



# Florida School for the Deaf & the Blind

Board of Trustees Meeting  
Moore Hall – CLD  
December 02, 2016 – 10:00 a.m.

## AGENDA

|       |  |          |
|-------|--|----------|
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| II.   | <u>Pledge of Allegiance</u>                      |          |
| III.  | <u>Roll Call</u>                                 |          |
| IV.   | <u>Approval Meeting Minutes</u>                  |          |
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| V.    | <u>President's Report</u> -----                  | 6 – 8    |
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| VI.   | <u>Public Comment</u>                            |          |
| VII.  | <u>Action Items for Consideration</u>            |          |
|       | 1. Surplus Property -----                        | 18 – 21  |
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|       | Audit Committee Update, Terry Hadley             |          |
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| X.    | <u>Department Updates</u>                        |          |
|       | Allied Health Service -----                      | 48 – 49  |
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| XI.   | <u>Adjournment</u>                               |          |



# Florida School for the Deaf & the Blind

Board of Trustees  
Meeting Minutes  
September 30, 2016, 9:30 a.m.

## **Attendance**

Present: Mrs. Christine Chapman, Mrs. Linda DiGonzalez, Mr. Terry Hadley, Mr. Owen McCaul, Mr. Christopher Wagner and Dr. Thomas Zavelson.

## **Call to Order**

Mr. Christopher Wagner, Chair, convened a regular meeting of the Board of Trustees of the Florida School for the Deaf and the Blind at 9:30 a.m. in the Center for Leadership and Development located in Moore Hall.

## **Introduction**

Mr. Wagner welcomed everyone to the Board meeting, including staff, administrators, and parents.

## **Pledge of Allegiance**

Taylor Sherman, Blind Elementary School student, and Zaylee Taylor, Deaf Elementary School student, led the Board and the audience in the Pledge of Allegiance.

## **Approval of Board of Trustees Workshop Minutes, August 26, 2016**

Mrs. Chapman moved to approve the Board Workshop Minutes of August 26, 2016. The motion was seconded by Mr. Hadley and approved unanimously by the Board.

## **Approval of Board of Trustees Meeting Minutes, August 26, 2016**

Mrs. Chapman moved to approve the Board Meeting Minutes of August 26, 2016. The motion was seconded by Mr. Hadley and approved unanimously by the Board.

## **President's Report**

Dr. Prickett provided the Board with the updated Staff American Sign Language (ASL) Policy. She explained that there would be additional changes made to the policy, and the Board will receive a draft as the policy is implemented. Dr. Prickett said, "We are still working on the communication policy, which is still a 'Total Communication' policy." This policy has not yet been changed, and Dr. Prickett noted that the newspaper misquoted her after she spoke with them by phone. She said the School will work with the Department of Education and interested parties to ensure that the communication policy reflects that "We teach English and we will teach ASL." The new communication policy will be clear that every IEP (Individualized Education Plan) will be implemented the way it is written, and that all accommodations and adjustments are met for each student's IEP.

Dr. Prickett added that on Friday, September 23, the State Board of Education (SBOE) had a meeting in Tampa. Dr. Prickett and Ms. Patsy Eccles, Legislative Specialist, attended the meeting. The SBOE acted on the School's 2017-2018 Legislative Budget Request (LBR), and one of the capital outlay projects was reduced. Dr. Prickett said there would be more information in the Business Services report.

### **Parent Services Report**

Ms. Cindy Day, Executive Director of Parent Services, updated the Board on the Parent Advisor Training referenced in her Board Report. She added that 56 Parent Advisors attended the two-day training in September. At the training, each advisor received a netbook, which will help to maintain all the necessary paperwork and keep it secure.

### **Public Comment**

Kim Satterfield of St. Augustine, Florida, parent of a student in the Deaf Department High School, read a statement regarding the bilingual/bicultural program and how it has affected her daughter. Ms. Satterfield feels that her daughter is being discriminated against because she chooses to sign in English word order. She said that other students have made some very derogatory statements to her daughter.

Melissa Collins of Jacksonville, Florida, parent of a student in the Deaf Elementary School, said she feels that her family and her son have also been discriminated against because her son chooses to use his voice. She said they knew nothing about the rollout of the Bilingual program, and that many parents were not made aware of the change. She had heard that children would be reprimanded for using their voices. However, she has been reassured that this will not happen.

### **Action Items**

#### **Action Item #1**

##### **2016-2017 Revised Operating Budget**

Board approval is requested for the fiscal year 2016-2017 Revised Operating Budget.

**Note:** This revision reflects the distribution of appropriation adjustments by the Executive Office of the Governor for State Employee Retirement and Health Insurance Adjustments.

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

#### **Action Item #2**

##### **2016-2017 Uniform Statewide Assessment Calendar**

Board approval is requested for the 2016-2017 Uniform Statewide Assessment Calendar.

**Note:** According to Section 1008.22(7)(c), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), each school district must complete the uniform calendar with district-required assessment information.

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

### **Unfinished Business**

There was no unfinished business.

### **New Business**

Endowment Investment Committee Meeting Action Items

#### **Action Item #1**

##### **Endowment Investment Committee – Reallocation of Funds**

Board approval is requested to reallocate remaining funds from the AER (Association for Education and Rehabilitation of the Blind and Visually Impaired) International Conference project to a new project focused on ASL instruction and evaluation.

Mr. Hadley, Chair of the Endowment Investment Committee, moved that the Board approve the Endowment and Investment Action Item #1 as was approved by the Committee. The motion carried unanimously.

#### **Action Item #2**

##### **Endowment Investment Committee – Approval of the Endowment Investment and Expenditure Procedures Policy Changes**

Board approval is requested to accept recommended changes to the existing Endowment Investment and Expenditure Policy and Procedures, as noted in the draft document.

Note: The changes presented include:

- Language s.1002.36 outlining the power and authority of the Board of Trustees to receive and manage donations;
- Addition under the expenditure category to promote awareness of FSDB and the needs that this meets;
- Removal of language under the “investment policy” section and reference to applicable statutes – s. 215.47 and s. 280.17.

Mr. Hadley, Chair of the Endowment Investment Committee, moved that the Board approve Endowment and Investment Action Item #2 as approved by the Committee. The motion carried unanimously.

#### **Action Item #3**

##### **Endowment Investment Committee – Reallocation of Funds**

Board approval is requested to accept the proposed guidelines for asset allocation as presented at the September 30, 2016, Endowment Investment Committee meeting.

Mr. Hadley, Chair of the Endowment Investment Committee, moved that the Board approve Endowment and Investment Action Item #3 as approved by the Committee. The motion carried unanimously.

## **Department Updates**

### **Business Services**

Ms. Julia Mintzer, Administrator of Business Services, provided a detailed update on FSDB's Board-approved 2017-2018 Legislative Budget Requests (LBRs) submitted to the Florida Department of Education. Ms. Mintzer explained that the State Board of Education submitted on the School's behalf the SBOE's recommended appropriations for General Revenue dollars in the amount of \$51,630,605, which is consistent with last year's appropriation. The salary increases of \$669,080 were not included in the 2017-2018 LBR. The School's PECO (Public Education Capital Outlay) LBR request was for \$10,761,148 in non-recurring funds. However, the SBOE recommended \$2,210,336, which is a 76 percent decrease from the requested amount. Ms. Mintzer commented that "We shouldn't consider this a decrease to our budget because these are non-recurring funds, and last year, we received a 68 percent increase from previous years." This decrease will impact the Gregg Hall project, replacement of windows, and the upgrade of the School's communication fiber to 17 buildings. Ms. Mintzer said that FSDB's priority is to engage the legislature to find the funds for Gregg Hall, and the School will request the other projects in the 2018-2019 PECO LBR.

### **Instructional Services**

Ms. Tracie Snow, Administrator of Instructional Services, gave the Board an update from the surveys handed out from the workshop presented on the bicultural/bilingual/bimodal approach to educating students. Ms. Snow compiled and summarized the data and explained each survey data point.

Some of the Trustees questioned Ms. Snow about the issues that two parents had brought to the Board's attention earlier in the meeting. Ms. Snow answered these questions and said that communication regarding the implementation of this program could have been better. Several Trustees expressed their opinions regarding the implementation of the bilingual program.

### **Legislative Update**

Ms. Patsy Eccles, Legislative Specialist, updated the Board on what is happening in Tallahassee, what will happen in the next few months with the elections, and what this could mean for FSDB. Additionally, she said, "We will continue our lobbying efforts on behalf of the School."

## **Closing Comments**

Dr. Zavelson noted that he is disappointed, not only with what is happening at the State level, but with what he had heard at the present meeting. "The issue that students are being bullied because they choose to use their voices or to sign differently is intolerable," he said. With the integration of this BiBi program, the School "...must also teach the students that bullying is not acceptable." Dr. Zavelson said he is going on record that he will "hold everyone responsible," if he hears that "even one child is bullied over this issue."

Mrs. Chapman said that through her experience working at the school, and as a Trustee, she has faith that parents' complaints and issues will be addressed promptly. She thanked the parents for coming

to the Board and for expressing their concerns. She thanked Mr. Hadley for his work on the Endowment Committee, along with Mr. Hanvey.

