatory requirements.

TRANSPORTATION

Kevin Greene, Executive Director of Transportation

National School Bus Safety Week: "Safety is our Destination"

In recognition of National School Bus Safety Week, the Transportation Department will host a student Poster Drawing Contest centered on the theme **"Safety is our Destination Every Student, Every Ride, Every Day."** This year's theme highlights the critical role transportation staff play in ensuring the safety and well-being of our students each day.

Students will be invited to create artwork that reflects the importance of school bus safety and celebrates the dedication of our drivers, attendants, and Transportation team members. Winning designs will be featured on custom T-shirts awarded to the student artists and worn by transportation staff throughout the year to promote safety awareness.

This initiative provides an opportunity to engage students in a meaningful safety campaign while encouraging creativity and reinforcing the importance of safe behaviors on and around school buses.

Staffing and Department Culture

Since the beginning of the school year, the Transportation Department has continued to address staffing challenges, particularly in the areas of chaperones and office support personnel. These positions are essential to maintaining safe, efficient, and reliable transportation services for our students. Recruitment and retention efforts remain a priority, with a continued focus on promoting the Transportation Department as a positive and rewarding place to work. We emphasize our commitment to student safety, teamwork, professional growth, and a supportive work environment. In addition, department leadership has reinforced expectations for professional conduct and workplace professionalism. Staff have been encouraged to maintain respectful communication, utilize appropriate channels to address concerns, and remain focused on their individual roles and responsibilities. Promoting a culture of professionalism, accountability, and mutual respect strengthens team cohesion and supports the department's overall effectiveness.

Safety and Operations: 30-Minute Meetings

To further strengthen safety awareness and operational consistency, the Transportation Department has implemented regular **30-minute meetings** with transportation staff. These brief but focused sessions provide opportunities for ongoing training, communication, and reinforcement of safety expectations.

Topics covered this year include:

- **Severe Weather Procedures:** Transportation staff receive ongoing training on severe weather procedures, including monitoring weather conditions, maintaining communication with dispatch, identifying safe shelter locations, and following established protocols to ensure the safety of students and staff during adverse weather events.
- **Bus Evacuation Drills:** Review and practice of emergency evacuation procedures to ensure staff and students are prepared to respond safely during emergencies.
- **On-Bus Safety Protocols:** Reinforcement of best practices related to student management, emergency communications, and driver response procedures.

These meetings have proven to be an effective tool for maintaining consistent communication, enhancing operational readiness, and keeping safety at the forefront of daily transportation operations.

The Transportation Department remains committed to providing safe, reliable, and efficient transportation services while fostering a professional culture that supports employees, students, and the broader FSDB community.

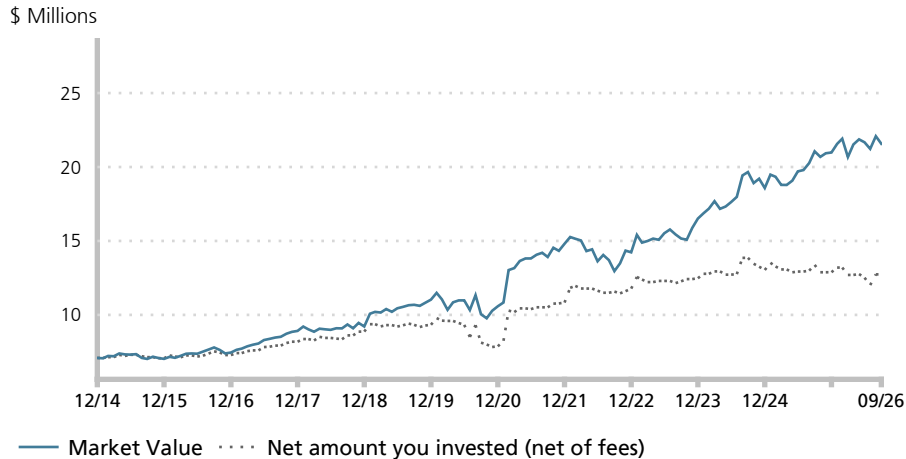
Respectfully Submitted,
Julia Mintzer
Administrator of Business Services



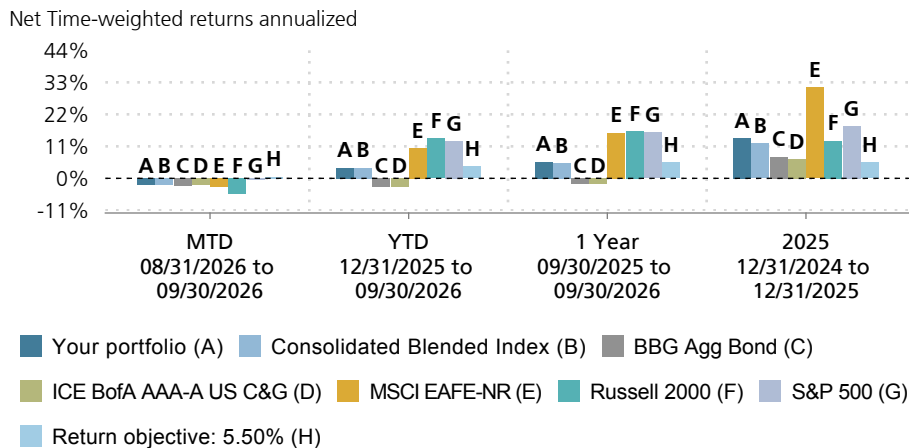
Performance Review

as of September 30, 2026

Sources of Portfolio Value



Portfolio and Selected Benchmark Returns



Consolidated Blended Index: Start - Current: 1% BBG US Short TSY; 49% BBG USAgg GvtCr 5-10 Y; 1% BBG US Agg Sect MBS; 10% Russell 1000; 4% Russell 2500 Equal Wtd; 3% Russell 2000 Growth; 12% MSCI EAFE Curr (USD); 1% MSCI Emerging Markets-NR; 5% Lipper Large Cap Growth; 14% Russell 1000 Value

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

Board of Trustees Report - October 30, 2026

Report created on: October 06, 2026

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Consolidated report prepared for Board Of Trustees For

NX XX189 Fixed Income

NX XX181 ESG

NX XX191 Div Ruler

NX XX185 OEI

Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 08/31/2026 to 09/30/2026	YTD 12/31/2025 to 09/30/2026	1 Year 09/30/2025 to 09/30/2026	2025 12/31/2024 to 12/31/2025
Opening value	22,081,568.83	20,981,302.04	21,060,650.00	18,579,054.49
Net deposits/withdrawals	793.32	-226,528.08	-752,951.74	-256,971.79
Div./interest income	51,066.20	484,702.13	651,011.78	571,993.33
Change in accr. interest	4,316.39	-1,255.59	-2,706.74	15,419.99
Change in value	-567,850.31	331,673.93	613,891.13	2,071,806.02
Closing value	21,569,894.43	21,569,894.43	21,569,894.43	20,981,302.04
Net Time-weighted ROR	-2.32	3.58	5.67	13.79

Net deposits and withdrawals include program and account fees.

Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 08/31/2026 to 09/30/2026	YTD 12/31/2025 to 09/30/2026	1 Year 09/30/2025 to 09/30/2026	2025 12/31/2024 to 12/31/2025
Your portfolio(%)	-2.32	3.58	5.67	13.79
Consolidated Blended Index	-2.39	3.58	5.20	12.00
BBG Agg Bond	-2.61	-2.91	-1.84	7.30
ICE BofA AAA-A US C&G	-2.36	-2.77	-2.03	6.54
MSCI EAFE-NR	-3.05	10.33	15.69	31.22
Russell 2000	-5.25	13.71	16.20	12.81
S&P 500	-0.35	12.75	15.74	17.88
Return objective: 5.50%	0.44	4.09	5.50	5.50



Additional Information About Your Portfolio

as of September 30, 2026

Net Time Weighted Returns (annualized > 1 year)

	Performance	Start date to Start date	ITD
Consolidated		12/08/2014	09/30/2026 5.48%

Benchmark Composition

Consolidated

Blended Index

Start - Current: 1% BBG US Short TSY; 49% BBG USAgg GvtCr 5-10 Y; 1% BBG US Agg Sect MBS; 10% Russell 1000; 4% Russell 2500 Equal Wtd; 3% Russell 2000 Growth; 12% MSCI EAFE Curr (USD); 1% MSCI Emerging Markets-NR; 5% Lipper Large Cap Growth; 14% Russell 1000 Value



Financial Markets Summary

as of September 30, 2026

Consolidated report prepared for Board Of Trustees For

NX XX189 Fixed Income

NX XX181 ESG

NX XX191 Div Ruler

NX XX185 OEI

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2026 to 09/30/2026	09/30/2025 to 09/30/2026	09/30/2023 to 09/30/2026	09/30/2021 to 09/30/2026	09/30/2019 to 09/30/2026	09/30/2016 to 09/30/2026
Cash Alternatives	US Treasury Bill - 3 Mos	0.93	3.79	4.59	3.79	2.84	2.44
US - Fixed Income	BBG Agg Bond	-3.51	-1.84	4.05	-0.64	0.38	1.13
	BBG Muni 1-10Y 1-12Y	-4.12	-2.11	2.74	0.51	1.13	1.50
	BBG Muni 5 Yr 4-6 TR	-3.55	-2.03	2.91	0.48	1.14	1.44
	BBG Muni 7 Yr 6-8 TR	-4.67	-3.08	2.83	0.21	1.02	1.51
	BBG Muni Bond	-6.35	-2.68	2.88	-0.21	0.80	1.51
	BBG US Agg Gvt & CR 1-3 Y	-0.18	1.75	4.33	2.07	2.05	1.98
	BBG US Gov/Credit Inter	-1.88	-0.31	4.30	0.83	1.42	1.71
Global/International - Fixed Income	BBG GblAgg	-2.46	-2.43	3.81	-1.86	-0.61	0.05
	BBG GblAgg ex-USD	-1.64	-2.97	3.53	-2.90	-1.49	-0.92
US Equity	Dow Jones Ind Avg	-2.34	11.50	16.99	10.57	11.69	13.09
	NAREIT Equity	-6.06	5.61	10.95	2.37	3.81	5.35
	NASDAQ Composite	2.47	18.54	26.63	13.20	18.88	17.58
	Russell 1000	1.80	15.01	22.46	13.01	15.84	15.04
	Russell 1000 Growth	0.92	7.50	24.24	13.65	18.69	18.15
	Russell 1000 Value	2.61	23.81	20.05	11.91	12.28	11.42
	Russell 2000	-7.23	16.20	17.70	6.33	10.52	9.83
	Russell 2000 Growth	-9.39	12.05	17.53	4.71	9.93	9.89
	Russell 2000 Value	-4.91	20.77	17.91	7.80	10.65	9.40
	Russell 2500	-6.37	17.45	17.73	7.46	11.36	10.80
	Russell 3000	1.41	15.13	22.24	12.63	15.53	14.72
	Russell Mid Cap	-3.00	12.02	17.18	8.03	11.36	11.16
	Russell Mid Cap Growth	-5.84	-2.73	15.34	4.91	10.74	11.85
	Russell Mid Cap Value	-1.98	16.89	17.49	9.26	10.83	9.92
	S&P 400 Mid Cap	-6.36	11.69	14.53	8.02	10.93	10.46
	S&P 500	2.30	15.74	22.87	13.78	16.16	15.32
Global/International - Equity	MSCI AC World - NR	1.60	16.75	21.71	11.57	13.54	12.37
	MSCI ACWI xUSA-NR	0.48	20.00	20.52	9.55	10.51	9.24
	MSCI EAFE-NR	0.81	15.69	18.38	9.32	10.19	9.06



Financial Markets Summary

as of September 30, 2026 (continued)

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2026 to 09/30/2026	09/30/2025 to 09/30/2026	09/30/2023 to 09/30/2026	09/30/2021 to 09/30/2026	09/30/2019 to 09/30/2026	09/30/2016 to 09/30/2026
	MSCI Emerging Markets-NR	-0.37	29.22	24.07	8.94	10.44	9.08
	MSCI Emerging Markets-PR	-1.05	26.66	21.38	6.35	7.90	6.55
	MSCI World	1.96	15.68	21.89	12.39	14.46	13.36
Commodities	DJ UBS Commodity	16.19	40.64	15.61	11.27	12.12	7.85
	Goldman Sachs Commodity	25.10	56.74	17.47	17.33	14.23	10.27
Non-Traditional	HFRI Equity Hedge	-0.34	12.27	14.91	7.52	10.30	8.57
	HFRI FOF Diversified	-1.21	10.09	9.76	5.72	6.80	5.71
	HFRX Eqty Hdg-EqMktNeu	-0.08	1.55	5.15	3.37	1.92	0.93
	HFRX Event Driven	-0.51	3.06	4.39	0.53	2.72	2.06
Balanced	S&P 500 40% /BBG Agg 60%	-1.21	5.04	11.38	5.11	6.70	6.86
	S&P 500 50% /BBG Agg 50%	-0.63	6.79	13.26	6.56	8.29	8.28
	S&P 500 60% /BBG Agg 40%	-0.05	8.56	15.15	8.00	9.87	9.70
Miscellaneous	Consumer Price Index	0.31	3.13	2.86	4.07	3.87	3.33



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. For accounts in options overlay strategies, the Mandate amount will be applied to previous day's closing market value when calculating performance. The Mandate amount will not be applied to the calculation if the option overlay account performance shown in this report aggregated with reporting for assets held in other UBS accounts.

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



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

benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data may be 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 including assets transferred to or from other UBS accounts. 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.

Net Deposits/Withdrawals (external): 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, excluding assets transferred to or from other UBS accounts after 12/31/2010. 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.

Deposits: When shown on a report, this information represents the net value of all cash and securities contributions added to your accounts from the first day to the last day of the period, including assets transferred from other UBS accounts. On Client Summary Report and/or Portfolio Review Report, this may exclude the Opening balance. For security contributions, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Deposits (external): When shown on a report, this information represents the net value of all cash and securities contributions added to your accounts from the first day to the last day of the period, excluding assets transferred from other UBS accounts after 12/31/2010. On Client Summary Report and/or Portfolio Review Report, this may exclude the Opening balance. For security contributions, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Withdrawals: When shown on a report, this information represents the net value of all cash and securities withdrawals subtracted from your accounts from the first day to the last day of the period, including asset transferred to other UBS accounts. On Client summary and/or portfolio review report Withdrawals may not include program fees (including wrap fees). For security withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Withdrawals (external): When shown on a report, this information represents the net value of all cash and securities withdrawals subtracted from your accounts from the first day to the last day of the period, excluding assets transferred to other UBS accounts after 12/31/2010. On Client summary and/or portfolio review report Withdrawals may not include program fees (including wrap fees). For security withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Net Transfers (Internal): When shown on a report, this information represents the net value of all cash and securities transferred between your UBS accounts from the first day to the last day of the period.

