Agenda

Florida School for the Deaf and the Blind
Board of Trustees Meeting
Moore Hall, Center for Learning and
Development December 12, 2025, at 11:15 a.m.

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I.	**Call to Order**	
II.	**Pledge of Allegiance**	
	Blind Elementary School	
	Deaf Elementary School	
III.	**Roll Call**	
IV.	**Public Comments**	
	Limited to three minutes per person, with a maximum of 45 minutes per meeting for all public comments.	
V.	**Consideration and Approval of Meeting Minutes**	
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VI.	**Committee Reports**	
	Endowment and Investment Committee Report – Mr. Hadley	
VII.	**President's Reports**	
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	Student Success - Focus on the Data Presentation – No presentation in December	
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	Legislative Update – Patsy Eccles	9-10
VIII.	**Department Reports**	
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X.	**New Business**	
XI.	**Unfinished Business**	
	President's Performance Evaluation Additional Comments – Mr. Hadley	
XII.	**Board Comments**	
XIII.	**Adjournment**	

Next Meeting Date: January 23, 2026

- **Enrollment Committee Meeting**
- **Regular Board Meeting**

Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Board of Trustees Meeting Minutes
Moore Hall, Center for Learning and Development
October 31, 2025, 9:00 a.m.

Attendance

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

Call to Order

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

Pledge of Allegiance

Blind High School student Khyree Lofton and Deaf High School student Mariska Dize led the Board and audience in the Pledge of Allegiance.

Public Comment

No public comments were made during this meeting.

Approval of Meeting Minutes

Mr. Kramer moved to approve both minutes of the Regular Board of Trustees Meeting held on September 26, 2025. The motion was seconded by Mrs. Chapman and approved unanimously by the Board.

Committee Reports

There were no committee meetings this month.

President's Report

Ms. Tracie Snow, President, introduced Ms. Jessica Waldbillig, Assistant Principal of the Deaf Elementary School (DES), to review student success data.

Student Success – Focus on the Data

Ms. Waldbillig reviewed three years of data and various components related to student performance. The Data Focus Areas were Attendance, Behaviors, and Comprehensive Assessments (ABCs). The board members asked several questions that Ms. Waldbillig, Ms. Cally Traetto, and President Snow answered, and provided additional information to clarify the data.

Mr. McCaul allowed a short recess for the Early Learning Center (ELC) Halloween Parade. The Board passed out candy and enjoyed the surprise visit.

President Snow's Report

- FSDB Open House was a huge success. The Department of Education shared information about the event, and during the livestream, viewers from nine Florida cities and 12 states watched the event live.

Legislative Update

Ms. Patsy Eccles, Legislative Specialist, updated the Board on things happening in Tallahassee.

- She attended the St. Johns County Delegation meeting held on Monday, October 26.
- Representative Sam Greco would like to come and tour the campus.

Department Updates

Business Services

Dave Hanvey, USB Financial Advisor, provided an update on the markets and informed the Board on the status of the FSDB Endowment Funds I & II in relation to the market.

Action Items

Action Item #1 - Surplus Property

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

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

Action Item #2 – FY 2025-26 Operating Budget, Revision #1

Board approval was requested for the fiscal year 2025-26 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,
- Pay Increase Distributions, and
- State Employee Health Insurance Adjustments (December 2025)

Revision #1 reflects an internal budget realignment in General Revenue (Category 104166) to support increases to the Professional Supplement Schedule approved by the Board of Trustees on August 22, 2025. Additional nonoperating transfer authority was received in the Federal Grants Trust Fund (Category 220030), which aligns with the original nonoperating request submitted in response to EOG Memo #25-026.

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

New Business

No new business.

Unfinished Business

Mr. McCaul explained how the President's Performance Evaluation scores are compiled. He read aloud each Trustee's compiled score and allowed each the opportunity to make additional comments. He requested that Mr. Hadley be allowed to make further comments at our next meeting under Unfinished Business, if he wishes to do so.

The overall score was 4.69; Mr. McCaul called for a motion to accept the cumulative overall performance rating.

Mr. Kramer moved to accept the overall performance rating. The motion was seconded by Mrs. LeFors and carried unanimously by the Board.

Mr. McCaul then explained that the Board also needs to approve an additional year to be added to the President's contract and asked for a motion.

Dr. Zavelson moved to accept one additional year to be added to the President's contract. The motion was seconded by Mr. Kramer and carried unanimously by the Board.

Board Comments

The Trustees appreciate learning about the student data and enjoyed seeing the students in the Halloween parade. They thanked President Snow for her continued commitment to FSDB and expressed their appreciation for the great job she is doing.

Adjournment

The meeting adjourned at 10:51 a.m. on a motion by Dr. Zavelson and seconded by Mrs. Chapman 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
December 12, 2025

Every year, the months of November and December offer numerous opportunities to recognize, celebrate, and prepare for the upcoming semester.

Since our last Board of Trustees meeting, we proudly recognize and celebrate our FSDB overall Teacher of the Year, School-Related Employee of the Year, and, for the first time, FSDB Rookie of the Year (teacher who has taught less than three years).

Ms. Hannah Glynn, our Blind High School history teacher, has been named FSDB (overall) Teacher of the Year! Ms. Glynn consistently goes above and beyond for her students, setting high expectations and providing the support they need to succeed. Her passion for literacy shines through her leadership in events like the BHS Poetry Slam and her willingness to share knowledge and solve problems collaboratively. She creates engaging, real-world learning experiences, tutors students after school, and even helps staff improve their braille skills. Her enthusiasm, dedication, and leadership make her an outstanding role model for both students and colleagues.

Joe Carbone, FSDB Carpenter, has been named FSDB School Related Employee of the Year! Known for his creativity, dedication, and can-do spirit, Mr. Carbone consistently goes above and beyond to support students and staff. From building custom furniture and crafting cane racks to designing engaging tools for events like White Cane Day, Homecoming, and ELC graduation, his work enhances safety, accessibility, and joy across campus. Always ready to tackle any challenge, Joe often completes requests the same day, exemplifying teamwork and commitment. His positive attitude and willingness to help make him an invaluable member of our FSDB family. Congratulations, Mr. Carbone!

Zachary Bridgett, Deaf High School/SOAR classroom teacher, was selected as Rookie Teacher of the Year for his dedication, adaptability, and leadership within the SOAR program. He goes above and beyond to support students academically and personally, advocating for their inclusion, resources, and growth opportunities. Zachary demonstrates professionalism and empathy, inspiring both students and peers. His proactive approach reflects his passion for teaching and commitment to student success, making him our Rookie Teacher of the Year.

I also look forward to providing an in-person update at our December meeting on the results of the National Goalball Tournament. This year, FSDB will be traveling to Texas on December 3rd, and we're optimistic about bringing home the GOLD for both our girls' and boys' teams.

I want to take a moment to extend my sincere appreciation to our exceptional staff. While we often celebrate the achievements that are visible, it is the consistent, behind-the-scenes efforts that truly create an environment where our students can learn, grow, thrive, and feel a sense of belonging. Your dedication is the foundation of our success, and I am deeply grateful for each of you and the commitment you bring every day.

Wishing you a safe, happy, healthy holiday season and a new year filled with continued growth and success for FSDB.

STRATEGIC PLANNING

Submitted by Trish McFadden, Executive Director of Training and Quality Assurance
December 12, 2025

Year four 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 2025-2026 school year.

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

2022-2027 Strategic Plan	
CORE VALUES	***PRIORITY GOALS***
● Integrity and Respect ● Safety and Security ● Innovation ● Trust	● 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.

The next on-campus job fair is scheduled for April 1, 2026, and by that time, we expect to have a clearer picture of the positions available for the 2026-2027 school year. Over the coming months, we will be working closely with Communications and Public Relations to update career fair materials for colleges with education programs, ensuring they include current information about FSDB career opportunities. Additionally, we are collaborating on the development of an informational video that showcases FSDB's mission, benefits, and career paths to potential applicants. These efforts are currently in the planning phase and will serve as a foundation for expanding our targeted recruitment activities.

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

The final module of the inaugural Organizational Management Program was held on November 5, 2025. Members of the Organizational Management Cohort, along with 19 additional FSDB supervisors, participated in Fierce Conversations Training and successfully completed all three modules: Foundations, Confront, and Teams. To help determine the future of this program for FSDB supervisors, class surveys will be reviewed and considered.

Additionally, a separate survey has been sent to cohort members to gather feedback on the Organizational Management modules and logistical aspects of the program. This input will be

instrumental in refining and enhancing the course offerings for the second cohort, scheduled to launch in early 2026.

Priority Goal 3: FSDB will enhance a sense of community through increased employee engagement.
Planning is underway for FSDB's upcoming Employee Appreciation Day! As part of the celebration on March 6, 2026, the Strategic Leadership Team will greet staff members as they arrive to work and offer a breakfast-on-the-go bag.

This thoughtful treat is a small gesture of gratitude—just one of the many ways we recognize and appreciate the dedication and hard work of our incredible FSDB 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 Curriculum and Professional Development Department hosted an unconferencing for teachers to participate in and learn more about the Instructional Focus. The Academic Specialists facilitated the conversation, and teachers were able to share ideas about what they were doing for scaffolded instruction. This is part of the professional learning series for this school year. The Academic Departments continue to discuss academic, behavior, and attendance data with all stakeholders, including students, teachers, parents, administrators, and the Board of Trustees.

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.
Work Experience teachers in CTE have received training in Xello and plan to implement the program in their classes. This tool will help students explore their career interests, identify their strengths, and recognize the skills they still need to develop to achieve their career goals.

Priority Goal 3: FSDB will increase academic and boarding life-ready instruction to prepare students to be independent.
The Boarding Program continues to implement and teach life skills activities and evaluate the processes we have in place.

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

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

Website Highlights: 7,667 visitors (6,812 new), with 27,817 page-views and average time of 1:20. Most viewed pages other than the home page were the Careers page with 1,640 pageviews.

Facebook Highlights: We now have 20,633 followers (130 new, 13,899 page visits, 68 posts, and 12 stories, totaling 396,077 views and 10,329 interactions.

Instagram Highlights: We now have 3,834 followers (23 new). We posted 64 times, including 11 stories, 2,196 profile visits, 5,123 reach, and 221,921 views.

Livestream: We livestreamed nine events, including the Board of Trustees Meeting, Girls Volleyball matches, Football games, Swim meets, and the Fall Open House.

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.

Intranet and Other Internal Staff Communication

The Intranet pages have been updated for an improved design and more robust content related to each campus department. The Communications and Public Relations Department is collaborating with department supervisors and their content creators to update their Intranet pages and document libraries.

Parent Communication and Engagement

The *Parent Welcome Notebooks* have been designed, tested, and are being shared with newly enrolled families. After the Admissions and Parent Services Departments developed prototypes, these were shared with other departments across the campus for feedback. This resulted in a variety of edits and additions. The Admissions Department will seek feedback from the families who receive this notebook and will work with departments to make updates based on any input received.

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.

In addition to the activities reported in the Outreach Services section of this report, FSDB was represented by multiple staff members who hosted exhibit tables at the Florida Educators of the Deaf/Hard of Hearing Students Conference. The audience for this conference includes teachers of students who are Deaf or Hard of Hearing, Speech-Language Pathologists, and other school district providers. Randi Mitchell also presented at the conference.

Preparations are underway to participate in the South Florida Winter Festival, which includes Broward County's Signing Stories at your Library event, meeting a Deaf Santa Claus, and other fun activities.

As reported in the Legislative Services report in last month's FSDB Board Report, legislative committees have used the interim committee meetings to review the status of programs, policies, and projects implemented or funded in past legislative sessions. These include Auditor General reports, studies, and reports due to the legislature before the next session, as well as economic indicators for developing budgets for the upcoming fiscal year. These interim meetings also allow for the focus on major policy initiatives planned by the legislature for the coming Legislative Session. In the House memorandum to House members below, the Speaker of the House of Representatives outlines one of the priorities for study and legislation he proposes for the next session.

(Copied from House memorandum from the Speaker's Office)

House Speaker Daniel Perez, R-Miami, directed subcommittee leaders on Tuesday to consider the "potentially positive and negative impacts" of artificial intelligence ahead of the 2026 legislative session. In a memo, Perez dubbed the week of Dec. 8th, "Artificial Intelligence Week."

"We all recognize that AI may open new economic vistas. At the same time, we see stories about how AI can be abused, have adverse effects on education, or harm emotionally vulnerable users," Perez wrote. "As policy makers, our understanding of the issue is complicated by the rapid emergence of this complex technology, and, as we've seen with social media, short-term legislative choices can have serious long-term consequences."

Lawmakers will hold a final set of committee and subcommittee meetings that week to prepare for the upcoming session, which is scheduled to start in January.

FSDB and the State will be waiting for the Governor's Proposed Fiscal Year 2026-27 Budget recommendations to be delivered to the Legislature in mid-December.

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

- The Legislative Budget Commission issues the Long-Range Financial Outlook.
- State Agencies submit their 2023-24 Legislative Budget Requests.
- The Legislature reviews the agencies' budget requests and receives status reports on prior session issues.
- The Governor makes his budget recommendations 30 days prior to the onset of the legislative session.
- House & Senate committees workshop the budget
- Each chamber passes an independent appropriations bill.
- The differences between the bills are resolved through a budget conference by members of the House and Senate.

- The product of the conference process is the Conference Report of the General Appropriations Act.
- Once both chambers adopt the GAA, the Governor has line-item veto authority as he signs the bill.
- The Governor, with the consensus of the House & Senate, executes the budget and develops the base for the next cycle.
- Fiscal Analysis in Brief is released in August.
- Final Budget Report released in December.

Submitted by:
Patsy Eccles, Legislative Specialist

Health Care Center Report

	Total	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26	June 26
ACU Visits (*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." "Physicals", "Vision Screenings", and "Miscellaneous.")	**1,546**	334	545	667								
TCU Visits (*Total includes all students that were admitted to the TCU.)	**59**	17	25	17								
Admission Interviews	**27**	14	9	4								
Eye Clinic- Specialty	**2**	0	0	2								
PDC Clinic- Specialty	**35**	9	14	12								
Psychiatry Clinic- Specialty	**6**	0	0	6								
Off Campus (*ER visits, Opthalmology, Home)	**10**	3	2	5								
Totals	**1,685**	**377**	**595**	**713**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Sofia 2 Testing	Total	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26	June 26
Quidel Strep Test	**113**	18	51	44								
Quidel Influenza A & B Test	**74**	10	35	29								
Quidel SARS Antigen	**78**	11	37	30								
Totals	**265**	**39**	**123**	**103**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Physicians/ Specialists	Total	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26	June 26
Physician Assistant	**74**	9	29	36								
Medical Director/ Pediatrician	**35**	9	14	12								
Optometrist	**2**	0	0	2								
Psychiatry	**5**	0	0	5								
Totals	**116**	**18**	**43**	**55**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Dental Report

Dental Clinic Procedures	Total	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26	June 26
Hygiene	**30**	7	17	6								
X-ray	**10**	0	4	6								
Emergency	**17**	4	7	6								
Other	**3**	0	1	2								
Operative	**10**	0	0	10								
Surgical	**0**	0	0	0								
Preventative	**1**	0	0	1								
Screening	**8**	0	0	8								
Exam	**4**	0	0	4								
Totals	**83**	**11**	**29**	**43**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Dental Staff	Total	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26	June 26
UF Dentistry	**25**	0	0	25								
Hygienist	**58**	11	29	18								

Occupational Therapy/Physical Therapy

Thanksgiving and the fall season are upon us in OT/PT! The hall bulletin board is decorated with a featherless turkey affectionately named Tatiana. She is patiently waiting for her feathers! Each student coming for services will receive one of her feathers to list their heart's greatest source of gratitude. Once the list is completed and they sign their handiwork, the feather will be placed on Tatiana. The finished product will be a glorious plumage of thankfulness.

Our OT intern, Jilian Schulte, has flown the coop! She is in her last year of her doctorate and has a heartfelt Capstone project about OT training and intervention in the workplace for individuals with disabilities. She is heading to Coffee Uniting People, also known as CUP, to complete her Capstone. CUP is a non-profit coffee shop that employs individuals with intellectual and developmental disabilities. We could not be happier for Jilian and the life she is building for herself.

The PT gym received a major upgrade at the beginning of the month! We have all new cabinetry to store the bulky and cumbersome equipment needed to deliver effective physical therapy. The gym feels much more spacious. The therapists are ecstatic about having extra room to plan more elaborate activities. We are grateful for the addition to our space.

Health Care Center (HCC)

During the month of October, HCC conducted multiple required student health screenings in accordance with Florida Administrative Code R 64F-6.003. Vision screenings were administered to students in kindergarten, and Grades 1, 3, and 6. Growth and development screenings (including height, weight, and BMI) were completed for students in Grades 1, 3, and 6. Additionally, Scoliosis screenings were performed for students in Grade 6.

Mental Health Department

The Mental Health Department continues to prioritize student well-being through community engagement, professional development, and collaborative initiatives.

This month, the team participated in the Angel Tree program and conducted McKinney-Vento shopping trips to assist students in need. In October, staff supported the Early Learning Center during its Pumpkin Patch field trip, fostering a sense of community connection.

Professional development remains a priority. Behavioral Specialists have completed part two of FBA/BIP training through NEFEC, and one of the school psychology staff members will complete specialized training on ADHD in Deaf and hard-of-hearing children this month. The team also delivered bullying prevention presentations during Bullying Prevention Month and provided tiered intervention training with school leadership. Additionally, staff are leading the Thanksgiving Food Drive to support families.

On November 13, one of the counselors provided training to the boarding program staff on recognizing symptoms of depression, anxiety, and trauma in students. The goal of the training was to enhance staff understanding, improve their ability to identify concerns, intervene appropriately, and provide effective support for students.

To strengthen services for McKinney-Vento students, team members attended the McKinney-Vento District Liaison Network meeting. The meeting focused on collaborating with DCF, exploring ways to work together, and identifying strengths and needs.

On November 7, Michelle Dunn presented at the Parent Engagement Workshop on “Cultivation Conversations,” focusing on active listening, conflict de-escalation, and emotional growth—themes that align with the workshop's overall theme, “Growing Together.” We believe that, just like plants can thrive after being repotted, children are resilient and capable of growth—a powerful metaphor for overcoming challenges.

Food Services Department
FSDB’s Registered Dietitian, Julynnet Powell, RDN, LD/N, completed nutrition education for the dorm student staff to help the staff help the dorm students make healthy food choices. In the works to provide nutrition education for dorm students in the future. The November newsletter was shared with the BEMS newsletter and on Viva Engage, covering seasonal fruits and vegetables, as well as healthy ways and inspiration for using them, along with their health benefits.

On November 13, 2025, Memorial and Mac William cafeterias prepared and served their Thanksgiving meal to the FSDB students. The menu included: roasted turkey, brown sugar spiral ham, cornbread stuffing, cranberry sauce, candied yams, mashed potatoes with gravy, sauteed green beans, dinner rolls, and pumpkin/apple pie. Students expressed their gratitude and enjoyed the meal.

Speech & Audiology Department
As the holiday season approaches, the speech-language staff begin incorporating holiday-themed activities into their sessions. The students focus on vocabulary building, language development, and pragmatic communication, either through spoken or signed communication, as well as auditory listening.

The audiologists have had quite a busy start to the school year! Drs. Amy Bassett and Jonnie Wells provide audiology services to students campus-wide. Their responsibilities are quite varied, and you never know what will pop up to handle each day. Classroom auditory equipment, as determined by students' IEPs, was placed in 1111 classrooms by the end of August. Overall, the audiologists have performed more than 208 services, which include making and repairing earmolds, issuing FSDB loaner hearing aids, sending personal hearing aids for repair, and troubleshooting cochlear implants. They have completed nearly 40 audiological evaluations, reviewed 50 Admissions files, reviewed 80 audiograms for triennial file review, and updated their databases, as almost 100 IEPs have been completed. All of this in four months! Whew!

Angel L. Arizaga
Administrator Allied Health Services

Apartment Program

Young Men

After recently being promoted in the Steps to Independence program, the apartment program students are still adjusting to the new structure, responsibilities, and individual privileges. The students are now permitted to travel off campus and use the independent living skills they've learned in the program. Additionally, students can now stay up later, giving them more time for activities like cell phone use, watching television, computer use, gaming, after-school work, and socializing. All the students have been following the program, and with a few reminders, are doing well overall. We are planning a Positive Peer Interaction Social and/or cook-off event soon.

FSDB's regular football season is ending, and we won our first playoff game. Basketball season is beginning soon. Our young men are equally excited about the start of the new season of spring sports.

Our apartment staff team continues to lead by example, using various methods to model, teach, and re-teach life skills. We have welcomed a few new boarding staff members, and we are happy to have them on the apartment program team. We remain focused on the goal of "Developing Lives and Shaping Futures" here in the apartment program.

Young Ladies

Kitchen Fun: With fall arriving, our young ladies have been busy in the kitchen making a variety of delicious seasonal treats. They've learned to make brownies, candy apples, cinnamon rolls, lemon bars, and a mix of homemade cookies. The sweet smells coming from the apartments have caught the attention of anyone walking by!

Several times, the girls have generously offered supervisors a sample of their freshly made dishes or desserts, creating a fun and engaging experience for everyone involved.

<u>Get Movin':</u> This month, we've been encouraging the young ladies to engage more during activities and socialize with their peers. We've noticed that several students tend to spend their free time on their phones or watching television. To promote healthier habits, our current goal is to encourage students to get up and move. We've introduced daily walking as a simple and effective way to increase physical activity. Two walking areas have been identified for use after

4 p.m., the circle in front of Wartmann Hall and the path behind Cary White Hall leading to Settles Gym.