Mrs. DiGonzalez said she also shares Dr. Zavelson's concerns. She feels that the BiBi program is a worthy program, but that the transition to this new program may be difficult. Her concerns are with the children, and she does not want to see "any child lose precious time" while the School implements this program. "We need to work together, and we need to communicate better with everyone," she said.

Mr. McCaul echoed Mrs. Chapman's comments regarding Mr. Hadley's work on the Endowment Committee. Mr. McCaul said, "With regard to the bilingual/bicultural approach, I would like to commend the School for acknowledging that there were shortfalls with communicating with parents." He said, "Because this is a very emotional issue for parents, the School really needs to redouble its efforts when it comes to communication."

Mr. Hadley said he would like to echo what Dr. Zavelson had said, and that "today, bullying is a systematic disease that causes a great deal of harm." Mr. Hadley assured the parents that the Board and the Administration of the School "...are here to do what is best for the children."

Mr. Wagner echoed all the previous comments. "Bullying comes not just from children, but from their parents as well, and I have seen deaf parents bullying hearing parents with deaf children. That is not acceptable and must stop immediately," he said, "Every child has the right to be here, and all children should have access to language." The changes will take time, and "we must work together through all the unknowns. The key is communication, helping parents understand, and parents helping us to understand." Mr. Wagner also said, "There are many people who are still confused about what language is, or what ASL is. We have to help educate people about what is included in ASL, and we all must work together for what is best for the children."

### **Adjournment**

Meeting adjourned at 10:55 a.m.

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

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Jeanne Glidden Prickett, EdD, President

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Christopher D. Wagner, Chair



## **Board Reports - Two Months**

For the second time in five weeks, FSDB had to implement the Hurricane response plan in order to address the aftermath of Hurricane Matthew. As a result both of that and of the evacuation and the subsequent recovery from all that occurred with the storm, the Board Reports from the Departments for this meeting encompass two months. Cancelling the October 28 meeting permitted us to devote our efforts to as thorough and as rapid a recovery as possible for our campus.

## **Hurricane Matthew and FSDB Emergency Response**

Julia Mintzer leads emergency responses regardless of the emergency situation, and was fully prepared to lead the Hurricane Matthew response that included many unforeseen challenges and constantly evolving decision-making as the weather emergency progressed. The team implemented FSDB's emergency response to Hurricane Matthew as it had for Hurricane Hermine a few weeks earlier.

Ms. Mintzer and the designated team members monitored the storm with county and state officials primarily via frequent email correspondence and conference calls. She attended county/regional Emergency Operations Center meetings and teleconferences, including late at night and early in the morning as the storm tracking changed. FSDB took action in a series of decisions that had to be revised multiple times as weather conditions were changing.

Ms. Cindy Day led the Parent Services department personnel in calling parents/guardians. At the same time Skylerts were sent to those who are able to receive them. Emergency transportation arrangements were made and students were all home by the evening of Tuesday, October 4. Long distance buses and bus chaperones returned on October 5 to campus. Buses and other vehicles were secured away from campus on high ground, which is part of FSDB's orchestrated emergency response plan.

Staff members remaining on campus secured it, and then the school had an administrative closure for everyone starting at 2 p.m. on October 5. We remained closed on October 6 and 7 for all staff and students. Following the storm, Ms. Mintzer and the emergency response team worked rapidly with a large national contractor for disaster recovery to be on campus immediately and start the FSDB recovery. The return of staff members to campus was phased so that the contracted service providers could implement the clean up of the campus with relatively few impediments. Many staff members could not enter their buildings initially, and had to be re-located at least temporarily

before FSDB could re-open. There was significant tree loss and damage, the ground had been covered with storm water, and there were areas of campus that had to be cleaned and cleared of debris. No classes were held for the entire week of October 10-14. During that time, 11 and 12-month staff members returned as called and implemented the recovery plan with the emergency response team leading.

Staff activities for recovery included identifying what needed to be moved, and places to which it could be moved effectively and efficiently. The contractors emptied the spaces needing cleaning and repairs, and cleaned items to be moved. Offices, personnel, and programs were re-located. We wanted to ensure that repairs could be made to the buildings that had significant impacts. Supervisors and staff members worked with the contracted service personnel to identify everything that needed to be moved, to ensure it was cleaned as needed, and to proceed with the moves. They also worked with the contractors to identify anything that needed to be discarded and did so safely.

At the end of the week after the storm, Ms. Day and the Parent Services Department staff members again contacted parents to let them know that school would resume on October 17. Multiple electronic message formats were used in addition to personal phone calls (email, FSDB website postings, Skylert text messages).

We have moved forward with repairs especially to the four buildings that had significant damages where students and staff cannot yet be returned. It is our hope that those may be restored by the beginning of January.

We revised the school calendar to meet the required number of school days and/or annualized minutes of instruction as mandated by Florida Code. The revised calendar has been submitted to the Florida Department of Education to verify our plan to comply with the statutory instructional time requirements (days or minutes per year). Rather than adding a week at the end of school, we calculated the instructional minutes already in the school year and added three days of instruction by eliminating two long weekends that had been previously planned. The combination gave FSDB the required instructional minutes for the school year.

FSDB will continue in hurricane recovery until all repairs have been completed. The Gore Hall renovation project will necessarily be partly on hold, also, until that time because Deaf High School classes from the damaged first floor are temporarily occupying the space where the Deaf Elementary School classes need to be moved so the comprehensive renovations can occur. The Gore Hall project, however, will be ready to implement as the planning phases can all be completed even while students are in the building.

#### **Update on Policies - SLPI:ASL (staff) and Communication for Instruction: Deaf Department**

During the past several weeks we have worked on both policies with input from internal stakeholders and the Florida Department of Education. We anticipate having a final draft of the



Communication Policy for the December 2 meeting of the Board of Trustees as we had for the SLPI:ASL Policy at the September Board meeting. The emphases of the Communication for Instruction Policy will be on balance between the two languages and language equality for English and American Sign Language.

### **Coming Events**

The Blind Department music program's Winter Concert will occur on December 15, 2016. Tentatively, it will also be livestreamed for those who would like to see it but cannot attend in person.

A handwritten signature in cursive script, reading "Jeanne Glidden Prickett". The ink is dark and the signature is fluid, with the first and last names being more prominent.

Jeanne Glidden Prickett, EdD  
President



### **Parent Information Office**

- The Parent Information Office provided tours for 178 prospective parents, professionals, and community members during October, 2016.
- The Parent/Student Braille and Tactile Graphics classes have been well attended. The group continues to learn the braille code with a specific focus on Unified English Braille. They also created tactile art on canvases and learned the importance of tactile graphics.
- Community Education Sign Language Classes ended in October and another class is planned to begin in January, 2017.
- Eight Science Technology Engineering and Math (STEM) workshops for FSDB students and their families have been scheduled for this school year. During these events, FSDB families have an opportunity to learn more about STEM, how it is used at school and how to incorporate STEM at home. Hands on projects provide participants with a multi-sensory experience to reinforce learning objectives.
- Expanded Core Curriculum Classes for FSDB parents and students are scheduled for December, February and April. The November class began by discussing orientation, labeling and safety in the kitchen. They look forward to preparing a small meal during the next class.
- The next Parent Sign Language Class in November will focus on literacy development for both FSDB students and their families. During the class, adults will learn new vocabulary from the teacher and the children will participate in ASL story time.
- A variety of Parent Engagement Workshop opportunities are planned for December 16th. Presentations include:
  - ✓ Bilingual Approach Overview – basics for parents from Deaf and Blind Departments presented by Tracie Snow
  - ✓ Roundtable Conversations – with Carol Bogue, Justin Cosgrove and James Della Penna
  - ✓ An Individualized Bilingual Approach – Tracie Snow will continue the discussion about the Bilingual Approach with parents from the Deaf Department
  - ✓ Dealing with Differences – presented by Wendy Williams and Laura Pamer

### **Parent Infant Program**

- During October 2016, FSDB's Parent Infant Program (PIP) served 214 Deaf/Hard of Hearing, 207 Blind/Visually Impaired and seven Dual Sensory Impaired families of infants and toddlers ages 0-5 for a total of 428.
- Jennifer Cato and Page Worrells attended "Assessing ASL Skills" training hosted by RMTTC in Orlando. Deaf/HH Parent Infant staff has begun using the Visual Communication and Sign Language Checklist as a standard assessment with the Deaf/HH infants and toddlers.

- PIP Regional Coordinators have continued to host regional family events. Gatherings hosted at Chick-Fil-A establishments seem to draw the biggest numbers. Families continue to express gratitude for these opportunities to network and learn together.
- PIP is scheduled to host the first Parents and Siblings Support Group on November 19th. We've had several families express interest in this type of Saturday event.
- The number of Deaf/HH infants and toddlers we serve has continued to increase. We are eager to fill a full-time vacant position, as it has been a hardship on the department to cover the already existing demands and the daily increasing demands when serving this population.
- Kim Car, Director of Early Intervention Blind/VI, participated in the DBS Florida Rehabilitation Council for the Blind quarterly meeting in Daytona. Robert Doyle, Director of the Division of Blind Services (DBS), spoke about DBS general updates, Workforce Innovation and Opportunity Act (WIOA) regulations and Vocational Rehabilitation goals. Other speakers included those from the Volusia County Public Transportation System, FSU Survey Research Laboratory, Bureau Chief of the Braille and Talking Books Library, President of the Center for the Visually Impaired, Inc., Bureau Chief of the Rehabilitation Center and the Executive Director of Florida Lions Center for the Blind.
- Regional Coordinator of the West Palm Beach area, Paula Rounsavall, hosted a Fall Festival for Blind/VI infants and toddlers and their families.
- Regional Coordinator of the Gainesville area hosted a Family Playdate at the Morningdale Nature Center. DBS Children's Counselor, David Linn, and families from his caseload, also attended the event.
- Amy Gleason, Regional Coordinator of the Jacksonville area, hosted family fun day at three local corn mazes. Families had their choice of Conner's A-Maize-Ing Acres in Nassau County, Amazing Grace Crop Maze in Clay County, or Sykes and Cooper Farms in St. John's County. A PIP Parent Advisor was at each location to facilitate family connections. Families had the opportunity to network with each other and participate in the activities at each site.