Transfers In (Internal): When shown on a report, this information represents the net value of all cash and securities transferred to your UBS accounts from the first day to the last day of the period.

Transfers Out (Internal): When shown on a report, this information represents the net value of all cash and securities transferred from your UBS accounts from the first day to the last day of the period.



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

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:

Risk: 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): CES managers are not involved in the selection of the underlying stock positions. The Manager will advise only on the options selection in order to pursue the strategy in connection with the underlying stock position(s) deposited in the account. It is important to keep this in mind when

evaluating the manager's performance since the account's performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly 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.

Options Overlay: In order to enroll in an Options Overlay Strategy, you will be required to specify a "Mandate" amount for the Strategy. The Mandate size will determine the market exposure in the strategy. Unlike other advisory strategies where your Program Fee is typically determined on the value of eligible assets in an account, billing for the MAC Options Overlay Strategy is based on the selected Mandate amount, which may be significantly more than the account's asset value.

The Mandate amount is a nominal figure which determines the number of option positions a client will have in his or her account. The mandate amount, and in turn the number of options will determine the nominal, or market, exposure that a client has in the strategy. You may view the actual value of your Account in your UBS Online Services Account and UBS Account Statements. While the actual value of assets in your account will fluctuate over time, your Mandate will be a fixed value established by you in your Manager's Investment Management Agreement. You may increase or decrease the Mandate at any time by providing an updated signed copy of this agreement to your Financial Advisor provided that with the new mandate amount, the account remains in compliance with UBS policies. UBS FS may lower the Mandate at their discretion to ensure compliance with UBS policies. If UBS lowers your Mandate, you will receive notice. This practice of billing on the Mandate amount will result in higher compensation to UBS FS, your Financial Advisor, and the Portfolio Manager than if the Program Fee was based on the value of eligible assets in your MAC Options Overlay Strategy account. Options Overlay accounts may have separate minimums, and are not eligible to be included in the household when calculating assets for fee calculation purposes. As a result, the pricing of your other assets may be higher than if these assets were eligible to be included.

There is no assurance that the performance of your advisory accounts will exceed the Program Fees and any margin interest that might be incurred if the strategy is maintaining a debit. In evaluating the performance statistics of your advisory accounts, you should consider that the interest expense incurred for margin loans will increase the fees to be applied to your account and reduce the overall performance of your advisory accounts. As a result, the interest expense must be deducted from the overall returns in order to determine the actual net performance of your accounts. You should note that the percentage return reported on your Quarterly Performance Report will NOT have been reduced by the amount of the interest expense paid and, accordingly, actual percentage return will be lower than the reported percentage return.

Cash-settled index options do not relate to a particular number of shares. Rather, the underlying instrument of an index option is usually the value of the underlying index of stocks times a multiplier, which is generally \$100. Purchasing an index option does not give the investor the right to purchase or sell all of the stocks that are contained in the underlying index. Because an index is simply an intangible, representative number, you might view the purchase of an index option as buying a value that changes over time as market sentiment and prices fluctuate. Selling options involves a high degree of risk and is not suitable for all investors. Suitability requirements include financial sophistication and the ability to withstand losses.

Portfolio: For purposes of this report "portfolio" is defined as all of the accounts presented on the cover page



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

or the header of this report and does not necessarily include all of the client's accounts held at UBS FS or elsewhere.

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

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

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

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

Accounts Included in this Report: The account listing may or may not include all of your accounts with UBS FS. The accounts included in this report are listed under the "Accounts included in this review" shown on the first page or listed at the top of each page. If the account is a donor advised fund account, the assets in those accounts are owned by the Sponsoring Charitable Organization, and not the donor. You and your financial advisor have procured the appropriate authorization to view the assets in the donor advised fund account. If an account number begins with "@" this denotes assets or liabilities held at other financial institutions. Information about these assets, including valuation, account type and cost basis, is based on the information you provided to us, or provided to us by third party data aggregators or custodians at your direction. We have not verified, and are not responsible for, the accuracy or completeness of this information.

Account name(s) displayed in this report and labels used for groupings of accounts can be customizable

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

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

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

1) Have there been any changes to your financial situation or investment objectives?

2) Would you like to implement or modify any restrictions regarding the management of your account?

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

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

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

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

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

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



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

Investment advisory services and brokerage services are separate and distinct, differ in material ways and are governed by different laws and separate arrangements. It is important that clients understand the ways in which we conduct business, that they carefully read the agreements and disclosures that we provide to them about the products or services we offer. For more information, please review client relationship summary provided at ubs.com/relationshipsummary.

UBS Financial Services account protection

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

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

Neither the SIPC protection nor the supplemental protection apply to:

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

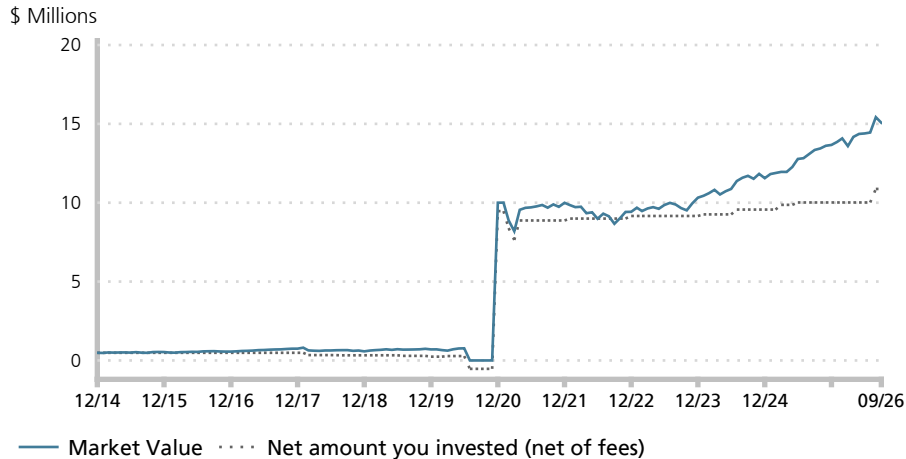
The SIPC protection and the supplemental protection do not apply to these assets even if they otherwise appear on your statements. The SIPC protection and the supplemental protection do not protect against changes in the market value of your investments (whether as a result of market movement, issuer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



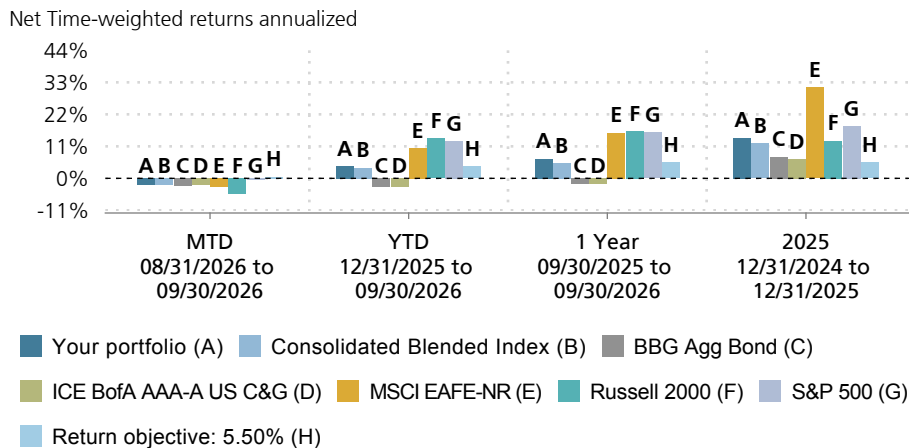
Performance Review

as of September 30, 2026

Sources of Portfolio Value



Portfolio and Selected Benchmark Returns



Consolidated Blended Index: Start - Current: 1% BBG US Short TSY; 49% BBG USAgg GvtCr 5-10 Y; 1% BBG US Agg Sect MBS; 10% Russell 1000; 4% Russell 2500 Equal Wtd; 3% Russell 2000 Growth; 12% MSCI EAFE Curr (USD); 1% MSCI Emerging Markets-NR; 5% Lipper Large Cap Growth; 14% Russell 1000 Value

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

Board of Trustees Report - October 30, 2026

Report created on: October 06, 2026

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Consolidated report prepared for Board Of Trustees For

^ performance and account start dates differ (see disclosures)

NX XX516 F2 Fixed Income

NX XX517 F2 ESG

NX XX519 F2 OEI

NX XX188 ^ Div Ruler 2

Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 08/31/2026 to 09/30/2026	YTD 12/31/2025 to 09/30/2026	1 Year 09/30/2025 to 09/30/2026	2025 12/31/2024 to 12/31/2025
Opening value	15,422,325.22	13,663,726.21	13,344,692.62	11,555,858.55
Net deposits/withdrawals	224.18	811,813.07	797,049.34	395,858.19
Div./interest income	36,693.81	321,717.64	414,820.76	365,054.51
Change in accr. interest	6,690.93	-3,579.69	7,455.29	6,739.00
Change in value	-396,350.29	275,906.62	505,565.85	1,340,215.95
Closing value	15,069,583.85	15,069,583.85	15,069,583.85	13,663,726.21
Net Time-weighted ROR	-2.29	4.18	6.67	13.92

Net deposits and withdrawals include program and account fees.

Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 08/31/2026 to 09/30/2026	YTD 12/31/2025 to 09/30/2026	1 Year 09/30/2025 to 09/30/2026	2025 12/31/2024 to 12/31/2025
Your portfolio(%)	-2.29	4.18	6.67	13.92
Consolidated Blended Index	-2.39	3.58	5.20	12.00
BBG Agg Bond	-2.61	-2.91	-1.84	7.30
ICE BofA AAA-A US C&G	-2.36	-2.77	-2.03	6.54
MSCI EAFE-NR	-3.05	10.33	15.69	31.22
Russell 2000	-5.25	13.71	16.20	12.81
S&P 500	-0.35	12.75	15.74	17.88
Return objective: 5.50%	0.44	4.09	5.50	5.50



Additional Information About Your Portfolio

as of September 30, 2026

Net Time Weighted Returns (annualized > 1 year)

		ITD
	Performance	Start date to
	Start date	09/30/2026
Consolidated	12/04/2020	N/A

Benchmark Composition

Consolidated

Blended Index

Start - Current: 1% BBG US Short TSY; 49% BBG USAgg GvtCr 5-10 Y; 1% BBG US Agg Sect MBS; 10% Russell 1000; 4% Russell 2500 Equal Wtd; 3% Russell 2000 Growth; 12% MSCI EAFE Curr (USD); 1% MSCI Emerging Markets-NR; 5% Lipper Large Cap Growth; 14% Russell 1000 Value



Financial Markets Summary

as of September 30, 2026

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2026 to 09/30/2026	09/30/2025 to 09/30/2026	09/30/2023 to 09/30/2026	09/30/2021 to 09/30/2026	09/30/2019 to 09/30/2026	09/30/2016 to 09/30/2026
Cash Alternatives	US Treasury Bill - 3 Mos	0.93	3.79	4.59	3.79	2.84	2.44
US - Fixed Income	BBG Agg Bond	-3.51	-1.84	4.05	-0.64	0.38	1.13
	BBG Muni 1-10Y 1-12Y	-4.12	-2.11	2.74	0.51	1.13	1.50
	BBG Muni 5 Yr 4-6 TR	-3.55	-2.03	2.91	0.48	1.14	1.44
	BBG Muni 7 Yr 6-8 TR	-4.67	-3.08	2.83	0.21	1.02	1.51
	BBG Muni Bond	-6.35	-2.68	2.88	-0.21	0.80	1.51
	BBG US Agg Gvt & CR 1-3 Y	-0.18	1.75	4.33	2.07	2.05	1.98
	BBG US Gov/Credit Inter	-1.88	-0.31	4.30	0.83	1.42	1.71
Global/International - Fixed Income	BBG GblAgg	-2.46	-2.43	3.81	-1.86	-0.61	0.05
	BBG GblAgg ex-USD	-1.64	-2.97	3.53	-2.90	-1.49	-0.92
US Equity	Dow Jones Ind Avg	-2.34	11.50	16.99	10.57	11.69	13.09
	NAREIT Equity	-6.06	5.61	10.95	2.37	3.81	5.35
	NASDAQ Composite	2.47	18.54	26.63	13.20	18.88	17.58
	Russell 1000	1.80	15.01	22.46	13.01	15.84	15.04
	Russell 1000 Growth	0.92	7.50	24.24	13.65	18.69	18.15
	Russell 1000 Value	2.61	23.81	20.05	11.91	12.28	11.42
	Russell 2000	-7.23	16.20	17.70	6.33	10.52	9.83
	Russell 2000 Growth	-9.39	12.05	17.53	4.71	9.93	9.89
	Russell 2000 Value	-4.91	20.77	17.91	7.80	10.65	9.40
	Russell 2500	-6.37	17.45	17.73	7.46	11.36	10.80
	Russell 3000	1.41	15.13	22.24	12.63	15.53	14.72
	Russell Mid Cap	-3.00	12.02	17.18	8.03	11.36	11.16
	Russell Mid Cap Growth	-5.84	-2.73	15.34	4.91	10.74	11.85
	Russell Mid Cap Value	-1.98	16.89	17.49	9.26	10.83	9.92
	S&P 400 Mid Cap	-6.36	11.69	14.53	8.02	10.93	10.46
	S&P 500	2.30	15.74	22.87	13.78	16.16	15.32
Global/International - Equity	MSCI AC World - NR	1.60	16.75	21.71	11.57	13.54	12.37
	MSCI ACWI xUSA-NR	0.48	20.00	20.52	9.55	10.51	9.24
	MSCI EAFE-NR	0.81	15.69	18.38	9.32	10.19	9.06



Financial Markets Summary

as of September 30, 2026 (continued)

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		06/30/2026 to 09/30/2026	09/30/2025 to 09/30/2026	09/30/2023 to 09/30/2026	09/30/2021 to 09/30/2026	09/30/2019 to 09/30/2026	09/30/2016 to 09/30/2026
	MSCI Emerging Markets-NR	-0.37	29.22	24.07	8.94	10.44	9.08
	MSCI Emerging Markets-PR	-1.05	26.66	21.38	6.35	7.90	6.55
	MSCI World	1.96	15.68	21.89	12.39	14.46	13.36
Commodities	DJ UBS Commodity	16.19	40.64	15.61	11.27	12.12	7.85
	Goldman Sachs Commodity	25.10	56.74	17.47	17.33	14.23	10.27
Non-Traditional	HFRI Equity Hedge	-0.34	12.27	14.91	7.52	10.30	8.57
	HFRI FOF Diversified	-1.21	10.09	9.76	5.72	6.80	5.71
	HFRX Eqty Hdg-EqMktNeu	-0.08	1.55	5.15	3.37	1.92	0.93
	HFRX Event Driven	-0.51	3.06	4.39	0.53	2.72	2.06
Balanced	S&P 500 40% /BBG Agg 60%	-1.21	5.04	11.38	5.11	6.70	6.86
	S&P 500 50% /BBG Agg 50%	-0.63	6.79	13.26	6.56	8.29	8.28
	S&P 500 60% /BBG Agg 40%	-0.05	8.56	15.15	8.00	9.87	9.70
Miscellaneous	Consumer Price Index	0.31	3.13	2.86	4.07	3.87	3.33



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. For accounts in options overlay strategies, the Mandate amount will be applied to previous day's closing market value when calculating performance. The Mandate amount will not be applied to the calculation if the option overlay account performance shown in this report aggregated with reporting for assets held in other UBS accounts.