We've encouraged students to aim for at least 30 minutes of walking each day. A positive development is that more students are participating in recreational activities. Additionally, we've seen increased social engagement outside the apartments through games, physical exercise, and conversations with others.

Goodbye Celebration: We hosted a goodbye party for a continuing education student, Cassidy, which brought everyone together in a positive way. We made dinner and dessert for the celebration. We also engaged in Cassidy's favorite activity: playing card games. Our young ladies played War, Trash, and 21. The night put a smile on Cassidy's face. We also had several students and staff members stop by Collins to say goodbye.

Following Cassidy's departure, we hope that some students will continue to play card and board games. These games foster teamwork and help students develop social skills while learning effective strategies.

Learning: Our focus this month has been on time management, such as balancing school responsibilities with apartment activities. This area is a struggle for our young ladies. They often run out of time to complete tasks or don't plan enough time for activities. We have also been working on respecting personal boundaries, cooperation, and effective communication with peers and staff members.

Additionally, we reintroduced budgeting skills by exploring weekly sales through the Winn-Dixie and Publix websites. The girls compared deals like BOGO offers and practiced making wise shopping choices while staying within a budget.

Homecoming Dance: We would like to extend our heartfelt thanks to Ms. Hannah Glynn and all of her wonderful helpers. Ms. Glynn coordinated a team of teachers who graciously volunteered their time to assist with preparations for the Blind High School homecoming dance.

The team arrived at Cary White with bags of supplies, ready to help our young ladies with their hair and makeup. Thanks to their support, every student was beautifully dressed and radiated confidence throughout the evening.

The dance was a joyful celebration filled with music, laughter, and great food. Students danced and enjoyed themselves late into the evening. By the end of the event, they left tired but full of happy memories that will last a lifetime.

Blind Department

Kramer Hall

- The Kramer kids have been super busy. With dance, music lessons, and recreation, our schedule is packed full of fun! We've also gotten into the fall spirit by decorating the dorm, making Halloween arts and crafts, and enjoying a variety of Halloween-themed activities.
- Students designed custom shirts at D&B Designs with the assistance of student workers and participated in a Halloween party in our new courtyard, which ended with a fun glow-in-the-dark dance-off. We also went trick-or-treating at Flagler College. These events provided excellent opportunities for creativity, community engagement, and seasonal fun.

Cary White Hall

- Cary White staff and students have had a busy few weeks. Cooking has been a big focus for all the students. Some asked to learn about air fryers and microwaves, while others wanted to learn about stovetops and ovens.
- A lot of STAR goals (Specific, Timely, Achievable, and Relevant) were met, giving staff an excellent opportunity to teach curriculum, and the students loved the fruits of the teachings.
- After taking 4th place in the Savannah Youth Goalball Invitational, our goalball team girls flew to Vancouver, Wash., to compete in the 12th Annual Jr. Cascade Classic. This offered an excellent opportunity for them to experience commercial flying and everything that entails. These girls have come a long way, and the end of the first quarter brought rewards for great grades and Positive Behavior Interventions and Supports (PBIS) recognition. Cary White Hall celebrated by taking the students to the movies. Students learned about the ins and outs of theaters, how to place special food orders, and the appropriate behavior in a public place.
- On October 16, Cary White staff and students celebrated our awesome Dorm Supervisor Cynthia Terry with flowers, a short piano concert, and rousing applause and well-wishes from all.

Koger Hall

- We got the dorm ready for Halloween with some spooky decorations. We also had a "Pumpkin Decorating Night." The girls decorated small pumpkins to use as fall decorations for their rooms.
- We also hosted a Halloween party with a costume contest. We invited the middle school girls to judge the contest, and they did a fabulous job. We played Pin the Face on the Pumpkin for the chance to win a gift card, and we finished the night with some tasty hors d'oeuvres and socializing! The staff did a great job ensuring that the girls had a fun time!

- To continue our goal of getting the 9th and 10th graders comfortable doing things in the kitchen, they had a make-your-own pizza night. The goal for this activity was to get them comfortable using the oven. They all did a great job!

MacWilliams Hall

- Congratulations to the MacWilliams Hall students of the month for the first quarter:

	Freshmen	**Sophomores**	**Juniors**
August	Nicolas "Nico"	Kale	Brody
September	Carlos	Facundo	Nathaniel
October	Moses	Shawn	Tyler

- We'd also like to recognize the young men of MacWilliams Hall who made up the Homecoming court: (Freshman) Lord Carlos, (Sophomore) Duke Dino, and (Junior) Prince Aref.
- We'll soon be making additions to our music program. We will add an audio interface so students can connect their iPads/laptops to record and produce music. We will also add a bass guitar, an acoustic guitar, a proper drum "throne," and a bench for the keyboard. Several students have inquired about the possibility of adding drum pads and stand drums, which would allow our drumline students to practice in the dorm when the music room is unavailable. Additionally, we'll be looking at adding foam mat flooring to reduce the echo from the floor tiles in our current practice space.
- On November 6, our juniors spent an evening with the students of Kramer Hall. Two of our young men, Nathaniel and Aref, presented the story "I am a Turkey" and then passed out treats and socialized with their younger peers.
- Our sophomores recently carved festive pumpkins to share with several departments on campus for Halloween. For Veterans Day, they were inspired by our Army National Guard's Gabriel Lindley to recognize FSDB staff members who are veterans with a special thank-you.

Deaf Department Elementary and Middle School

Vaill Hall

- Students in 1st West have been diving into cursive writing practice. Ezekiel is even incorporating it into his homework assignments! This activity not only strengthens fine motor skills and hand-eye coordination but also fosters a sense of pride in personal achievement. Additionally, students showcased their artistic talents by illustrating their own animals, an imaginative exercise that encouraged creativity and peer interaction.

- During quiet time, students engaged with color-by-number books, a calming activity that reinforces number recognition, pattern awareness, and color identification. It's a peaceful yet purposeful way to wind down while still learning.
- As a reward for positive behavior, students enjoyed a video game session, a new incentive being introduced for 3rd–5th graders. This engaging activity fosters strategic thinking, collaboration, and digital literacy in a structured setting.
- Creativity was in full swing as students crafted rubber band bracelets together, a hands-on project that nurtures patience, artistic expression, and social bonding.
- For Halloween, the pod celebrated with a cozy movie night complete with popcorn and hot cocoa, creating a warm sense of community and relaxation. Students at Vaill Hall embraced the Halloween spirit by painting pumpkins and watching a festive movie together. This seasonal celebration provided a joyful shared experience and an opportunity for creative expression.
- Since the start of the school year, students have also been practicing cheer routines and even invented a personalized pod handshake. Activities like this build coordination, memory, and team spirit.
- In preparation for the holidays, students crafted beaded bracelets to give to friends and family. This thoughtful activity encourages generosity, creativity, and the joy of giving.
- We have also had several high school students come to the dorm to read, play games, and mentor our students.

<u>Gregg Hall</u>

- Our character education focus during the month of October was honesty. One way we are learning this is by owning up to our mistakes. We know that everyone makes mistakes; they are a part of life and the learning process. Honesty means admitting when you've made a mistake and taking ownership. This shows others that you are true to your word, even when you've done something wrong.
- Our students recently embraced two meaningful opportunities to give back! First, the girls headed to Vilano Beach for a shoreline clean-up. Not only did they help keep our beaches beautiful, but they also learned about the impact of trash on marine life. With perfect weather and a shared sense of purpose, they enjoyed making a positive difference in their community.
- They brought Halloween cheer to our Blind and Deaf elementary students by leading small groups through two dorm pods for trick-or-treating. They created a festive experience at every door. Upstairs, the fun continued with crafts and snacks. Our girls truly understand the importance of being role models, and they loved making Halloween extra special for the younger students.
- The girls were excited about Halloween. They made decorations for the dorm while looking forward to showing off their costumes. Halloween week was a success thanks to our community service project and a lively dance party hosted by the recreation department. Costumes, music, and laughter filled the night as the girls celebrated together.

- The milder weather allowed the girls to spend more time playing outside during their free time. They've enjoyed reading and socializing on the patio, shooting hoops on the basketball court, and playing soccer and volleyball on the lawn.
- A big congratulations to Gryffindor House for earning the most points in the first quarter! They'll enjoy an off-campus trip to a local restaurant. Special kudos to Annayska, our top individual point earner. Well done, Gryffindor!
- Our girls were back in the kitchen, this time making a lovely spaghetti bake dinner. They also went shopping for the ingredients, learning how to follow a shopping list, compare prices, and keep track of their spending before checking out. What a great way to make learning fun!

McLane Hall

- During the month of October, McLane Hall continued to deliver a structured and enriching residential experience for students with a focus on character development, life skills, athletic engagement, and community-building activities.
- The PBIS character trait for October was honesty. Students participated in guided discussions and scenario-based activities that emphasized integrity, trustworthiness, and responsible decision-making. These efforts were designed to help students understand the broader impact of honesty on relationships, conflict resolution, and personal growth.
- Life skills instruction continued through bi-weekly curriculum trips to local retailers such as Walmart, Target, and Publix. These outings focused on budgeting, price comparison, and appropriate public behavior. Within the dorm, students practiced independent living tasks including cooking, baking, cleaning shared spaces, and maintaining personal hygiene routines. Celebratory activities, such as baking cupcakes for birthdays, further reinforced community engagement and self-sufficiency.
- A highlight of the month was a mentorship initiative in which high school students visited McLane Hall to work closely with our middle school residents. These older students led discussions on general life skills, decision-making, and personal responsibility. The visit also included collaborative outdoor activities, such as football, life-sized Jenga, and Spike It, which fostered positive peer relationships and reinforced the value of mentorship through shared experiences.
- October also featured a Halloween party hosted in Copeland Hall, where students enjoyed music, food, and social interaction in a supervised setting. The event provided a festive opportunity for students to celebrate together while practicing appropriate social behavior.
- Recognition and incentive systems remained active through the House Points program. Students earned Dragon Dollars for demonstrating leadership, cooperation, and positive behavior. First-place recipients include Michel, Josiah, Gaius, Ezra, Colton, Diallo, and Alexander, who were awarded a trip to a local restaurant. Second-place winners Logan, Jordan, Branlin, Klyne, Felipe, Evan, and Luke, and third-place students Mikah, Malachi, Nalyeis, Robbie, Daemon, Anthony, and Armani enjoyed in-dorm rewards such as a pizza and movie night or a popcorn and social gathering. Congratulations to the boys who

worked hard to earn these awards. The PBIS store was also opened and stocked with snacks and novelty items for student purchase using Dragon Dollars.

- The dorm team recognized 8th grader Alex as the first quarter Best All-Around Student for his consistent adherence to dorm expectations, academic responsibility, and leadership in maintaining a clean and respectful living environment.
- Operational reminders were issued to families regarding the importance of sending students with weather-appropriate clothing and essential personal care items. Staff continue to work closely with families to ensure students are well-prepared and supported in their residential experience.

Deaf Department High School

James Hall

- In October, our focus was on the character trait of honesty. Students explored the importance of being truthful, even when it's difficult. Through discussions and real-life scenarios, they learned that owning up to mistakes is a powerful way to build trust and demonstrate integrity. We emphasized that while dishonesty may seem like a shortcut, honesty ultimately leads to stronger relationships and personal growth.
- Students also explored seasonal changes and cultural celebrations, using creative expression to deepen their understanding. These activities encouraged curiosity, imagination, and meaningful conversations among peers.
- We launched a new mentorship initiative pairing high school girls with middle school students who benefit from having a "big sister" figure. These connections provide guidance, emotional support, and a safe space to discuss the challenges of growing up. The middle school girls truly value having someone to confide in and learn from.
- This month's community service project was a heartfelt one. As a dorm, the girls came together to show appreciation for our custodial staff by creating handmade cards and sweet treats. It was a beautiful way to recognize the hard work and dedication of those who help keep our spaces clean and welcoming.
- Congratulations to our Students of the Month, Jada and Jisellis! These two young ladies consistently demonstrate kindness, helpfulness, and respect toward both peers and staff. We're proud of their leadership and positive attitudes. Well done!
- Exciting events are on the horizon! In December, students will enjoy a holiday shopping trip, and we've been invited to attend Nease High School's ASL Silent Night celebration. The event will feature an ugly Christmas sweater contest, games, hot chocolate, and festive fun, a favorite tradition we're thrilled to continue.
- As Thanksgiving approaches, our students and staff are reflecting on what they're grateful for. At FSDB, we're thankful for a community that supports growth, learning, and connection.

Rhyne Hall

- October was a productive month, marked by hands-on learning, collaboration, and a strong sense of community spirit. Our students embraced the Halloween season with enthusiasm, decorating the dorm and participating in themed service projects. These

included preparing candied apples, assembling treat bags, delivering gifts to elementary students, and performing ASL storytelling. They also extended appreciation to staff and nurses, reinforcing the values of gratitude and teamwork.

- Life skills development remained a priority. Students practiced cooking by preparing homemade mini meatballs and apple pies. They studied related topics, including kitchen safety, nutrition, the benefits of exercise, and personal hygiene. Emotional skills were also a key focus this month, as students learned to manage their feelings and respond thoughtfully rather than impulsively. These conversations encouraged sensitivity and sound decision-making.
- Mentorship and leadership opportunities continued to grow. Several boys worked with middle school and elementary students, serving as role models and building positive connections. We are preparing new mentorship opportunities and campus service projects aligned with November's character theme: Gratitude.
- Our character focus for October was honesty. Students reflected on its importance in building trust and respect, producing insightful responses. Academic support and extracurricular participation remained strong throughout the month.
- October wrapped up with a festive Halloween movie night and the final football game of the season.

Recreation Department

The Recreation Department continues to offer a wide variety of recreational activities each day for each department. The elementary students have begun practicing for the annual Holiday Celebration performance, scheduled for December 11 from 6-8 p.m. in Kirk Auditorium.

FSDB Elementary Dance Program

The dance program students will be attending "The Nutcracker" performed by Dance Alive in Gainesville on December 17. The students will watch a dress rehearsal and then have the opportunity to meet and greet with this professional dance company.

Youth Sports

The first youth sports session concluded early in November, and the students demonstrated great success in learning the basics of wrestling. The second session of youth sports, wiffleball/kickball, started the second week of November with 32 elementary students from both the Deaf and Blind departments participating.

REDS

The REDS program continues to see students enjoying their time after school. We have started practicing our performance planned for the Holiday Celebration on December 11.

Staff Training & Development and Student Independent Living Skills
The Education and Training Department of Residential Services has welcomed new staff in both the Deaf and Blind departments and has finished providing all required training. One-on-one training takes place when needed.

Police Services training classes are resuming this month. Police Services will conduct several training courses for elementary and middle school dorms.

Discussions with the Mental Health department to set up continuous staff training are still in progress. Ultimately, basic information will be shared to ensure that students receive the help they need from staff members.

Respectfully submitted by:
Kathleen Grunder
Administrator of Residential Services

ACCOUNTING
John Wester, Comptroller

General
Fiscal Year 2024-2025 – The agency's Management Representation letters to the CFO for Statewide Financial Reporting and for Federal Awards were submitted on November 3, 2025. All forms, reports, and letters submitted to the State CFO for the closing of the fiscal year are available in the Comptroller's office for review.

Accounting
Prompt Payment – Section 215.422, Florida Statutes, compliance (Prompt Payment of Vendor Invoices): For the period ending October 31, 2025, 99.95% of invoices were paid in accordance with the statute (compliance minimum is 95%).

ADVANCEMENT
Traci Anderson, Executive Director of Advancement

Donations for October 2025 Number of Donors = 530 Number of Gifts = 555 Dollars Received = $43,368.01	**Donations for October 2024** Number of Donors = 392 Number of Gifts = 404 Dollars Received = $52,044.32
Current FY to October 30, 2025 Number of Donors = 920 Number of Gifts = 1,234 Dollars Received = $697,918.00	**Previous Year to October 30, 2024** Number of Donors = 878 Number of Gifts = 1,191 Dollars Received = $460,950.11

Key Takeaways
Strong donor engagement in October with a 35%+ increase in donor count and number of gifts, even though overall giving declined compared to last October.

Significant fiscal year growth with a 51% increase in total revenue compared to the same time last year, signaling success in donor acquisition and retention strategies.

Higher volume, smaller average gifts suggest increasing participation from grassroots donors—an opportunity to deepen relationships and move donors up the giving ladder.

October Activities

Tours

- Starling Assisted Living
- Palm Valley Rotary Club
- Michele Kuziola
- Cedar Key Lions Club
- Kim Glover

Presentations

- Arlington Lions Club

AUDIT
Julia Mintzer, Administrator of Business Services

Financial Statement Audit: The Comptroller's Office has begun financial statement preparation for the Auditor General's financial audit that begins November 2025.

Internal Audit: Mauldin & Jenkins has initiated internal audit work, with a current emphasis on Hiring/Onboarding and Bank Accounts/Balance Procedures.

BUDGET MANAGEMENT
Alison Crozier, Executive Director of Budget Management

The FY 2026-27 Legislative Budget Request is complete and on file in the Budget Management Department.

BUSINESS SERVICES BULLETIN
Julia Mintzer, Administrator of Business Services

The Business Services Bulletin is published on a quarterly basis to keep campus wide stakeholders updated on operations.

Business Services Bulletin: November 6, 2025

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

ACCOUNTING/PURCHASING

The Accounting Department is hiring! If you know a qualified accountant, please encourage them to visit PeopleFirst to learn more about our Accounting Supervisor position.

If you have questions about purchasing, contracts, travel, or any other accounting-related matters, please reach out to John Wester, Comptroller and Kim Whitwam, Director of Purchasing.

ADVANCEMENT

Ancient City Car Show Event
November 8, 2025 | 11:00 AM – 3:00 PM (Awards begin at 2:00 PM)

As previously shared via Viva Engage, Palm Row parking will be **unavailable from** Friday, November 7, at 2:00 PM through Saturday, November 8, at 4:00 PM.

Private Funding Cycle Begins December 1, 2025, and Ends January 23, 2026

We look forward to receiving private funding requests as we plan for and implement amazing value-added programs for students. Please check with your supervisor regarding internal deadlines for request submittals. Administrators must review, approve, and prioritize projects by the **January 23, 2026,** Advancement deadline.

To support staff in preparing successful requests, we're offering a training workshop designed for employees who are new to requesting private funds or those who would benefit from a refresher.
This 60-minute session will cover:

- How to initiate a private funding request
- Researching allowable uses
- Navigating the multi-layer approval and award process

Training Date (Registration available on TQA Department Page)
December 11, 2025 | 10:30 AM – 11:30 AM | Wartmann #108

For questions about the private funding process, please contact Traci Anderson, Executive Director of Advancement.

BUDGET MANAGEMENT

With the holidays rapidly approaching, it's often a very busy time of year. Please remember, however, to set aside dedicated, uninterrupted time each pay period so that you can accurately and timely submit your timesheet. Sound timekeeping practices are required of all FSDB staff members to ensure we remain good stewards of the state, federal, and private funding we receive annually. In fact, each time you submit your People First timesheet, you are certifying the following statement:

> **By submitting this timesheet you hereby certify it represents a true and correct record of your time. Intentional falsification of a timesheet shall be cause for dismissal in accordance with the Florida Administrative Code.**

As a reminder, while timesheets should always be accurate, errors at the fiscal year end (June 30th) and/or calendar year end (December 31st) may have additional consequences, including

but not limited to, the issuance of a corrected W-2 form. If you have any questions or concerns, then please reach out to your supervisor for assistance. Thanks in advance for your attention to this matter.

For questions about the budget, please reach out to Alison Crozier, Executive Director of Budget Management.

BUILDING NAMES

FSDB campus building names are inconsistently utilized throughout documents and signage. This became apparent during the review of insurance documentation this fiscal year. As a result, a committee gathered to research building names in a sampling of documents including Brightly (facility management software), FITS (Facility Inventory Tracking System), FISH (Florida Inventory of School Houses), FLAIR (Florida Accounting Information Resource – asset log), Origami (insurance database), and BOT minutes/documents (researched as far back as 1963).

The recommendation made by our legal team to address this area of opportunity was to have the Board of Trustees act on the building names, which would bring a current understanding of them, and allow us to maintain consistency going forward.

Per Board approval on September 26, 2025, the building names will be confirmed and utilized as listed below.

Alumni Hall
Bloxham Hall
Bryant Hall
Campus Police Center
Cary White Hall
Castro Interfaith Chapel
Coleman Center
Collins Hall
Copeland Gymnasium
Custodial Center
Gibbs Hall
Gore Hall
Gore-Vaill Annex
Greenhouse
Gregg Hall
Hogle Center
James Hall
Knowles Hall
Koger Hall
Kramer Hall
MacWilliams Hall
McClure Center
McLane Hall
Memorial Hall
Moore Hall
Pope Hall
Purchasing Center
Ray Charles Hall
Rhyne Hall
Settles Gymnasium
Student Organization Building
Swimming Pool
Ted Johnson Hall
Transportation Center
Vaill Hall
Walker Hall
Walker Hall Annex
Wartmann Hall
Wilson Music Center

BUSINESS SERVICES OFFICE

Each department in Business Services has updated their respective intranet page. This should serve as a good starting point when you are seeking information. Additionally, we have launched an Emergency Management intranet page. These pages are also linked to the intranet folders where we find important manuals and forms. Please visit the FSDB Intranet to learn more.

For questions about the emergency management page, please reach out to me directly. For questions about departmental pages, please contact the designated department leaders.

EMERGENCY MANAGEMENT

For the past year, members of the FSDB Incident Command Team have been working with the St. Johns Emergency Operations Center and St. Johns River State College to plan a full-scale exercise to test our FSDB Reunification Plan. Reunification is the means for the safe, orderly, and documented reunion of students, staff members, and their families in the event of an emergency evacuation or school closing.