#### **L. Daniel Hutto Early Learning Center**

- As of November 15th, the Early Learning Center (ELC) was serving 21 students. There were six Deaf/HH toddlers, ten Deaf/HH PreK, and five Blind/VI PreK students.
- Preschool social skills are built on three abilities – self control, empathy and communication. In the ELC, we work to develop all three of these abilities every day. Self control and communication are topics with which most of us are familiar. Empathy is the ability to understand and share the feelings of another. Montessori education programs strive to instill empathy in children in a variety of ways. First, teachers and parents model empathy to each other and to the children. Second, our classroom features lessons in grace and courtesy that help the children understand socially acceptable behaviors. These lessons include greeting each other, waiting, taking turns, apologizing, interrupting, asking for help, speaking politely, saying please and thank you, respecting others and their space, walking in line, taking care of materials, making friends and being kind.

- This month the toddlers have been experiencing Fall. Their sensory table is filled with leaves, feathers and pinecones. Their playdough is scented with pumpkin spice and they have been exploring the campus for signs of Fall.
- The ELC students and families have participated in three family events. They include:
  - ✓ Trick or Treating in Kids Town – Volunteers from Moore Hall manned each building and engaged with each child while they went from building to building trick or treating. This was a wonderful opportunity for the children to practice their interaction skills and manners as they said thank you for all of the sweet treats.
  - ✓ Service Project – ELC families each donated \$3.00 and their ELC students went shopping at Publix. Each child had a “shopping list” that consisted of a card with pictures of the items s/he was to purchase. All of the children shopped (with assistance of course) and paid for their purchase with their own money. When we arrived back at school, the children loaded their purchases into wagons and donated the food to the FSDB food drive. It was a wonderful opportunity for the children to learn about helping others in need.
  - ✓ Tactile Art Show – The ELC rode the red train downtown to the St. Augustine Art Association for what has become an annual event, the Tactile Art Show. The children squealed with delight as they rode the train through town and pointed out their favorite sites. At the art show, they were able to interact with every piece of art by touching or holding it. They also participated in a class art project organized by the St. Augustine Art Association. This was a tremendous opportunity for the children to experience and appreciate different forms of art.

### **Intakes and Staffings**

- As of October 31, FSDB was serving a total of 998 students. There were 585 students being served on campus and 413 being served in the Parent Infant Program.
- As of November 16, 45 students were seeking enrollment at FSDB. We have received applications and are retrieving records for 19 students; 11 students have files in the review process; 2 are ready to schedule; and 13 are scheduled for their intake evaluations.

Respectfully Submitted by:

***Cindy Day***

Executive Director of Parent Services

**FSDB Board Report from**

**10/1/2016**

**to**

**10/31/2016**

|                     |               | <b>Start</b> | <b>Adds</b> | <b>Drops</b> | <b>End</b> |
|---------------------|---------------|--------------|-------------|--------------|------------|
| <b>Deaf</b>         |               |              |             |              |            |
| High School         | Grades 9 – 12 | 186          | 1           | 3            | 184        |
| Middle School       | Grades 6 – 8  | 82           | 0           | 1            | 81         |
| Elementary          | Grades KG – 5 | 98           | 2           | 0            | 100        |
| <b>Totals: Deaf</b> |               | <b>367</b>   | <b>3</b>    | <b>4</b>     | <b>366</b> |

|                      |               |            |          |          |            |
|----------------------|---------------|------------|----------|----------|------------|
| <b>Blind</b>         |               |            |          |          |            |
| High School          | Grades 9 – 12 | 91         | 1        | 0        | 92         |
| Middle School        | Grades 6 – 8  | 55         | 2        | 0        | 57         |
| Elementary           | Grades KG – 5 | 55         | 1        | 0        | 56         |
| <b>Totals: Blind</b> |               | <b>201</b> | <b>4</b> | <b>0</b> | <b>205</b> |

|                                 |  |           |          |          |           |
|---------------------------------|--|-----------|----------|----------|-----------|
| <b>ELC (PreK)</b>               |  |           |          |          |           |
| Deaf                            |  | 9         | 1        | 0        | 10        |
| Blind                           |  | 5         | 0        | 0        | 5         |
| <b>Totals: Deaf &amp; Blind</b> |  | <b>14</b> | <b>1</b> | <b>0</b> | <b>15</b> |

|                             |               |            |          |          |            |
|-----------------------------|---------------|------------|----------|----------|------------|
| <b>FSDB Overall</b>         |               |            |          |          |            |
| High School                 | Grades 9 – 12 | 277        | 2        | 3        | 276        |
| Middle School               | Grades 6 – 8  | 137        | 2        | 1        | 138        |
| Elementary                  | Grades PK – 5 | 168        | 4        | 0        | 171        |
| <b>Totals: FSDB Overall</b> |               | <b>582</b> | <b>8</b> | <b>4</b> | <b>585</b> |

**Peak Enrollment** 585 on 10/31/16

|                                 |  |            |          |          |            |
|---------------------------------|--|------------|----------|----------|------------|
| <b>Day Students (Pre K -12)</b> |  |            |          |          |            |
| Deaf                            |  | 115        | 3        | 0        | 118        |
| Blind                           |  | 79         | 1        | 0        | 80         |
| <b>Totals: Day Students</b>     |  | <b>190</b> | <b>4</b> | <b>0</b> | <b>194</b> |

|                                      |            |  |  |  |  |
|--------------------------------------|------------|--|--|--|--|
| <b>Parent Infant Program</b>         |            |  |  |  |  |
| <b><u>On Campus – Pre K</u></b>      |            |  |  |  |  |
| Early Learning Center – Deaf         | 10         |  |  |  |  |
| Early Learning Center – Blind        | 5          |  |  |  |  |
| <b><u>On Campus</u></b>              |            |  |  |  |  |
| Toddler Program                      | 5          |  |  |  |  |
| <b><u>Off Campus</u></b>             |            |  |  |  |  |
| Visually Impaired                    | 202        |  |  |  |  |
| Deaf/Hard of hearing                 | 199        |  |  |  |  |
| Dual Sensory Impaired                | 7          |  |  |  |  |
| <b>Totals: Parent Infant Program</b> | <b>428</b> |  |  |  |  |

**Overall Program Total \***  
**998**



## **Class Code Count**

|   |            |
|---|------------|
| Board of Trustees Administrator Positions | 63         |
| Teacher Positions                         | 121        |
| Specialist Positions                      | 50         |
| Select Exempt Service Positions           | 66         |
| Career Service Positions                  | 385        |
| <b>General Revenue Positions</b>          | <b>649</b> |
| <b>Grant Funded Positions</b>             | <b>36</b>  |

## **Add/Deletes**

8105 Teacher 11 months to 10 months  
8645 Legislation Specialist 12 months to 9 months  
8365 Safety Specialist-Senior Safety Specialist  
8250 Staff Interpreter/Translator 10 months to 11 months

## **Service Awards**

### **30 Years**

Linda Comeaux    Valerie James    Doreen Pratt    Jeanette Gadson

### **25 Years**

Julie Richardson

### **20 Years**

Crystal Heindl    Mary Mitchell    Gwen Pierce

### **15 Years**

Janice Ginn    Graciela Quintanilla    Kim Moore    Jonathan Kochanski

### **10 Years**

Kay Banks    Mark Keith    Patrice Raymond    Ryan Arnold

### **5 Years**

James Richardson    Dianne Lawrence    Allen Moran    Joseph Alexander    Amy Moring



## **Communications and Public Relations Department**

### **Report to the FSDB Board of Trustee**

**December 2, 2016**

This report summarizes department activities and accomplishments, working in collaboration with campus personnel, for the months of September and October 2016.

#### *Advertisements (Ongoing)*

- American Society for Deaf Children (ASDC) *Endeavor* full page ad (*ongoing*)
- Association for Education and Rehabilitation of the Blind and Visually Impaired (AERBVI) *Viewpoint* sky banner ad (*ongoing*)
- Council of Administrators of Special Education (CASE) *Newsbrief* box ad (*ongoing*)
- First Coast Relocation Guide *2016 Edition*, half page ad
- Howe's Now Newsletter, full page ad (*ongoing*)

#### *Emergency & Non-Emergency Alerts*

- From October 3 to November 7, 2016, total of 19 emergency and non-emergency announcements were posted to the website (except for a three-day period when campus servers were shut down), Facebook, and Twitter prior to, during, and after the impact of Hurricane Matthew. Through coordinated efforts, some of the same announcements were sent via Skylert and Honeywell.