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



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

benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data may be 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 including assets transferred to or from other UBS accounts. 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.

Net Deposits/Withdrawals (external): 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, excluding assets transferred to or from other UBS accounts after 12/31/2010. 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.

Deposits: When shown on a report, this information represents the net value of all cash and securities contributions added to your accounts from the first day to the last day of the period, including assets transferred from other UBS accounts. On Client Summary Report and/or Portfolio Review Report, this may exclude the Opening balance. For security contributions, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Deposits (external): When shown on a report, this information represents the net value of all cash and securities contributions added to your accounts from the first day to the last day of the period, excluding assets transferred from other UBS accounts after 12/31/2010. On Client Summary Report and/or Portfolio Review Report, this may exclude the Opening balance. For security contributions, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Withdrawals: When shown on a report, this information represents the net value of all cash and securities withdrawals subtracted from your accounts from the first day to the last day of the period, including asset transferred to other UBS accounts. On Client summary and/or portfolio review report Withdrawals may not include program fees (including wrap fees). For security withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Withdrawals (external): When shown on a report, this information represents the net value of all cash and securities withdrawals subtracted from your accounts from the first day to the last day of the period, excluding assets transferred to other UBS accounts after 12/31/2010. On Client summary and/or portfolio review report Withdrawals may not include program fees (including wrap fees). For security withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts.

Net Transfers (Internal): When shown on a report, this information represents the net value of all cash and securities transferred between your UBS accounts from the first day to the last day of the period.

Transfers In (Internal): When shown on a report, this information represents the net value of all cash and securities transferred to your UBS accounts from the first day to the last day of the period.

Transfers Out (Internal): When shown on a report, this information represents the net value of all cash and securities transferred from your UBS accounts from the first day to the last day of the period.



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

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:

Risk: 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): CES managers are not involved in the selection of the underlying stock positions. The Manager will advise only on the options selection in order to pursue the strategy in connection with the underlying stock position(s) deposited in the account. It is important to keep this in mind when

evaluating the manager's performance since the account's performance will include the performance of the underlying equity position that is not being managed. CES use options to seek to achieve your investment objectives regarding your concentration stock position. Options strategies change the potential return profile of your stock. In certain scenarios, such as call writing, the call position will limit your ability to participate in any potential increase in the underlying equity position upon which the call was written. Therefore, in some market conditions, particularly 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.

Options Overlay: In order to enroll in an Options Overlay Strategy, you will be required to specify a "Mandate" amount for the Strategy. The Mandate size will determine the market exposure in the strategy. Unlike other advisory strategies where your Program Fee is typically determined on the value of eligible assets in an account, billing for the MAC Options Overlay Strategy is based on the selected Mandate amount, which may be significantly more than the account's asset value.

The Mandate amount is a nominal figure which determines the number of option positions a client will have in his or her account. The mandate amount, and in turn the number of options will determine the nominal, or market, exposure that a client has in the strategy. You may view the actual value of your Account in your UBS Online Services Account and UBS Account Statements. While the actual value of assets in your account will fluctuate over time, your Mandate will be a fixed value established by you in your Manager's Investment Management Agreement. You may increase or decrease the Mandate at any time by providing an updated signed copy of this agreement to your Financial Advisor provided that with the new mandate amount, the account remains in compliance with UBS policies. UBS FS may lower the Mandate at their discretion to ensure compliance with UBS policies. If UBS lowers your Mandate, you will receive notice. This practice of billing on the Mandate amount will result in higher compensation to UBS FS, your Financial Advisor, and the Portfolio Manager than if the Program Fee was based on the value of eligible assets in your MAC Options Overlay Strategy account. Options Overlay accounts may have separate minimums, and are not eligible to be included in the household when calculating assets for fee calculation purposes. As a result, the pricing of your other assets may be higher than if these assets were eligible to be included.

There is no assurance that the performance of your advisory accounts will exceed the Program Fees and any margin interest that might be incurred if the strategy is maintaining a debit. In evaluating the performance statistics of your advisory accounts, you should consider that the interest expense incurred for margin loans will increase the fees to be applied to your account and reduce the overall performance of your advisory accounts. As a result, the interest expense must be deducted from the overall returns in order to determine the actual net performance of your accounts. You should note that the percentage return reported on your Quarterly Performance Report will NOT have been reduced by the amount of the interest expense paid and, accordingly, actual percentage return will be lower than the reported percentage return.

Cash-settled index options do not relate to a particular number of shares. Rather, the underlying instrument of an index option is usually the value of the underlying index of stocks times a multiplier, which is generally \$100. Purchasing an index option does not give the investor the right to purchase or sell all of the stocks that are contained in the underlying index. Because an index is simply an intangible, representative number, you might view the purchase of an index option as buying a value that changes over time as market sentiment and prices fluctuate. Selling options involves a high degree of risk and is not suitable for all investors. Suitability requirements include financial sophistication and the ability to withstand losses.

Portfolio: For purposes of this report "portfolio" is defined as all of the accounts presented on the cover page



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

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.

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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.

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

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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).



Building Independence: Transitioning from Elementary to Middle School

The transition from elementary to middle school can be both exciting and challenging for our students. With this transition comes an increased expectation for independence, especially when navigating their daily routines and traveling throughout campus.

In elementary school, students often travel together as a class to familiar locations. As they move into middle school, they are expected to take greater responsibility for getting from class to class and navigating routes to other buildings and important locations across campus. These changes provide wonderful opportunities for students to strengthen their Orientation and Mobility skills while building independence, confidence, and self-determination.

Many of our students have been working incredibly hard to learn and practice these new routes. Learning a route takes time, repetition, problem-solving, and determination. Even when a route has been challenging, students have continued to practice, showing tremendous persistence and perseverance along the way.

One of the most rewarding moments is seeing the pride on a student's face when they successfully complete a route independently for the first time. Each successful trip represents much more than simply getting from one place to another. It represents growing confidence, greater independence, and the belief that "I can do this on my own!"

We are incredibly proud of the effort our students are putting into becoming more independent travelers and look forward to watching their confidence and skills continue to grow!

Jenny Enache - Orientation and Mobility and Expanded Core Curriculum Specialist

BHS English Competition

For a little extra ELA practice and some friendly competition, Mrs. Carr's English I classes are participating in monthly reading challenges through Newsela! The competition is based entirely on participation, effort, and the amount of reading practice completed. (The competition is not based on grades, test scores, or how well they have mastered specific standards.) The goal is to encourage consistent reading practice and engagement with a variety of texts.

Separately, the classroom bulletin board is updated each month to show each class's overall progress on targeted reading standards. Rather than displaying individual student scores, the board highlights class-wide achievement percentages so students can see how their skills are developing over time. To ensure accessibility for all learners, this information is available in large print, braille, and tactile elements.

In addition to tracking class-wide growth, students meet individually with Mrs. Carr to monitor their own personal progress and set goals for continued improvement. The Newsela reading challenge gives students the opportunity to choose from a wide variety of articles, stories, poems, and topics, allowing them to explore subjects that interest them while strengthening essential reading, writing,

and critical thinking skills. By focusing on effort, engagement, and personal growth, the challenge aims to help make literacy practice both meaningful and enjoyable for all students.

Brooke Carr – BHS English Teacher

Tactile Art Show

FSDB partnered with the St. Augustine Art Association and the Florida DeafBlind Association again this year to host the Tactile Art Show, which opened during First Friday Art Walk on October 2, 2026. We are proud to have 24 pieces of art created by BHS art students featured in this exhibit, alongside the work of local artists. We appreciate the hard work of our Braille students who took a trip to prepare the signage for the show and selected the Student Choice Award. BHS art students visited the STAAA gallery at the end of October to enjoy the Tactile Show and Sculpture Garden. The Tactile Art Show will be on display both in-gallery (Tuesdays through Sundays, 12:00 – 4:00pm) and online at any time from October 2 - November 1, 2026. Admission is free. The gallery is located at 22 Marine Street in downtown St. Augustine. <https://staaa.org/event/tactile-show/>

Lori Hall – BHS Art Teacher

Student Space Camp Experience

(Four students and two staff members (Kim McCombs and Marco De Santiago Alvarez) attended Space at the US Space Center in Huntsville, Alabama. The camp was held from 9/26-10/2, and the camp week was for students who have blindness or low vision.)

Overall, my trip to Huntsville had plenty of challenges, but they all felt much easier in the end. For instance, when I climbed up the telephone pole, I was very nervous; I kept wondering if I would stand up with both feet on the platform without falling. Luckily, in the end, I was happy I made it all the way, plus I knew my team had got my back no matter what happened. I also found scuba diving amazing. Although I didn't make it all the way to the bottom, it was a challenge for me as well. I also really enjoyed the micro-gravity simulator; I loved that I could jump on the Moon and Mars without taking a space shuttle over there! I liked that everything had a Braille copy during the mission; even if they were low, they had at least two. Not to mention we had plenty of fun during those missions, especially the Extended Duration Mission (EDM). Not to mention everyone was super nice, and I would certainly come back for seconds (both figuratively and literally, the food's good too)! But in all seriousness, working with other kids with visual impairment was a treat. I found it fascinating that there were kids from other countries and kids who shared similar interests to me. I felt very supported in my team.

Nicholas Baroni Jr. – BHS Sophomore

Savannah Seaside Goalball Invitational

The 2026 Savannah Seaside Goalball Invitational marked the start of a new season, and the Lady Cobras arrived with a clear mission: to build upon the great success of their 2025-2026 season and to R.E.A.C.H. (Resiliency, Effort, Attitude, Commitment, and Honor) for more. With a roster featuring Alina Davila-Tirado, Aspen Henderson, Jermeka Jones, Khloe Miller, Lily James, and Shanteria Davis, the Lady Cobras wasted no time proving that they are a force to be reckoned with.

The tournament opened with a challenging matchup against Georgia Blind Sports, a team coached by USA Women's National Team Head Coach Nicole Kirk and composed of athletes from across

Georgia and other states. The Lady Cobras rose to the occasion, showcasing confident defense and explosive offense to an impressive 8-3 victory. Momentum continued to build throughout pool play. The Lady Cobras next took on Governor Morehead, earning a decisive 9-1 win, before facing South Carolina and delivering one of the most dominant performances of the tournament. The Cobras overwhelmed their opponent 10-0, triggering the mercy rule with nearly three minutes remaining in the first half. Equally impressive was the team's depth, as every player on the roster saw meaningful action and contributed to the undefeated run. Advancing to the medal rounds, the Lady Cobras found themselves once again staring across the court at Georgia Blind Sports. This time, the stakes were even higher. Undeterred, the Cobras delivered another masterclass in team/family cohesiveness, shutting out their opponents 5-0 and securing their first championship (Gold) title of the season.

Overall, the numbers behind the weekend tell an incredible story. Across four games, the Lady Cobras outscored their opponents 32-4, producing an astounding 700% scoring margin. Defensively, they weathered an onslaught of approximately 268 shots, consistently turning away attacks and frustrating opposing offenses. Leading the defensive charge was Aspen Henderson, who achieved a remarkable 100% blocking accuracy, standing as an impenetrable wall for the Cobra defense. On the offensive end, Lily James paced the team with approximately 44% of the Lady Cobras' total goals, demonstrating both consistency and scoring prowess throughout the tournament. Other scorers included Jermeka Jones with 5 goals and Alina Davila-Tirado with 3 goals. While the statistics are impressive, they tell only part of the story. What truly stood out was the team's chemistry, determination, and relentless pursuit of excellence. Every athlete embraced her role, every player contributed, and together they embodied what it meant to R.E.A.C.H. These girls are truly a great joy to coach.

The Lady Cobras have sent a message to the goalball community: they are not satisfied with last season's accomplishments, although they were quite noteworthy. No, instead, they are hungry, focused, and ready for whatever new challenges lie ahead. All in all, these girls are built differently, and this championship is only the beginning. The Lady Cobras have started the season in dominant fashion, and if Savannah was any indication, their best goalball is still yet to come.

Justyn Keller – BMS Math Teacher and Goalball Coach

FSDB Ski & Winter Sports Club Update

The competition is heating up for the top ten spots on our annual ski trip to Whitefish, Montana! Students completed their first mandatory workout on September 23, and everyone brought their best effort.

During the workout, students completed a 60-second wall sit and 60-second high plank, followed by 60-second challenges of squats, Russian twists, push-ups, and dips. The competition is fierce, and it is exciting to see how hard each student is working toward earning a spot on this amazing trip!