On the morning of Friday, December 5th, the FSDB Incident Command Team and designated staff participants will practice the components of our plan via an on-campus drill.

On the morning of Monday, January 5th, the FSDB Incident Command Team and designated staff participants will collaborate with our community partners to conduct a full-scale exercise at the college. This opportunity will test our plan and inform us of the need for any revisions going forward.

For questions about reunification exercises, please reach out to me directly.

INTERNAL AUDIT

The Board of Trustees has approved the 2025-2026 Internal Audit Plan. Over the next several months, auditors from Mauldin & Jenkins will visit campus and reach out to departmental contacts to gather information for the following audit function areas: Purchase Orders, Vendor Information Changes, Student Bank Accounts and Project Accounts, Legislative Budget Requests, Hiring/Onboarding, Operational Policies Review, and Employee Access Privileges. In addition, they will provide Information Systems consulting and Financial Statement advisory. Please work promptly and collaboratively with our audit partners.

The Operational Policies review is being conducted based on findings from the recent operational audit conducted by the Auditor General. On an annual basis, departments shall review the policies and manuals they maintain and utilize. When we are audited, the Auditor General is testing to determine if we are actually doing what we say we are doing.

This year, the internal audit team will do the same thing. Please review your policies and departmental manuals to ensure that language is accurately represented and that teams are closely following the established policies and procedures.

For questions about audit, please reach out to me directly.

SAFETY AND FACILITIES OPERATIONS

New Conference Room Space Available – Student Organization Building: Now that Kramer Hall is complete and the Career Development Department is settled into their new space, we are excited to announce the opening of the Student Organization Building as a small conference room for campus use. All 12 tables and 24 chairs are on wheels and fold up for convenient nesting and can be stored in the back room when not needed. The space also consists of a single person restroom, countertop space, and a water fountain.

There are two rolling white boards with multiple surfaces for use, however AV will need to be requested. Please note that maximum seating capacity is 24 people and users are responsible for their own set up. The space is now available in Brightly for reservations.

Perimeter Fencing: Over the next several years, we will systematically replace sections of our decade's old perimeter fence. It has reached the end of its useful life and can no longer be maintained/repaired. We will begin with the San Marco section between Macaris and Genoply. We will then work our way around, as long as funding is available.

McLane Windows: The SaFO and Boarding teams have been working to navigate the logistics of replacing the dorm windows. We anticipate that this project will be completed prior to the end of the fiscal year.

Track: We are getting a new track! The SaFO and Athletic teams have been working cooperatively to plan the design and renovation of the existing track surface. We expect this project to begin in early Spring and be completed well in advance of the 2026 football season.

McClure Center: We anticipate that activities associated with the building of the new McClure Center on the old baseball diamond will begin in late Spring 2026. Construction will last a full year, and the demolition of the current building will take place in June 2027. The SaFO Construction team strives to maintain efficient and effective communication with campus stakeholders during the planning and actual renovation/construction of buildings. We attempt to avoid disruptions to learning, especially during testing. However, construction can be noisy and messy. Please exercise patience and quickly reach out to Addison Burns should there be any concerns.

Palm Row: Soon, we will advertise for the engineering services for the Palm Row road renovation. This is not a simple repaving initiative. With this project, we will address underground infrastructure and will potentially raise the road several inches to combat the impact of the roots from our big, beautiful oak trees that are currently growing into the

roadway. Foot traffic will be re-routed during this renovation as the roadway and existing sidewalks will be closed. We anticipate that this project will begin in September 2026 and extend to April 2027.

We understand the inconvenience this causes for the folks that park in Palm Row. However, it is not feasible to maintain an open road with such extensive renovation. There is ample parking on campus, folks will simply have a longer walk to get to their buildings. Again, thanks for your patience and understanding.

Walker Annex: We are currently in the process of procuring professional services for an architect/engineer who will serve as the owner representative for the renovation of Walker Annex. As we have done with other projects, end users will be consulted when we begin the design process. We anticipate that this project will begin in Summer 2027 and extend through Summer 2028, with the hopes of having everyone back in their spaces for the start of the 2028-2029 school year. I've never packed up a library but I'm sure we'll come up with an awesome plan – don't get worried – we've got this!

Auditorium Studies: Although we do not yet have funding for auditorium enhancements, we have engaged professional services to conduct studies of both the auditorium in the Wilson Music Center and Kirk Auditorium in Memorial Hall. This is a necessary first step to understand the scope and budget need for the projects. Many thanks to the Technology and Arts team members for sharing information about these spaces.

In addition to all these projects, the SaFO team conducts regular preventative maintenance and repairs. They are a busy group of professionals!

For questions about any of these projects, please contact Guy Maltese, the Executive Director of Safety and Facilities Operations.

TRAINING AND QUALITY ASSURANCE

The Training and Quality Assurance Department launched 15 Moodle compliance courses this fall. December 12, 2025, is the deadline to complete this first round of training.

Spring courses will be launched in the first week of January 2026.

Mark the date! The Safety Education Fair will be held on March 4, 2026.

For questions about Training and Quality Assurance, please contact Executive Director Trish McFadden.

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

During October, **Endowment I** recorded its sixth consecutive monthly gain, increasing by +$175,671.65 (+0.65%). Year-to-date, the fund is up by +12.00%, and over the trailing 12 months, it has risen 12.42%. The closing portfolio was $22,167,491.16. During this period, dividends and interest income totaled $53,882.99, while accrued interest decreased by -$6,720.79. Additionally, $280,790.99 was distributed during the month. Comparatively, a 50% Equity /50% Fixed Income benchmark increased +0.005% for the month, +12.27% year-to-date, and +10.74% for the trailing 12 months. Meanwhile, the S&P 500 had increases of +2.34%, +17.52%, and +21.45% respectively. Additionally, the US Aggregate Government Credit Intermediate Bond Index increased by +0.61% for the month, +6.38% year-to-date, and +5.50% for the trailing 12 months.

Endowment II also performed well, increasing by $117,914.12 (+0.73%) for the month. Year-to-date, the fund is up +11.70% and over the trailing 12 months, it has risen 12.1%, closing with a portfolio value of $14,257,163.06. During this period, dividends and interest income totaled $18,380.09, though accrued interest increased by $10,066.54. Additionally, $15,103.41 was distributed during the month.

UBS anticipates continued volatility in the coming weeks, driven by uncertainty around budget negotiations and tariff policies. The federal government shutdown, ongoing since October 1, has become the longest in history and is negatively impacting the economy and consumer sentiment. Negotiations have progressed in the Senate, and we expect a resolution in November.

Corporate earnings were strong in Q3, with 82% of companies beating expectations. Earnings for 2026 are projected to grow by low double digits to $304.48. However, markets are likely to remain rangebound in the near term due to high valuations (S&P 500 forward P/E = 22.6x) and potential downgrades in earnings and economic forecasts. After recent strong gains, some consolidation in equities is expected. Concerns about valuations, tariff impacts, and uncertainty around the Fed’s rate-cut trajectory are prompting investors to lock in gains.

According to CME Group’s FedWatch tool, futures imply a 68% probability of a 25-basis-point cut in December, with the final cut expected in early 2026. We remain committed to high-quality fixed income for its attractive income and downside protection.

UBS's central scenario projects the S&P 500 to reach 7,300 (+6.19%) by June 2026.

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

Project Management

- **Buildings**
  - Kramer Hall renovation is complete; FSDB is awaiting the permanent Certificate of Occupancy, which, according to the general contractor, is expected within 30 days.
  - McClure Center project negotiations are underway.
  - The Pope Hall and Coleman Center entry door projects are in procurement.
  - Walker Annex storm line slip lining is activated.
  - Walker Annex Design Criteria Package is underway.

- **Construction Department**
  - Phases I & II of interior stair treads are complete.
  - Elevator carpet replacements are complete.
  - Several painting-related projects, including Gore Hall interior, Kramer Hall and Settles Gymnasium exteriors, and Pope Hall exterior pressure wash, are commencing.

- **Safety Department**
  - The door magnet installation contract has been awarded to Honeywell and scheduling is expected shortly.
  - The upgraded “fire sprinkler” contract to expand existing services has been procured, and execution is expected shortly.
  - Regular building safety inspections, drills, and State Fire Marshal inspections continue to be performed.

- **Grounds Department**
  - The campus beautification initiative, which includes new beds, unique plantings, window washing, and frequent pressure washing throughout the property, continues.

- **Campus**
  - Two cooperative projects partnering SaFO with the Athletics and PE departments remain in the procurement phase for:
    - A new running track provided by Carry Forward dollars.
    - Track and Field enhancements utilizing private funding.
  - Switchgear maintenance contract has been awarded.
  - Boiler replacement project is in procurement.
  - Campus-wide sidewalk repairs are ready to activate.
  - The Palm Row repave final engineering project remains in the procurement stage.

Oversight

- **SaFO Leadership**
  - Projects in alignment with the Campus/Facilities Master Plan and Public Education Capital Outlay (PECO) Legislative Budget Request continue to be managed. Project Management meetings are held regularly concerning safety/security, Essential

Equipment Maintenance, Technology, and Facility Infrastructure Repairs. Meetings focus on new projects, progress of existing projects, and budget management.

SAFE SCHOOLS
Lieutenant Arline Lagasse, School Safety Specialist

The Office of Safe Schools conducted an unannounced safety compliance visit on October 21, 2025. The regional compliance officer submitted the Florida School Safety Compliance Inspection Report on October 23, 2025, and revealed no compliance or best practice deficiencies for FSDB.

TRAINING AND QUALITY ASSURANCE
Trish McFadden, Executive Director of Training and Quality Assurance

Training

The Training and Quality Assurance (TQA) Department held, or will hold, the following training classes between October 31 and December 11, 2025: two CPI Full and one CPI Refresher Courses, two CPR classes, and AlerT, Youth Mental Health First Aid, Event Management, and Question Persuade, Refer (QPR) classes.

Two new soft skills training courses, "*Empathy and Integrity in the Workplace*" and "*Leaders Eat Last,*" were developed by TQA Staff as additional professional development opportunities for employees and will be offered in November and December. In addition, 24 supervisory staff members participated in "*Fierce Conversations*" on November 5, 2025. This full-day course is designed to improve or enhance interpersonal communication skills by creating a framework for having difficult conversations, resulting in achieving consensus and a positive resolution. This course was very well received, and TQA will be researching opportunities to offer other modules as part of this foundational program.

Event

A kick-off meeting will be scheduled for the 2025-2026 Safety Education Fair was held on November 6, 2025. Committee members have hit the ground running, preparing for this incredible student event, which is scheduled for Wednesday, March 4, 2026.

Respectfully Submitted,
Julia Mintzer
Administrator of Business Services

UBS

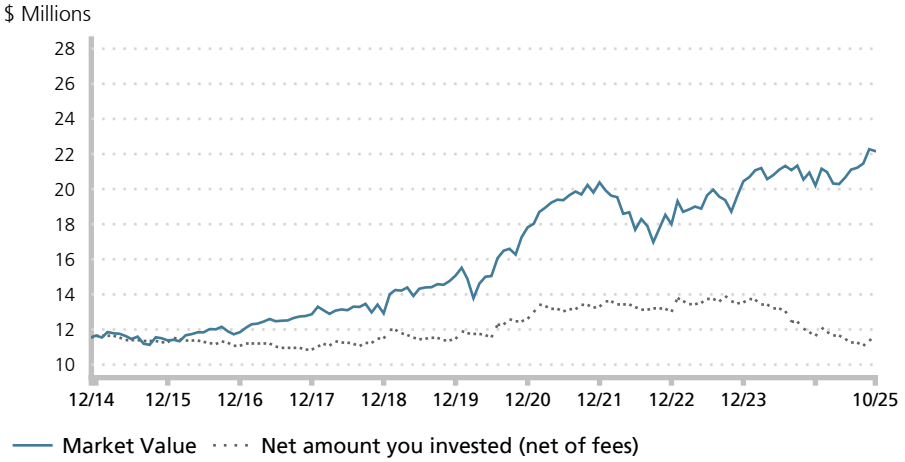
Performance Review

as of October 31, 2025

Consolidated report prepared for FSDB Endowment I
Group FSDB Endowment I
^ performance and account start dates differ (see disclosures)

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

Sources of Portfolio Value

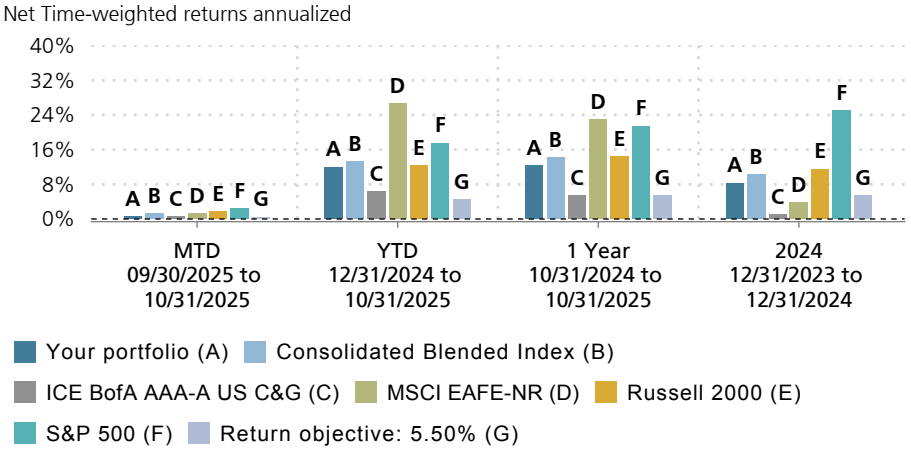


Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 09/30/2025 to 10/31/2025	YTD 12/31/2024 to 10/31/2025	1 Year 10/31/2024 to 10/31/2025	2024 12/31/2023 to 12/31/2024
Opening value	**22,272,610.49**	**20,202,930.37**	**20,545,490.41**	**20,445,679.48**
Net deposits/withdrawals	-280,790.99	-538,390.93	-963,390.93	-2,038,637.33
Div./interest income	53,882.99	477,676.15	562,789.72	517,045.22
Change in accr. interest	-6,720.79	10,150.35	17,881.40	15,630.60
Change in value	128,509.45	2,015,125.22	2,004,720.56	1,263,212.39
Closing value	**22,167,491.16**	**22,167,491.16**	**22,167,491.16**	**20,202,930.37**
Net Time-weighted ROR	0.65	12.00	12.42	8.31

Net deposits and withdrawals include program and account fees.

Portfolio and Selected Benchmark Returns



Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 09/30/2025 to 10/31/2025	YTD 12/31/2024 to 10/31/2025	1 Year 10/31/2024 to 10/31/2025	2024 12/31/2023 to 12/31/2024
Your portfolio(%)	**0.65**	**12.00**	**12.42**	**8.31**
Consolidated Blended Index	1.25	13.28	14.10	10.35
ICE BofA AAA-A US C&G	0.61	6.38	5.50	0.98
MSCI EAFE-NR	1.18	26.61	23.03	3.82
Russell 2000	1.81	12.39	14.41	11.54
S&P 500	2.34	17.52	21.45	25.02
Return objective: 5.50%	0.46	4.56	5.50	5.50

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

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

Additional Information About Your Portfolio

as of October 31, 2025

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

	Performance Start date	ITD Start date to 10/31/2025
Consolidated	12/08/2014	6.19%

Benchmark Composition

Consolidated

Blended Index

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

Financial Markets Summary

as of October 31, 2025

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		09/30/2025 to 10/31/2025	10/31/2024 to 10/31/2025	10/31/2022 to 10/31/2025	10/31/2020 to 10/31/2025	10/31/2018 to 10/31/2025	10/31/2015 to 10/31/2025
Cash Alternatives	US Treasury Bill - 3 Mos	0.37	4.44	4.92	3.11	2.66	2.11
US - Fixed Income	BBG Agg Bond	0.62	6.16	5.60	-0.07	2.39	1.98
	BBG Muni 1-10Y 1-12Y	0.46	4.80	4.51	1.35	2.45	2.07
	BBG Muni 5 Yr 4-6 TR	-0.01	4.50	4.42	1.15	2.31	1.89
	BBG Muni 7 Yr 6-8 TR	0.43	5.39	4.96	1.26	2.69	2.27
	BBG Muni Bond	1.24	4.17	5.45	1.17	2.65	2.43
	BBG US Agg Gvt & CR 1-3 Y	0.34	5.07	4.84	1.86	2.50	1.98
	BBG US Gov/CorpInter TR	0.43	6.15	5.48	1.03	2.75	2.19
Global/International - Fixed Income	BBG GblAgg	-0.25	5.69	5.60	-1.49	1.01	1.17
	BBG GblAgg ex-USD	-0.97	5.22	5.45	-2.70	-0.18	0.41
US Equity	Dow Jones Ind Avg	2.59	15.84	15.46	14.61	11.84	12.84
	NAREIT Equity	-2.21	-2.61	6.34	7.22	5.87	5.88
	NASDAQ Composite	4.70	31.11	29.22	16.80	18.31	16.71
	Russell 1000	2.16	21.14	22.32	17.04	15.72	14.38
	Russell 1000 Growth	3.63	30.52	30.66	19.23	20.29	18.26
	Russell 1000 Value	0.44	11.15	13.37	14.27	10.43	9.96
	Russell 2000	1.81	14.41	11.93	11.49	8.80	9.35
	Russell 2000 Growth	3.24	18.81	14.40	8.93	9.18	9.64
	Russell 2000 Value	0.25	9.87	9.24	13.84	7.86	8.65
	Russell 2500	0.67	11.94	12.41	11.83	9.96	9.98
	Russell 3000	2.14	20.81	21.74	16.73	15.30	14.07
	Russell Mid Cap	-0.83	10.79	14.07	12.32	11.30	10.62
	Russell Mid Cap Growth	-0.28	19.59	19.65	11.17	13.62	12.64
	Russell Mid Cap Value	-1.00	7.86	11.70	13.22	9.65	9.19
	S&P 400 Mid Cap	-0.47	6.38	11.85	13.01	10.30	10.16
	S&P 500	2.34	21.45	22.65	17.63	15.98	14.62
Global/International - Equity	MSCI AC World - NR	2.24	22.64	21.61	14.60	12.87	11.30
	MSCI ACWI xUSA-NR	2.02	24.93	20.27	11.18	9.10	7.66
	MSCI EAFE-NR	1.18	23.03	20.04	12.32	9.17	7.48

Financial Markets Summary

as of October 31, 2025 *(continued)*

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		09/30/2025 to 10/31/2025	10/31/2024 to 10/31/2025	10/31/2022 to 10/31/2025	10/31/2020 to 10/31/2025	10/31/2018 to 10/31/2025	10/31/2015 to 10/31/2025
	MSCI Emerging Markets-NR	4.18	27.91	21.08	7.45	8.18	7.68
	MSCI Emerging Markets-PR	4.12	25.19	18.21	4.90	5.61	5.15
	MSCI World	2.02	22.53	22.23	16.11	14.04	12.35
Commodities	DJ UBS Commodity	2.89	14.15	3.05	11.85	6.52	4.30
	Goldman Sachs Commodity	1.35	11.12	2.91	18.73	5.55	4.18
Non-Traditional	HFRI Equity Hedge	0.00	15.83	13.08	10.22	8.99	7.63
	HFRI FOF Diversified	0.00	9.56	7.50	6.34	5.79	4.60
	HFRX Eqty Hdg-EqMktNeu	0.58	6.06	5.77	3.98	1.30	0.42
	HFRX Event Driven	0.31	5.68	3.03	1.31	2.63	2.21
Balanced	S&P 500 40% /BBG Agg 60%	1.31	12.23	12.28	6.90	7.95	7.13
	S&P 500 50% /BBG Agg 50%	1.48	13.76	13.98	8.67	9.32	8.40
	S&P 500 60% /BBG Agg 40%	1.65	15.29	15.69	10.44	10.67	9.66
Miscellaneous	Consumer Price Index	0.00	2.89	2.91	4.52	3.64	3.16

Disclosures Applicable to Accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Net Deposits/Withdrawals: When shown on a report, this information represents the net value of all cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your accounts from the first day to the last day of the period 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.

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

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

investment distributions can only be determined by referring to the official year-end tax-reporting document provided by the issuer.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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. 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).