#### *News Stories/Announcements*

- Posted 20 feature stories and announcements on the school website, of which three were reprints of original external stories by First Coast News, Palm Coast Observer and News4Jax/Team USA.

#### *Website*

- Total website traffic by the end of October was at 6,449 users, of which 48.6% were new (overall increase of 6.8% since September).
- Desktop sessions totaled 6,187, or 59.5% of total traffic (decrease of 6.8%). Smartphone and tablet sessions came in at 4,210 or 40.5% of total traffic (increase of 4%—such usage continues to rise at a steady pace).
- Contracted with HostDime in Orlando to provide website hosting services. Once full migration is completed by the end of November, we will have 100% uptime for full and uninterrupted web information sharing with the campus community, parents/legal guardians, and stakeholders.
- Purchased Adobe Creative Cloud licenses for collaborative website design and maintenance, in line with increasing user reliance on smartphones and tablets tied to social media.

#### *Video*

- *Vimeo* - Three new videos uploaded, for a total of 2,917 plays and four likes.
- *YouTube* - Three new videos uploaded. We added 161 new subscribers, had 330 likes, and accumulated 87,798 views with a total viewing time of 430,032 minutes.
- *Livestream* - Streamed 13 volleyball matches (1,139 views), two football games (3,526 views), and Recreation Department's school Olympics (181 views).

### *Social Media*

- *Facebook* - Created new Facebook pages for each school in both the Blind and Deaf Departments and the Girls Volleyball team. Likes on the main Facebook page rose to 9,658 with 62 posts, and a total reach of 281,666. The top post was an *Emergency Announcement on October 7* that reached 12,253 people and had 197 reactions (53 likes, 28 comments, and 116 shares).
- *Twitter* – Increased to 1,247 followers with 94 tweets, 20,516 tweet impressions, 1,605 profile visits, and six mentions. The top tweet was *St. Augustine is preparing for damage evaluation; FSDB is restricted and will remain closed until further notice...* with 457 impressions.
- *Instagram* - Followers rose to 511 with three posts and 578 likes. The top post was the Deaf Elementary video for *International Peace Day* and *International Week of the Deaf* that had 237 views.

### *Museum*

- Hosted 60 alumni, local and out of town visitors during the FSDB vs. MSSD football home game during September, and four guests during October.





# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

## Legislative Services Report December 2, 2016

While preparations for the 2017 Florida Legislative Session have been underway by the Legislature and state agencies since the end of the 2016 session this past March, the November 5, 2016 elections formally determined all of the members of the Legislature who will develop state policy and funding plans for the state for the years 2017 and 2018. On November 22, both houses of the Legislature will meet to organize, elect leaders, and establish rules and committees for conducting legislative business.

- As requested by members of the board, each will receive an electronic spreadsheet identifying those legislators who represent the communities from which each of the board members come. There are several legislators who still have to identify their district office locations and contact information and this information will be updated, as that information is made known. I will work with Board members to set up meetings with the legislators in their communities.
- It is expected that by mid-December at the latest, the chairs of each legislative committee and subcommittee will have been appointed. These legislators will be the key policy makers for determining government policy and funding in accordance with the priorities and directions of the presiding leaders in both houses. Information on contacting these members will be provided to the Board at that time.
- Leaders in both houses have announced governing rules that will be proposed at the Organizational Session. Several of these rules will impact state agencies and the process for securing legislative action. For the House of Representatives, the Speaker, Representative Richard Corcoran proposes the requirement that every project paid for with one-time or nonrecurring money also be filed as stand-alone bills by March 7, the first day of session. Whether this requirement will be applied to FSDB's Public Education Capital Outlay (PECO) funding request has not been determined. This policy is being monitored for clarification and appropriate follow up will be prepared based upon that decision. Note that the Florida Senate has not introduced and does not support this requirement. Further, the Speaker has announced that another new layer of spending scrutiny will soon emerge from the House. A

survey of around 40 questions is expected to be completed and returned to the House by every group seeking money for projects. This is another area where it is unclear if this requirement will include FSDB and its PECO request in its application.

- From the Florida State Board of Education comes the recommendation among its priorities that lawmakers change the way they distribute PECO funds to take into account the actual maintenance and repair needs that schools have, rather than basing the allocations on a percentage of the past five years' average appropriation. A Department of Education spokesperson said, “the revision would allocate money based on square footage and age of facilities”. FSDB plans to monitor and offer input into this legislative discussion.

Submitted by:  
Patsy Eccles  
Legislative Specialist

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

**SUBJECT: Surplus Property**

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**PROPOSED BOARD ACTION**

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

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**Attachment: Surplus Property List**

**Presenter/Department: Julia Mintzer/Administrator of Business Services**

November 9, 2016

Mrs. Mintzer,


In accordance with FSDB guidelines, the following list of surplus items exceeding \$1000.00 have been reviewed by the surplus review board and have been deemed in fact, outdated, obsolete, and of no further use to this school.


| <b>FSDB#</b> | <b>Discription</b>                   | <b>Age</b> | <b>Acq. Cost</b> |
|--------------|--------------------------------------|------------|------------------|
| LR201106     | 1 BRAILLE MATH BOOK GR 2             | 6 YRS      | \$ 1416.00       |
| LR201107     | 1 BRAILLE MATH BOOK GR 3             | 6 YRS      | \$ 1652.00       |
| LR201108     | 1 BRAILKLE MATH BOOK GR 5            | 6 YRS      | \$ 1652.00       |
| LR201109     | 1 BRAILLE MATH BOOK GR 3             | 6 YRS      | \$ 1652.00       |
| LR201110     | 1 BRAILLE MATH BOOK GR 2             | 6 YRS      | \$ 1416.00       |
| LR201110     | 1 BRAILLE MATH BOOK GR 5             | 6 YRS      | \$ 1652.00       |
| LR201112     | 1 BRAILLE MATH BOOK GR 2             | 6 YRS      | \$ 1416.00       |
| LR201113     | 1 BRAILLE MATH BOOK GR 3             | 6 YRS      | \$ 1652.00       |
| LR201114     | 1 BRAILLE MATH BOOK GR 5             | 6 YRS      | \$ 1652.00       |
| LR201115     | 8 LARGE PRINT MATH BOOKS GR 7        | 6 YRS      | \$ 5544.00       |
| LR201116     | 4 LARGE PRINT MATH BOOKS GR 3        | 6 YRS      | \$ 1964.00       |
| LR201117     | 10 LARGE PRINT MATH BOOKS GR 8       | 6 YRS      | \$ 6650.00       |
| LR201119     | 4 LARGE PRINT MATH BOOKS GR K        | 6 YRS      | \$ 2032.00       |
| LR201121     | 4 LARGE PRINT MATH BOOKS GR 2        | 6 YRS      | \$ 1992.00       |
| LR201122     | 4 LARGE PRINT MATH BOOKS GR 4        | 6 YRS      | \$ 2008.00       |
| LR201123     | 4 LARGE PRINT MATH BOOKS GR 5        | 6 YRS      | \$ 1940.00       |
| LR201124     | 3 LARGE PRINT MATH BOOKS             | 6 YRS      | \$ 1494.00       |
| LR201125     | 1 LARGE PRINT MATH BOOK GR 1         | 6 YRS      | \$ 5007.00       |
| LR201126     | 1 BRAILLE MATH PRACTICE BOOK GR 2    | 6 YRS      | \$ 1180.00       |
| LR201127     | 1 BRAILLE MATH PRACTICE BOOK GR 3    | 6 YRS      | \$ 1180.00       |
| LR210128     | 1 BRAILLE MATH PRACTICE BOOK GR 5    | 6 YRS      | \$ 1416.00       |
| LR201129     | 1 ASSESSMENT GUIDE BOOK GR 2         | 6 YRS      | \$ 1000.00       |
| LR201135     | 4 BRAILLE MATH BNCHMRK PARC BK GR 2  | 6 YRS      | \$ 3146.25       |
| LR201116     | 2 BRAILLE MATH BNCHMRK PRAC BK GR 3  | 6 YRS      | \$ 1573.75       |
| LR201138     | 1 BRAILLE MATH BNCHMRK PRAC BK GR 2  | 6 YRS      | \$ 1000.00       |
| LR201139     | 2 BRAILLE MATH PRACTIC E BOOKS GR 5  | 6 YRS      | \$ 1000.00       |
| LR201140     | 2 BRAILLE ASSESSMENT GUIDES GR 2     | 6 YRS      | \$ 3056.00       |
| LR201144     | 4 BRAILLE MATH BNCHMRK BOOKS GR 3    | 6 YRS      | \$ 1180.00       |
| LR201145     | 4 BRAILLE MATH ASSESSMENT BOOKS GR 3 | 6 YRS      | \$ 1180.00       |
| LR201146     | 4 BRAILLE MATH BNCHMRK BOOKS GR 5    | 6 YRS      | \$ 1180.00       |
| LR201147     | 4 BRAILLE MATH ASSESSMENT BOOKS GR 5 | 6 YRS      | \$ 1180.00       |
| LR201148     | 4 BRAILLE MATH TEXTS GR 3            | 6 YRS      | \$ 1573.33       |
| LR201149     | 4 BRAILLE MATH TEXTS GR 5            | 6 YRS      | \$ 1180.00       |
| LR201150     | ADDITIONAL COST S LR201149           | 6 YRS      | \$ 393.34        |
| LR201151     | 4 BRAILLE MATH TEXTS GR 2            | 6 YRS      | \$ 1573.33       |
| LR201151     | 4 BRAILLE MATH TEXTS GR 2            | 6 YRS      | \$ 1573.33       |
| LR201163     | 1 BRAILLE MATH TEXT GR 3             | 6 YRS      | \$ 4706.70       |
| LR201164     | 1 BRAILLE MATH TEXT GR 5             | 6 YRS      | \$ 4706.60       |
| LR201165     | 1 BRAILLE MATH BNCHMRK PRAC BK GR 3  | 6 YRS      | \$ 1000.00       |
| LR201166     | 1 BRAILLE MATH BNCHMRK PRAC BK GR 5  | 6 YRS      | \$ 1500.00       |