Physical fitness is an important part of preparing for the trip because students will have opportunities to participate in downhill skiing, cross-country skiing, ice skating, axe throwing, line dancing, snowshoeing, hiking, and even a relaxing sleigh ride through the country.

We are hoping the track will be ready for our next workout so students can add the one-mile run to their fitness challenge. We are incredibly proud of their determination and can't wait to see their continued progress!

Jenny Enache - Orientation and Mobility and Expanded Core Curriculum Specialist

Rainy Day Fun with Code & Go Mouse!

Rainy days are the perfect time for some indoor learning fun! During O&M, students explored directional concepts, spatial awareness, sequencing, and problem-solving using the Code & Go Mouse. Students programmed the mouse to travel through a maze to find the cheese, learning that every turn and movement requires careful planning. They even discovered that there can be more than one way to reach the same destination! The activity was a fun way to practice important O&M concepts while building confidence, critical thinking, and problem-solving skills.

Jenny Enache - Orientation and Mobility and Expanded Core Curriculum Specialist

Physical Education Update

PreK-2 students have continued to develop fundamental movement skills through activities that promote coordination, balance, locomotor skills, teamwork, and overall fitness. In addition to physical activity, students participated in health lessons focused on proper hygiene, including handwashing, covering coughs and sneezes, personal cleanliness, healthy habits, and making choices that support overall wellness.

As part of our Positive Behavior Support (PBS) program, one student in kindergarten through 2nd Grade will be selected at the end of each week to take our new Cobra Cecil Striker home for the weekend. Students are chosen to demonstrate positive behaviors, good citizenship, kindness, responsibility, and following school expectations. We encourage families to snap a photo of their child and Cecil enjoying an activity together, or to send their PE coach a summary of what Cecil did over the weekend. Cecil loves to exercise, so we encourage the deserving student to take him along on walks, playground adventures, family fitness activities, outdoor games, or any fun movement activities. Stories and photos will be printed and added to Cecil's Adventure Binder! The Blind PE Department looks forward to seeing all of Cecil's exciting adventures!

Students in grades 3-8 were introduced to Goalball, a sport designed for individuals who are blind or visually impaired. Through engaging, developmentally appropriate activities, students learned about the purpose of Goalball and practiced foundational skills of the sport. Students explored court awareness by learning to identify and follow tactile court lines, helping them develop spatial awareness and orientation skills. They also practiced proper rolling techniques, focusing on control, accuracy, and teamwork while safely sending the ball toward a target. To reinforce these skills, students participated in a fun Goalball Cone Game, in which they practiced rolling accuracy, listening skills, turn-taking, and cooperative play. These activities helped students build coordination, confidence, and an appreciation for adaptive sports and inclusion.

High School HOPE classes explored topics that support social, emotional, and personal growth. Students reviewed Maslow's Hierarchy of Needs, learning how basic needs such as safety, belonging, and wellness support individuals in learning, growing, and succeeding. Lessons focused on developing personal identity and character, helping students recognize their unique qualities, strengths, and areas for growth. Students discussed the importance of identifying positive role models and explored character traits such as respect, responsibility, kindness, honesty, and

integrity. Students also learned how strong character influences decision-making and relationships with others. Through discussions and activities, they practiced recognizing examples of good character and reflected on ways they can demonstrate these traits in their daily lives. As part of our ongoing focus on student well-being, we introduced age-appropriate mental health concepts, including understanding stress, recognizing feelings and emotions, and learning simple stress-management strategies. Students are developing awareness of healthy ways to cope with challenges, build resilience, and support their overall emotional wellness.

Students in our Lifestyle Fitness Design class have been developing lifelong wellness and time-management skills through both classroom health instruction and active participation in physical education activities. Students reviewed and analyzed their personal weekly schedules, identifying opportunities to set aside time for personal goals, physical activity, school responsibilities, recreation, relaxation, socializing, and family commitments. Lessons focused on helping students evaluate their current routines, recognize areas for improvement, and develop strategies for planning ahead during busy days involving work, school, extracurricular activities, and social events. Students practiced identifying healthy choices and creating balanced schedules that support physical, mental, and emotional well-being.

The students have remained active through a variety of fitness and recreational activities. Students participated in bowling activities that emphasized skill development, coordination, and sportsmanship. They also learned and practiced new bodyweight exercises to improve strength, endurance, and overall fitness, as well as proper equipment use, safety procedures, and foundational strength-training techniques. Through these experiences, students continue to build personal responsibility, goal-setting skills, healthy habits, and positive attitudes toward lifelong fitness and wellness.

Respectfully Submitted by:

Carol Bogue

Blind Department Principal

Communications & Public Relations

Board of Trustees Report October 2026

This report summarizes the department's activities and accomplishments from September 2026, in collaboration with campus personnel.

School-Level Newsletters

A total of **10 newsletters** were created in September, resulting in **1,309 total views**.

School-level newsletters included administrative announcements, school-level updates, and student highlights, as well as content from athletics, boarding/recreation, parent services, and other campus departments.

Marketing Collateral

Videography

Published Videos

- Deaf Graduation Interviews - In Their Words
- Dragon Football Gameday - First Home Game Promo

Videotaped Event

- Videotaped in CP&R studio Nicole Jone's Goalball Welcome Video and Alumni Night Welcome.
- Revised FSDB Museum video with additional contact information.
- Videotaped football home game highlights (vs. Countryside)
- Developed Goalball training video scripts for Eye-Patching, and Line Judging.

Graphic Design

FSDAA (Florida School for the Deaf Alumni Association)

- 1976 Football Team Poster Design
- 1976 Football Team Booklet Design
- FSDAA Alumni Award Program Booklet

Campus Branding

- Settles Gym Windows & Glass Entrance Doors, Perforated Vinyl Designs

- Copeland Gym Windows & Glass Entrance Doors & Concessions, Perforated Vinyl Design

Parent Services

- Parent Chat Flyer

Athletics

- 10'x15' Outdoor Tent, Cobras Design.
- Senior Fall Sports T-Shirt Design (31 qty)
- Girls Goalball Senior Poster Design
- Football Homecoming Weekend Poster Design
- Football Alumni Weekend Poster Design
- 8' Photo Backdrop Design for National Goalball Tournament
- National Goalball Tournament Lanyard Design

Student Workers

- Two student workers from D&B Designs will be shadowing the C&PR Department this semester (1 from Deaf High School & 1 from Blind High School) to learn skills and industry standards of Graphic Design.

Photography

- Music Department – Constitution Day coverage in St. Augustine Downtown of Blind Dept. Chorus performance.
- Athletics – Took photos of all fall sports teams, including senior photos, marketing photos, roster photos for the website, and team photos.
- TOY – Capturing photos of Teach of the Year announcements for each school from the Blind & Deaf Departments.

Social Media

Website

10,997 visitors (10,105 new), with 30,477 page views and an average time of 53s. The most-viewed page, other than the home page, was the Careers page, with 1,602 page views.

Facebook

26,141 page likes, 50 posts, 276,625 views, 25,196 interactions, and 159 new likes and follows.

Instagram

4,286 followers, 44 posts, 7 stories, 108,464 views, 10,669 interactions, 3,378 profile visits, and 104 new followers.

YouTube

No new videos uploaded, 11,875 channel views, 474 hours watched, 40 new subscribers, and 72,724 impressions. The top video was the Star-Spangled Banner in ASL with 4,352 views.

Vimeo/Livestreaming

29 video uploads, 2,206 views, 1,060 unique viewers, 22,511 impressions, and 297 hours watched; 20 events were livestreamed that included girls' volleyball matches, swim meets, a football game, and a Board of Trustees meeting.

Museum

40 people visited the museum, which included five guests from the UNF ASL program, two guests from Austria (one hearing person with a sign language interpreter, another person who is a Deaf sign language teacher at a university in Austria), and 11 members from the St. Augustine Deaf Club.

12 tours were requested.

Activities

Students participated in community service, while staff scanned photographs and reorganized files in the archive room. We also received several collections from friends and alumni, and a few yearbooks were purchased by alumni.



Deaf High School

Academic Achievement & Student Success

Deaf High School continues to celebrate student growth and achievement across academic, leadership, and career-readiness initiatives. We are proud to recognize Mrs. Brianna Hadden, Teacher of the Learning Opportunities Center (LOC), as DHS's 2027-2028 Teacher of the Year. Additionally, Miss Alexis Griffin, ELA teacher, was selected as one of two finalists for the district's Rookie Teacher of the Year recognition.

Recent Algebra 1 retake results demonstrated encouraging academic gains among our students. Five students achieved a Level 3 score, qualifying them for the Scholar Designation on their diploma. Two additional students demonstrated measurable learning gains from their previous Algebra 1 assessment, while another student improved from Level 1 to Level 2, reflecting the effectiveness of ongoing intervention and instructional support.

School Safety & Leadership

Both assistant principals successfully completed the Florida Threat Management Training and remain actively engaged in school-level behavior occurrence reporting and monitoring. This training strengthens our commitment to maintaining a safe, supportive learning environment and ensures alignment with state expectations regarding threat assessment and student support practices.

Student Enrichment & Career Readiness

Students enrolled in Journalism, taught by Maddy Brady and Lexi Griffin, participated in an educational field experience at the University of North Florida. During their visit, students toured the university's student newsroom and explored college-level journalism and media production opportunities. As part of a commemorative project marking the 25th anniversary of September 11, students researched historical events, interviewed current FSDB staff members about their memories of that day, and developed articles showcasing their findings. This project strengthened both research and communication skills while preserving important personal perspectives.

Students in Julie Stinson's D&B Designs classes attended a vendor open house where they learned about new products and explored potential inventory options for their student-run business. The experience provided valuable exposure to entrepreneurship, marketing, and business operations.

Student Recognition & School Culture

DHS recently honored its first recipients of the Dragon Award, recognizing students and staff who exemplify resilience. Student Ja'Morien Scott was recognized for successfully balancing personal responsibilities with school commitments while persevering through challenges. Staff

recipient Tricia King, ELA teacher, was honored for her dedication in traveling daily between campus locations to support SOAR students while maintaining a positive and encouraging attitude. These recognitions support our ongoing efforts to promote a culture that values perseverance, commitment, and positive contributions to the school community.

Instructional Highlights

In Brianna Greene's ESOL classrooms, students created and organized individualized ELA portfolio binders. These portfolios will serve as student-owned records of learning and will include IEP information, reading logs, fluency data, classroom assignments, assessment scores, and evidence of academic growth throughout the year. This initiative supports student self-monitoring, goal setting, and ownership of learning.

Students enrolled in Personal Finance and Financial Literacy applied real-world mathematics skills through lessons focused on sales tax, tipping, and budgeting. Using takeout and restaurant menus, students selected items, calculated taxes and gratuities, and determined final costs. This hands-on activity reinforced consumer math skills, increased confidence in financial decision-making, and highlighted practical applications of mathematics in everyday life.

Upcoming Events

DHS is excited to celebrate Homecoming Week, scheduled for October 13-17, with this year's theme, "How to Train Your Dragon." Students and staff look forward to a week of spirited activities that foster school pride, engagement, and community building.

Terri Samson, *Assistant Principal- Teachers & Staff &*
Candi Milcznski, *Assistant Principal- Student Services*

Deaf Middle School

Resiliency Education

We are continuing to recognize students who demonstrate our schoolwide resiliency traits. To date, students have received instruction focused on resiliency and honesty. Staff members can nominate students each week who exemplify these character traits. Selected students are recognized on Fridays in the cafeteria and receive a certificate in recognition of their positive behavior and leadership.

Buddy Challenge

To encourage and reinforce expected student behaviors, we have implemented the Buddy Challenge program. Each week, students are paired with a buddy from within the school and given a specific challenge focused on positive behavior. Examples of challenges include performing a kind deed for others, eliminating side conversations during class, and demonstrating appropriate hallway behavior.

Throughout the week, buddies are expected to encourage and support one another in meeting the assigned expectation. At the end of the week, buddy pairs who have both successfully

completed the challenge are recognized and rewarded together. This program promotes accountability, positive peer relationships, and a supportive school culture.

Glow Party

We recently held our first Glow Party to celebrate students who met their reading goals. Students enjoyed a fun-filled lunch period featuring glow sticks, music, line dancing, and time with special VIP guests. The event created an exciting atmosphere and provided meaningful recognition for students' hard work and achievement.

Our cafeteria staff enthusiastically joined in the celebration, helping to make the event a memorable experience for everyone involved. Based on the positive response from both students and staff, we are looking forward to hosting our next Glow Party and continuing to recognize student success.

Karen Newton, Assistant Principal

Deaf Elementary School

The first quarter has been successfully completed at DES, and we are proud of the positive progress our students and staff have made. Through a continued focus on high-quality instruction, strong relationships, and a supportive school culture, students have been engaged in meaningful learning experiences both academically and socially. Our PBIS framework continues to promote positive behavioral expectations across campus, fostering a safe, respectful, and encouraging environment where students can thrive. We have seen students demonstrating increased responsibility, positive peer interactions, and school pride as they earn recognition for meeting behavioral expectations.

Intervention changes are currently underway at DES to strengthen student support and ensure interventions are implemented with fidelity and consistency. Our specialists continue to provide valuable support by collaborating with teachers, monitoring student progress, and assisting with the delivery of targeted interventions. We remain focused on ensuring every student receives the support needed to demonstrate academic growth and achieve success throughout the school year.