UBS

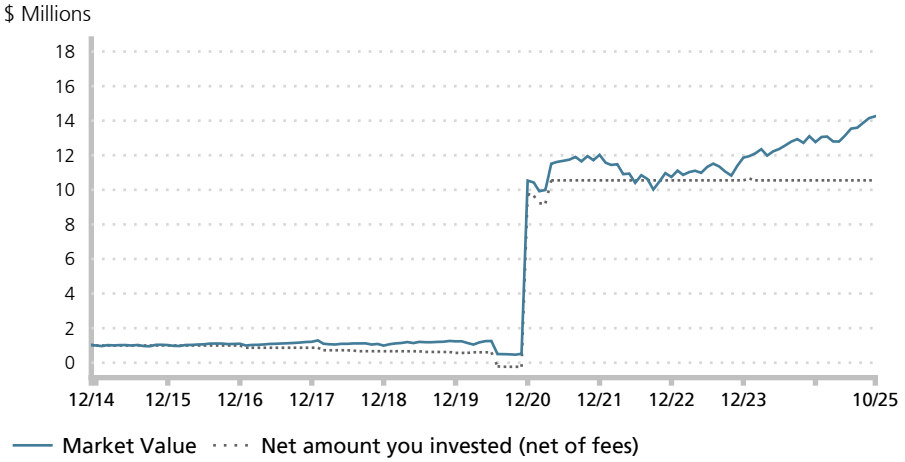
Performance Review

as of October 31, 2025

Consolidated report prepared for FSDB Endowment II
Group FSDB Endowment 2
^ 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
NX XX518 Global Foc Man
NX XX184 Invesco
NX XX520 ^ F2 Small Cap

Sources of Portfolio Value

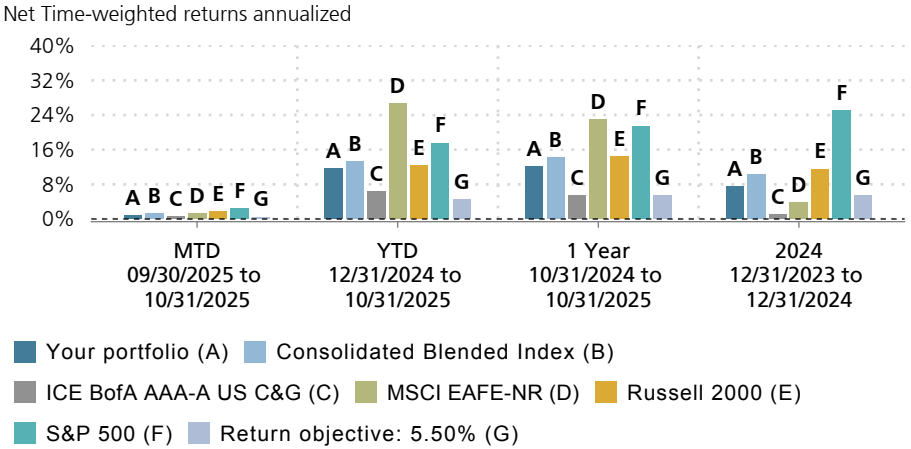


Portfolio Value and Investment Results

	Performance returns (annualized > 1 year)			
	MTD 09/30/2025 to 10/31/2025	YTD 12/31/2024 to 10/31/2025	1 Year 10/31/2024 to 10/31/2025	2024 12/31/2023 to 12/31/2024
Opening value	**14,154,352.31**	**12,763,498.47**	**12,717,825.96**	**11,865,352.40**
Net deposits/withdrawals	-15,103.41	-57,408.49	-57,408.49	-57,262.14
Div./interest income	18,380.09	306,654.32	353,791.30	305,813.32
Change in accr. interest	10,066.54	4,315.38	15,475.63	14,409.80
Change in value	89,467.53	1,240,103.37	1,227,478.66	635,185.10
Closing value	**14,257,163.06**	**14,257,163.06**	**14,257,163.06**	**12,763,498.47**
Net Time-weighted ROR	0.73	11.70	12.10	7.55

Net deposits and withdrawals include program and account fees.

Portfolio and Selected Benchmark Returns



Time Weighted Rates of Return (Net of Fees)

	Performance returns (annualized > 1 year)			
	MTD 09/30/2025 to 10/31/2025	YTD 12/31/2024 to 10/31/2025	1 Year 10/31/2024 to 10/31/2025	2024 12/31/2023 to 12/31/2024
Your portfolio(%)	**0.73**	**11.70**	**12.10**	**7.55**
Consolidated Blended Index	1.25	13.28	14.10	10.35
ICE BofA AAA-A US C&G	0.61	6.38	5.50	0.98
MSCI EAFE-NR	1.18	26.61	23.03	3.82
Russell 2000	1.81	12.39	14.41	11.54
S&P 500	2.34	17.52	21.45	25.02
Return objective: 5.50%	0.46	4.56	5.50	5.50

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

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

Additional Information About Your Portfolio

as of October 31, 2025

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

	Performance Start date	ITD Start date to 10/31/2025
Consolidated	12/08/2014	8.86%

Benchmark Composition

Consolidated

Blended Index

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

Financial Markets Summary

as of October 31, 2025

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		09/30/2025 to 10/31/2025	10/31/2024 to 10/31/2025	10/31/2022 to 10/31/2025	10/31/2020 to 10/31/2025	10/31/2018 to 10/31/2025	10/31/2015 to 10/31/2025
Cash Alternatives	US Treasury Bill - 3 Mos	0.37	4.44	4.92	3.11	2.66	2.11
US - Fixed Income	BBG Agg Bond	0.62	6.16	5.60	-0.07	2.39	1.98
	BBG Muni 1-10Y 1-12Y	0.46	4.80	4.51	1.35	2.45	2.07
	BBG Muni 5 Yr 4-6 TR	-0.01	4.50	4.42	1.15	2.31	1.89
	BBG Muni 7 Yr 6-8 TR	0.43	5.39	4.96	1.26	2.69	2.27
	BBG Muni Bond	1.24	4.17	5.45	1.17	2.65	2.43
	BBG US Agg Gvt & CR 1-3 Y	0.34	5.07	4.84	1.86	2.50	1.98
	BBG US Gov/CorpInter TR	0.43	6.15	5.48	1.03	2.75	2.19
Global/International - Fixed Income	BBG GblAgg	-0.25	5.69	5.60	-1.49	1.01	1.17
	BBG GblAgg ex-USD	-0.97	5.22	5.45	-2.70	-0.18	0.41
US Equity	Dow Jones Ind Avg	2.59	15.84	15.46	14.61	11.84	12.84
	NAREIT Equity	-2.21	-2.61	6.34	7.22	5.87	5.88
	NASDAQ Composite	4.70	31.11	29.22	16.80	18.31	16.71
	Russell 1000	2.16	21.14	22.32	17.04	15.72	14.38
	Russell 1000 Growth	3.63	30.52	30.66	19.23	20.29	18.26
	Russell 1000 Value	0.44	11.15	13.37	14.27	10.43	9.96
	Russell 2000	1.81	14.41	11.93	11.49	8.80	9.35
	Russell 2000 Growth	3.24	18.81	14.40	8.93	9.18	9.64
	Russell 2000 Value	0.25	9.87	9.24	13.84	7.86	8.65
	Russell 2500	0.67	11.94	12.41	11.83	9.96	9.98
	Russell 3000	2.14	20.81	21.74	16.73	15.30	14.07
	Russell Mid Cap	-0.83	10.79	14.07	12.32	11.30	10.62
	Russell Mid Cap Growth	-0.28	19.59	19.65	11.17	13.62	12.64
	Russell Mid Cap Value	-1.00	7.86	11.70	13.22	9.65	9.19
	S&P 400 Mid Cap	-0.47	6.38	11.85	13.01	10.30	10.16
	S&P 500	2.34	21.45	22.65	17.63	15.98	14.62
Global/International - Equity	MSCI AC World - NR	2.24	22.64	21.61	14.60	12.87	11.30
	MSCI ACWI xUSA-NR	2.02	24.93	20.27	11.18	9.10	7.66
	MSCI EAFE-NR	1.18	23.03	20.04	12.32	9.17	7.48

Financial Markets Summary

as of October 31, 2025 *(continued)*

		Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
		09/30/2025 to 10/31/2025	10/31/2024 to 10/31/2025	10/31/2022 to 10/31/2025	10/31/2020 to 10/31/2025	10/31/2018 to 10/31/2025	10/31/2015 to 10/31/2025
	MSCI Emerging Markets-NR	4.18	27.91	21.08	7.45	8.18	7.68
	MSCI Emerging Markets-PR	4.12	25.19	18.21	4.90	5.61	5.15
	MSCI World	2.02	22.53	22.23	16.11	14.04	12.35
Commodities	DJ UBS Commodity	2.89	14.15	3.05	11.85	6.52	4.30
	Goldman Sachs Commodity	1.35	11.12	2.91	18.73	5.55	4.18
Non-Traditional	HFRI Equity Hedge	0.00	15.83	13.08	10.22	8.99	7.63
	HFRI FOF Diversified	0.00	9.56	7.50	6.34	5.79	4.60
	HFRX Eqty Hdg-EqMktNeu	0.58	6.06	5.77	3.98	1.30	0.42
	HFRX Event Driven	0.31	5.68	3.03	1.31	2.63	2.21
Balanced	S&P 500 40% /BBG Agg 60%	1.31	12.23	12.28	6.90	7.95	7.13
	S&P 500 50% /BBG Agg 50%	1.48	13.76	13.98	8.67	9.32	8.40
	S&P 500 60% /BBG Agg 40%	1.65	15.29	15.69	10.44	10.67	9.66
Miscellaneous	Consumer Price Index	0.00	2.89	2.91	4.52	3.64	3.16

Disclosures Applicable to Accounts at UBS Financial Services Inc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Net Deposits/Withdrawals: When shown on a report, this information represents the net value of all cash and securities contributions and withdrawals, program fees (including wrap fees) and other fees added to or subtracted from your accounts from the first day to the last day of the period 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.

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

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

investment distributions can only be determined by referring to the official year-end tax-reporting document provided by the issuer.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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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).

High School Math Updates

The month of October was eventful for all students, including those in our Algebra and Foundational Mathematics courses. In Algebra, students were tasked with creating their first initial on a tactile geoboard and subsequently identifying the coordinates used in all four quadrants, as well as the intercepts that occurred. Some students even extended this task to include slope or created a second image of higher difficulty. All students had success. This task also helped them practice their initial print formation for use in their signature. This was reinforced by using print letter magnets and/or Wikki Stix representations.

In Foundational Mathematics, students created colorful, fall-themed art by answering a series of math questions that covered basic arithmetic, universal numbers (such as the number of cards in a deck), conversions, order of operations, and a few tricky ones. The numerical answers corresponded to squares on a 100's grid and were associated with a color or a color of choice. Later, the students were able to embellish their art with extra details. Once again, all students achieved success and enjoyed the mini-project.

Brigit Jensen – High School Math Teacher

To Kill a Mockingbird

The BHS Contemporary Literature class has recently completed their study of To Kill a Mockingbird, concluding with a deep dive into some of the novel's symbols and a group activity to assess their understanding of the plot's development. The students worked together to complete a character analysis project. Each student found quotes from and descriptions of their chosen character. They analyzed the text to uncover the characters' values and beliefs, challenges, conflicts, accomplishments, symbols, and more.

Brooke Carr – BHS English Teacher

Student Interns and Tutoring Update

During the second week of November, FSDB had the pleasure of hosting three student interns from Florida State University. These aspiring educators hailing from Valdosta, Georgia; Tallahassee, Florida; and Panama spent time shadowing teachers across our ELC, elementary, middle, and high school programs. Their visit provided a valuable opportunity to observe and engage with our diverse learning environments.

We are deeply grateful to the eighteen outstanding FSDB teachers who graciously welcomed these interns into their classrooms. Their mentorship and willingness to share their expertise play a vital role in shaping the next generation of Teachers of the Visually Impaired (TVIs).

Additionally, our Blind Elementary Middle School (BEMS) tutoring program has launched successfully and is off to a strong start. With seven active tutors currently supporting 26 student participants, the program is already making a meaningful impact on academic growth and confidence.

Michelle Sminkey – Braille Specialists

Cooking Lessons

Over the past week, students have taken part in evening cooking lessons that went far beyond simply preparing food. Each session provided them with the opportunity to design a menu, create a budget, plan a cooking schedule, prepare the meal, serve it, and handle cleanup afterward.

During her lesson, Maddie discovered just how important organization is in the kitchen. She quickly realized that cooking requires far more planning than she had expected. One of her proudest moments was overcoming her fear of using the oven and stove. With guidance on safety techniques, she grew more confident and even enjoyed experimenting with different types of oven mitts—longer ones for the oven and glove-style mitts for the stove. Learning that oven mitts are heat-resistant was a revelation for her, and it gave her the courage to handle hot cookware safely.

Each class concluded with a full meal, featuring a main course, side dish, dessert, and a drink. The students appreciated the opportunity to enjoy a delicious dinner after practicing new skills. Billy and Aubrey prepared Hamburger Helper with Texas Toast, Fruit Punch Kool-Aid, and Chocolate Chip Cookies. Maddie's menu featured spaghetti with meat sauce, breadsticks, lemonade, and a rich chocolate cake topped with chocolate icing.

For Maddie, the highlight wasn't just mastering her cooking; it was being able to share her leftovers with her sister and mom, turning her lesson into a family moment.

Jenny Enache, Orientation and Mobility Specialist

Homecoming 2025

Homecoming Week was a blast! Students enjoyed dressing up, taking a break from their regular classes, and spending some social time together. They formed bonds, demonstrated support, and re-energized themselves!

Blind High School hosted a Renaissance-themed dance in the Music Building on Wednesday. Everyone looked outstanding, and the dance floor was alive with fantastic dancers. Congratulations to our 2025 Homecoming King and Queen, Damian Palacios and Rihanna Ward! The rest of the Homecoming Court includes Lord Carlos Pico Carattini, Lady Brilee Reynante, Duke Dino Jeudy, Duchess Jaylynn Ferreiro, Prince Aref Shabaneh, and Princess Meadow Schoen. For dress-up days, representing our theme of Medieval Times, students took the opportunity to showcase their medieval fashion choices on the 1st dress-up day, "Medieval Glam." Students dressed up as various characters, including royals, peasants, and everyday medieval citizens. For our 2nd day of homecoming, students put together outfits that made them look mythical for "Mythical Creatures." Students dressed as unicorns, fairies, and animals. For day 3, students decided to be enchanted for "Fairy-tale/Thespian Day." Students dressed up as Disney characters that they either really love or ones that they think look good on them. Students went all out for their costumes and showcased a variety of Disney characters, including Robin Hood, Kristoff, The Evil Queen, and more. On Friday, students enjoyed dressing up for Halloween.

Students were cheered on as they combined the Blindness Awareness Parade with the Homecoming Parade! Each class created a banner and marched with their cheer, posters, shields, and other accessories to fit the Homecoming theme. The competitions ended with SENIORS taking the championship! Juniors took 2nd place, Sophomores 3rd place, and Freshmen 4th place.

James Crozier – O&M ECC Specialists, Class Sponsor and Homecoming Planner

Junior Thespian Society Update

Congratulations to our FSDB Junior Thespians from Troupe 11048 on a magnificent performance on Saturday, November 15th! After a very early morning start, five students from the blind middle school,

Raelyn Detar, Arabella Hooton, Shanteria Davis, Whyatt Altemose, Jonathan Flores, and Amari Mathurin, traveled to Florida State College at Jacksonville on Beach Blvd. to participate in the District 1 Junior Thespian Festival. They attended various workshops, including "Intro to Improv," "The Expressive Actor," and "Beginning Broadway Pop Dance."

Our students competed in three events with the following rating results:

- Jonathan and Amari performed *Abbott and Costello* - SUPERIOR
- Arabella and Whyatt performed *The Address Label* - SUPERIOR
- Shanteria performed *All-Natural Addiction* - EXCELLENT
- Jonathan Flores, Amari Mathurin, Arabella Hooton, and Whyatt Altemose will all be advancing to the State Competition in February in Orlando, Florida!

Way to go, Thespians!!!

Laurie Wohl, Music and Theater Teacher

Space Camp: A Reflection by Jasen McDaniel

Get ready for lift-off! The 2025 FSDB Space Camp trip was an unforgettable adventure that launched students into the exciting world of science, teamwork, and discovery. Everyone who attended had an amazing experience packed with learning, laughter, and memories that will last a lifetime.

Before diving into the week's highlights, let's talk about what Space Camp is — and how you can earn your ticket to this incredible opportunity. Space Camp isn't just a field trip; it's a privilege that must be earned. Only six students are selected each year, and the process takes dedication and hard work. To qualify, students must: attend the initial informational meeting, write an essay, complete an interview explaining why they want to attend Space Camp, obtain two letters of recommendation from FSDB staff members, and complete two team-building activities and one physical challenge. All of these components are scored, and those with the highest points earn a spot. Good behavior, strong academics, and a positive attitude are also key to being selected.

Our camp group traveled to Huntsville, Alabama, home of the famous U.S. Space & Rocket Center at Redstone Arsenal. We attended from September 27 to October 3, as part of the SCVIS program (Space Camp for Visually Impaired Students). The program brought together students from across the United States and around the world. It was amazing to meet new friends and learn about their schools, cultures, and experiences. Some students attended schools for the blind, while others came from public schools, illustrating the diversity within the blind and visually impaired community. Building friendships through teamwork proved to be one of the most rewarding aspects of the entire experience.

Each day was packed with excitement from sunrise to lights out. The schedule was busy, but time flew by because every activity was so engaging. Some of our activities included: building and launching rockets, constructing heat shields, Scuba diving, climbing the rock wall and the pamper pole, exploring the U.S. Space & Rocket Center Museum, visiting the planetarium, learning about space history, and participating in simulated space missions. Everyone had their own favorites. For me, the rock wall, the pamper pole, and the rocket launching were highlights. I made it to the top of the rock wall and pamper pole quickly — but those activities also showed the importance of teamwork. When one person climbs,

others keep the ropes secure, making sure everyone stays safe. Teamwork was also crucial during the simulated space missions, where every role mattered. Success depended on everyone communicating and working together.

Some of my friends, like Damian and Mason, especially loved scuba diving. I couldn't go all the way down into the tank because I couldn't equalize my ears properly, but I still learned a lot about how scuba gear works — and I'd love to try it again someday.

Attending Space Camp was truly a once-in-a-lifetime experience, and I'm so grateful I got to be part of it. The lessons I learned about teamwork, courage, and exploration will stay with me forever. If you're a student, I encourage you to attend the next Space Camp interest meeting and give it your best shot; you won't regret it. And if you're a parent, consider encouraging your child to apply next year. Space Camp is more than just fun; it's an inspiring journey into what's possible when you reach for the stars.

Jasen McDaniel is a senior in BHS. He is a member of the Concert Band, Cross Country, Track & Field, Wrestling, Student Leadership Council, Tri-M Music Honor Society, and the National Honor Society. Jason is the Tech Student Manager for the International Thespian Society/Drama Club.

FSDB Graduate Returns Looking to Make a Difference

FSDB blind department graduate and former Valedictorian, Zoe Wilson, is visiting FSDB from November 17th through December 19th as part of her doctoral research. She is in the final stage of completing her doctoral program in Occupational Therapy (OT) at the University of St. Augustine for Health Sciences. Zoe's research project is titled "Meeting the Needs of Students with Low Vision or Blindness: Through the OT Lens." Zoe is observing classroom teachers, occupational therapists, and other professionals within the blind department, interviewing educators, occupational therapists, orientation and mobility specialists, and low vision specialists, and observing the educational and social participation of students who are blind or visually impaired across all learning environments. Zoe's goal is to develop an educational resource guidebook that supports inclusive teaching and therapy practices.

FSDB's administration and staff members were excited to support Zoe and this project, and for our school to continue to be a resource for improving the outcomes of children who are blind or have low vision nationwide. We are so proud of Zoe for all her accomplishments and for her desire to make a difference in the lives of children who are blind or have low vision.

James Crozier – O&M ECC Specialists

Athletics

That is a wrap for our fall sports. We had an exciting season! There were many achievements, and records were broken in swimming, cross-country, volleyball, and football.

Final Recognitions:

- The volleyball season ended early. But they had some good battles at Spike Out, won the Mason-Dixon Championship, and lost in the first round of playoffs.
    - Mason Dixon Recognition
        - MVP-Mariska Dize
        - All Tournament: Sklar Bergman and Priscilla LeFors

- The swim team went to districts and had a great start. Unfortunately, they came up short at regionals, but we are very proud of the team. We hope to continue this strong program for next year! We broke the school record for the 200-yard freestyle relay, 1:45.70!! Congratulations to the following:
    - Antony Pletenets
    - Tobias Haggerty
    - Nicholas Brewer
    - Joshua Hoffnagle
- The cross-country team went to NDCC, where DHS senior Hannah Alford was recognized. We qualified for districts and regionals this year! We are hoping this motivates our younger athletes!
- Our Football team made the first-round playoffs. We recognized our seniors on a good night against Ocala Christian. Unfortunately, we were not able to beat Merritt Island in the next round.

Winter sports are officially in full swing. Congratulations to our athletes who made the winter sports teams! We look forward to another busy season. We have some big games, matches, and meets coming up! Thank you to our wonderful fans and supporters. Please stay tuned for our game schedules, available online and on our social media posts. We hope to see you at our games!
Winter Sports tournaments:

- Goalball (Nationals) in Texas
- Wrestling (Willigan) in Indiana
- Basketball (Clerc) is hosted here at FSDB
- Basketball and Cheer (Mason Dixon) in Tennessee
- Cheer (NDCC) in Iowa

Nicole Jones – Athletic Director

Respectfully Submitted by:
Carol Bogue
Blind Department Principal

Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Communications & Public Relations

Board of Trustees Report December 12, 2025

This report summarizes department activities and accomplishments, working in collaboration with campus personnel, for October 2025.

School-Level Newsletters

A total of 15 newsletters were created in October, resulting in a total of 1,271 views.

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

Marketing Collateral

Videography

Published Videos

- FCTC Students Recruitment video (including FSDB Blind students) – https://bit.ly/3K1nJji
- CLERC Tournament video – Admissions & Streaming (informational/instructional)
- CLERC Tournament video – Game Personnel for Staff (informational/instructional)
- Conklin Davis Center Tour video – https://vimeo.com/1128044866

Videotaped Event

- FSDB Museum video "Three Generations – The Johnson Family" for Retired Teachers Month.
- Videotaped b-roll of Blind students at FCTC for recruitment video.
- Videotaped green screen messages for CLERC Tournament.
- Videotaped interviews for Conklin Davis Center tour of FSDB.
- Assisted the Deaf Media class with videotaping messages using green screen.
- Videotaped Blind Awareness Week parade.
- Videotaped football game highlights of FSDB versus Ocala Christian.