|          |  |        |              |
|----------|--|--------|--------------|
| LR201167 | 2 MATH ASSESSMENT GUIDE BOOKS GR 3     | 6 YRS  | \$ 1000.00   |
| LR201168 | 2 MATH ASSESSMENT GUIDE BOOK G 5       | 5 YRS  | \$ 1000.00   |
| LR201169 | 4 MATH ASSESSMENT GUIDES GR 3          | 5 YRS  | \$ 1430.00   |
| LR201170 | 4 MATH ASSESSMENT GUIDES GR 5          | 5 YRS  | \$ 2230.00   |
| LR201174 | 4 BRAILLE MATH TEXTS GR 4              | 5 YRS  | \$ 6860.00   |
| LR201201 | 4 GO MATH FL ASSESSMENT LGR 4          | 5 YRS  | \$ 2260.00   |
| LR201202 | 4 GO MATH FL BNCHMRK GR 4              | 5 YRS  | \$ 4380.00   |
| LR201203 | 4 GO MATH FL LARGE PRINT GR K          | 5 YRS  | \$ 2056.00   |
| LR201204 | 3 GO MATH FL LARGE PRINT GR 1          | 5 YRS  | \$ 1539.00   |
| LR201205 | 2 GO MATH FL LARGE PRINT GR 2          | 5 YRS  | \$ 1008.00   |
| LR201206 | 4 GO MATH FL LARGE PRINT GR 3          | 5 YRS  | \$ 1988.00   |
| LR201207 | 3 GO MATH FL LARGE PRINT GR 4          | 5 YRS  | \$ 2540.00   |
| LR201208 | 3 GO MATH FL LARGE PRINT GR 5          | 5 YRS  | \$ 1473.00   |
| LR201317 | 10 GO MATH FL GR 1                     | 4 YRS  | \$ 5250.00   |
| LR201318 | 5 BIOLOGY LARGE PRINT                  | 4 YRS  | \$ 1975.00   |
| LR201118 | 6 LARGE PRINT MATH BOOKS               | 6 YRS  | \$ 4146.00   |
| LR201141 | 1 BRAILLE MASTER MATH TEXT GR 6        | 6 YRS  | \$ 1236.00   |
| LR201142 | 2 BRAILLE MASXTER MATH TEXT GR 6       | 5 YRS  | \$ 1855.35   |
| LR201143 | 1 BRAILLE MATGH TEXT GR 6              | 5 YRS  | \$ 1242.79   |
| LR201152 | 10 BRAILLE MATH TEXT GR 8              | 5 YRS  | \$ 7230.40   |
| LR201155 | 1 BRAILLE MASTER MATH TEXT GR 6        | 5 YRS  | \$ 1166.22   |
| LR201156 | 1 BRAILLE MASTER MATH TEXT GR 6        | 5 YRS  | \$ 1071.98   |
| LR201157 | 8 BRAILLE MATH TEXT GR 7               | 5 YRS  | \$ 8314.00   |
| LR201160 | 1 BRAILLE MASTER MATH TEXT GR 6        | 5 YRS  | \$ 1219.23   |
| LR201161 | 1 BRAILLE MASTER MATH TEXT GR 6        | 5 YRS  | \$ 1000.00   |
| LR201162 | 1 BRAILLE MASTER MATH TEXT GR 6        | 5 YRS  | \$ 1000.00   |
| LR201171 | 1 BRAILLE MASTER MATH TEXT GR 6        | 5 YRS  | \$ 1731.66   |
| LR201172 | 10 BRAILLE GEOMOTRY/MEASUREMENT GR 6   | 5 YRS  | \$ 2547.90   |
| LR201173 | 10 BRAILLE GEO/MEASURE/ALGEBRA GR7     | 5 YRS  | \$ 2666.00   |
| LR201173 | 10 BRAILLE GEO/MEASURE/ALGEBRA GR 7    | 5 YRS  | \$ 2666.30   |
| LR201175 | 1 BRAILLE MASTER MATH TEXT GR 6        | 5 YRS  | \$ 1048.42   |
| LR201176 | 1 BRAILLE MASTER MATH TEXT GR 6        | 5 YRS  | \$ 1148.55   |
| LR201177 | BRAILLE MASTER MATH TEST PAGES GR 6    | 5 YRS  | \$ 1000.00   |
| LR201178 | BRAILLE MASTER MATH TEXT PAGES GR 6    | 5 YRS  | \$ 1000.00   |
| LR201130 | 2 LARGE PRINT ALGEBRA 2 BOOKS GR HS    | 6 YRS  | \$ 3074.00   |
| LR201131 | 1 LARGE PRINT PRE CALCULUS BK GR HS    | 6 YRS  | \$ 1304.00   |
| LR201132 | 2 LARGE PRINT PRE ALGEBRA BKS GR HS    | 6 YRS  | \$ 2576.00   |
| LR201133 | 2 LAREG PRINT ALGEBRA 1 BOOKS GR HS    | 6 YRS  | \$ 2696.00   |
| LR201134 | 2 LARGE PRINT GEOMETRYR BOOKS GR HS    | 6 YRS  | \$ 3106.00   |
| LR201137 | 12 BRAILLE GEOMETRY BOOKS GR HS        | 6 YRS  | \$ 43,782.96 |
| LR201153 | 20 BRAILLE ALGEBRA 1 TEXTS GR HS       | 5 YRS  | \$ 46,179.20 |
| LR201154 | 10 BRAILLE ALGEBRA 2 STDY GUIDE GR HS  | 5 YRS  | \$ 3491.80   |
| LR201158 | 10 BRAILLE ALGEBRA 2 TEXTS GR HS       | 5 YRS  | \$ 32,588.60 |
| LR201159 | 20 BRAILLE ALGEBRA 1 STDY GUIDES GR HS | 5 YRS  | \$ 6253.20   |
| LR201102 | 3 BRAILLE READING PRACTICE BOOKS GR 5  | 6 YRS  | \$ 1789.80   |
| LR201104 | 3 BRAILLE SPELLING PRACTICE BOOKS GR 5 | 6 YRS  | \$ 1410.75   |
| LR201105 | 3 BRAILLE GRAMMER/WRITING BOOKS GR 5   | 6 YRS  | \$ 1197.00   |
| LR201101 | 3 BRAILLE GRAMMER/WRITING BOOKS GR 6   | 6 YRS  | \$ 1248.30   |
| LR201103 | 3 BRAILLE READING PRACTICE BOOKS GR 6  | 6 YRS  | \$ 2208.75   |
| LR201001 | AFRICAN AMERICAN BOOK                  | 7 YRS  | \$ 1000.00   |
| LR201003 | LIBRARY BOOKS                          | 6 YRS  | \$ 3700.00   |
| 49371    | SMARTBOARD SB580                       | 5 YRS  | \$ 1399.00   |
| 40635    | SMARTBOARD SB580                       | 12 YRS | \$ 1249.00   |

|       |                              |        |            |
|-------|------------------------------|--------|------------|
| 53833 | FELLOWS POWERSHREDDER        | 6 YRS  | \$ 1264.45 |
| 53543 | V350 DUPLO                   | 6 YRS  | \$ 3416.00 |
| 40861 | VIDEO ENLARGER, VOYAGER      | 28 YRS | \$ 2295.00 |
| 48537 | BRAILLER, BRAILLE BLAZER     | 15 YRS | \$ 1615.00 |
| 43640 | EMOSSER, BLAZER BRAILLE      | 23 YRS | \$ 1775.00 |
| 46349 | CPU, POWERMAC G3 MINI TOWER  | 18 YRS | \$ 2239.00 |
| 51549 | PROJECTOR, INFOCUS LP540     | 10 YRS | \$ 1097.00 |
| 47317 | VULCAN ECO445 D/DECK CONVEC. | 17 YRS | \$ 5554.00 |
| 51574 | SMARTOARD, SB680             | 10 YRS | \$ 1249.00 |

Review board:

  
 Susan Bright  
 Purchasing Director

  
 Sherry Ardis  
 Director, Technology Services

  
 John Mark Leach  
 Technology resource Coordinator

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

**Subject: 2016 - 17 School Improvement Plan (SIP)**

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**PROPOSED BOARD ACTION**

Board approval is requested to approve FSDB's 2016 – 2017 School Improvement Plan and End of year reports.