Jessica Waldbillig, Assistant Principal

PE Department

Deaf HS HOPE- Students are learning about the various principles of exercise such as overload, progression, and specificity. They're using that knowledge to develop their own personalized 4-week exercise program. They'll include cardio workouts, strength training, and flexibility in addition to leisure sports and activities. Perhaps this is your sign to start getting more exercise? -Eric LeFors and Jerry Heider

Deaf ELC- Monday through Wednesday, Pre-K students focus on fitness activities, obstacle courses, and skill-based stations to develop fundamental motor skills, coordination, balance, and body awareness. On Thursday and Friday, students participate in independent stations that reflect the Montessori philosophy, allowing them to choose activities based on their interests while promoting independence, decision-making, self-direction, and active engagement in learning. -Brian Baell

Deaf Elementary 2nd Grade PE- We are working on a Cooperative Games Unit designed to help students collaborate effectively with one another, develop positive character traits, recognize their individual strengths and abilities, and build teamwork, communication, problem-solving, and leadership skills. Through a variety of cooperative activities, students learned the importance of working together to achieve common goals while demonstrating respect, responsibility, and sportsmanship. - Brian Baell

Deaf Elementary 3rd/4th grade PE- We are now into a kicking unit. We'll be practicing all things kicking- dribbling, passing, trapping, shooting, kicking for accuracy, and kicking for distance. Just because we just finished hosting the World Cup doesn't mean we can't continue to do soccer things, right? -Eric LeFors and Brian Baell

Deaf Elementary 5th grade PE/Health- Students have been participating in activities and lead-up games that develop agility, speed, coordination, and core strength. Once a week, they work on ball skills and apply them in games. Tuesdays continue to be a favorite with time in the pool! In Health, we discussed how lifestyle choices can affect our health and the importance of making healthy choices now and for the future. -Jerry Heider and Lanya Roberts

DMS 8th Grade PE/Health- Students recently wrapped up our volleyball unit, developing teamwork, coordination, and skills through games like Under-the-Net and Middleball. Students also build their swimming skills during weekly pool days, with pool basketball being a class favorite! On Fridays, they work on strength and cardiovascular fitness in the weight room. In Health, we've been learning about the different dimensions of health and how they contribute to overall wellness. -Jerry Heider and Eric LeFors

Athletics Report

We cannot believe how fast the fall season has flown by, we have faced some challenges in the beginning of the year and now having all fields in full swing has been exciting here at FSDB.

The track and field project is officially completed. We cannot thank the FSDB family, fans, and athletes enough for their patience during the ongoing construction of our dream field. A major thank you to our project manager, Hugh Downey, and his team for making this happen. Please go see our dream in reality when you have the opportunity! This outstanding facility provides new opportunities for fitness, recreation, physical education, and athletic training. We are especially excited about the opportunity to host Track & Field meets this spring and showcase our campus, students, and athletic programs to visiting schools.

The football team finally was able to host home games; the feeling of being back on the Usina field on September 24th was rewarding and certainly bittersweet for the senior class of 2027. We had a great Alumni weekend against Indiana School for the Deaf, recognizing the class of 1977, and although it was raining hard, the boys gave their all. We look forward to a fun homecoming event against Maryland School for the Deaf and our last home game on October 22 to recognize the Seniors. Seniors: Michael Dozier, Henry Essex, Robert Essex, Marshall Garton, Gabriel Gauci-Walsh, Michael Gross, Jose Lopez-Martinez, Ivan McAlpin, and Keimarion Rivers.

Our Goalball teams traveled to Savannah, Georgia, to participate in the Invitational Goalball Tournament. We had 1 girls' team and 2 boys' teams representing FSDB. Our teams came out strong and won championships for both the girls' team and the boys' Florida A team. The Florida B team won Bronze. We also had some time to explore downtown Savannah with its rich history, getting some River Sweets, seeing the waving girl statue, the River Queen boat, and the Talmadge Memorial Bridge in the distance, and we even took pictures on historic 19th-century steps!

Our volleyball team had a strong learning experience at the Maryland School for the Deaf, where we hosted the Spikeout Tournament. Although we came in last place, it was a time of growth, understanding, and a need for change in the future to elevate their competitive level of volleyball. They played in our district game, as the opposing team did not have an on-site gym. Unfortunately, we fell short, and their season is over. Congratulations to our seniors: Starlyn Dize, Victoria Graham, Makayla Grey, and Anabelle Vargas.

Also, at Maryland School for the Deaf, our Cross Country team attended the National Deaf Cross Country tournament, where the girls' team placed 3rd, and Lydia Somnitz earned a 5th-place medal for her run in Friday's event. Our boys' team tried their best but fell short. Our season has been consistent, and we hope to have some final pushes in the last few runs. We will host a senior night and a Halloween run for our cross-country team in the next 2 weeks before they go to districts. Seniors: Gabe Kramer, Gabe Mitchell, Juliana Sevilla, Hunter Trouille, Ethan Jones, Teagan Young, and Jazmine West.

Our swim team has been swimming along! Their senior night is Friday night during homecoming weekend; we will recognize 2 seniors: Anthony Pletenets and Tyler Parentau. Throughout the season, we recognize almost all of our swimmers for improving their personal records, which shows their dedication to swimming and their striving to do better. The swimming district is coming up, and we wish them nothing but the best!

Our Girls Weightlifting season has officially begun. The team has started training and preparing for competition, with their first meet scheduled for October 21st!

Our slogan, Built Differently, Built FSDB, is a big emphasis this year. We hope to continue to build a strong program and support our student athletes through change. We will host our first

fall sports awards on November 19th at Kirk Auditorium, focusing only on cross-country, football, swimming, and volleyball. Come support our athletes; we hope to see you there!

Finally, we are actively planning for the upcoming National Goalball Tournament, which will be hosted on our campus. We anticipate welcoming approximately 17 teams from 10 schools, including 7 girls' teams and 10 boys' teams, from across the country. This event provides a tremendous opportunity to highlight our student-athletes, school community, and commitment to adapted athletics. Volunteers will be needed throughout the tournament. Anyone interested in volunteering is encouraged to contact Cristina Scarbrough at scarbroughc@fsdbk12.org for additional information.

Joy Fraychineaud, *Executive Director of PE & Health*

Deaf Principal

We have been busy with Homecoming, athletic events, student activities, and lots of great things happening across our schools. It has been exciting to watch our students continue to grow through the many opportunities available to them, whether in the classroom, through leadership activities, student activities, or athletics. We are proud of the progress our students are making, the accomplishments of our student-athletes, and the staff members who go above and beyond to support them each day. Just as important, we continue to see students build confidence, demonstrate resilience, and step into leadership roles. It has been a great start to the year, and we look forward to more opportunities for students to grow throughout the school year!

Ryan Johnson, *Principal, Deaf Department*



Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Human Resources
Board Report
October 30, 2026

Class Code Count

Board of Trustees Administrator Positions	78
Teacher Positions	106
Specialist Positions	61
Select Exempt Service Positions	26
Career Service Positions	409

General Revenue Positions **649**

Grant Funded Positions **31**

Add/Delete

08279 Food Support Worker, Career Service, 10 months to Support Service Aide
08163 Senior Operating Engineer, Career Service, 12 months to Maintenance
Mechanic

Service Awards

20 Years

Ryan Arnold

5 Years

Zakiyyah Nation

Trevis Boyd

Nicole Evans

Tiana Patterson

Pamela Harris

Kavacie Johnson

Rolando Aguilar



Career and Workforce Development Department

Submitted by Jessie Girton, Executive Director of Career Development

Priority 1: Employee Retention, Recruitment, and Engagement

- The Career Development Department remains committed to creating a supportive and collaborative environment where employees feel valued, connected, and empowered to grow. Staff participated in professional learning opportunities, program planning, and student-focused initiatives that strengthen both employee engagement and student success. Through ongoing communication, coaching, collaboration, and recognition of staff contributions, the department continues to foster a positive culture where team members work together to expand career opportunities for students while continuously improving their own professional practice.

Priority 2: Success for Students

- The Garden Center continues to thrive following its recent opening to the public, welcoming a steady stream of customers and community members. Plants throughout the center remain healthy, vibrant, and well-maintained, with several native species beginning to develop flower buds ahead of their fall blooms. Staff and students are excited to showcase these seasonal displays as they continue to enhance the customer experience. In the classroom, Agriscience students are making steady progress toward earning their OSHA Agriculture certification, while Horticulture students are developing advanced skills in tissue culture and learning proper sterilization procedures using an autoclave. Middle school students have been actively contributing to the Garden Center by creating plant identification signs that provide customers with helpful information about available plants. They are also engaging in independent scientific investigations, collecting and analyzing data as they develop their skills as young scientists and researchers. Overall, students continue to demonstrate growth, curiosity, and a strong commitment to hands-on learning.
- The Dragon's Lair has expanded its menu offerings this year, creating new opportunities for students to develop valuable culinary skills that are often overlooked in both professional and home kitchens. One area of focus has been proper knife maintenance and sharpening, an essential skill that supports both kitchen safety and food preparation efficiency. To support student learning, the program recently added an electric knife sharpener that allows instructors to model the skill, guide students through hands-on practice, and then provide opportunities for independent application. This gradual-release approach gives

students multiple opportunities to observe, practice, and demonstrate proficiency.

Through this process, students are gaining practical skills and confidence that will serve them well in future employment opportunities as well as everyday life.

- Culinary Arts students have been building their knowledge of food safety by learning proper purchasing, receiving, and storage procedures throughout the flow of food. In the lab, they have explored cuisine from the Northeast and Southeast regions of the United States while gaining hands-on experience with moist-heat, dry-heat, and combination cooking methods using commercial kitchen equipment. Students have also developed essential culinary skills by fabricating and deboning chicken, preparing vegetable and chicken stocks, creating emulsified dressings such as mayonnaise, ranch, bleu cheese, and Caesar dressing, and producing a variety of baked goods and soups, including sourdough bread, potato soup, chicken and andouille gumbo, apple cider doughnuts, and cornbread. These experiences continue to strengthen students' technical abilities, confidence, and preparedness for future careers in the culinary industry.
- Students in the Deaf Career Experience program have been strengthening their time management, digital etiquette, and online safety skills. Throughout the reporting period, students learned strategies for prioritizing tasks, organizing responsibilities, and managing their time effectively. As part of these lessons, they created personalized color-coded schedules to better understand and balance their weekly activities. Students also explored safe and responsible online practices, discussing ways to protect themselves while interacting in digital environments and identifying appropriate and inappropriate online behaviors. These activities help students develop important life, educational, and workplace readiness skills that support their success both in and out of the classroom.
- Blind Career Experience students continued developing essential workplace and employability skills through lessons focused on workplace ethics, professionalism, communication, and career readiness. Students explored topics such as responsible decision-making, effective communication with supervisors and coworkers, handling mistakes appropriately, and recognizing the difference between professional and unprofessional workplace behaviors. They also practiced professional email communication, learning how to use appropriate tone, formatting, and workplace etiquette. In addition, students examined career and business concepts, including branding, digital footprints, online reputation, and the impact social media can have on future employment opportunities. To further support career readiness, the program established new work training partnerships with Cafeteria and Laundry staff, providing students with additional authentic work-based learning experiences. Through regularly scheduled work training opportunities, students are applying classroom skills in real-world settings while building confidence, independence, and preparation for future employment.
- Students in DB Designs have been actively engaged in production work, creating merchandise for several high-profile campus events. The October 3 Alumni Weekend football game was a tremendous success, with alumni and visitors complimenting both the

quality of the merchandise and the professionalism, friendliness, and customer service skills demonstrated by student workers. The program is now preparing for another exciting opportunity at the October 17 Homecoming game. In addition, students recently completed senior banners for fall sports, gaining valuable experience in large-format design and production, including layout development, trimming, hemming, and grommet installation. Students are also expanding their graphic design skills through Photoshop, creating custom designs and fulfilling customer orders. Throughout these projects, students have demonstrated exceptional teamwork, creativity, attention to detail, and pride in their work while developing skills that directly translate to future employment opportunities.

- Students in the Construction program have been actively applying their skills through engaging, hands-on projects that connect classroom learning to real-world applications. One class has been working on a chair-to-ladder conversion project, a unique design that functions as a chair but can be transformed into a ladder using a hinged mechanism. The project was inspired by a transfer student who had completed a similar build at a previous school and wanted to share his knowledge and experience with his classmates at FSDB. Another class has been constructing a mock-up structure, allowing students to practice framing techniques, apply fractional measurement skills, and reinforce building code concepts learned in the classroom. Through these projects, students continue to develop valuable technical skills, problem-solving abilities, and teamwork while taking pride in their craftsmanship. The program looks forward to providing students with many more creative and meaningful learning opportunities throughout the year.
- In the After School Work Program, interviews for student employment opportunities continue as the program works to fill a large number of open positions while coordinating interview schedules for applicants. Throughout the process, many students have demonstrated initiative by following up on their applications and expressing continued interest in available positions, providing valuable real-world experience in job searching, interviewing, and professional communication. Student workers have also been given opportunities to support major campus events, including Alumni Weekend and Homecoming, through positions in A/V Production, DB Designs, Athletics, and the Concession Stand. The Boarding Program Assistant position has been successfully filled, and efforts are ongoing to staff several remaining positions, including A/V Production Technician, Raymond's Warehouse Worker, DB Designs Associate, and Concession Stand Assistant. Some vacancies resulted from student workers graduating and leaving FSDB earlier than anticipated, creating immediate staffing needs. The Dragon's Lair currently has one open position that remains actively advertised. Through these employment opportunities, students continue to build workplace skills, gain hands-on experience, and prepare for future success in the workforce.
- The Work Experience Program has had a strong start to the school year, with students thriving in their work placements and successfully placed in positions that align with their

interests and career goals. As needed, adjustments were made to ensure the best fit for individual students, and those changes have resulted in positive outcomes for both students and employers. The program is also excited to announce a new community partnership with Anderson's Daycare, which recently welcomed a student worker, Haley McDaniel. Haley is enthusiastic about the opportunity to work with young children, an area she is passionate about pursuing in the future. The daycare staff have expressed excitement about partnering with the FSDB Work Experience Program, creating a mutually beneficial opportunity that supports student growth while strengthening community connections. Through these placements, students continue to gain valuable workplace skills, confidence, and real-world experience.

Priority 3: Everyone Knows our Name

- The Career Development Department continues to increase awareness of its programs through community partnerships, student enterprises, work-based learning experiences, and events such as the annual CTE Showcase. By sharing student successes and strengthening connections with stakeholders, the department continues to highlight the impact of career and workforce development programs and the opportunities available to our students.

Curriculum and Professional Development Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- DES academic specialists host a weekly FYRE (First Year Rising in Elementary) and biweekly SYRE (Second Year Rising in Elementary) to help provide explicit and targeted instruction towards skills and/or tasks that may be missed or unclear for new teachers.
- The Bilingual Specialist participated in the Early Learning Center Professional Learning Community and provided support for the Bilingual Grammar Curriculum with some teachers in Deaf Middle School.
- The Bilingual Specialist participated in several Assistant Principals + Specialists meetings with different departments (Data chat, increasing American Sign Language support with resources, intervention changes, data analysis and data sharing process, etc.)
- The Bilingual Specialist participated in a meeting with the Bilingual Language Arts teacher + the Assistant Principal regarding making changes to the Bilingual Grammar Curriculum schedule and instruction.
- The Bilingual Specialist participated in the first American Sign Language Leadership Team meeting for 2026-2027.