Graphic Design

Outreach

- Model & Mentors Flyer
- ELC Virtual Event Flyer

Athletics

- *Clerc Lanyard Designs (Athletes, Managers, Coaches, Admin, Committee & other Staff)*
- *Clerc FSDB Campus Map Design*
- *Clerc School Banners 48"x55" (10 qty)*
- 2" Acrylic Pin for "Player of the Game" Design for Clerc Tournament
- Girls Weightlifting Team & Roster Photos
- Girls Weightlifting Season Schedule Poster Design
- Girls Weightlifting Senior Banners (2)

Blind High School

- *Lapel Pin Design, Cobra "Honors" & Honors with Distinction*

Admissions

- Finalized Admissions Packet (25 pages, English/Spanish) for all schools in Deaf & Blind Departments

FSDB Safety Fair

- Update 2026 Safety Fair Invite and T-Shirt Design

CTE

- CTE Logo Design

Reunification

- NIMS Reunification Sail Flag Design 13 ft (5 qty)

Social Media

Website

7,667 visitors (6,812 new), with 27,817 page views and an average time of 1:20. The most viewed page, other than the home page, was the Careers page with 1,640 page views.

Facebook

20, 633 likes (130 new), 68 posts, 12 stories, 396,077 views, 10,329 interactions, and 13,899 page visits.

Instagram

3,834 (23 new), 64 posts, 11 stories, 2,196 profile visits, 5,123 reach, and 221,921 views.

YouTube

2 new videos uploaded, 16,323 channel views, 727 hours watched, 32 new subscribers, and 91,797 impressions. The top video was the Star-Spangled Banner in ASL with 5,642 views.

Vimeo/Livestreaming

17 video uploads, 1,797 views, 845 unique viewers, 15,558 impressions, and 255 hours watched; 9 events livestreamed, including Board of Trustees meeting, Girls Volleyball matches, Football games, Swim meet, and Fall Open House.

Museum

192 people visited the museum, which included 78 visitors from a Deaf Baptist Ladies Retreat. 13 tours were requested.

Student Workers/Interns

- Six Close-Up students are earning community service hours in the Museum. They are scanning books and rearranging files in the archive room, among other tasks. They are required to complete 30 hours to participate in the Close-Up program trip to Washington, D.C. in May.
- We have hired a part-time, student museum assistant through the After School Work Program that can work up to 10 hours a week.
- We also have an intern from the University of Central Florida, who is helping with research, scanning pictures and documents, and organizing files to be uploaded into our new Rocket Alumni Solutions software that will be shared on a new 65-inch touchscreen television.

Interactive Campus Map

We are finalizing a contract with Touch Graphics, which will design, fabricate, program, and install a universally accessible, interactive campus map for display in the FSDB Museum. This campus map will allow students, parents, staff, and visitors to learn the layout of buildings, roads, athletic fields, parking, and other features of our 83-acre campus. The touchscreen map will be built on a 32-inch Android tablet computer and will include a print substrate that has tactile features (raised lines, textures, and Braille). Interactive features will include spoken English and ASL video when a person clicks on an item on the map, such as a building or area.

Deaf High School

We are proud to share several exciting updates and celebrations from across our campus this month.

We are pleased to share highlights from recent classroom learning and upcoming academic events at DHS. Our students are engaging in meaningful, hands-on instruction across subjects, and teachers are implementing creative and rigorous lessons that foster curiosity and growth. As we look ahead to upcoming EOCs and MAP assessments in Math and Reading, we are excited to see how our students are progressing and look forward to analyzing the data to continue supporting their success.

Earth/Space Science:

Students are currently learning about hurricanes, how they develop, how we track and predict their paths, and how these storms impact Floridians. This week, students used an interactive simulator to explore the conditions necessary for tropical storms to form, intensify, and dissipate. They analyzed maps showing sea surface temperatures, atmospheric moisture, and upper-level wind speeds across the Atlantic and Gulf regions. Using this data, they drew conclusions about why hurricanes weaken after landfall and how "fish storms" dissipate even while remaining over open ocean.

Algebra 2:

Students launched their own "smoothie businesses!" Each student designed a signature smoothie, calculated the cost per unit, including ingredients and fixed costs such as equipment, and then applied rational functions to determine an optimal selling price based on production amounts and cost structures. Naturally, the activity ended with a taste test of the final products. This project blended real-world financial literacy with algebraic modeling in a fun and engaging way.

Spanish:

During Halloween week, Spanish 1 students compared Halloween and Día de los Muertos. They explored how different countries celebrate these holidays by researching traditions in Mexico, Australia, Germany, Venezuela, Chile, Peru, and others. Students gained a deeper cultural understanding and practiced making connections across global traditions.

Upcoming Assessments:

Students will soon be completing their End-of-Course (EOC) exams as well as MAP Growth assessments in both Math and Reading. These assessments provide valuable insight into student learning and progress. We are excited to see how our students are improving, and we will analyze the data closely to guide instruction, celebrate growth, and support continued academic success.

Marcelle Healy, *Assistant Principal- Teachers & Staff*
Ryan Johnson*, Assistant Principal- Student Service*

Deaf Middle School
This Month's Celebrations

National Custodian Day
We proudly recognized the hard work and dedication of our custodian, John, who ensures our building remains clean, safe, and functional for both staff and students.

Cultural and Awareness Celebrations
Our school community celebrated Hispanic Heritage Month, promoted Disability Awareness, and focused on our character trait of honesty throughout the month.

Student Achievement
We honored our students' academic success during the First Quarter Honor Roll Celebration, recognizing their commitment to excellence, behavior, and reading growth.

Karen Newton, *Assistant Principal*

Deaf Elementary School
Highlights:

- **Vocabulary Showcase Success:** Our recent event was a tremendous success, showcasing student creativity and language growth. Participation was high, and feedback from staff and families was overwhelmingly positive.

Current Focus:

- **Preparing for PM 2 Testing:** We are actively gearing up for Progress Monitoring 2 at both state and district levels.

Looking Ahead:

- **Celebrating Achievements:** Plans are underway to recognize student and staff accomplishments from this semester.
- **Elf Jr. Production:** Excitement is building for our upcoming performance of *Elf Jr.*, which promises to be a joyful community event.

Overall Outlook: DES is thriving academically and culturally, with strong engagement from students, staff, and families. We remain committed to maintaining momentum as we close out the semester.

Jessica Waldbillig, *Assistant Principal*

Respectfully Submitted by:
Tracie C. Snow
Interim Principal, Deaf Department

Class Code Count

Board of Trustees Administrator Positions	76
Teacher Positions	106
Specialist Positions	61
Select Exempt Service Positions	31
Career Service Positions	406
General Revenue Positions	**649**
Grant Funded Positions	**31**

Add/Delete

N/A

Service Awards

30 Years: Heather Roberts

25 Years: Jeffrey Albright

20 Years: Elenora Polaskey, Cynequa Elmore

10 Years: Shawn O'Brien

5 Years: Ashley Dennis, Natalie Lockhart, LaDonna Snyder, Melody Cooke

Career and Workforce Development Department

Submitted by Jessie Girton, Executive Director of Career Development

Priority 1: Employee Retention, Recruitment, and Engagement

- CTE continues to focus on building a supportive and collaborative environment that values staff growth and engagement. This quarter, efforts have been made to retain skilled instructors and staff through ongoing professional learning opportunities, individualized coaching, and recognition of instructional excellence.

Priority 2: Success for Students

- Deaf High School Art focused on creativity and ASL integration through one-page comics, mind maps, and digital art projects in Procreate. Students practiced visual storytelling and learned how artists generate original ideas. Deaf Middle School Art emphasized perspective drawing and ASL in comics while continuing weekly digital art sessions using Procreate. Students developed technical drawing skills and confidence in digital media.
- Culinary Arts students have been working on developing menus and preparing specials from the five U.S. regions. Block 2 chose the Southeast region and prepared Nashville hot chicken, cornbread, and peach cobbler. Block 3 chose the Southwest region and prepared beef brisket tacos, pico de gallo, and tres leche. All students will prepare Midwestern fare for Thanksgiving, and Block 4 will choose the U.S. Island of Puerto Rico in the coming weeks. Additionally, Students collectively catered and served at the 2026-27 FSDB Teacher of the Year banquet, doing an outstanding job. Their coordination, timing, and teamwork were exemplary. Moreover, in the classroom, students continue to focus on the ServSafe Food Safety Manager industry certification. Students have been learning about Food Safety Management Systems, Safe Facilities and Equipment, Cleaning, and Sanitizing.
- D&B Designs students recently had an exciting opportunity to visit Paradies in Sanford, FL, where they witnessed firsthand how classroom concepts come to life in a real-world setting. During the visit, students explored the large-scale operations of the imprint apparel industry—from warehouse logistics and fulfillment to the creative and technical roles of designers, printers, and pressers. This immersive experience helped them draw meaningful connections between classroom learning and industry applications, sparking insightful questions and a genuine interest in future careers. In addition to this valuable experience, students are preparing for the annual Sip and Shop event on December 2, where they will showcase their holiday-themed ornaments, shirts, mugs, coasters, and more. Meanwhile, they continue to refine their business presentations, leading up to the Grand Opening of their student-run businesses, which will feature ribbon-cutting ceremonies before the Thanksgiving break.

- A variety of creative and collaborative projects have been taking place across programs this month. In a joint effort between the Building Construction, Dance Troupe, and D&B Designs classes, students constructed a large 4x7-foot rolling iceberg prop for the upcoming performance. The iceberg features a computer-generated 3D image printed on contact paper and mounted to foam board, creating the illusion of movement across the stage as the character travels from the North Pole to New York City. Additional classes contributed to the project by designing and building three-dimensional ABC blocks and a xylophone. Meanwhile, a team of three students from the first block created a Hot Cocoa cart stand, featuring a custom steam-out-of-mug logo designed by D&B Designs students. These projects highlight student collaboration, creativity, and hands-on problem-solving across multiple CTE programs.
- The After School Work Program (ASWP) has successfully implemented uniforms for student workers, and students have been proudly wearing them as part of their professional experience. Interviews for open positions were conducted throughout October and November, resulting in the hiring of new student workers for the following roles: Museum Assistant, A/V Production Technician, Raymond's Warehouse Worker, Dragon's Lair Worker, and Bicycle Maintenance Assistant. New hire paperwork for these positions is currently being processed. Additionally, two positions, Athletics Department Assistant and Food Service Worker, were recently advertised and are open to students from both the Deaf and Blind Departments. Interviews for these positions will take place soon. The ASWP team is also preparing for the upcoming CTE Showcase, which will highlight student skills and achievements across Career and Technical Education programs.
- SOAR student Mr. Littlefield gains work experience as a Prep Cook at Whips Waffle, demonstrating strong interpersonal skills and maintaining positive interactions with staff and colleagues. His responsibilities include greeting customers, washing dishes, preparing small orders, and maintaining a clean and organized work area. Mr. Littlefield enjoys engaging with customers and shows enthusiasm for learning new tasks. When business at Whips Waffle is slow, he also assists Ben's Soft Pretzels, further expanding his hands-on experience. His supervisor has expressed appreciation for his dedication, reliability, and positive attitude throughout his work experience.
- The garden center continues to make steady progress. The plants are thriving, thanks to the dedicated support of both students and staff. In the classroom, students have been diligently working on OSHA compliance and developing presentations, lessons, and activities focused on career preparation and animal science. It was gratifying to see students deliver engaging talks on a variety of agricultural animals, including llamas, ducks, ostriches, camels, and more.
- Students in The Dragon's Lair (SL) have been actively engaged in developing both front-of-house and back-of-house skills. When assigned to front-of-house duties, students operate the register during their shifts, providing direct customer service by greeting customers, locating or verifying their orders, processing transactions, and ensuring accuracy with orders and change. Through these experiences, students are developing essential

workplace competencies, including mathematical proficiency, effective communication, attention to detail, and customer service skills.

Priority 3: Everyone Knows our Name

- The CTE Department continues to strengthen FSDB's presence within the local community through active partnerships and public engagement. Students have represented FSDB with professionalism and pride at multiple community-based worksites, including Whips Waffle, Ben's Soft Pretzels, Flagler College, and Northrop Grumman, demonstrating the skills and character developed through our programs.

Curriculum and Professional Development Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- The Literacy and Math specialists in the Deaf Elementary School have been facilitating FYRE: First Year Rising in Elementary, a group for new teachers to get specific training on the many things they need to know as first-year teachers.
- The Literacy Specialists facilitated a session, "Rooted in Reading," for the Parent Engagement Workshop (PEW) on November 7, 2025. The parents in attendance learned about literacy as the foundation for lifelong learning and how literacy looks different for students who are Deaf/Hard of Hearing or Blind/Visually Impaired. Parents shared what they already do at home to support literacy, then created "literacy trees" to add leaves with additional ideas/resources the Literacy Specialists shared.
- Annual math POWOW PD began this month with teachers across campus getting together to work on fluency tasks and creating materials to take back to their classrooms.
- Bilingual Specialist participated in Language Skill Hierarchy professional learning with the Early Learning Center.
- Academic Specialists have been facilitating Coaching Cycles with the teachers in the schools they support. Teachers can request a Coaching Cycle, or Assistant Principals can assign the Coaching Cycle in alignment with the Coaching Contract.
- Academic Specialists have been hosting Data chats in partnership with the Assistant Principal. The data chats are opportunities to review the beginning-of-the-year data at the school level.

Priority 2: Success for Students

- The Curriculum and Professional Development Department hosted an "unconferencing' with academic staff. Based on the academic staff's posts for the asynchronous professional learning about the different types of scaffolds in the FSDB Learning Network team in September, the academic specialists facilitated an unconference on October 24, 2025. Attendees could choose two sessions to attend from the six provided

simultaneously: Peer Scaffolding, Adapting Scaffolds, the 4 Cs of Feedback (Back-End Scaffolds), Graphic Organizers as Back-End Scaffolds, Fading Scaffolds, and Teaching Study Skills (Back-End Scaffolds). One specialist created a one-pager about their topic for attendees to read first, then facilitated each discussion group for 25 minutes, where teachers could share what success looks like in their classrooms and how to overcome challenges related to the scaffolds. Teachers then moved on to their second topic, repeating the process. This professional learning aligns with this year's instructional focus of scaffolded instruction.

- The Deaf High School Literacy Specialist shared the current Measurements of Academic Progress (MAP) and Florida Assessment of Student Thinking (FAST) data at the staff meeting on October 31, 2025. Teachers learned not only about the solid growth and learning gains students have shown last Fall 2024 to Spring 2025 and Fall 2024 to Fall 2025, but also how to interpret the various data points, including percentiles, quintiles, and meeting projected growth. The teachers also learned how students can achieve learning gains and catch up to grade level within two to five years, regardless of what score they start at for FAST.
- The Literacy Specialists have been collaborating to review the ELA textbook adoption rubrics to determine how to organize and share with teachers to begin collecting their feedback to select our new ELA curriculum choices for the 26-27 school year.
- The secondary Literacy Specialist for the blind department and the middle school ELA teachers met with our Just Read Regional Literacy Director to discuss and brainstorm resources and strategies for teaching the poetry benchmarks at the middle school level.
- The secondary Literacy Specialist for the blind department met with middle and high school ELA teachers to share the slide deck created by our Regional Literacy Director that shows how benchmarks from grades 3-10 were assessed using the FAST Reading test released items. Teachers will use this information while reviewing our textbooks to determine if the assessments align with how benchmarks are assessed on the FAST and to develop their own assessments of specific benchmarks if their current curriculum does not assess the benchmarks to the same level of rigor.
- The Deaf Elementary School Teachers have been partnering with the literacy specialist and the State Regional Literacy Director to develop assessments that are in line with the B.E.S.T. Standards.
- Deaf Elementary School students were rewarded for their time spent reading and recognized on the honor roll for reaching 100 reading log lines (25 hours of reading) and 200 reading log lines (50 hours of reading).
- Deaf elementary students were recognized for ST Math achievement of 25% or higher in completion in the 1st quarter, with one student having already completed 100% of their grade level.

- Deaf Elementary math specialist kicked off Math POW challenges for students to earn brag tags for learning their basic math facts (K-2 addition and 3-5 multiplication) to support the school's focus on developing math fluency.
- Bilingual Specialist lead and participated in the ASL Leadership Team meeting to review the goals and the progress on work.

Priority 3: Everyone Knows our Name

- The Deaf Middle School Literacy Specialist facilitated FSDB's participation in the preliminary round of Gallaudet University's Battle of the Books. Two teams competed in the Bison and Blue divisions. The Blue team made it to the top 12 teams in the division and advanced to the playoffs, which will take place at the beginning of December.
- Deaf elementary math specialist presented at Flagler College to students in the intro to teaching methods on the barriers and challenges to teaching math in DHH classrooms.

English Language Learners Department

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

Priority 1: Employee Retention, Recruitment, and Engagement

- Interviews were conducted for the position of ELL Language Facilitator for an additional support person in the Blind Department.

Priority 2: Success for Students

- ELL students in DHS, DMS, BHS, and BEMS honored the country of Guatemala for Hispanic Heritage Month. Students listened, read, and researched facts about the country. BHS students made Guatemalan worry dolls, and all students tasted authentic Guatemalan cuisine!

Priority 3: Everyone Knows our Name

- The ESOL department has completed **46** written translation requests from FSDB staff, and **33** phone calls to ELL and non-ELL Spanish-speaking families from 9/4 through 10/10. 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

Admissions – Parent Services
Executive Director Paula Wagner & Director Dawn Zamot

Current On-Campus Enrollment – 517 (as of 11/17/2025)

- 18 ELC
- 348 Deaf Department
- 150 Blind Department

Withdrawals – Cumulative as of 11/14/2025

- 2 ineligible
- 6 in-state
- 0 out-of-state
- 7 graduated

Total Admissions in Process (as of 11/14/2025)

- 2 ELC
- 8 Deaf Department
- 6 Blind Department

Out-of-State Applicants: Colorado, Connecticut, Georgia, Kentucky, Illinois, Indiana, Minnesota, and Wisconsin.

Parent Services
Executive Director Pauline Wagner & Parent Liaison Misty Porter

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Parent Engagement Workshop
Our second Parent Engagement Workshop (PEW), held on Thursday, November 7th, was well received by our FSDB families.

- **Planting Success at Home:** The Florida Diagnostic & Learning Resources System team provided an engaging and interactive presentation on the sensory system, sharing practical strategies for families to use at home.
- **Rooted in Reading:** FSDB Literacy Specialists offered small group sessions on literacy activities for home focused specifically on their child's sensory needs.
- **Cultivating Conversations:** Michelle Dunn, Executive Director of Mental Health, led an afternoon discussion on fostering emotional growth and supporting conversations through active listening.
- **President Pop-In:** No PEW would be complete without a Pop-In activity with President Snow! Tracie led an interactive activity that connected workshop content to participants' own

personal experiences. A group favorite was "What plant would you use to describe your child" and thankfully, no one choice a cactus!

Campus Collaborations
Parent Liaison presented an overview of Parent Climate Survey data, highlighting emerging themes in each area: Instruction, Communication & Participation, Physical/Social/Emotional, and Technology & Facilities to the Continuous Quality Improvement (CQI**)** team**.**

To support campus initiatives, the Parent Liaison now includes resources for each Resiliency characteristic in school newsletters, giving families practical tools to support these skills at home.

Upcoming events

- Parent Engagement Workshop will be held on January 9th.
- Let's Talk About Deaf Culture, on January 21st.

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

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"The education of even a small child, therefore, does not aim at preparing him for school, but for life." - Maria Montessori

In preparation for the holidays, the ELC has begun focusing on Thanksgiving-themed activities for the month of November. The Deaf ELC set up work cycles related to folding, serving napkins, and identifying food vocabulary. The Blind ELC participated in a "turkey chase" where they went outside to find wild (paper) turkeys. Students are looking forward to their Fall Feast, our annual family gathering and potluck we host for the families to bring and share a dish with one another.

Month in Review
During the month of October, both the Deaf and Blind ELC classes visited Amazing Grace Family Farm, where they walked through a corn maze, explored a sunflower field, dove into a dried corn sensory pool, jumped on an inflatable bouncy mat, played with giant bubbles, and said hello to several friendly animals, including horses and goats. Most of our ELC families met us at the farm and joined in the fun and festivities, allowing for socialization and fellowship.

Both ELC classes also enjoyed participating in a Halloween Parade through Moore Hall where they dressed up in festive costumes and visited the president and board members during the monthly board meeting. After gracing the board meeting with their fun attire, the students walked through the first floor of the hallway, greeting everyone, collecting candy and small toys, and had the privilege of petting a very popular service puppy.

The month of October brought the Deaf and Blind classes together to share and enjoy each other's company more than usual, so we are very thankful for the opportunities to collaborate and share memories with one another.

Monthly Highlight – November 2025
The November theme in the BVI class is "Thanksgiving." The students have enjoyed turkey chases, counted turkeys, and read books such as *"Turkey Trouble"* by Wendi Silvano.
The Blind ELC hosted a Family Night for parent engagement during which Ms. Kallie reviewed the Montessori Method and presented key principles related to the Expanded Core Curriculum.

The DHH classroom has been exploring the Themes: Food groups, Thanksgiving, and Fall. The Deaf ELC also hosted a Family Night for parent engagement related to the Montessori Method and our new ASL Literacy Project that we are piloting with our families. The project consists of nine books that have been signed in ASL, prepared lessons related to the books, and toolkits with specific items to better assist with developing language and abstract concepts. We will begin formally piloting this project after Thanksgiving, and Becca Champney will continue to work on this so the project is fully ready to be utilized by families at the beginning of next year.