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**Attachment(s):** Sent to Trustees as electronic files.  
One copy provided for records retention

Blind Elementary  
Blind Middle School  
Blind High School  
Deaf Elementary  
Deaf Middle School  
Deaf High School

**Department/Presenter: Scott Trejbal  
Assessment Coordinator/ Compliance Coordinator**

James Della Penna's results from last year's (2016) SIP Goals in Blind Elementary School (BES) and Blind Middle School (BMS):

## **BES Goals**

**G1:** By the end of the 2015/2016 school year, 60% of participating students will show a Lexile growth of 2 or better, as measured Achieve 3000 data.

Result:

31 out of 33 students participating in the Achieve3000 program and made Lexile growth (93%).

21 out of 33 students made more than 100 points growth (63%).

6 out of 33 students made more than 200 points Lexile growth (18%).

**G2:** Improve math concept knowledge.

Result: Math concept knowledge increases were observed and were evidenced by teacher evaluation measures in BES students. The concept of multiplication continues to trouble many students. Using FSA data, there is some indication this goal was met at some grade levels but not all.

**G3:** 70% of participating students in grades 3-5 (not including access point students) will know, from memory all products of two one digit numbers.

Result: Data extrapolated from GMADE in these 3 grade levels indicate closer to 50% mastery. This should not indicate a need for reduced level of mastery but rather a redoubling of the effort to meet and exceed last year's levels.

**G4:** Students in BES will have the opportunity to participate in at least 3 STEM related activities, outside of their assigned curriculum.

Result: Students in BES had the opportunity to participate in more than 3 STEM related activities, outside of their assigned curriculum. Field trips and many classroom hands-on activities provided evidence of these opportunities.

**G5:** Students will complete MFAS problems tied to concept development, as covered in lessons by math teachers.

Result: Students completed MFAS problems tied to concept development as mandated. Overall, completion of MFAS tasks in BES appears to have decreased from the previous year.



## **BMS Goals**

**G1:** By the end of the year, 60% of students will demonstrate an average score of 3 or higher on MFAS testing based on the MFAS rubric.

Result: Approximately 30% of students met this goal, after thought, consideration, and input from math teachers, the goal for this school year was adjusted to 50% of students averaging a 2.0 by end of first semester and 75% of students averaging 2.5 by end of year.

**G2:** 60% of participating students will show a Lexile growth of 2 levels or better.

Result:

46 out of 46 total students in the BMS made Lexile growth (100%).

39 out of 46 students made more than 100 points growth (85%).

19 out of 46 students made more than 200 points growth (41%).

**G3:** Students will complete 1 writing response to a thought question using the Achieve3000 program per month. Teachers will conference and provide feedback to students regarding their writing using the FSA writing rubric or the RACE rubric once per month.

Result: Students did complete at least 1 writing response to a thought question using the Achieve3000 program per month. The ELA teacher did provide feedback to students regarding their writing using the FSA writing rubric or the RACE rubric at least once per month.

**G4:** Students will have opportunities to read and interpret informational texts across the curriculum.

Result: Students did have opportunities to read and interpret informational texts across the curriculum. Bader testing and the Florida Reading Initiative (FRI) encouraged across the curriculum collaboration. Students had the opportunity to read Achieve3000 articles during science and social studies, if teachers chose to implement.

G1: Students will improve their writing scores on ELA writing test, and on general writing exercises in daily classes during the 2015-2016 school year. 5 out of 11 freshmen passed the ELA FSA. 6 out of 15 sophomores passed the ELA FSA. 3 out of 7 upperclassmen scored 6 or better on their writing portion of the exam.

G2: During the 2015-2016 school year students will attend school on a regular basis and only be absent from school according to attendance regulations and guidelines specified in the student handbook. Seven students were absent for more than 10% of the designated school year.

G3: There will be no out of school suspensions for the 2015 - 2016 school year.-Four students were suspended during the 15/16 school year.

G4: Parents will participate in their child's IEP during the 2015-2016 school year. Parents receive invites to IEPs, and continue to actively participate in IEPs. We offer options to participate in person or over the phone.

G5: Students who take the Geometry EOC during the 2015-2016 school year will pass at a rate of 75%- Students did not pass at this rate. 24% passed the exam. The goal has been adjusted to a 40% pass rate for the 16/17 school

G6: During the 2015-2016 school year students will improve their scores on the Algebra 1 EOC exam  
50% of students tested passed the Algebra 1 exam.

G7: Students who take the FSAA during the 2015-2016 school year will show improvement in their math –This year's FSAA test was a new format. We will use this data as a baseline for future growth trends.

G8: Students will improve their scores on the Biology EOC exam during the 2015-2016 school year.

69% of tested students passed the Biology EOC.

G9: Students who take the FSAA will show improvement in the area of reading during the 2015-2016- There was a new scoring format for the FSAA during the 2016 FSAA. We will use this data for future growth trends.

G10: Eligible students will participate in MFAS and/or Achieve 3000 as a progress monitoring tool throughout the 2015-2016 school year. Students in ELA, Computer, and Social Studies courses used the Achieve 3000 in their classes. Math teachers used MFAS in their classes, as monitored by the progress monitoring analyst. These are reported monthly. 90% of students measured made Lexile gains on their Achieve 3000.

G11: High School students will take at least two career experience classes before graduation to explore vocational options and build basic work skills. Students from 9-12<sup>th</sup> grade are given an option of having OJT courses during both semesters. Job experiences range from assisting teachers, working in the canteen, and assisting the vocational instructor.

## Progress Monitoring for Deaf Elementary School SIP Goals 2015-2016

| Goal   | Met?              | Evidence  |
|--|-------------------|---|
| Teachers will focus on guiding students to use and understand text features to assist with reading comprehension.  | Yes               | Teachers are active participants in a monthly PLC related to text features, and implement instruction on text features in their classrooms, as evidenced by lesson plan review and classroom walkthroughs. Additionally, teachers share out each month, discussing what work they did with text features. There is also a bulletin board in our common area where students display student work related to text features. |
| Teachers will use supplemental materials (Achieve 3000, SuccessMaker, News2You, Reading A-Z, Math Formative Assessment System) to supplement Core curricular materials and provide Differentiated Instruction and individualized programming for students. | Yes               | Teachers are using supplemental materials during classroom instruction. Evidence of this is seen in teacher lesson plans as well as classroom walkthroughs  |
| Teachers and support staff will use strategies that  | No – ongoing goal | This is an ongoing goal. Teachers and support staff are looking for leadership opportunities for  |

|   |  |  |
|---|--|--|
| <p>encourage students to independently problem-solve and make connections between their actions and logical consequences.</p> |  | <p>students, using language that encourages independent problem-solving, and having students conference with one another in order to solve problems, identify individual goals, and determine their own consequences for misconduct.</p> |
|---|--|--|

## 2015-16 Goals

**G1. Students performing at the lowest percentile ranks on state achievement testing in the areas of reading, math, and writing will show measurable gains.** (Information provided in 16-17 goal rationale)

**G2. The Leadership team will create and use an effective and rigorous problem solving process during MTSS team meetings. The team will use data to make educational decisions with monitoring to ensure fidelity.**

- The MTSS team developed a rigorous process for identification of students with needs. Data has been documented in the form of numbers of referrals, grade points, Lexile scores, and GMade data. Data was used to determine placement and interventions. Observations were used when necessary.

**G3. Teacher teams will increase the use of differentiated instructional supports by using data to identify and differentiate for students requiring Tier 2 and Tier 3 instructional supports.**

- Kathy Pyle and Sue Clark gave an inservice to all teachers at DMS on how to differentiate instruction. They met with the whole group and in their individual teams to improve use of data and differentiated supports. These were reviewed as part of the MTSS process.

**G4. The school will work to build strong relationships with families to support learning through regular positive two-way communication, involvement of families in decision making, and providing opportunities for family involvement.**

- Throughout the 15-16 school year, Skylert reports were sent home weekly via phone and email to keep parents involved. Quarterly newsletters were sent home. Last year we had parent participation in every IEP meeting with the exception of two. This goal will continue to be addressed this year with teachers being required to contact two families per week with positive or informative updates.

**G5. The school will promote a positive and supportive environment for students that promotes cooperative learning, mutual respect and trust, and fairness by infusing character based education into the learning environment.**

- All staff were trained in the 7 habits and in Love and Logic. The lighthouse team last year created action teams to share leadership in the school. Students learned the language of the habits and participated in leadership roles. To encourage student involvement and investment into their own education, each student created Powerpoint presentations for their IEP's discussing their strengths, interests, and future aspirations. The Environmental Team placed leadership quotes around the building and "leaderized" the middle school in preparation for more intensive immersion into "The 7 habits".