Priority 2: Success for Students

- The Academic Specialists have facilitated PM1 data chats across campus with teachers and Assistant Principals to plan for next instructional steps prior to PM2.

- The Academic Specialists of Deaf Middle School have been working alongside the AP to provide structure for the Unique Skills course, focusing on math and language interventions.
- Students in the Blind Middle School have begun preparing student-led conference slide decks to share with their families that focus on their data and goals for this year. The students will complete one during the first semester and one during the second semester as a part of our School Improvement Plan and as a way for students to take responsibility and ownership for their academic performance to promote motivation and engagement.
- The Blind Middle and High School students who are Braille readers are working to integrate Braille displays along with their laptops when completing computer-based tasks to continue fostering Braille literacy across the curriculum. The Literacy Specialist is collaborating with teachers and students to support them in accomplishing this initiative. This has become a focus of importance to prepare our students for the upcoming computer-based Braille access for FAST and BEST statewide assessments.
- The Literacy Specialists have been collaborating with teachers to implement our new ELA curriculum across campus.
- The Deaf High School Literacy Specialist participated in a conference call with Leala Holcomb about Strategic Interactive Signing/Writing Instruction (SISI), which relates to the Strategic Interactive Writing Instruction (SIWI) training FSDB hosted for Pineapple University this past summer. SIWI is an evidence-based practice, and the new possibilities for SISI are exciting!
- The Deaf High School Literacy Specialist has begun working with teachers for coaching cycles, including signed reading fluency, standards-focused engagement with text, and vocabulary development.
- The Deaf High School Literacy Specialist collaborated with Chris Chaplin, our State Regional Literacy Director (SLRD) from Just Read, Florida, for three-hour, grade-level sessions in Deaf Elementary that focused on how to teach the Benchmarks for Excellent Student Thinking (BEST) in a systematic process for every text, every time.
- Deaf Elementary School Math Specialists, Literacy Specialists, and Academic leadership worked to revamp the intervention block.
- Deaf Elementary School students have started to be recognized for completing their learning journey on ST Math. Flower stickers have been added to the wall, with three students already over 50%.
- The Bilingual Specialist continued the American Sign Language assessments for SOAR and new students.
- The Bilingual Specialist continued creating American Sign Language videos for the benchmark curriculum to provide access for elementary students.
- The Bilingual Specialist has begun working with teachers for a coaching cycle focusing on ASL activity centers and Bilingual Grammar Curriculum (BGC).

Priority 3: Everyone Knows our Name

- The Deaf Middle School Literacy Specialist is beginning the process for the school's participation in Gallaudet's Battle of the Books.

- The Bilingual Specialist created a plan/activity for Deaf Awareness for teachers to implement throughout the week in September.
- The Bilingual Specialist participated in the Bias Committee for the statewide meeting in Tampa.

English Language Learners Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- After conducting interviews for two weeks and meeting some amazing candidates, we have found our next ELL & Staff Translator. Once their hiring paperwork is finalized and the job is officially offered by HR, we will make a big announcement!

Priority 2: Success for Students

- ELL students in Deaf High School created and organized ELA Portfolio binders where they will keep track of their IEPs, reading logs, signed reading fluency, classwork, assessment data, audiograms, IEP goal progress monitoring, and learning! In observance of Hispanic Heritage Month, students have started autobiographies and native country research projects. They will learn about the revision and editing process, how to write essay drafts, and publish their projects into presentations. Freshman students have begun learning how to record videos for the Signed Reading Fluency process. They have also started a 1,000-piece puzzle map of the United States as a positive incentive to earn after catching up on classwork. DHS ESOL classes will welcome a practicum intern student from Flagler College, Ms. Bella, who is minoring in Spanish and has a special interest in ESOL!
- ELL students in Blind High School participated in a Hispanic food tasting with the students in Spanish 1. The event was an opportunity for all to practice their language skills and celebrate diversity. Some of the food was prepared by ELL students. One highlight of the event was the opportunity for Spanish-speaking students to introduce themselves and share information about their home countries in Spanish. Spanish 1 students were invited to identify the capitals of the countries that were represented.

Priority 3: Everyone Knows our Name

- The ESOL department has completed **36** written translation requests from FSDB staff, and **7** phone calls to ELL and non-ELL Spanish-speaking families from 9/2 through 10/6. 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 October 2026

Admissions – Parent Services

Director Dawn Zamot & Executive Director Paula Wagner

Current On-Campus Enrollment 485 - as of 10/12/2026

- 11 ELC
- 328 Deaf Department
- 146 Blind Department

Withdrawals since school started – 9

- 5 in-state
- 1 out-of-state
- 3 graduated/accepted diploma
- 0 ineligible

Total Admissions in Process - 17

- 1 ELC
- 12 Deaf Department
- 4 Blind Department

States applicants are from: Alabama, Georgia, Illinois, Indiana, Ohio, Minnesota, South Carolina, Virginia, Wisconsin, Wyoming, Vermont

Parent Services

Executive Director Pauline Wagner & Parent Liaison Misty Porter

Parent Information Office

Parent Services continues to prioritize meaningful family engagement through accessible learning opportunities, gathering family input, and strengthening partnerships with families and the school community. Parent Services efforts continue to focus on providing families with information that supports empowering families with skills and opportunities to actively participate in their child's education through virtual programming and development of new family resources.

Parent University: Level I and II American Sign Language classes begin on September 23rd and will continue weekly until November 11th. These virtual sessions provide family members and

caregivers with the opportunity to develop communication skills that support stronger connections between school and home. By offering these courses virtually, families across the state are able to participate regardless of their location, reducing barriers to involvement. We look forward to continuing throughout this semester and hearing from the families how much they are learning.

Parent Chats: Our first Parent Chat for the 26-27 school year was held virtually on October 2nd, and we welcomed participation from across the state. Parent chats are a wonderful opportunity for parents/legal guardians to stay informed, share feedback, and engage with other families. Discussion topics included highlights from the previous Schoolwide Parent Survey, programs, services, and supports available to families, upcoming family engagement initiatives and events, ideas for future parent workshops and learning opportunities, and questions, concerns, and topics identified as important to families. The session provided families with an opportunity to share feedback and contribute ideas for future opportunities at FSDB.

The virtual option enabled broad participation and encouraged open dialogue, that allowed families to contribute in ways that will inform future programming and support services.

Strategic Plan Update: In support of strengthening family engagement and family access to information, the Parent Information Notebook has been developed as a comprehensive resource for newly enrolled families. The Admissions Office continues to distribute notebooks to all newly enrolled families. The notebook is designed to provide essential information regarding school programs, available services, and key contact information. This initiative reflects our commitment to supporting families from their first interaction with the school and fosters informed, collaborative partnerships throughout their educational journey. To encourage continued use of the notebook, the Parent Liaison provides helpful tips and highlights important sections through school newsletters throughout the year.

L. Daniel Hutto Early Learning Center
Director Catherine Bailey & Executive Director Pauline Wagner

“The undisciplined child enters into discipline by working in the company of others;
not by being told he is naughty.” – Maria Montessori

Monthly Review – September 2026

The theme for both ELC classes in September was *Community Helpers*. The students went on a field trip to the St. Augustine Fire Station, where they learned about fire safety, tried on firefighter gear, and explored the ladder truck. The students also took turns using the fire hose. The following week, Officer Arline provided a tour of our very own FSDB police lobby. The all-access VIP experience included scanning our fingerprints, a tour of the conference and video surveillance room, exploring an armored vehicle, and taking turns climbing on Officer Selim’s bicycle. The

students especially appreciated the police badge stickers they collected at the end of our special visit. Both community experiences provided meaningful enrichment beyond the classroom, helping students develop a deeper understanding of the important roles firefighters and law enforcement officers play in keeping our community safe.

Ms. Kallie also conducted an interactive lesson for the Blind ELC Class which included inviting staff to write letters to the students and deliver the letters to their classroom mailbox. The students also wrote letters to ELC staff and students, and their service providers. Members of the class then took turns wearing a mail-carrier outfit and practicing their O&M skills while navigating their way around campus delivering letters. The Deaf ELC students joined in and practiced their best penmanship to write letters to their Blind ELC friends. This experiential lesson provided meaningful opportunities for literacy development, social interaction, and real-world application of orientation and mobility skills while helping students gain a deeper understanding of how mail is created, delivered, and received within a community.

The Parent Infant Program and ELC collaborated to host our first Baby Dragons Club of the year. Baby Dragons Club is a parent-education class held weekly by the new Baby Dragons Club Coordinator, Priscilla Gildehaus. The first topic presented was *FSDB ELC & The Montessori Method*. The parents were able to discuss different ways they could foster independence and a love of learning in the home. The last session of the month is focused on collaboration with the Stay and Play and ELC students. The parents hosted an engaging learning experience starting with a parent reading, *We're Going on a Bear Hunt* and then walking the students through streamer forests, over a paper river, through cardboard trees and bubble machine snow until they entered a blanketed-table-cave where Melissa Basic was hiding with a stuffed bear. The students then explored sensory bins separated into magnetic sand, water, leaves, and all the items needed to truly experience the adventure from the story. This immersive literacy activity brought the book to life while promoting sensory exploration, language development, imaginative play, and meaningful family engagement.

Monthly Highlight – October 2026

Both ELC classes have placed a strong emphasis on various fall themes such as the concept of night and day, the life cycle of a pumpkin, learning about various spiders, acorn painting, and apple cutting. The fall season is a phenomenal opportunity for students to explore the changing world around them through hands-on learning experiences that foster curiosity and an appreciation for nature.

On October 1st, the ELC welcomed families for our annual Montessori Night, offering parents a firsthand look at their child's classroom experiences and the Montessori materials that support growth and development. The families were provided with dinner and an opportunity to fellowship before the teachers took turns highlighting topics such as routines, environment, and learning through natural consequences with the safety to make mistakes and learn from them. The topics lead to open-ended discussions and input from the five families and dorm parents that

attended. The evening concluded with a strengthened sense of partnership between home and school, reinforcing our shared commitment to supporting student success.

The ELC is looking forward to an exciting field trip to Wesley Wells Farm on October 13th. Students are eager to enjoy book-reading, meet and greet farm animals, take a hayride, and participate in a special fall-themed craft. This will be the first time the ELC has visited Wesley Wells Farm, providing a unique opportunity for students to engage in hands-on learning and experience the fall season.

Deaf High School Homecoming week is a cherished moment for the youngest students on campus. DHS invites ELC to select a prince and princess to join the homecoming court and crown the king and queen. Afterwards, the two students are invited to participate in the homecoming parade and to be introduced with their families at halftime of the homecoming game. The other students will cheer on their friends and DHS students during the parade and pep-rally. This special tradition fosters a sense of school spirit and tradition.

The annual Moore Hall Costume Walk will take place on Friday, October 30th. The students are invited to dress in their costumes and bring their goodie bags to Moore Hall where they will walk through the halls and collect treats from our FSDB staff. This memorable event provides students with an opportunity to engage with our campus community while enjoying a festive seasonal celebration.

*Early Intervention Programs, Deaf/Hard of Hearing
Director Melissa Brasic & Executive Director Jennifer Canfield*

Early Intervention Deaf/Hard of Hearing Programs

626 children are enrolled as of 10/1/2026

31 Referrals in August

6 Parent Infant Program

25 Parent Empowerment Program

Referrals are from (cumulative count):

Alachua, Bay, Brevard, Broward, Duval, Escambia, Gilchrist, Hernando, Highlands, Hillsborough, Holmes, Indian River, Lake, Leon, Levy, Manatee, Miami-Dade, Palm Beach, Pasco, Pinellas, Polk, Sarasota, Seminole, St. Johns, St. Lucie, and Volusia

DHH Early Intervention Staffing

- 29 Parent Advisors work across the state. Three new staff members are in the verification step of hiring.
- Nine Parent Leaders work directly with families. There are 11 Parent Leader Panelists, with two hired in September and one application in process.
- 17 Deaf Mentors, 25 Snapshots Providers, and six applications received for open positions.

Stay and Play and Baby Bunch

Three families attended Stay and Play, and three families attended Baby Bunch on a regular basis. Staff are advertising across the state, and flyers are shared on social media.

Parent Leader Program, Snapshots Program, and Deaf Mentor Program

- Two English Parent Support Network (PSN) sessions were held in September.
- A total of 13 families were served through PSN
- Spanish office hours were available upon request. No service hours were delivered.
- Two Snapshots Spotlights were offered this month:
 - September 19th at Listening & Language event
 - September 27th at Parent Support Network

Family Focused Events/Series

- September ASL Literacy occurred online on 09/05/26.
- September Listening and Language Series occurred online on 09/19/2026.
- September Northwest event at Zoo World in Panama City occurred on 09/19/2026
- September South Regional Event, Train Museum of South Florida, occurred on 09/19/2026.

Outreach/Information Sharing Activities:

- A cohort of six new Parent Leaders attended New Parent Leader training in September. This training consists of six, 2-hour training sessions along with independent work. Parent Leaders receive in-depth training on the topics addressed in the Parent Support Network sessions and practice reflecting on their own journey as a parent of a child with a hearing difference and using that to connect and support other parents. Three parents completed all training requirements and are officially certified. Three parents will finish their training requirements in early October. Each missed a training session due to circumstances beyond their control and are currently working to complete training.
- Family Story Time, a collaboration between FSDB, the St. Johns County Library, and Florida State College at Jacksonville resumed in September. Story time happens every Tuesday at 10:15 and includes book reading, songs, and movement. Interpreting is provided by FSCJ and FSDB to ensure full access for all children. Sonia Garcia-DeNight invites families from Stay and Play to attend to enjoy the event and have an opportunity to socialize with other children. Sonia also maximizes this time to meet new families and invite them to join Stay and Play and Baby Bunch.
- Baby Dragons Club resumed in September and will continue every Tuesday throughout the school year. This weekly event is an opportunity for families to gather, learn about a topic related to parenting a child with a hearing difference, and learn how to read books and facilitate language activities with children. Two families consistently participated and spent the month learning about the Montessori method, how it is used at FSDB in the ELC, and how they apply it at home. They also learned how to sign the story, We're Going on a Bear Hunt by Michael Wayne Rosen, and on September 22nd presented it to children from Stay

and Play and the ELC. The families read the book and then recreated the story using props so children could experience the book and practice retelling and sequencing skills in ASL.