Both the Deaf and Blind ELC classes attended a field trip to our local Publix, where they each brought $5 to spend on healthy food items. The students spent time identifying different food vocabulary, making healthy food choices, and practicing daily living skills by going through the register, handing their money to the cashier, accepting their change and receipt, and saying thank you at the end of the transaction. One of our Orientation and Mobility Specialists also joined to assist their students with community experiences. The students were very excited to hold the shopping baskets, pick out fruit and crackers, and go through the entire purchasing process.

Planned Learning Experiences
We are looking forward to several engaging events at the end of November and through the month of December. The Deaf ELC class is hosting its annual Fall Feast Family Gathering on Thursday, November 20th. The Blind ELC class will be hosting the same event for their families on Friday, November 21st. Each family has been invited to bring a dish for the potluck. We are also looking forward to a visit from Santa in December, as well as a book and cookie exchange before we leave for winter break. The holidays always bring fun learning experiences and exciting family engagement opportunities for the ELC.

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

Early Intervention for Deaf/Hard-of-Hearing Children
575 Children Enrolled
51 Referrals
4 Parent Infant Program
40 Parent Empowerment Program

Brevard, Broward, Charlotte, Columbia, Duval, Escambia, Highlands, Hillsborough, Indian River, Lake, Leon, Marion, Miami Dade, Okaloosa, Okeechobee, Orange, Palm Beach, Pasco, Pinellas, Polk, Union, Volusia

Stay and Play and Baby Bunch

- 2 children have been regularly attending Stay and Play
- 1 family participated in Baby Bunch

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

- 14 English PSN sessions in October.
  9 sessions were cancelled due to no attendance.
- A total of 9 families served through PSN
- Snapshots Panels were offered on 10/27 and 10/31. 31 - no attendance
- Parent Panels were offered on 10/28 and 10/29. 29- no attendance
- Spanish office hours were available upon request. No requests were received.

Family Focused Events/Series:

- October ASL Literacy was held online on 10/4/25
- October Listening and Language Series was held online on 10/18/25
- The Burrow Cafe & Play event was held in Orlando on 10/ 9/ 25
- Aunt Louise's Farm event was held in Monticello on 10/4/25

Outreach/Information Sharing Activities:

- Family Story Time at the St. John's Public Library started in October. This collaboration between FSDB, Florida State College of Jacksonville, and St. Johns County Public Library happens weekly on Tuesdays at 10:15 am.
- On Saturday, October 25th, Alexis LaTouche, Jenine Mahendranath participated in the It's A Deaf Thing Expo in Clearwater, Florida. Representing both the PIP and PEP programs, they met families, community members, and providers.

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

Early Intervention Program Enrollment

- 245 children as of 11/16/2025

Leadership Activities

- Completed and submitted monthly reports to the Division of Blind Services (DBS).
- Coordinated with DBS, the Regional Coordinator, and the new Parent Advisor to facilitate the transfer of children.
- Coordinated with INSITE Trainers
- Completed INSITE training 10 participants
- Director's meeting

Outreach for Families

Jeep or Treat – The Ancient City Jeep club decorated their jeeps and dressed up in costumes to hand out candy and small items to the children and families in our program. They also provided a DJ and sound system to create a dance party for the event. The CLD was transformed into a

sensory room with interactive sensory activities, crafts, and newly created sensory busy board panels created by the coordinator of the VI outreach program. The panels and other sensory items will be used for future events as a travelling sensory room.

Pumpkin Patch – The families were happy to reconnect with the friends they have made at our socials. We began with Pumpkin Painting. The children love that. They chose prizes and lollipops from textured grass as a tactile experience. They walked around and looked at and touched the gourds. They went home with their pumpkins, candy and prizes.

Fall Festival – Families were able to interact and connect with one another. They had the opportunity to introduce their children and explore sensory items and materials. The Delta Gamma sorority members interacted with the children and family members.

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

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

- The on-campus and virtual participants have completed the Fall session and are already signing up for Spring!
- 66 Participants were served during the Fall/Winter session.

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

- 36 tours were provided so far this school year.

Community Open House: Campus events featuring FSDB programs.

- Fall Community Open House was a huge success with nearly 400 guests from 6 different counties traveling to FSDB for an amazing performance by FSDB students.
- The livestream and recording were viewed by people across the state of Florida and from many other locations around the country.
- Spring 2026 Community Open House is in the planning stages. We look forward to welcoming guests from across the state to learn about FSDB programs.

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

- FSDB was represented at the following events:
    - REAL South/Language First Conference
    - National Federation of the Blind (NFB)
    - Abacus Bee
    - FAER Conference
    - Hands and Voice Conference
    - Florida Educators of Deaf/Hard of Hearing Students Conference

Expanded Core Curriculum (ECC) Interactive Learning Series: The ECC Interactive Learning Series is specially designed for students in Florida ages 6-17 who are deaf/hard of hearing (D/HH), or blind/visually impaired (B/VI), or dual sensory impaired (DSI). FSDB coordinates ECC Interactive Learning Series events virtually and in-person regionally. Virtual events are hosted quarterly, and the in-person events are scheduled in regions across the state.

- Fall ECC was in September with 19 participants practicing independent living skills making lunch.
- Winter ECC was in November with 18 participants baking cookies for family and friends and creating a mini service project. Students continued to build their cooking skills while integrating what they make into a service-learning project of doing things for others.

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

- Community Braille Class started in October 2025 and is serving 15 participants this session. Participants learn the fundamentals of reading and transcribing Braille by sight. The goal is to learn enough to assist their child, student, friend, or family member.

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

Dissemination of Informational Materials

The project expanded outreach through consistent dissemination of accessible materials and updates. Key outputs this month included newsletters (*Just In Time News & Information, Tech Notes*) and social media campaigns to increase engagement with educators, families, and partner agencies. These efforts aim to improve awareness and alignment around effective practices for supporting students who are deaf or hard of hearing.

Just In Time News & Information

- FSDB Disability Awareness Community Open House Live Stream; TA-Live! October Schedule Change; FIN Virtual Workshops - October 14
- Upcoming Webinars - October 16
- Tea with the Teachers - November 12, 2025 - October 29

Tech Notes

- Hearing Assistive Technology - October 10

Contacts Connection

- Research Opportunity & DSI Rule - October 22
- MAP-R Opportunity with FSU - October 24

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

- October TA-Live! - October 20
- ASHA Sig 9 - October 27

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.

- Spicing Up Auditory Training Slide Deck - October 6

Dissemination of Instructional Resources

Instructional resources were actively disseminated this month through professional learning events, digital platforms, and collaborative networks. Key events such as virtual collaborative learning communities (VCLCs) and professional learning opportunities related to evidence-based practices or specially designed instruction allowed the project to extend its reach while ensuring educators have the tools necessary for classroom implementation.

- **Instructional Materials:** *Speech Perception Instructional Curriculum and Evaluation (SPICE) Kits*-Oct. 14
- **LiveBinder Dissemination:** *Spicing Up Auditory Training LiveBinder* – Oct. 14

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.

- *Spicing Up Auditory Training* - October 14
- *TA-Live! Hearing Assistive Technology* - October 22

State and Partner Presentations

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

- ASHA Special Interest Group (SIG) 9 - *BYOD (Bring Your Own Device): Assistive Technology (AT) Playground for Individuals who are Deaf/Hard of Hearing (DHH)* - October 29

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.

- Monroe County Onsite - October 7-9, 2025

Technical Assistance

RMTC-DHH responded to multiple technical assistance requests, offering tailored coaching, mentoring, and consultation, as well as resource sharing, to school districts, local education agencies, and agency personnel. The Media & Materials Loan Library continued to see active use, expanding the availability of instructional support across Florida.

- **Coaching and Mentoring:** Bay, Columbia, Hardee, Martin, Monroe, Orange, St. Johns, UCP Charter
- **Consultation and Support:** Bay, Broward, Citrus, Collier, Hillsborough, Lake, Leon, Okeechobee, Palm Beach, Pasco, Sarasota, Washington
- **Resource Sharing:** Hardee, Martin, Okaloosa, Orange, Other (community member)
- **Media & Materials Loan Library Summary:** New Accounts: 10 total, including professionals and family members from Citrus, Duval, Hillsborough, Manatee, Orange, Polk, St. Johns
- **Vacancies Posted Summary:** Interpreter - Bay (extended the advertisement expiration date at district request)

Strategic Leadership and Collaboration

Team members participated in statewide leadership activities, advisory committees, and operational meetings to represent the needs of students who are deaf/hard of hearing. RMTC-DHH also contributed to conference booths and exhibits, enhancing visibility and stakeholder engagement.

Leadership and Strategic Collaborative Planning Meetings

- Florida Diagnostic & Learning Resource System (FDLRS) Artificial Intelligence (AI) Professional Learning Team Meeting - October 1
- Florida School for the Deaf and the Blind Bureau of School Improvement Onsite - October 1
- Auditory/Oral (A/O) Debbie School and Bridge to Speech and RMTC-DHH Spicing Up Auditory Training Planning Meeting - October 2
- FDLRS Artificial Intelligence (AI) Professional Learning Team Meeting - October 7
- A/O Debbie School and Bridge to Speech and RMTC-DHH Spicing Up Auditory Training Planning Meeting - October 7
- FDLRS Fall Managers Meeting - October 8
- Regional EHDI Committee Meeting - North - October 9
- Project Leadership Collaboration (RMTC-DHH and the Florida Instructional Materials Center for the Visually Impaired) - October 10
- BEESS/RMTC-DHH Meeting 2025 Unique Accommodations Application - October 16
- Family Cafe Planning Committee Meeting - October 16
- UNF Department of Teaching, Learning, and Curriculum Advisory Board Meeting - October 20
- Collaboration with the UCF Listening Center and UM Debbie School - October 20
- FDLRS AI Professional Learning Team Meeting - October 22
- FDLRS Specially Designed Instruction Train the Trainer Planning Meeting - October 28
- FDLRS New Assistive Technology Book Study - October 30

Technology and Knowledge Advancement

Staff engaged in ongoing professional learning and conducted evaluations of new technology and instructional tools. This work ensures that recommendations made to districts and educators reflect current evidence-based practices and technological advancements tailored to the needs of students who are deaf/hard of hearing.

- **Technology and Accessibility Training:** FDLRS Accessibility Technical Assistance - October 23

Technology Services Department
Administrator Shelley Ardis

Technology Services Projects:

- New Executive Director of Technology Services, Jason Marlow
- Ongoing Cabling to support digital whiteboard installation and added MessageBoard installation
- Preparation for SMART Board installation to replace end-of-life equipment in two academic buildings
- Variety of projects in partnership with facilities to add new layers of communications specific to upgraded technologies for freezers
- Ongoing review of content filtering and other security alerts to adjust services to meet the needs and expectations of departments
- Programming and set up a new platform to support student accountability and reunification activities
- Participation in workshops focusing on Data Security and Security Event Monitoring
- Repair/replacement of warranty equipment
- Technology infrastructure inventory project
- Quarterly department project and budget review
- Purchasing of laptops, printers, and peripherals for refresh

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

December 12, 2025
Action Item Number 1

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

SUBJECT: Surplus Property

PROPOSED BOARD ACTION

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

Attachments: Surplus Property List

Presenter/Department: John Wester, Comptroller

Attention: Julia Mintzer, Administrator of Business Services

Subject: Surplus Review Board Report

Line No.	FSDB Property Item No.	Property Description	Acquisition Date	Acquisition Cost
1	57009	17 inch hp probook	11/5/2019	$1,080.70
2	56911	thinkpad	12/7/2018	$1,123.00
3	56598	cyber pc 4.2g 32g 240g	5/8/2018	$1,664.18
4	57228	catalist 9300 (server, switch)	6/4/2020	$4,531.50
5				
6				
7				
8				
9				
10				
			Grand Total	$8,399.38

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

Review Board Members:

Signed: _____

Kim Whitwam

Signed: _____

Shelley Ardis

Signed: _____

Corbett Owens

December 12, 2025
Action Item Number 2

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

SUBJECT: Florida Harm Prevention & Threat Management Policy

PROPOSED BOARD ACTION

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

Attachments: Operational Policy and Procedure 10.51 Florida Harm Prevention & Threat Management *(Mark-Up and Final Versions)*

Presenter/Department: Lt. Arline Lagasse, School Safety Specialist

Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Florida Harm Prevention & Threat Management

Operational Policy & Procedure 10.51

I. Policy Purpose/Scope

In accordance with Florida Statute 1001.212(12), The Florida School for the Deaf and the Blind shall utilize the Florida-specific behavioral threat management process in which threat management teams shall intervene at the earliest stage to provide assistance to students and to alter or disrupt concerning behavior for the benefit of the student and school. This policy covers threat management to which it uses a methodology that identifies students exhibiting threatening or concerning behaviors, gathers information to assess the risk of harm to themselves or others, and identifies appropriate interventions to prevent violence and promote successful outcomes.

Florida Statute 1012.584(4) requires the state Department of Education to establish an evidence-based youth mental health awareness and assistance training program. Each school district shall notify all school personnel who have received training in mental health services that are available in the school district, and the individual to contact if a student needs intervention. Accordingly, all FSDB employees are required to complete Youth Mental Health First Aid (YMHFA) Training. The Allied Health Department is responsible for coordination of student mental health services. The identification of the need for services may also occur in Multi-Tiered System of Supports (MTSS) meetings, Individual Education Plan (IEP) meetings, staff referrals, parent/legal guardian requests, student self-referrals, and during implementation of threat assessment processes. FortifyFL reports may also result in a referral for mental health services.

This policy applies to all FSDB students and staff members and discusses Threat Management in relation to: A. Teams and Roles, B. Threat Management Operational Process, C. Student Support Management Plan, D. Threat Management Timelines, E. Parental Notification, F. Training, and Education, and G. Reporting and Accountability.

II. Definitions

Concerning Behavior: ~~An observable behavior that elicits concern in others regarding the safety of an individual or those around them. It can include lower-level concerns, such as unusual interests in violent topics, conflicts or grievances between classmates, increased anger, increased substance use, or other noteworthy changes in behavior, and prohibited behaviors that are objectively concerning and should trigger an immediate response, such as threats, weapons violations, and other aggressive or violent behaviors.~~ An observable behavior that elicits concern in others regarding the safety of an individual or those around them. Important to determining whether behavior is concerning is whether it deviates from the person's baseline behavior. Concerning behavior is a spectrum that can include lower-level concerns, such as unusual interests in violent topics, conflicts or grievances between classmates, increased anger, increased substance use or other noteworthy changes in behavior and prohibited behaviors that are objectively concerning and should trigger an immediate response, such as threats, weapons violations, and other aggressive or violent behaviors.

Imminent Threat: Exists when a situation, including the person's prohibited objective behavior, poses a clear and immediate threat of serious violence toward self or others that requires containment and immediate action to protect and identified or identifiable target.

Level of Concern: The classification of an individual is based on their presenting risk and needs and balanced against protective factors. Levels of concern, also called threat levels, are classified as Low, Medium, or High:

- **Low Level of Concern**: A Low Level of Concern designation is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal, and it appears that any underlying issues can be resolved easily. This level means the concern for future violence toward another person is low. There may nonetheless be significant concerns about the person but at that time, the concern for violence toward another is at the low end of the spectrum.

- **Medium Level of Concern**: A Medium Level of Concern designation is appropriate where the person does not appear to pose an immediate threat of violence, but the person exhibits behaviors that indicate a potential intent to harm or exhibits other concerning behavior that requires intervention. This level suggests that violence toward another may occur, and although the situation is not urgent, violence cannot be ruled out. The threat management team may not have complete or completely accurate information to guide the outcome of the assessment.

- **High Level of Concern**: A High Level of Concern designation is appropriate where the person poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behavior that requires immediate intervention and protective measures for the target. This level suggests the student of concern is reaching a critical point on the pathway to violence from which they perceive it may be difficult to turn back. A High Level of Concern requires immediate and continuing attention from threat management resources to ensure violence does not occur.

Manifestation Determination: When a student receiving special education services is being considered for a change in placement due to a behavioral issue, including a threat to others, the IEP Team must determine whether the IEP was being implemented correctly at the time of the behavior, and whether the behavior was a manifestation of the student's disability. A manifestation means that the behavior had a direct and substantial relation to the disability.

School Day: A school day is measured beginning with the next school day after the day of the event or triggering action. For example, if the matter is closed on a Tuesday, the Assistant Principal must review it within two school days of closure. Wednesday is day one and Thursday is day two.

Student of Concern: Any student reported to the Chair, Vice-Chair, School Based Threat Management Team (SBTMT), or District Threat Management Team (DTMT) who exhibits any behavior or communication that may constitute a threat or concern regarding school safety.

Student Support Management Plan (SSMP): ~~The SSMP is a plan that uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP identifies mandatory action steps that are needed to ensure school safety and responses that can help the student of concern and make positive outcomes more likely.~~ The SSMP uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP is implemented by the threat management team imposing requirements on the student. Under the SSMP, a student of concern may be required to refrain from certain conduct or may be required to engage in certain actions that are designed to prevent harm to others. The SSMP is established for a specific period based on the level of concern and is reviewed each month by the School-Based Threat Management Team (SBTMT).

Threat: A threat is communication or behavior indicating that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. A threat includes communication or behavior characteristic of a person who is on the pathway to violence. It may be expressed or communicated behaviorally, orally, visually, in writing, electronically, or through any other means. Communication or behavior is considered a threat regardless of whether it is observed by or communicated to the target of the threat, or to a third party, and regardless of whether the target of the threat is aware of the threat. **A threat is not a communication or behavior that is an obvious joke or unequivocally known by the observer to be innocuous.** The school personnel's personal knowledge of the person making the statement or exhibiting the behavior, as well as the person's age and history of exhibiting such behaviors or making such statements, are factors that should be considered in determining whether the communication or behavior constitutes an actual threat.

Threat Management: The threat management process is a systematic, fact-based method designed to identify, using threat assessment protocols, whether behaviors or communications constitute a concern for violence or harm to another person. Upon a determination that a risk of violence exists, the threat management process then results in determining the level of concern and appropriate management of the person posing the concern to mitigate the risk of harm and remove them from the pathway to violence. The SSMP is part of the threat management process. It is ongoing and ends only when the threat management team deems it appropriate under the circumstances, or responsibility is transferred to another threat management team.

Unfounded Determination: An unfounded determination means that there is not a sufficient factual basis to support the allegation, or it can be determined that the threats were never made; what was said was clearly not a threat; or the incident/behavior of concern did not happen or rise to the level of posing a threat or concern of harm to the school community. The reporting person may simply have been mistaken about the behavior or based upon known facts about the situation, behavior, and context; no risk of violence exists. This unfounded summary disposition should only be used when it is clear and articulable that there is no basis for concern. The case should be advanced to the next step for further evaluation if there is any doubt.

III. Detailed Policy Statement

A. Teams and Roles

The **Primary District Threat Management Coordinator (Primary DTMC)** shall be designated by the FSDB President to oversee the district's harm prevention and threat management program. The Primary DTMC is the direct liaison between the school district and the Florida Department of Education's Statewide Threat Management Coordinator. Pursuant to Rule 6A-1.0019, F.A.C., the Primary DTMC is responsible for ensuring the fidelity of the district's threat management program, which includes ensuring that all school threat management team personnel are appropriately trained. The Primary DTMC must chair the District Threat Management Team.

The **Secondary District Threat Management Coordinator (Secondary DTMC)** shall be designated by the FSDB President to provide support to the district's threat management process at the discretion of the Primary DTMC. The Secondary DTMC also serves on the District Threat Management Team.

The **District Threat Management Team (DTMT)** shall be established by the FSDB President. The DTMT is a multidisciplinary team that will receive referrals from the School-Based Threat Management Teams (SBTMT) and assess serious situations. The DTMT must include the District Threat Management Coordinators, persons from school district administration (Administrator of Business Services, Administrator of Boarding Services) and persons with expertise in counseling (Executive Director of Mental Health), instruction (FSDB President), and law enforcement (Chief of FSDB Campus Police). The Primary DTMC must Chair the DTMT. ~~The DTMT may assist the SBTMTs in providing on-~~

~~going effective threat management, or after assessing the matter, the DTMT may refer the case back to the SBTMT for it to manage~~. The DTMT may provide ongoing support and recommendations to the SBTMT as needed.

The **MTSS Multi-Tiered System of Support (MTSS) Team** consists of academic, boarding, and mental health professionals and other staff members. The team uses a problem-solving approach to review student concerns and develop/monitor interventions. The MTSS team is especially important for students with a determination of a Low Level of Concern that does not meet the monitoring criteria of a formal SSMP but could benefit from additional support services.

The **SBTMT** is a multidisciplinary team at the school level and is comprised of at least four members with expertise in counseling, school instruction, law enforcement, and a school administrator. The school administrator should not be an Assistant Principal because they have the administrative oversight of the SBTMT. Additional members of the team include the Boarding Program's Director of Student Life and the Assistant Director of Student Life. The SBTMT must also include a member with personal knowledge of the student of concern that is being evaluated by the team. If none of the designated threat management team members are familiar with the student of concern being assessed, the Chair must assign a staff member of the school's instructional or administrative personnel. This staff member must be available for consultation and provide background information to the SBTMT. Consulting personnel do not have to complete Florida Model Training and may not participate in the decision-making process. Consulting personnel are assigned on a case-by-case basis.

The **Counseling** team member must be a school-based mental health services provider that is able to access student mental health records. This person must be a school psychologist certified under Rule 6A-4.0311, F.A.C., a school social worker certified under 6A-4.035, F.A.C., a school counselor certified under Rule 6A-4.0181, F.A.C., or a mental health professional licensed under Chapter 490 or 491, F.S., who is employed or contracted by a District to provide mental health services for FSDB.