# School Improvement Plan Information

1. We will increase the number of students who perform at proficient levels (3+) on the FSA for Math, English/LA, and Civics.
2. The leadership team will provide instruction and support to teachers on the IEP process including: Progress monitoring, writing consistent goals, supporting instruction, and encouraging student and family engagement in the IEP Decision making process.
3. DMS will show reduction in the number of students who require level 2 and 3 supports through the Multitiered System of Supports by identifying and addressing students who show two or more Early Warning Indicators including: Attendance below 90% (Excused or Unexcused); failing a language/math course; or one or more in or out of school suspensions.
4. The school will work to recruit and maintain strong family involvement through regular-two way positive communication, accessible information, and teacher/family partnerships.
5. The school will promote a positive and supportive environment for students that promotes cooperative learning, mutual respect and trust, and fairness by infusing character based education into the learning environment

# Goal 1: Ambitious instruction

FSDB

**or[pf We will increase the number of students who perform at proficient levels (3+) on the FSA for Math, English/LA, and Civics.**

## Why?

On the 15-16 English/Language Arts Florida Standards Assessment:

Above level 1

- 20% of our current 6th graders
- 12.5% of our 7th graders
- 18.75% of our 8th graders

Proficient (3 or above)

- 10.5% of all students scored at proficient levels (3 or above)- **New goal- 15%**

On the 15-16 Math Florida Standards Assessment:

Above level 1

- 46% of our 6th graders scored 1 or above,
- 4% of our current 7th graders, and 37% of our 8th graders scored 1 or above.

Proficient (3 or above)

- 14% of the students scored at proficient levels (3 or above).  
**New goal- 18%**

On the 15-16 Civics Assessment

- 50% of our 7th graders last year scored above a level 1 in Civics
- 17.6% scored at proficient levels (3-5). **New goal- 20%**

## How?

- Support from Reading/Math Specialists
- Consistent progress monitoring
- ASL intervention for students with lowest performing 8<sup>th</sup> graders
- Providing pull out time for intensive, IEP driven math supports
- Consistent instructor for Civics to prepare for EOC
- Team support as needed

## Who?

- **Kathy Pyle; Sue Clark- LLT/ Math team**



## Goal 2: Effective Leadership And Professional Capacity

FSDDB

**The leadership team will provide instruction and support on the IEP process including: Progress monitoring, writing consistent goals, supporting instruction, and encouraging student and parent engagement in the IEP decision making process.**

### **Why?**

- Lack of in depth, consistent, group training on IEP writing
- Changing laws and expectations have created the need for reeducation in current requirements and best practices

### **How?**

- IEP coordinators at the school and district level will be meeting to obtain current information to instruct staff.
- Time will be provided monthly for team instruction through a Professional Learning Community (PLC) presentation
- Biweekly team meetings will provide opportunities for team collaboration on the IEP process
- Student's will create and participate in developing Transition IEP goals and present them at the meeting.

### **Who?**

- Susan Lucas
- Angela Saunders
-

## Goal 3: Supportive Environment

FSDB

**We will reduce the number of students who require level 2 and 3 supports through the Multitiered System of Supports (MTSS) by identifying and addressing students who show two or more Early Warning Indicators including: Attendance below 90% (excused or unexcused); failing a language or math course; or one or more in or out of school suspensions.**

### **Why?**

- Frequent absenteeism due to missing the bus; student misses 5 consecutive days due to family hardship to bring them to school.
- Students receive remedial instruction and are functioning below grade level. Majority of students performing at a level 1 on state assessments; 100% of students have an individual IEP plan.
- Last year- 11 students met two or more criteria

### **How?**

- Social worker will follow up with frequent absentees
- Behavior specialist will review potential behavior patterns and identify students early
- Homework help/tutors will provide additional support for struggling students
- The MTSS team will meet weekly to identify, review, and monitor students with Early Warning Indicators

### **Who?**

- Marilyn Miller, Andrea Binder, Angela Saunders
  - Support from: dorm staff, tutors, teachers

## Goal 4- Family and Community

FSDB

**The school will work to recruit and maintain strong family involvement through regular two-way positive communication, accessible information, and teacher family partnerships.**

### **Why?**

- Students at FSDB are bused from districts outside of St. John's county and reside in the dormitories on campus. The distance of parents is a barrier to participation and direct engagement
- 100% comfortable taking with teachers and administrators
- 100% felt conferences and interactions were informative.
- 94% of parents indicated satisfaction with the school's communication overall.
- Areas that were weaker in the surveys include engagement and communication
- 84% indicated that class webpages kept them informed.

### **How?**

- More information sharing via web pages and social media outlets to keep parents informed and engaged.
  - Deaf Middle School website
  - Teacher websites
  - Facebook page
  - Skylert information weekly
- Measured via Parent Satisfaction Survey- *New goal 98% satisfaction with communication*
- 

### **Who?**

- Parent Satisfaction Survey- Rebecca Hilding
- DMS webpage, facebook, skylert- Angela
- Teacher websites- teacher

**The school will promote a positive and supportive environment for students that promotes cooperative learning, mutual respect and trust, and fairness by infusing character based education into the learning environment.**

## **Why?**

- Parent survey data- 8% increase in parents who felt bullying is NOT a problem
- Student survey- 5% increase in students who felt bullying IS a problem
- Last year, 7 habits were introduced with some habit days. Superficial exposure was provided as the school learned the language. Infusing the 7 habits into daily activities will promote the development of the desired characteristics in students.

## **How?**

- 7 habits boot camp the first few weeks of school
- 7 habits leadership days will be built into the school year that allow students to practice concepts and participate in leadership activities that contribute to the community.

## **Who?**

- Terri Samson
- Lighthouse team  
PBS team

**DHS SIP 2016-17**  
**Cynthia Wimberly**  
**Assistant Principal, Deaf High School**

## **Changes to SIP for Improvement:**

### **CET Closing**

The Deaf High School's student population and staff support has changed significantly for school year 2016-17 due to the closing and combining of the Career Education and Transition (CET) High School into the Deaf High School on the FSDB campus. All students who are identified as deaf/ hard of hearing 9-12th grades, returning Seniors, and all Continuing Education students are now served in the Deaf High School.

### **MISSION STATEMENT**

The Deaf High School (DHS) began in the spring of 2016 the process of developing a school mission statement that directly correlates with the FSDB mission statement. We will continue this process which invites all DHS stakeholders (students, parents, staff, and teachers) to give feedback into the process in the development of the final Deaf High School Mission Statement. This process will continue into the 2016 - 2017 school year resulting in the final mission statement by Spring of 2017.

### **DHS VISION TEAM**

Another growth opportunity for the Deaf High School (DHS) has been the increase in the student population of students with needs related to vision loss. Support for these student's will include awareness and training of staff that could be provided by the Blind Department at the FSDB and other outside agencies such as the Division of Blind Services. In order to address the student needs and for IEP reviews, a team of

professionals from both the Deaf High School and the Blind Department have begun collaborating and are now identified as the DHS Vision Team.

## **INDIVIDUAL DETERMINATION SETTING GOALS POSITIVE TRANSITION PRACTICES**

### **STAFF:**

"7 Habits for Highly Effective People" workshops/ trainings - instructional methods and role modeling practices.

### **STUDENTS:**

"7 Habits of Highly Effective Teens" and "The 6 Most Important Decisions You'll Ever Make" by Sean Covey – specific courses (Freshmen – Leadership Skills Development, Critical Thinking Skills (Senior Plus group – independent functioning ), Self-Determination – Seniors)

## **GOALS REVIEWED**

Goal 1: All students will who are enrolled in ELA courses will maintain or show growth in their writing skills based on the Florida Standards Assessment (FSA) rubrics for informative / explanatory and argumentative essay writing

# RESULTS: 1<sup>st</sup> semester

## MID-YEAR RESULTS - GOAL 1

| Grade Level        | Average Score (out of 10 points possible) | # of essay responses scored | # of students w/ scores | # of students w/ comparable data | % of students who improved Informative/ Explanatory from baseline | % of students who improved Argumentative from baseline |
|--------------------|---|-----------------------------|-------------------------|----------------------------------|---|--|
| 9th                | 3.02                                      | 64                          | 21                      | 12                               | 75%   | 58%  |
| 10th               | 5.56                                      | 79                          | 26                      | 16                               | 44%   | 63%  |
| 11th               | 2.88                                      | 51                          | 22                      | 2 (I/E); 9 (A)                   | 100%  | 44%  |
| 12th               | 3.02                                      | 82                          | 35                      | 16                               | 44%   | 17%  |
| <b>Totals/Avg.</b> | <b>3.62</b>                               | <b>276</b>                  | <b>104</b>              | <b>46 (I/E); 53 (A)</b>          | <b>66%</b>  | <b>46%</b>   |

These data should be considered with caution due to many students not having comparable data entered yet. Each student should have 4 essays scored at this point in the school year:

- Baseline Informative/Explanatory
- Baseline Argumentative
- End of 1st Quarter Informative/Explanatory
- End of 2nd Quarter Argumentative

# 2<sup>nd</sup> semester

| Grade Level        | Average Score (out of 10 points possible) | # of essay responses scored | # of students w/ scores | # of students w/ comparable data | % of students who improved Informative/ Explanatory from baseline | % of students who improved Argumentative from baseline |
|--------------------|---|-----------------------------|-------------------------|----------------------------------|---|--|
| 9th                | 3.42                                      | 66                          | 21                      | 10 (I/E); 14 (A)                 | 80%   | 64%  |
| 10th               | 5.41                                      | 87                          | 29                      | 13 (I/E); 18 (A)                 | 54%   | 50%  |
| 11th               | 2.84                                      | 61                          | 21                      | 4 (I/E); 15 (A)                  | 100%  | 60%  |
| 12th               | 3.34                                      | 98                          | 37                      | 17 (I/E); 7 (A)                  | 41%   | 71%  |
| <b>Totals/Avg.</b> | <b>3.84</b>                               | <b>312</b>                  | <b>108</b>              | <b>44 (I/E); 54 (A)</b>          | <b>69%</b>  | <b>61%</b>   |

- These data should be considered with caution due to many students not having comparable data entered into Oracle. Each student should have had 5 essays scored for the school year:
  - Baseline Informative/Explanatory
  - Baseline Argumentative
  - End of 1st Quarter Informative/Explanatory
  - End of 2nd Quarter Argumentative
  - End of 4th Quarter Informative/Explanatory or Argumentative

## GOAL 2016-17 –

Goal 1: All students will who are enrolled in ELA courses will maintain or show ONE YEARS growth in their writing skills based on the Florida Standards Assessment (FSA) rubrics for informative / explanatory and argumentative.