Early Intervention Program Blind/Visually Impaired
Director Kim Carr & Executive Director Jennifer Canfield

Early Intervention Blind/Visually Impaired Program Enrollment

- 239 children as of 10/6/26

Leadership Activities

- Coordinated preparations for INSITE training, including collaborating with trainers and organizing workbooks, PowerPoint presentations, and agendas.
- Completed and submitted monthly reports to the Division of Blind Services (DBS), ensuring all required documentation was reviewed for accuracy and compliance.
- Followed up on outstanding items with staff and families as needed to maintain adherence to DBS reporting requirements and timelines.
- Met with Regional Coordinators to discuss upcoming events, Parent Advisor (PA) meetings, regional needs, and strategies to support family engagement and program consistency across service areas.
- Conducted virtual observations with multiple Parent Advisors (PAs) to provide real-time feedback, coaching, and professional support. These observations strengthened fidelity of service delivery, enhanced assessment and intervention practices, promoted reflective supervision, and fostered collaborative problem-solving in a virtual environment.

Outreach for Families

- Retirement Home for Horses – Gainesville - The event was a successful opportunity for families to come together and participate in a hands-on community experience. Children had the opportunity to explore the farm environment, interact with the horses, and feed them treats. Families were able to connect with one another while participating in a fun and meaningful activity. Overall, the event provided opportunities for social interaction, sensory exploration, and learning through a real-world experience. We fed the horses apples, carrots and bananas. Some of the older kids were tasked with making sure which horses could have which food. We also practiced some orientation and mobility skills by following the path and reading maps.
- Adapted Books Workshop – Jacksonville- FSDB Blind Babies and FDLRS Crown collaborated to provide adaptive book training and make-and-take event for the families in our program. Matthew Take from FDLRS Crown offered a presentation on adapting text and font for children with vision impairment. Families learned how to adapt a book using tactile elements to bring the story to life. Families left with 2 fully adapted books to use at home with their child.

- We Rock the Spectrum – Bradenton – Four families met at a local indoor gym for kids of all abilities and socialized, played with their kids, and spoke one-on-one with the Parent Advisor.
- Build a Bear – Panhandle – Children attending the event had the opportunity to create a standard Build-A-Bear cub, choosing from two different bear colors. The activity included a heart ceremony, during which children participated in identifying body parts and movement activities. Sensory learning was incorporated throughout the experience as children explored and discussed different textures. Materials were made available for children to touch and examine the stuffing before placing it inside their bears, with concepts such as *fuzzy*, *soft*, *squishy*, and *huggable* being emphasized.
- Each child actively participated in the bear-making process by pressing the stuffing machine pedal to add stuffing to their bear. After completing their bears, children selected names for them and participated in photo opportunities with their finished creations. The event provided opportunities for sensory exploration, choice-making, communication, social interaction, and fine motor participation. Following the workshop, several families chose to continue socializing together at a nearby park, further supporting community connections and peer interactions.

Outreach/Information Sharing Activities - *PIP-Blind/VI presented information to promote awareness and to provide information regarding vision loss to increase the knowledge and skills of related service professionals, teachers, paraprofessionals, educational leaders, and other staff working with students, as well as family caregivers.*

- Neurodiversity Expo – West Palm - Regional Coordinator distributed brochures and materials and spoke to colleagues and public attendees about our services. We displayed American Printing House materials common to our work. A person who is Deaf attended as well, which made it more enjoyable with a wider range of information available. The hit of the event were our braille name tags. People found them fascinating.
- Union County Community Partners Meeting
- Alachua Community Partners Meeting
- Health Matters Children’s Council
- Tri county Community Partners Meeting
- Baker County Community Partners Meeting
- DD Shoptalk
- Community PESE South and Southwest
- PESE Bay County
- PESE Escambia County
- PESE Gulf County
- PESE Holmes/Jackson/Washington County
- PESE Okaloosa County
- PESE Santa Rosa County
- PESE Walton County

Outreach Services Department
Statewide Outreach Specialist Jennifer Valdarrama &
Executive Director Jennifer Canfield

Community ASL Classes: Online American Sign Language (ASL) classes serve parents and school district staff members of deaf/hard of hearing students across the state of Florida, as well as business partners, community members, and families.

- In-person American Sign Language classes are underway in person and online. There is a waitlist of more than 25 people interested in joining future classes.

Campus Tours: Campus tours are offered to provide prospective students, alumni, and community members and opportunity to visit the campus and learn about programs.

- June 21 tours were offered. 17 for families and the others for community members.
- July 13 tours were offered. 10 for families, two for alumni, and one community tour.
- August 14 tours were offered. Seven for families, one for alumni, and six for community members. One community tour was provided for 23 UNF students who are members of their ASL Learning Community.
- September 17 tours were offered. 10 for families, six for community members, and one for alumni.
- There are 10 tours scheduled in October as of 10/14. Four tours are for families and six for community members.

Community Student Showcase: Campus events featuring FSDB student performers.

- The Fall Student Showcase is scheduled for October 26, 2026. We anticipate up to 500 attendees. This event is also streamed live for remote attendees to join.

Conference Exhibits: FSDB Ambassadors provide representation at various external events.

- FSDB was represented at the annual Abacus Bee and shared materials and connected with families and professionals from around the state at the University of North Florida in Jacksonville.
- FSDB was represented at the National Federation for the Blind (NFB) and shared information about FSDB with blind adults, parents of blind/visually impaired children, professionals, and community members in Jacksonville during the annual convention.

Expanded Core Curriculum (ECC) Interactive Learning Series: The 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).

- The Fall Virtual ECC Interactive Learning Series kicks off in a few weeks and students will learn and implement skills for safe travel, packing strategies, planning, map skills, and using a variety of tools to be successful.

Mentors & Models: This program is designed to provide families and their students with information from the lived experience of our Mentors and Models.

- A Deaf Family Day was schedule to overlap with the Deaf High School Homecoming with a Homecoming Pre-Game Event taking place on Saturday, October 17 before the football game starts.
- A Blind Family Day is being scheduled to overlap with the Blind High School Homecoming week and National Goalball Tournament in November.
- Other events are being planned to take place around the state and on-campus throughout the year.

Statewide Community Braille by Sight 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.

- Fall Community Braille Class started October 5, 2026 and has 10 participants.

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

Analytical Activities

RMTC-DHH collects and reviews data from local educational agencies (LEAs), stakeholder feedback, and project activity evaluations to identify needs and areas for improvement. Information gathered helps guide professional learning, technical assistance, and resource development. Findings are also used in monthly and quarterly reporting and to support district planning and BESS priorities.

Dissemination of Informational Materials

The project shares information, resources, and updates through newsletters, social media campaigns, and the project website to keep educators, families, and partner agencies informed about effective practices for supporting students who are deaf/hard of hearing.

Just In Time News & Information

- FEDHH, FSDB Fall Community Showcase, FSDB Homecoming - September 30

Tech Notes

- Foundations of Quality IEPs for Teachers of the DHH - September 16

Social Media Posts - Facebook, Instagram, and X/Twitter

- Media and Materials Loan Library Updates - September 30

Contacts Connection

- Coffee with the Contacts - One Week Away - September 2
- Coffee with the Contacts Follow-Up Email (to participants) - September 10

Development of Instructional Resources

RMTC-DHH developed or updated a variety of instructional materials to enhance curriculum access and instructional quality. These resources are designed to support literacy, language development, and specialized instructional strategies tailored to diverse learning needs across the state.

- NEW
 - How to Document the Vacancy of a Teacher of the Deaf/Hard of Hearing (document)
 - How to Document the Vacancy of a Sign Language Interpreter (document)
 - TA-Live! Part 1: Foundations of Quality IEPs for Teachers of the Deaf/Hard of Hearing (video recording)
- UPDATED
 - Coffee with the Contacts (slide deck)
 - Coffee with the Contacts LiveBinder
 - Introduction to Students who are Deaf/Hard of Hearing (slide deck)

Dissemination of Instructional Resources

RMTC-DHH shared instructional resources through professional learning events, digital platforms, and collaborative networks, including virtual collaborative learning communities (VCLCs). Resources focused on evidence-based practices and specially designed instruction to support educators in classroom implementation.

Instructional Materials

- *Coffee with the Contacts Collaborative Notes* - September 9
- *TA-Live! Part 1: Foundations of Quality IEPs for Teachers of the Deaf/Hard of Hearing* (recording added to website) - September 29

LiveBinder Dissemination

- *Coffee with the Contacts LiveBinder* - September 9
- *TA-Live! Writing High-Quality IEPs for Students who are DHH Livebinder* - September 23

Professional Learning Events

The RMTC-DHH facilitated professional learning experiences addressing high-priority instructional needs. Offerings such as TA-Live! and specialized multi-day learning opportunities were delivered

via in-person and virtual formats. These sessions directly support district improvement efforts and align with state-identified indicators.

- *Coffee with the Contacts (VCLC) - September 9*
- *TA-Live! Part 1: Foundations of Quality IEPs for Teachers of the DHH (virtual) - September 23*
- *Introduction to Students who are Deaf/Hard of Hearing (Sarasota County) (virtual) - September 23*

State and Partner Presentations

RMTC-DHH participated in key events as a presenter, delivering content that supports professional learning and inter-agency collaboration. September's presentations extended the project's visibility and strengthened connections with local and state partners.

- *RMTC-DHH Overview at Community Partner Meeting in Collaboration with PESE-TATS for Sarasota - September 15*
- *RMTC-DHH Overview at Community Partner Meeting in Collaboration with PESE-TATS for DeSoto - September 24*
- *RMTC-DHH Overview at Community Partner Meeting in Collaboration with PESE-TATS for Hendry - September 24*

On-site Observations and Program Reviews

By district request, RMTC-DHH conducted on-site reviews to provide targeted feedback on instructional practices and system supports. These visits resulted in formal recommendations shared with district leadership to support program alignment and improvement.

- No requests for on-site observations were received or conducted for September.

Technical Assistance

RMTC-DHH provided coaching, consultation, and resource sharing in response to requests from LEAs and agency personnel. Support included materials from the Media and Materials Loan Library and the posting of LEA job vacancies on the RMTC-DHH website to assist with the recruitment of DHH professionals.

Coaching and Mentoring

- Districts: Bay, Hardee, Highlands, Hillsborough, Leon, Marion, Okeechobee, Osceola, Palm Beach
- Other: Signing Kids of Central Florida

Consultation and Support

- Districts: Alachua, Columbia, Duval, FSDB, Hardee, Lee, Miami-Dade, Monroe, Okaloosa, Pinellas,

- Other: Lutheran Services of Florida

Information & Resource Sharing

- Dixie, FSDB, Hillsborough, Leon, Marion, Miami-Dade, Monroe, Okeechobee, Orange, Osceola, Palm Beach, St. Johns
- Other: FDLRS, Pickett Fences Family

Media & Materials Loan Library Summary

- New Accounts: 16 total, including professionals from Alachua, Bay, Broward, Duval, FSDB, Lake, Leon, Madison, Manatee, Marion, Miami-Dade, Okaloosa, St. Lucie, and Volusia.
- Items Loaned: 10 total to professionals in Alachua, Collier, Florida Virtual School (FLVS), and Monroe.

Vacancies Posted Summary

- ASL Interpreter - Duval
- Self-Contained Teacher of the Deaf/Hard of Hearing - Pinellas
- Itinerant Teacher of the Deaf/Hard of Hearing - St. Lucie
- Speech-Language Pathologist - St. Lucie
- ASL Interpreter - Pinellas

Leadership, Advisory, and Collaborative Engagement

RMTC-DHH staff participated in statewide leadership activities, advisory committees, workgroups, and operational meetings to support programs and services for students who are deaf/hard of hearing. Staff also participated in the ESE Leadership Summit, sharing resources and connecting with stakeholders.

Leadership and Strategic Collaborative Planning Meetings

- PAADS Technical Assistance Call - September 1
- BEESS/FDLRS ESE Leadership Summit Accessibility/Interpreting Advising - September 14
- Florida Educators of Students who are Deaf/Hard of Hearing Board Meetings - September 15 and 29

Specialized Workgroups and Roundtables

- FDLRS Parent & Family Services Roundtables - 9/1/26 and 9/24/26
- FDLRS Child Find Welcome Back Meeting - 9/1/26
- FDLRS Dyslexia Path to Learn Review - 9/1/26
- Renaissance/FDOE ASL Interpreting Workgroup - 9/8/26
- FDOE Assessment Item Review Committee - 9/14–18/26
- FDLRS Connection Crew: Q1 Meeting - 9/24/26
- FDLRS/RMTC-DHH Collaboration for Specially Designed Instruction Presentation -

9/29/26

Conference and Stakeholder Engagement

- 2026 ESE Leadership Summit – RMTC-DHH Expo and Participation - September 15–16, 2026 | Orlando, FL

Technology, Resource Evaluation, and Professional Learning for Project Staff

RMTC-DHH staff participated in professional learning and reviewed instructional resources and technology to stay current on practices and tools that support students who are deaf/hard of hearing.

Technology and Accessibility Training

- Lightspeed Sound Education Webinar - 9/17/26
- Resource Evaluation: Renaissance ASL Platform - 9/17/26

Conferences & Webinars

- FDLRS Book Study: *The Choreography of Presenting* - 9/8/26
- Gallaudet University Motion Light Lab Webinar: *Empowering Healthcare Providers to Optimize Language Development in Deaf Infants and Young Children ECHO Program* - 9/9/26
- 2026 ESE Leadership Summit - 9/15–16/26 | Orlando, FL

LEA Leadership Engagement and Regional Service Coordination

RMTC-DHH continued working with LEA leadership, FDOE/BEESS, IDEA-funded state projects, and regional partners to coordinate support for DHH programs. Activities included responding to leadership requests, sharing resources, clarifying project roles, and identifying opportunities for technical assistance and professional learning.

- No direct LEA leadership engagement or regional service coordination activities were reported this month.