The **Instructional** team member must be a person who meets the definition of instructional personnel under Section 1012.01(2)(a) -(d), F.S., or someone who holds a current Florida Educator Certificate under Section 1012.56, F.S.

The **Administrative** team member must be a person who meets the definition of administrative personnel under Section 1012.01(3), F.S. This should not be the ~~building principal~~ Assistant Principal because they have administrative oversight of the SBTMT.

The **Law Enforcement** team member must be a sworn law enforcement officer, as defined by Section 943.10(1), F.S., including a School Resource Officer, School-Safety Officer, or other active law enforcement officer. At a minimum, a law enforcement officer serving on a threat management team must have access to the local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on SBTMTs must also have clearance to review Criminal Justice Information and Criminal History Record Information.

The **Threat Management Chair and Vice-Chair** is appointed by the FSDB President for the SBTMT. The Vice-Chair performs the Chair's duties in the Chair's absence or unavailability. The SBTMT Chair is the point person at each school for threat management and receives initial reports of all threats and concerning behavior that may result in harm toward self or others (although imminent threats must always be first reported directly to law enforcement). The SBTMT Chair is responsible for assessing and triaging each reported threat or concern and determining whether it has a factual basis and whether the matter should be summarily closed or reviewed by the entire SBTMT.

B. Threat Management Operational Process

All threats or reports of concerning behavior should be taken seriously and thoroughly reviewed to determine their merit and the level of concern. Threats made anonymously and through electronic communication must be assessed no differently than those made in-person or where the reporting party

is identified. It is critically important to gather as much information as possible to understand what is happening with a student of concern.

Threat management teams must consider the totality of threat factors, warning and concerning behaviors, stressors, precipitating events, and protective factors present in a student of concern's life. Once this information has been gathered, the threat management team can assess whether there is merit to a threat or other concerning behavior and if so, determine the level of concern.

Reporting Responsibility for Members of the School Community

Where an imminent threat to life or physical safety exists, school personnel must immediately report the matter to law enforcement.

FSDB must provide multiple avenues for information affecting school safety to be easily conveyed and received. School personnel are responsible for knowing the reporting options for FSDB. Reports of concern that may represent a threat to the community, school, or self must be routed to the Chair of the respective SBTMT for intake, initial evaluation, and an initial merit determination. The Chair must be well identified to everyone on FSDB campus.

Step 1: Report-Concerns are Reported to Chair

School personnel must immediately report any behavior or communications that may constitute a threat or concern regarding school safety to the SBTMT Chair. Before or after school hours, school personnel should immediately report the situation to law enforcement for evaluation if appropriate and report it to the Chair as soon as possible but no later than immediately upon returning to school on the next school day. If a school administrator receives the information before the SBTMT Chair, the time for the Chair of the SBTMT to review the report and complete the *Intake and Case Disposition Form (Form A)* begins at that time. The Chair must use the *Intake and Case Disposition Form (Form A)* to document the receipt of the threat or other concerning behavior.

Step 2: Initial Chair Determination

The Chair will be responsible for initially evaluating the report and holding a brief conversation with the student of concern to determine whether there appears to be a factual basis for the assertions that warrant further review. This determination must be completed in time for the SBTMT to meet on the following school day if necessary. If the Chair determines that there is not a sufficient factual basis to support the allegation, the Chair may summarily close the matter as unfounded.

Step 3: Determination of Harm to Self, Others, or Both

If the Chair determines there is a factual basis for the reported threat or concerning behavior contains a threat of self-harm, the student shall immediately be processed under *OPP 10.08 Self-Harm.* If the threat is self-harm only, with no other indicators of concern regarding potential harm toward others, no further action is required by the Chair. The Chair will document the referral on the *Intake and Case Disposition Form (Form A)* and summarily close the matter. The Assistant Principal shall review the completed form as soon as possible but within two school days, and the Primary DTMC shall review the case as soon as possible but within two school days after its review by the Assistant Principal.

Step 4: SBTMT Referral Decision

If the Chair determines the matter does not warrant a review by the full SBTMT, the Chair can summarily close the case as a low level of concern. The Chair may refer the student for services that are not part of an SSMP. All decisions made by the Chair shall be documented accordingly in the *Intake and Case Disposition Form (Form A)*. Accountability review will follow thereafter by the Assistant Principal and Primary DTMC as soon as possible but within two school days.

Step 5: Preliminary SBTMT Meeting- Assigning a Preliminary Level of Concern

If the Chair refers the matter to the SBTMT, the team must convene no later than the next school day after the concerning behavior was reported to the Chair or an administrator, whichever is earlier. At this

initial meeting, the SBTMT will conduct an initial assessment, assign a preliminary level of concern (Low, Medium, or High), and determine the necessity to implement an interim SSMP.

~~A Low Level of Concern is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal, and it appears that any underlying issues can be resolved easily. A Medium Level of Concern is appropriate where the student does not appear to pose an immediate threat of violence, but the student exhibits behaviors that indicate a potential intent to harm or exhibits other concerning behavior that requires intervention. A High Level of Concern is appropriate where the student poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behaviors that requires immediate intervention and protective measures for the target.~~

If the preliminary level of concern is low, the SBTMT may implement an interim SSMP. If the preliminary determination is Medium or High, then it must implement an interim SSMP. If a change in placement is part of the SSMP and the student has an Individualized Education Plan (IEP), a determination must be made whether the IEP was being implemented correctly at the time of the behavior, and whether the behavior was a manifestation of the student's disability. ~~The SBTMT must consult with the appropriate authority therein to make this determination if the student has an IEP~~. It is not the SBTMT's role to make an IEP manifestation determination.

After the SBTMT convenes for the initial assessment and preliminary determinations, the SBTMT will then begin the assessment phase of the threat management process utilizing the standardized threat management forms.

Step 6: Collect Information and Conduct Interviews

The SBTMT will obtain background information from school records, law enforcement records, and mental health providers, as available, to evaluate more thoroughly the threatening or concerning behavior and determine whether a threat toward others or actionable concerning behavior actually exists. This detailed information collection should include questionnaires and interviews with the student of concern, witnesses, teachers, people familiar with the student, including parents and guardians, and the target of the threat.

For cases with a preliminary Medium or High Level of Concern, a member of the FSDB Mental Health Services Department may complete mental health interview forms of the student of concern, as well as parent of guardian. The purpose of the mental health interview is to help the SBTMT determine appropriate services that may benefit the student as part of the SSMP when appropriate.

Steps 7-9: SBTMT Final Disposition and Level of Concern

The SBTMT must meet as soon as possible after it has acquired all necessary information, but no later than two school days after the preliminary meeting and determine that the case was unfounded or assigned a level of concern. Any extension of this timeline must be approved by the Assistant Principal and the extension granted may not exceed two school days. Additional extensions must be approved by the Primary DTMC and may be granted for a maximum of one school day each and only due to exigent circumstances. All extensions must be documented on the *Intake and Case Disposition Form (Form A)*.

The SBTMT may make a final determination of a case to be unfounded, Low Level of Concern (with or without an SSMP), Medium Level of Concern (SSMP required), or High Level of Concern (SSMP required).

Step 10: Review and Referral by the Primary DTMC for Medium and High Levels of Concern

If the SBTMT determines that the level of concern is Medium, the Primary DTMC upon review may refer the case to the DTMT for its consideration. If the SBTMT determines that the level of concern is High, then the Primary DTMC must refer to the DTMT for review. The DTMT must convene to consider the case within two school days of receiving the referral from the Primary DTMC. ~~The DTMT may refer~~

~~the case back to the SBTMT without providing additional support or oversight or may provide additional and ongoing support to the SBTMT.~~ The DTMT may provide ongoing support and recommendations to the SBTMT as needed.

Step 11: Monitoring of the SSMP

The SBTMT is required to meet monthly, assess each SSMP for its effectiveness, and make modifications as appropriate.

All Steps - Required Review by Assistant Principal and Primary DTMC: All Chair, Vice-Chair, and SBTMT final decisions and recommendations must be reported to the Assistant Principal, who must review the team's documents to ensure completeness and fidelity, and the Assistant Principal will determine whether he or she concurs with the team's decisions. The Primary DTMC must also review the decisions made by the members listed above. The Assistant Principal must review the team's decisions as soon as possible but within two school days of receipt of the decision of the SBTMT. The Primary DTMC must review the case as soon as possible but within two school days after its review by the Assistant Principal. If there is disagreement at any level of review about decisions made and the participants cannot come to a consensus, then the matter must be automatically referred to the DTMT and it will make the final decision.

C. Student Support Management Plan (SSMP)

The Student Support Management Plan (SSMP requirements will be documented on the *Intake and Case Disposition Form (Form A)* and the *SSMP Implementation and Monthly SSMP Monitoring (Form H).* The SSMP must be consistent with the following minimum timeframes for SSMP implementation and monitoring:

- Low Level of Concern: 90 calendar days minimum
- Medium Level of Concern: 180 calendar days minimum
- High Level of Concern: One calendar year minimum.

The requirements of an SSMP are established by the SBTMT and must be adaptable to meet the needs of the situation. The specific frequency of contact with the student during the SSMP period will vary based on the need to adequately monitor the student and ensure others' safety. SSMPs should be coordinated with law enforcement regarding off-campus threat management when appropriate. ~~The SBTMT is required to meet monthly, assess each SSMP for its effectiveness, and make modifications as appropriate~~. Any modifications to the SSMP must be documented on the *SSMP Implementation and Monthly SSMP Monitoring Form (Form H).*

At least 30 days before the end of the initial SSMP monitoring period for the assigned level of concern, the SBTMT must consider the matter again and assess whether to close the case upon expiration of the monitoring period or extend the SSMP. If the decision is to extend the SSMP, requirements may be added or deleted and documented on the *SSMP Implementation and Monthly SSMP Monitoring form (Form H).*

Any SSMP reassessment may not result in the initial level of concern category being changed to a lower level based on subsequent circumstances. However, the SSMP's requirements may be modified downward as the matter is periodically reviewed. The matter may also be reconsidered at any time based on new or additional information and the level of concern may be increased. If the level of concern is increased, then the SSMP must be modified and documented as appropriate with the new level.

D. Threat Management Timelines

~~A school day is measured beginning with the next school day after the day of the event or triggering action. For example, it the matter is closed on a Tuesday, the Assistant Principal must review it within two school days of closure. Wednesday is day one and Thursday is day two.~~

- School personnel MUST immediately report any behavior or communications that may constitute a threat to school safety to the Chair of the SBTMT.
- The Chair of the SBTMT must make their initial determination of whether the report needs to be brought forth to the full SBTMT if necessary, by the following school day. If the school administrator receives the report before the Chair, the time for the Chair to review and complete *Intake and Disposition Form* (*Form A)* begins at the time the administrator received the report.
- If the Chair determines the report can be closed without referral to the SBTMT, the Assistant Principal should review the decision to close the case as soon as possible but within two school days of receiving notification of case closure. The Primary DTMC should review the case as soon as possible but within two school days after its review by the Assistant Principal.
- If the Chair determines the report has factual basis, but the threat is related to self-harm only, the Chair must immediately follow the procedures outlined in *OPP 10.08 Self-Harm.* The Chair will summarily close the case, and the Assistant Principal will review within two school days and the Primary DTMC must review within two school days of the Assistant Principal.
- If the Chair of the SBTMT refers the matter to the threat management team, the team MUST convene for an initial meeting no later than the next school day from the day the initial report was received by the Chair or Administrator. This is so the SBTMT can assign a preliminary level of concern and consider an interim SSMP.
- The SBTMT must meet a second time as soon as possible after it has acquired all necessary information, or within two school days after the initial team meeting, whichever is earlier.
- An extension of the requirement that the SBTMT meet a second time within two school days to consider the matter MUST be approved by the Assistant Principal and the extension may be granted for a maximum of two school days. After the initial extension, the time can be extended in one day increments based upon exigent circumstances.
- If the SBTMT determines the threat level of concern to be High, the case must automatically be referred to the DTMT for review. DTMT must convene to consider the case within two school days of receiving referral from the SBTMT. If the Assistant Principal or Primary DTMC returns the report of concerning behavior/threat back to the Chair of the SBTMT for further consideration, the Chair must make any corrections and resubmit as soon as possible, but no later than two school days from the date returned by Assistant Principal or Primary DTMC.

E. Parental Notifications

Where a report of concern includes an identified student target, the Chair must make a reasonable effort to notify the parent or guardian of the targeted student before the end of the school day that the report was received unless the Chair has determined the concern to be unfounded.

A “reasonable effort to notify” a parent or guardian means the exercise of reasonable diligence and care to contact the student’s parent or guardian. The SBTMT Chair or designee must document all attempts to contact the parent or guardian on *Intake and Disposition Form* (*Form A*).

If the Chair of the SBTMT determines the reported behavior is Low Level of Concern and summarily closes the report, the Chair or his/her designee must use reasonable efforts to notify the parent or guardian of the student of concern on the same day the report is closed.

If the Chair does not close the case and refers it to the SBTMT, reasonable efforts shall be made to notify the student of concern’s parent or guardian on the same day the SBTMT assigns the preliminary level of concern.

If the level of concern is High (preliminary or final), the Chair or designee must notify the FSDB President or designee to ensure that the notice requirements of F.S. 1006.07(7)(e) are met. Upon a preliminary determination that a student poses a threat of violence of physical harm to himself or herself or others, a threat management team shall immediately report its determination to the FSDB President

or designee. The FSDB President or designee shall immediately attempt to notify the student's parent or guardian.

Parents or guardians must be notified if the threat management process reveals information about their child's mental, emotional, or physical health or well-being, or results in a change in related services or monitoring, including but not limited to implementation of an SSMP.

~~Reasonable efforts must be made to notify the student of concern's parent or guardian on the same day the SBTMT concludes final disposition of a case.~~

Once an SSMP is finalized and anytime it is substantively revised, the SBTMT Chair or designee shall provide a copy of the SSMP to the student of concern's parent or guardian. The targeted student's parent or guardian shall also be informed that an SSMP has been implemented.

The SBTMT Chair or designee shall notify the targeted student's parent or guardian to inform them about the content of the threat if the level of concern is Low. The name of the student of concern may be shared with the parent or legal guardian of the targeted student.

The SBTMT Chair or designee shall inform the targeted student and parent or guardian about the content of the threat and identity of the student of concern who made the threat if the level of concern is Medium or High.

F. Training & Education

- All FSDB staff members shall complete Youth Mental Health First Aid training.
- All FSDB staff members shall complete annual threat management training that includes a review of this policy. All FSDB students shall receive guidance regarding the recognition of concerning behavior or threats and must identify members of the school community to whom concerning behaviors and threats should be reported.
- All FSDB Threat Management Team Members at the District and School level shall be trained under the Florida Model in accordance with rule 6A-1.0019, F.A.C. District and school level threat management team members who have been fully trained in a previous school year shall complete an annual refresher training provided by the Office of Safe Schools within the first sixty (60) days of school.
- All FSDB Assistant Principals, Chair, and the Vice Chair of the SBTMT's must complete additional training specific to their respective roles.
- The District Threat Management CoordinatorsTMC must complete additional training specific to the Coordinator role.

G. Reporting & Accountability

A School Environmental Safety Incident Report (SESIR) of data concerning school safety and student discipline data is required under Florida Statute 1006.09(6). The perpetrator and victim shall be documented within the student information system with required data elements reported to the Florida Department of Education. See OPP 8.12 SESIR Incident Management for more instruction.

Pursuant to F.S. 1006.07(7), school threat management records, including threat assessment reports, all corresponding documentation, and the completed threat management instrument forms are considered education records.

F.S 1003.25 and Rule 6A-1.0955, F.A.C., establish certain requirements for maintaining and transferring records of students who transfer from school-to-school and district-to-district, including threat management records. The law requires that student records be transferred within five school days of receipt of the request of records from the new school or district, or receipt of the identity of the new school and district of enrollment, whichever occurs first. Student records must contain verified reports of serious or recurrent behavior patterns, including threat assessments and intervention

services, and psychological evaluations, including therapeutic plans and therapy progress notes created or maintained by school staff.

Transferring these records as soon as possible is important so that the receiving school can assume threat management responsibility for the student of concern. It is required under F.S. 1006.07(7) that the threat management team of the transferring school maintain responsibility for the student on an SSMP until responsibility is formally accepted by the receiving school.

The FSDB President, District Threat Management Coordinators, Administrators, and Department Supervisors share accountability for the implementation of this policy. They shall take steps to assure that standards are fully integrated into school operations and student programming and are pursued with equal effort in policy and practice.

IV. Getting Help

If you need assistance with...	Contact...
Interpreting this policy	School Safety Specialist
Training	School Safety Specialist

V. References & Forms

References

Rule 6A-1.0019, F.A.C.

1001.212(12), F.S.

1012.584(4), F.S.

1006.09(6), F.S.

1006.07(7), F.S.

OPP 8.12 SESIR Incident Management

OPP 10.08 Self Harm

Parent-Student Handbook (Code of Student Conduct)

Forms

Form A - Intake and Disposition
Form B - Initial Interview of Student of Concern
Form C - Initial Interview of Student of Concern's Parent/Guardian
Form D - Witness/Target Interview
Form E - Teacher or Staff Questionnaire
Form F - Mental Health Parent/Guardian Interview
Form G - Mental Health Student of Concern Interview
Form H - SSMP Implementation and Monthly SSMP Monitoring

VI. Applicability/Approval

This policy on OPP 10.51 Florida Harm Prevention and Threat Management applies to all FSDB students and staff members. This policy supersedes OPP 10.51 Florida Harm Prevention and Threat Management dated 8/23/2024. The FSDB President is the campus authority for this policy.

Approved by

Tracie C. Snow, President	Date
Owen B. McCaul Board of Trustees, Chair	Date

VII. Authority/History

Authority

Florida Statutes: 1001.212(12)

Laws Implemented

Florida Statutes: 1001.212(12)

History

New: 12/08/2023

Revised: 08/23/2024, 12/12/2025

Florida School for the Deaf & the Blind

Do More. Be More. Achieve More.

Florida Harm Prevention & Threat Management

Operational Policy & Procedure 10.51

I. Policy Purpose/Scope

In accordance with Florida Statute 1001.212(12), The Florida School for the Deaf and the Blind shall utilize the Florida-specific behavioral threat management process in which threat management teams shall intervene at the earliest stage to provide assistance to students and to alter or disrupt concerning behavior for the benefit of the student and school. This policy covers threat management to which it uses a methodology that identifies students exhibiting threatening or concerning behaviors, gathers information to assess the risk of harm to themselves or others, and identifies appropriate interventions to prevent violence and promote successful outcomes.

Florida Statute 1012.584(4) requires the state Department of Education to establish an evidence-based youth mental health awareness and assistance training program. Each school district shall notify all school personnel who have received training in mental health services that are available in the school district, and the individual to contact if a student needs intervention. Accordingly, all FSDB employees are required to complete Youth Mental Health First Aid (YMHFA) Training. The Allied Health Department is responsible for coordination of student mental health services. The identification of the need for services may also occur in Multi-Tiered System of Supports (MTSS) meetings, Individual Education Plan (IEP) meetings, staff referrals, parent/legal guardian requests, student self-referrals, and during implementation of threat assessment processes. FortifyFL reports may also result in a referral for mental health services.

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II. Definitions

Concerning Behavior: An observable behavior that elicits concern in others regarding the safety of an individual or those around them. Important to determining whether behavior is concerning is whether it deviates from the person's baseline behavior. Concerning behavior is a spectrum that can include lower-level concerns, such as unusual interests in violent topics, conflicts or grievances between classmates, increased anger, increased substance use or other noteworthy changes in behavior, and prohibited behaviors that are objectively concerning and should trigger an immediate response, such as threats, weapons violations, and other aggressive or violent behaviors.

Imminent Threat: Exists when a situation, including the person's prohibited objective behavior, poses a clear and immediate threat of serious violence toward self or others that requires containment and immediate action to protect and identified or identifiable target.

Level of Concern: The classification of an individual is based on their presenting risk and needs and balanced against protective factors. Levels of concern, also called threat levels, are classified as Low, Medium, or High:

- **Low Level of Concern**: A Low Level of Concern designation is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal, and it appears that any underlying issues can be resolved easily. This level means the concern for future violence toward another person is low. There may nonetheless be significant concerns about the person but at that time, the concern for violence toward another is at the low end of the spectrum.

- **Medium Level of Concern**: A Medium Level of Concern designation is appropriate where the person does not appear to pose an immediate threat of violence, but the person exhibits behaviors that indicate a potential intent to harm or exhibits other concerning behavior that requires intervention. This level suggests that violence toward another may occur, and although the situation is not urgent, violence cannot be ruled out. The threat management team may not have complete or completely accurate information to guide the outcome of the assessment.

- **High Level of Concern**: A High Level of Concern designation is appropriate where the person poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behavior that requires immediate intervention and protective measures for the target. This level suggests the student of concern is reaching a critical point on the pathway to violence from which they perceive it may be difficult to turn back. A High Level of Concern requires immediate and continuing attention from threat management resources to ensure violence does not occur.

Manifestation Determination: When a student receiving special education services is being considered for a change in placement due to a behavioral issue, including a threat to others, the IEP Team must determine whether the IEP was being implemented correctly at the time of the behavior, and whether the behavior was a manifestation of the student's disability. A manifestation means that the behavior had a direct and substantial relation to the disability.

School Day: A school day is measured beginning with the next school day after the day of the event or triggering action. For example, if the matter is closed on a Tuesday, the Assistant Principal must review it within two school days of closure. Wednesday is day one and Thursday is day two.

Student of Concern: Any student reported to the Chair, Vice-Chair, School Based Threat Management Team (SBTMT), or District Threat Management Team (DTMT) who exhibits any behavior or communication that may constitute a threat or concern regarding school safety.

Student Support Management Plan (SSMP): The SSMP uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP is implemented by the threat management team imposing requirements on the student. Under the SSMP, a student of concern may be required to refrain from certain conduct or may be required to engage in certain actions that are designed to prevent harm to others. The SSMP is established for a specific period based on the level of concern and is reviewed each month by the School-Based Threat Management Team (SBTMT).

Threat: A threat is communication or behavior indicating that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. A threat includes communication or behavior characteristic of a person who is on the pathway to violence. It may be expressed or communicated behaviorally, orally, visually, in writing, electronically, or through any other means. Communication or behavior is considered a threat regardless of whether it is observed by or communicated to the target of the threat, or to a third party, and regardless of whether the target of the threat is aware of the threat. **A threat is not a communication or behavior**

that is an obvious joke or unequivocally known by the observer to be innocuous. The school personnel's personal knowledge of the person making the statement or exhibiting the behavior, as well as the person's age and history of exhibiting such behaviors or making such statements, are factors that should be considered in determining whether the communication or behavior constitutes an actual threat.

Threat Management: The threat management process is a systematic, fact-based method designed to identify, using threat assessment protocols, whether behaviors or communications constitute a concern for violence or harm to another person. Upon a determination that a risk of violence exists, the threat management process then results in determining the level of concern and appropriate management of the person posing the concern to mitigate the risk of harm and remove them from the pathway to violence. The SSMP is part of the threat management process. It is ongoing and ends only when the threat management team deems it appropriate under the circumstances, or responsibility is transferred to another threat management team.

Unfounded Determination: An unfounded determination means that there is not a sufficient factual basis to support the allegation, or it can be determined that the threats were never made; what was said was clearly not a threat; or the incident/behavior of concern did not happen or rise to the level of posing a threat or concern of harm to the school community. The reporting person may simply have been mistaken about the behavior or based upon known facts about the situation, behavior, and context; no risk of violence exists. This unfounded summary disposition should only be used when it is clear and articulable that there is no basis for concern. The case should be advanced to the next step for further evaluation if there is any doubt.

III. Detailed Policy Statement

A. Teams and Roles

The **Primary District Threat Management Coordinator (Primary DTMC)** shall be designated by the FSDB President to oversee the district's harm prevention and threat management program. The Primary DTMC is the direct liaison between the school district and the Florida Department of Education's Statewide Threat Management Coordinator. Pursuant to Rule 6A-1.0019, F.A.C., the Primary DTMC is responsible for ensuring the fidelity of the district's threat management program, which includes ensuring that all school threat management team personnel are appropriately trained. The Primary DTMC must chair the District Threat Management Team.

The **Secondary District Threat Management Coordinator (Secondary DTMC)** shall be designated by the FSDB President to provide support to the district's threat management process at the discretion of the Primary DTMC. The Secondary DTMC also serves on the District Threat Management Team.

The **District Threat Management Team (DTMT)** shall be established by the FSDB President. The DTMT is a multidisciplinary team that will receive referrals from the School-Based Threat Management Teams (SBTMT) and assess serious situations. The DTMT must include the District Threat Management Coordinators, persons from school district administration (Administrator of Business Services, Administrator of Boarding Services) and persons with expertise in counseling (Executive Director of Mental Health), instruction (FSDB President), and law enforcement (Chief of FSDB Campus Police). The Primary DTMC must Chair the DTMT. The DTMT may provide ongoing support and recommendations to the SBTMT as needed.

The **MTSS Multi-Tiered System of Support (MTSS) Team** consists of academic, boarding, and mental health professionals and other staff members. The team uses a problem-solving approach to review student concerns and develop/monitor interventions. The MTSS team is especially important for students with a determination of a Low Level of Concern that does not meet the monitoring criteria of a formal SSMP but could benefit from additional support services.

The **SBTMT** is a multidisciplinary team at the school level and is comprised of at least four members with expertise in counseling, school instruction, law enforcement, and a school administrator. The school administrator should not be an Assistant Principal because they have the administrative oversight of the SBTMT. Additional members of the team include the Boarding Program's Director of Student Life and the Assistant Director of Student Life. The SBTMT must also include a member with personal knowledge of the student of concern that is being evaluated by the team. If none of the designated threat management team members are familiar with the student of concern being assessed, the Chair must assign a staff member of the school's instructional or administrative personnel. This staff member must be available for consultation and provide background information to the SBTMT. Consulting personnel do not have to complete Florida Model Training and may not participate in the decision-making process. Consulting personnel are assigned on a case-by-case basis.

The **Counseling** team member must be a school-based mental health services provider that is able to access student mental health records. This person must be a school psychologist certified under Rule 6A-4.0311, F.A.C., a school social worker certified under 6A-4.035, F.A.C., a school counselor certified under Rule 6A-4.0181, F.A.C., or a mental health professional licensed under Chapter 490 or 491, F.S., who is employed or contracted by a District to provide mental health services for FSDB.

The **Instructional** team member must be a person who meets the definition of instructional personnel under Section 1012.01(2)(a) -(d), F.S., or someone who holds a current Florida Educator Certificate under Section 1012.56, F.S.

The **Administrative** team member must be a person who meets the definition of administrative personnel under Section 1012.01(3), F.S. This should not be the Assistant Principal because they have administrative oversight of the SBTMT.

The **Law Enforcement** team member must be a sworn law enforcement officer, as defined by Section 943.10(1), F.S., including a School Resource Officer, School-Safety Officer, or other active law enforcement officer. At a minimum, a law enforcement officer serving on a threat management team must have access to the local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on SBTMTs must also have clearance to review Criminal Justice Information and Criminal History Record Information.

The **Threat Management Chair and Vice-Chair** is appointed by the FSDB President for the SBTMT. The Vice-Chair performs the Chair's duties in the Chair's absence or unavailability. The SBTMT Chair is the point person at each school for threat management and receives initial reports of all threats and concerning behavior that may result in harm toward self or others (although imminent threats must always be first reported directly to law enforcement). The SBTMT Chair is responsible for assessing and triaging each reported threat or concern and determining whether it has a factual basis and whether the matter should be summarily closed or reviewed by the entire SBTMT.

B. Threat Management Operational Process

All threats or reports of concerning behavior should be taken seriously and thoroughly reviewed to determine their merit and the level of concern. Threats made anonymously and through electronic communication must be assessed no differently than those made in-person or where the reporting party is identified. It is critically important to gather as much information as possible to understand what is happening with a student of concern.

Threat management teams must consider the totality of threat factors, warning and concerning behaviors, stressors, precipitating events, and protective factors present in a student of concern's life. Once this information has been gathered, the threat management team can assess whether there is merit to a threat or other concerning behavior and if so, determine the level of concern.

Reporting Responsibility for Members of the School Community

Where an imminent threat to life or physical safety exists, school personnel must immediately report the matter to law enforcement.

FSDB must provide multiple avenues for information affecting school safety to be easily conveyed and received. School personnel are responsible for knowing the reporting options for FSDB. Reports of concern that may represent a threat to the community, school, or self must be routed to the Chair of the respective SBTMT for intake, initial evaluation, and an initial merit determination. The Chair must be well identified to everyone on FSDB campus.

Step 1: Report-Concerns are Reported to Chair

School personnel must immediately report any behavior or communications that may constitute a threat or concern regarding school safety to the SBTMT Chair. Before or after school hours, school personnel should immediately report the situation to law enforcement for evaluation if appropriate and report it to the Chair as soon as possible but no later than immediately upon returning to school on the next school day. If a school administrator receives the information before the SBTMT Chair, the time for the Chair of the SBTMT to review the report and complete the *Intake and Case Disposition Form (Form A)* begins at that time. The Chair must use the *Intake and Case Disposition Form (Form A)* to document the receipt of the threat or other concerning behavior.

Step 2: Initial Chair Determination

The Chair will be responsible for initially evaluating the report and holding a brief conversation with the student of concern to determine whether there appears to be a factual basis for the assertions that warrant further review. This determination must be completed in time for the SBTMT to meet on the following school day if necessary. If the Chair determines that there is not a sufficient factual basis to support the allegation, the Chair may summarily close the matter as unfounded.

Step 3: Determination of Harm to Self, Others, or Both

If the Chair determines there is a factual basis for the reported threat or concerning behavior contains a threat of self-harm, the student shall immediately be processed under *OPP 10.08 Self-Harm.* If the threat is self-harm only, with no other indicators of concern regarding potential harm toward others, no further action is required by the Chair. The Chair will document the referral on the *Intake and Case Disposition Form (Form A)* and summarily close the matter. The Assistant Principal shall review the completed form as soon as possible but within two school days, and the Primary DTMC shall review the case as soon as possible but within two school days after its review by the Assistant Principal.

Step 4: SBTMT Referral Decision

If the Chair determines the matter does not warrant a review by the full SBTMT, the Chair can summarily close the case as a low level of concern. The Chair may refer the student for services that are not part of an SSMP. All decisions made by the Chair shall be documented accordingly in the *Intake and Case Disposition Form (Form A)*. Accountability review will follow thereafter by the Assistant Principal and Primary DTMC as soon as possible but within two school days.

Step 5: Preliminary SBTMT Meeting- Assigning a Preliminary Level of Concern

If the Chair refers the matter to the SBTMT, the team must convene no later than the next school day after the concerning behavior was reported to the Chair or an administrator, whichever is earlier. At this initial meeting, the SBTMT will conduct an initial assessment, assign a preliminary level of concern (Low, Medium, or High), and determine the necessity to implement an interim SSMP

If the preliminary level of concern is low, the SBTMT may implement an interim SSMP. If the preliminary determination is Medium or High, then it must implement an interim SSMP. If a change in placement is part of the SSMP and the student has an Individualized Education Plan (IEP), a determination must be made whether the IEP was being implemented correctly at the time of the behavior, and whether the behavior was a manifestation of the student's disability. It is not the SBTMT's role to make an IEP manifestation determination.

After the SBTMT convenes for the initial assessment and preliminary determinations, the SBTMT will then begin the assessment phase of the threat management process utilizing the standardized threat management forms.

Step 6: Collect Information and Conduct Interviews

The SBTMT will obtain background information from school records, law enforcement records, and mental health providers, as available, to evaluate more thoroughly the threatening or concerning behavior and determine whether a threat toward others or actionable concerning behavior actually exists. This detailed information collection should include questionnaires and interviews with the student of concern, witnesses, teachers, people familiar with the student, including parents and guardians, and the target of the threat.

For cases with a preliminary Medium or High Level of Concern, a member of the FSDB Mental Health Services Department may complete mental health interview forms of the student of concern, as well as parent of guardian. The purpose of the mental health interview is to help the SBTMT determine appropriate services that may benefit the student as part of the SSMP when appropriate.

Steps 7-9: SBTMT Final Disposition and Level of Concern

The SBTMT must meet as soon as possible after it has acquired all necessary information, but no later than two school days after the preliminary meeting and determine that the case was unfounded or assigned a level of concern. Any extension of this timeline must be approved by the Assistant Principal and the extension granted may not exceed two school days. Additional extensions must be approved by the Primary DTMC and may be granted for a maximum of one school day each and only due to exigent circumstances. All extensions must be documented on the *Intake and Case Disposition Form (Form A).*

The SBTMT may make a final determination of a case to be unfounded, Low Level of Concern (with or without an SSMP), Medium Level of Concern (SSMP required), or High Level of Concern (SSMP required).

Step 10: Review and Referral by the Primary DTMC for Medium and High Levels of Concern

If the SBTMT determines that the level of concern is Medium, the Primary DTMC upon review may refer the case to the DTMT for its consideration. If the SBTMT determines that the level of concern is High, then the Primary DTMC must refer to the DTMT for review. The DTMT must convene to consider the case within two school days of receiving the referral from the Primary DTMC. The DTMT may provide ongoing support and recommendations to the SBTMT as needed.

Step 11: Monitoring of the SSMP

The SBTMT is required to meet monthly, assess each SSMP for its effectiveness, and make modifications as appropriate.

All Steps - Required Review by Assistant Principal and Primary DTMC: All Chair, Vice-Chair, and SBTMT final decisions and recommendations must be reported to the Assistant Principal, who must review the team's documents to ensure completeness and fidelity, and the Assistant Principal will determine whether he or she concurs with the team's decisions. The Primary DTMC must also review the decisions made by the members listed above. The Assistant Principal must review the team's decisions as soon as possible but within two school days of receipt of the decision of the SBTMT. The Primary DTMC must review the case as soon as possible but within two school days after its review by the Assistant Principal. If there is disagreement at any level of review about decisions made and the participants cannot come to a consensus, then the matter must be automatically referred to the DTMT and it will make the final decision.

C. Student Support Management Plan (SSMP)

The Student Support Management Plan (SSMP requirements will be documented on the *Intake and Case Disposition Form (Form A)* and the *SSMP Implementation and Monthly SSMP Monitoring (Form H).* The SSMP must be consistent with the following minimum timeframes for SSMP implementation and monitoring:

- Low Level of Concern: 90 calendar days minimum
- Medium Level of Concern: 180 calendar days minimum
- High Level of Concern: One calendar year minimum.

The requirements of an SSMP are established by the SBTMT and must be adaptable to meet the needs of the situation. The specific frequency of contact with the student during the SSMP period will vary based on the need to adequately monitor the student and ensure others' safety. SSMPs should be coordinated with law enforcement regarding off-campus threat management when appropriate. Any modifications to the SSMP must be documented on the *SSMP Implementation and Monthly SSMP Monitoring Form (Form H).*

At least 30 days before the end of the initial SSMP monitoring period for the assigned level of concern, the SBTMT must consider the matter again and assess whether to close the case upon expiration of the monitoring period or extend the SSMP. If the decision is to extend the SSMP, requirements may be added or deleted and documented on the *SSMP Implementation and Monthly SSMP Monitoring form (Form H).*

Any SSMP reassessment may not result in the initial level of concern category being changed to a lower level based on subsequent circumstances. However, the SSMP's requirements may be modified downward as the matter is periodically reviewed. The matter may also be reconsidered at any time based on new or additional information and the level of concern may be increased. If the level of concern is increased, then the SSMP must be modified and documented as appropriate with the new level.

D. Threat Management Timelines

- School personnel MUST immediately report any behavior or communications that may constitute a threat to school safety to the Chair of the SBTMT.
- The Chair of the SBTMT must make their initial determination of whether the report needs to be brought forth to the full SBTMT if necessary, by the following school day. If the school administrator receives the report before the Chair, the time for the Chair to review and complete *Intake and Disposition Form* (*Form A)* begins at the time the administrator received the report.
- If the Chair determines the report can be closed without referral to the SBTMT, the Assistant Principal should review the decision to close the case as soon as possible but within two school days of receiving notification of case closure. The Primary DTMC should review the case as soon as possible but within two school days after its review by the Assistant Principal.
- If the Chair determines the report has factual basis, but the threat is related to self-harm only, the Chair must immediately follow the procedures outlined in *OPP 10.08 Self-Harm.* The Chair will summarily close the case, and the Assistant Principal will review within two school days and the Primary DTMC must review within two school days of the Assistant Principal.
- If the Chair of the SBTMT refers the matter to the threat management team, the team MUST convene for an initial meeting no later than the next school day from the day the initial report was received by the Chair or Administrator. This is so the SBTMT can assign a preliminary level of concern and consider an interim SSMP.
- The SBTMT must meet a second time as soon as possible after it has acquired all necessary information, or within two school days after the initial team meeting, whichever is earlier.
- An extension of the requirement that the SBTMT meet a second time within two school days to consider the matter MUST be approved by the Assistant Principal and the extension may be granted for a maximum of two school days. After the initial extension, the time can be extended in one day increments based upon exigent circumstances.

- If the SBTMT determines the threat level of concern to be High, the case must automatically be referred to the DTMT for review. DTMT must convene to consider the case within two school days of receiving referral from the SBTMT. If the Assistant Principal or Primary DTMC returns the report of concerning behavior/threat back to the Chair of the SBTMT for further consideration, the Chair must make any corrections and resubmit as soon as possible, but no later than two school days from the date returned by Assistant Principal or Primary DTMC.

E. Parental Notifications

Where a report of concern includes an identified student target, the Chair must make a reasonable effort to notify the parent or guardian of the targeted student before the end of the school day that the report was received, unless the Chair has determined the concern to be unfounded.

A "reasonable effort to notify" a parent or guardian means the exercise of reasonable diligence and care to contact the student's parent or guardian. The SBTMT Chair or designee must document all attempts to contact the parent or guardian on *Intake and Disposition Form* (*Form A*).

If the Chair of the SBTMT determines the reported behavior is Low Level of Concern and summarily closes the report, the Chair or his/her designee must use reasonable efforts to notify the parent or guardian of the student of concern on the same day the report is closed.

If the Chair does not close the case and refers it to the SBTMT, reasonable efforts shall be made to notify the student of concern's parent or guardian on the same day the SBTMT assigns the preliminary level of concern.

If the level of concern is High (preliminary or final), the Chair or designee must notify the FSDB President or designee to ensure that the notice requirements of F.S. 1006.07(7)(e) are met. Upon a preliminary determination that a student poses a threat of violence of physical harm to himself or herself or others, a threat management team shall immediately report its determination to the FSDB President or designee. The FSDB President or designee shall immediately attempt to notify the student's parent or guardian.

Parents or guardians must be notified if the threat management process reveals information about their child's mental, emotional, or physical health or well-being, or results in a change in related services or monitoring, including but not limited to implementation of an SSMP.

Once an SSMP is finalized and anytime it is substantively revised, the SBTMT Chair or designee shall provide a copy of the SSMP to the student of concern's parent or guardian. The targeted student's parent or guardian shall also be informed that an SSMP has been implemented.

The SBTMT Chair or designee shall notify the targeted student's parent or guardian to inform them about the content of the threat if the level of concern is Low. The name of the student of concern may be shared with the parent or legal guardian of the targeted student.

The SBTMT Chair or designee shall inform the targeted student and parent or guardian about the content of the threat and identity of the student of concern who made the threat if the level of concern is Medium or High.

F. Training & Education

- All FSDB staff members shall complete Youth Mental Health First Aid training.
- All FSDB staff members shall complete annual threat management training that includes a review of this policy. All FSDB students shall receive guidance regarding the recognition of concerning behavior or threats and must identify members of the school community to whom concerning behaviors and threats should be reported.
- All FSDB Threat Management Team Members at the District and School level shall be trained under the Florida Model in accordance with rule 6A-1.0019, F.A.C. District and school level threat management team members who have been fully trained in a previous school year shall

complete an annual refresher training provided by the Office of Safe Schools within the first sixty (60) days of school.

- All FSDB Assistant Principals, Chair, and the Vice Chair of the SBTMT's must complete additional training specific to their respective roles.
- The District Threat Management Coordinators must complete additional training specific to the Coordinator role.

G. Reporting & Accountability

A School Environmental Safety Incident Report (SESIR) of data concerning school safety and student discipline data is required under Florida Statute 1006.09(6). The perpetrator and victim shall be documented within the student information system with required data elements reported to the Florida Department of Education. See OPP 8.12 SESIR Incident Management for more instructions.

Pursuant to F.S. 1006.07(7), school threat management records, including threat assessment reports, all corresponding documentation, and the completed threat management instrument forms are considered education records.

F.S 1003.25 and Rule 6A-1.0955, F.A.C., establish certain requirements for maintaining and transferring records of students who transfer from school-to-school and district-to-district, including threat management records. The law requires that student records be transferred within five school days of receipt of the request of records from the new school or district, or receipt of the identity of the new school and district of enrollment, whichever occurs first. Student records must contain verified reports of serious or recurrent behavior patterns, including threat assessments and intervention services, and psychological evaluations, including therapeutic plans and therapy progress notes created or maintained by school staff.

Transferring these records as soon as possible is important so that the receiving school can assume threat management responsibility for the student of concern. It is required under F.S. 1006.07(7) that the threat management team of the transferring school maintain responsibility for the student on an SSMP until responsibility is formally accepted by the receiving school.

The FSDB President, District Threat Management Coordinators, Administrators, and Department Supervisors share accountability for the implementation of this policy. They shall take steps to assure that standards are fully integrated into school operations and student programming and are pursued with equal effort in policy and practice.

IV. Getting Help

If you need assistance with...	Contact...
Interpreting this policy	School Safety Specialist
Training	School Safety Specialist

V. References & Forms

References

Rule 6A-1.0019, F.A.C.

1001.212(12), F.S.

1012.584(4), F.S.

1006.09(6), F.S.

1006.07(7), F.S.

OPP 8.12 SESIR Incident Management

OPP 10.08 Self Harm

Parent-Student Handbook (Code of Student Conduct)

Forms

Form A - Intake and Disposition
Form B - Initial Interview of Student of Concern
Form C - Initial Interview of Student of Concern's Parent/Guardian
Form D - Witness/Target Interview
Form E - Teacher or Staff Questionnaire
Form F - Mental Health Parent/Guardian Interview
Form G - Mental Health Student of Concern Interview
Form H - SSMP Implementation and Monthly SSMP Monitoring

VI. Applicability/Approval

This policy on OPP 10.51 Florida Harm Prevention and Threat Management applies to all FSDB students and staff members. This policy supersedes OPP 10.51 Florida Harm Prevention and Threat Management dated 8/23/2024. The FSDB President is the campus authority for this policy.

Approved by

Tracie C. Snow, President	Date
Owen B. McCaul Board of Trustees, Chair	Date

VII. Authority/History

Authority

Florida Statutes: 1001.212(12)

Laws Implemented

Florida Statutes: 1001.212(12)

History

New: 12/08/2023

Revised: 08/23/2024, 12/12/2025