Technology Services Department

Executive Director Jason Marlow & Administrator Shelley Ardis

Technology Services Projects:

- Technology Celebrations: Jason Marlow has been at FSDB as the executive director for one year! Luke Fasone has been at FSDB for five years, Virginia Keller has been at FSDB for 10 years, and Laura McDonald has been full-time at FSDB in the technology department for 25 years.

- A total of 829 IT Requests have been entered since July 1, 2026 through September 30, 2026. 721 or 87% have been closed. 289 IT requests were entered in the month of September with 225 (78%) closed within the month.
- The Florida Department of Education Survey 2 was submitted. This is the data submission that includes all the exceptional student information data that will be reviewed statewide during the second semester.
- The dorm staff office laptop swap for iPad workstations project was completed. This provides increased mobility for staff that take turns at the workstation and enables them to use their assigned device at any workstation in any dorm.
- The email filtering application was implemented for all staff members.
- The contracted Wi-Fi campus site survey walkthrough has been completed. This will result in an improved plan for the placement of access points and our refresh of equipment over the next few years.
- Support for the upgrade to elevators to have emergency communications has been completed.
- Cabling projects are underway to add LED messageboards in more locations within dorms. This will increase operational and emergency communications throughout dorm buildings.

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 2026

Year five 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 2026-2027 school year.

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

2022-2027 Strategic Plan

CORE VALUES

- Integrity and Respect
- Safety and Security
- Innovation
- Trust

PRIORITY GOALS

- 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.

FSDB held a Job Fair on September 30, 2026, welcoming nine attendees interested in learning more about employment opportunities. Participants had the opportunity to speak directly with administrators and gain insight into careers at FSDB.

The event occurred during a period of historically low vacancies, with only four full-time positions currently open, two of which require specialized qualifications. Even with limited hiring needs, the Job Fair supported FSDB's commitment to proactive recruitment and community engagement while helping cultivate interest in future employment opportunities.

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

The Organizational Management Program cohort completed the remaining module in the second year of the program on September 23, 2026.

Congratulations to both Stacy Johnson-Smith, Director of Culinary Programs, and Jason Marlow, Executive Director of Technology Services, for successfully completing the program.

Based on decreased demand for the program, the Strategic Leadership Team has determined that future offerings will transition to a biennial schedule, guided by participant eligibility and organizational need.

Priority Goal 3: FSDB will enhance a sense of community through increased employee engagement. FSDB's strong culture of engagement is reflected in an 87% survey participation rate and 95% positive employee engagement results, surpassing the strategic target. Campus supervisors will continue to support and strengthen engagement within their teams through department-level action planning and collaborative efforts across the Campus Supervisors Team.

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 implementation of the new integrated "Look For" data collection system has been successfully completed, creating a more streamlined process for capturing instructional observations and automatically sharing feedback with teachers. This enhancement has improved communication and increased the timeliness of instructional support. Feedback from the leadership team was critical in making revisions.

With this phase complete, development is now underway on the Instructional Coaching component of the system. This next phase will provide supervisors with greater visibility into coaching activities and instructional practices being addressed with teachers, fostering stronger alignment between coaching, supervision, and school improvement efforts to support positive student outcomes.

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.

Over the past month, the weekly student evaluation process has become a natural part of the Off-Campus Work Program. Students are becoming more comfortable reflecting on their performance, recognizing their strengths, and setting goals for continued growth. The Executive Director of Career Development continues to meet weekly with the Off-Campus Work Program team to review student progress, celebrate successes, discuss challenges, and identify ways to best support individual students. These ongoing conversations and data reviews are helping students take greater ownership of their development while ensuring staff has the information needed to provide meaningful coaching and workplace support.

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

Although we are still in the development stage for a Boarding MTSS program, two meetings were held to address concerns that needed immediate attention. One meeting was to address an increasing trend in a group of students, and the other was to address a student's difficulty transitioning from the elementary dorm to the middle school dorm. Staff appreciated the opportunity to participate and provide good suggestions for addressing both situations.

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

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

Social Media Analytics for August

Website

10,997 visitors (10,105 new), with 30,477 page views and an average time of 53s. The most-viewed page other than the home page was the Careers Page with 1,602 page views.

Facebook

26,141 page likes, 50 posts, 275,625 views, 25,196 interactions, and 159 new likes and follows.

Instagram

4,286 followers, 44 posts, 7 stories, 108,464 views, 10,669 interactions, 3,378 profile visits, and 104 new followers.

Livestream

20 events livestreamed (Volleyball, Football, Swimming, and Board of Trustees meeting)

Productions

Currently shooting and editing Goalball videos (eye-patching, line judging, door holder and more) that will be shared for the 2026 U.S. National High School Goalball Championships we are hosting on November 4-7, 2026.

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 Business Services Department developed a new page on the Intranet to share information with internal stakeholders campus-wide regarding the upcoming migration to FL PALM. This migration impacts purchasing activities and the use of our Human Resources website.

The Safety and Facilities Operations (SAFO) Teams have shared pictures from recently completed projects, including Kids Town and the Track Complex. Many other exciting announcements were shared, including Teacher of the Year and Rookie Teacher of the Year.

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's Community Student Showcase is scheduled for October 26, 2026. Two dates for regional ASL Classes to attend Dance Troupe performances are being confirmed.

In addition, we are hosting our first Family Homecoming Game Pre-Game event as a pilot engagement activity for prospective families interested in learning more about FSDB and connecting with other families. In addition to playing games and attending a cheerleading clinic, families who want to stay for the game will be provided support to attend and get treats from concessions.

More detailed information on regional and statewide events and exhibits are listed in the Outreach Department section of this Board Report.

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

SUBJECT: FY 2026-27 Operating Budget, Revision #1

PROPOSED BOARD ACTION

Board approval is requested for the Fiscal Year 2026-27 Operating Budget, Revision #1.

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

- Risk Management Casualty Insurance Realignment
- Human Resources Services Appropriation Adjustments
- State Employee Retirement Adjustments
- Law Enforcement Officer Pay Increase Distributions

Notes:

The Risk Management Casualty Insurance Realignment (EOG Memo #27-011) and original appropriation are utilized to transfer the annual payments to the Division of Risk Management for workers' compensation, general liability, civil rights, and auto liability insurance.

Fund	FY 2026-27 Original Operating Budget, Risk Management	EOG Memo #26-011 Realignment	Operating Budget, Revision #1
Fund 1000	557,876	(30,930)	526,946
Fund 2021	56,012	(1,478)	54,534

The State Employee Retirement Adjustments (ADOCNO 0007) are utilized to align employer retirement contributions for FTE positions. The Law Enforcement Officer (LEO) Pay Increase Distribution (ADOCNO 0007) is utilized to support statewide increases that were effective July 1, 2026.

Salaries and Benefits:

Fund	FY 2026-27 Original Operating Budget: Salaries and Benefits	ADOCNO 0007 Retirement Adjustment	ACOCNO 0007 LEO Pay Increase Distribution	Operating Budget, Revision #1
Fund 1000	56,462,182	(127,354)	42,986	56,377,814
Fund 2261	1,643,305	(3,336)	1,126	1,641,095
Fund 2339	1,503,355	(2,749)	928	1,501,534

The Human Resources Services Adjustment (ADOCNO 0015) and original appropriation are utilized to transfer payments to the Department of Management Services for the agency's proportional share of People First System invoice.

Fund	FY 2026-27 Original Operating Budget, People First Assessment	ADOCNO 0015 Adjustment	Operating Budget, Revision #1
Fund 2021	53,369	1,003	54,372

Attachment: FY 2026-27 Operating Budget, Revision #1

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

**The Florida School for the Deaf and the Blind
2026-27 Operating Budget**

Budget Categories	Final FY 2025-26	Original FY 2026-27	FY 2026-27 Revision #1, Pending	% Change from Original FY 2026- 27 to Revision #1
Risk Management Insurance (Category 103241)				
General Revenue	557,876.00	\$ 557,876.00	\$ 526,946.00	-5.54%
Administrative Trust Fund	56,012.00	56,012.00	54,534.00	-2.64%
Total	613,888.00	613,888.00	581,480.00	-5.28%
General Revenue (104166)				
Salaries and Benefits	56,483,304.00	56,462,182.00	56,377,814.00	-0.15%
Other Personal Services	4,758,357.00	4,576,786.00	4,576,786.00	0
Expense	6,633,229.00	6,796,866.00	6,796,866.00	0
Operating Capital Outlay	1,080,839.00	1,496,282.00	1,496,282.00	0
Food Products	352,000.00	362,700.00	362,700.00	0
Professional Supplements	197,657.00	196,943.00	196,943.00	0
Overtime	292,860.00	254,559.00	254,559.00	0
Students Home on Weekends	2,740,654.00	2,821,650.00	2,821,650.00	0
Maintenance, Repairs, and Renovations	3,789,939.00	3,789,939.00	3,789,939.00	0
Total	76,328,839.00	76,757,907.00	76,673,539.00	-0.11%
Administrative Trust Fund (104166)				
Other Personal Services	2,500.00	2,500.00	2,500.00	0
Expense	2,500.00	2,500.00	2,500.00	0
Total*	5,000.00	5,000.00	5,000.00	0
* Carry forward appropriation is available if additional grants are awarded.				
Federal Grants Trust Fund (104166)				
Salaries and Benefits	1,632,394.00	1,643,305.00	1,641,095.00	-0.13%
Other Personal Services	530,378.00	530,378.00	530,378.00	0
Expense	603,627.00	603,627.00	603,627.00	0
Operating Capital Outlay	20,000.00	20,000.00	20,000.00	0
Food Products	100,000.00	100,000.00	100,000.00	0
Overtime	3,500.00	3,500.00	3,500.00	0
Total*	2,889,899.00	2,900,810.00	2,898,600.00	-0.08%
* Carry forward appropriation is available if additional grants are awarded.				
Grants and Donations Trust Fund (104166)				
Salaries and Benefits	1,430,388.00	1,503,355.00	1,501,534.00	-0.12%
Other Personal Services	1,137,094.00	1,111,448.00	1,111,448.00	0
Expense	230,710.00	191,870.00	191,870.00	0
Overtime	3,500.00	3,500.00	3,500.00	0
Total*	2,801,692.00	2,810,173.00	2,808,352.00	-0.06%
* Carry forward appropriation is available if additional grants are awarded.				
People First Assessment (107040)				
General Revenue	209,785.00	209,785.00	209,785.00	0
Administrative Trust Fund	53,369.00	53,369.00	54,372.00	1.88%
Total	263,154.00	263,154.00	264,157.00	0.38%
Specific Appropriation Total	82,902,472.00	83,350,932.00	83,231,128.00	-0.14%

**The Florida School for the Deaf and the Blind
2026-27 Operating Budget**

Budget Categories	Final FY 2025-26	Original FY 2026-27	FY 2026-27 Revision #1, Pending	% Change from Original FY 2026- 27 to Revision #1
Carry Forward, (Per Section 1011.57(4), F.S.)				
General Revenue (130300)				
PY Payables	3,987,255.71	3,934,391.73	3,934,391.73	0
Recommended Projects				
Construction	11,389,871.49	9,526,210.44	9,526,210.44	0
Furniture, Fixtures, and Equipment	135,569.50	727,818.00	727,818.00	0
Maintenance and Repair	0.00	233,403.95	233,403.95	0
Professional Services - Maintenance/Construction	604,951.76	254,364.00	254,364.00	0
Property Enhancements	50,000.00	4,466,658.00	4,466,658.00	0
Vehicles and Equipment	0.00	1,357,082.00	1,357,082.00	0
Subtotal - Recommended Projects	12,180,392.75	16,565,536.39	16,565,536.39	0
Emergency Reserve: System Failures and Disaster Response/Recovery	1,200,000.00	1,200,000.00	1,200,000.00	0
Emergency Reserve: Operating minimum of 5% and up to two months average General Revenue expenditures based on the prior fiscal year	9,048,235.02	10,626,090.78	10,626,090.78	0
Total	26,415,883.48	32,326,018.90	32,326,018.90	0
Nonoperating Transfer Authority (Category)				
Administrative Trust Fund (180007)	230,000.00	230,000.00	230,000.00	0
Federal Grants Trust Fund (180200)	16,000.00	16,000.00	16,000.00	0
Federal Grants Trust Fund (181259)	171,000.00	171,000.00	171,000.00	0
Federal Grants Trust Fund (185080)	230,000.00	230,000.00	230,000.00	0
Federal Grants Trust Fund (220030)	40,000.00	40,000.00	40,000.00	0
Grants and Donations Trust Fund (181259)	20,000.00	20,000.00	20,000.00	0
Total Appropriated Funds	\$ 110,025,355.48	\$ 116,383,950.90	\$ 116,264,146.90	-0.10%

History:

7-1-26 All figures, except carry forward and nonoperating transfers, tie to Laws of Florida, Ch. 2026-232

9-3-26 Per EOG Memo #27-011 Casualty Insurance Realignment - Category 103241

Fund 1000 (30,930.00)
Fund 2021 (1,478.00)

9-28-26 Per ADOCNO 0007 State Employee Retirement Adjustments

Fund 1000 (127,354.00)
Fund 2261 (3,336.00)
Fund 2339 (2,749.00)

9-28-26 Per ADOCNO 0007 Law Enforcement Officer Pay Increase Distributions, effective 7/1/2026

Fund 1000 42,986.00
Fund 2261 1,126.00
Fund 2339 928.00

9-29-26 Per ADOCNO 0015 Human Resources Services Adjustment - Category 107040

Fund 2021 1,003.00

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

SUBJECT: Palm Row Infrastructure and Repaving

PROPOSED BOARD ACTION

Board approval is requested to enter into a contract exceeding \$2,000,000 for the infrastructure improvements and repaving of the Palm Row roadway.

Note: The budgeted amount for this project will not exceed \$3,153,105. This project has been prioritized in alignment with the Educational Plant Survey, the Campus-Facilities Master Plan, and the Public Education Capital Outlay Legislative Budget Request.

Presenter/Department: Guy Maltese, Executive Director of Safety and Facilities Operations

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

SUBJECT: District Best Practices Assessment

PROPOSED BOARD ACTION

Board approval is requested for the 2026-2027 recommendation based on the 2025-2026 Safety and Security Risk Assessment. This recommendation will be included in the District Best Practices Assessment.

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

Presenter/Department: Lieutenant Arline Lagasse, School Safety Specialist