Goal 2: All students will take at least two career experience or Career Transition Education (CTE) courses before graduation to explore vocational options and build basic work / soft skills

Results:

1<sup>st</sup> Semester

**0% of freshmen have 2 or more. Most will have 1 after this semester.**



**74% of sophomores have 2 or more, and 90% will after this semester.**

**85% of juniors have 2 or more, only a slight increase after this semester.**

**92% of seniors have 2 or more, also only a slight change after this semester.**

**2<sup>nd</sup> Semester:**

27% of freshmen had 1 CTE course

90% of sophomores had 2 or more CTE courses

87% of juniors had 2 or more CTE courses

95% of seniors had 2 or more CTE courses

**GOAL 2016-17 –**

Goal 2: All students will take at least two career experience or Career Transition Education (CTE) courses before graduation to explore vocational options and build basic work / soft skills.

Goal 3: Students will increase their reading Lexile levels by at least 75 points as measured by Empower3000 level set tests.

**RESULTS:**

**1<sup>st</sup> Semester:**

**35 students are already at 75+ Lexile points of growth**

**from LevelSet pretest to interim test**

**33 students are halfway or more (37.5+ Lexile points)**

**68 students total met or on track for End Of Year**

**Out of 130 students with comparative data  $68/130 = 52.3\%$  have reached the goal at mid-year!**

**End of Year (2<sup>nd</sup> Semester) : (February 2016 - May 2016)**

- 85 students achieved the 75+ Lexile points of growth from LevelSet Pre-test to Post test
- Out of 135 students with comparative data  $85/135 = 63\%$  reached the goal for End of Year
- Expect increased growth this year due to the 75%+ requirement! %

## **GOAL 2016-17 –**

Goal 3: Students will increase their reading Lexile levels by at least 75 points as measured by Empower3000 level set tests.

Goal 4: For all students who are enrolled in the Algebra I (Algebra IA & IB) and Geometry (Informal Geometry) courses, 70% will demonstrate a level of 2.5 or above within the rubric of the Mathematics Formative Assessment System (MFAS) of those course standards.

## **RESULTS:**

### **1st Semester Algebra 1A or Algebra 1:**

- **Initially 33 students were enrolled, one student withdrew/dropped**
- **17 out of 32 students averaged a 2.5 or above on MFAS tasks**
- **53% met the goal**

### **1st Semester Informal Geometry:**

- **Initially 50 students were enrolled, 3 students withdrew/dropped**
- **44 out of 47 students averaged a 2.5 or above on MFAS tasks**
- **94% met the goal**

### **2nd Semester Algebra 1B or Algebra 1:**

- **29 students were enrolled**
- **21 out of 29 students averaged a 2.5 or above on MFAS tasks**
- **72% met the goal**

### **2nd Semester Geometry:**

- **39 students were enrolled**
- **35 out of 39 students averaged a 2.5 or above on MFAS tasks**

## **GOAL 2016-17 –**

Goal 4: For all students who are enrolled in the Algebra I (Algebra IA & IB) and Geometry (Informal Geometry) courses, 70% will demonstrate a level of 2.5 or above within the rubric of the Mathematics Formative Assessment System (MFAS) of those course standards.

Goal 5: All English/ Language Arts (ELA) teachers will conference with each student in class at least once per week about their reading and/or writing in order to increase student feedback and proficiency in both areas. (Indicator will focus on how much of a year's growth for all students using the Achieve3000 reading and writing elements, as well as, the writing progress monitoring.)

### **•RESULTS:**

#### **1<sup>st</sup> Semester**

**Total of 8 English / Language Arts Teachers  
Reporting:**

#### **November 2015 Totals:**

**Met 3 out of 3 times with a student - 63%**

**Met 2 out of 3 times with a student - 81%**

**Met at least 1 time per week with each  
student - 91%**

#### **December 2015 Total:**

**Met 3 out of 3 times with a student - 77%**

Met 2 out of 3 times with a student - 79%  
Met at least 1 time per week with each student - 90%

## 2nd Semester

- January - March 2016 Totals:
  - Met 3 out of 3 times with a student - 5%
  - Met 2 out of 3 times with a student - 19%
  - Met at least 1 time per week with each student - 41%
  - Challenges with Data Collection & Follow up:
    - Total Weeks Counted - 11 Weeks
    - Not all meetings were recorded
    - 7 Weeks of FSA, EOC, & Retakes (Spring)
    - Reminders for Collecting Baseline information (Potential meetings)
    - New Independent Reading Level Assessment Training for teachers - Conferencing
    - Add providing teachers 1 day monthly to review all data for 2016-17 school year
    - Lag time to record data
    - Add Google Forms to Support Teachers - increase time for flow of feedback & data collection

## **GOAL 2016-17 –**

Goal 5: All English/ Language Arts (ELA) teachers will conference with each student in class at least once every two weeks about their reading and/or writing in order to increase student feedback and proficiency in both areas.

(Indicator will focus on how much of a year's growth for all students using the Achieve3000 reading and writing elements, as well as, the writing progress monitoring.)

Goal 6: Teachers and support staff will continue to receive training, utilize and implement strategies, and develop individual classroom rules and processes that encourage students to independently problem-solve and make connections between their actions and logical consequences to coincide with the school adopted Positive Behavior Support (PBS) System, Love & Logic Approach, and the 7 Habits for Highly Effective People framework.

#### RESULTS:

##### *DHS 2015 Fall Professional Learning Communities - Sessions "Love & Logic"*

- Initiated 2014-15 School Year PLC, Aug 8, Sept 25, Oct 30


##### *DHS Monthly "7 Habits of Highly Effective People"*

- 1st Friday of every month (Sept 4, Oct 2, Dec 4, Jan 8, Feb 5, March 4, April 1)

##### *DHS 2016 Spring Professional Learning Communities - Sessions "Highly Effective Teaching"*

- February 26, March 11, April 8

## **Behavior Data : )**




### Review of Behavior Data

- C1 Defiance
- C2 Disrespect
- C3 Property
- C4 Safety
- C6 Sexual misconduct
- C7 Verbal aggression
- C8 Physical aggression
- C9 Repeated Minors

| School Year  | 2013-14                   | 2014-15                   | 2015-16                   |
|--|---------------------------|---------------------------|---------------------------|
| Total Number of Incidents<br>(School & Dorm)           | 742<br>416 56%<br>326 44% | 453<br>211 47%<br>242 53% | 497<br>262 53%<br>235 47% |
| SESIRS<br>(School Environment Safety Incident Reports) | 73                        | 33                        | 39                        |

**\*\* Highest Categories are Defiance and Repeated Minors**



### Reports of Bullying

| School Year               | 2013-14 | 2014-15 | 2015-16 |
|---------------------------|---------|---------|---------|
| Bullying                  | 19      | 2       | 0       |
| Un-substantiated Bullying | 20      | 21      | 13      |

## **GOAL 2016-17 –**

Goal 6: Deaf High School will reflect a 10% reduction in behavior discipline incidences by providing teachers and staff with the skills and strategies to

increase student independent problem solving skills while making connections between actions and consequences through instruction and support with the school adopted Positive Behavior Support (PBS), Love and Logic Approach, the 7 Habits of Highly Effective People framework and connecting with the "First Days of School" by H. Wong.





## Health Care Center Report

|   | Total        | Aug 16     | Sept 16    | Oct 16     | Nov 16 | Dec | Jan | Feb | March | April | May |
|---|--------------|------------|------------|------------|--------|-----|-----|-----|-------|-------|-----|
| <b>ACU Visits</b><br>(*Total includes all students that were assessed in the ACU clinic as a "Walk-ins", "Scheduled Appts." "Physicals", "Vision Screenings", and "Miscellaneous.") | 1,336        | 324        | 631        | 381        |        |     |     |     |       |       |     |
| <b>TCU Visits</b><br>(*Total includes all students that were admitted to the TCU.)  | 106          | 26         | 41         | 39         |        |     |     |     |       |       |     |
| <b>Eye Clinic- Specialty</b>  | 15           | 3          | 7          | 5          |        |     |     |     |       |       |     |
| <b>PDC Clinic- Specialty</b>  | 40           | 14         | 16         | 10         |        |     |     |     |       |       |     |
| <b>Genetics Clinic- Specialty</b>   | 3            | 0          | 0          | 3          |        |     |     |     |       |       |     |
| <b>Retinal Clinic- Specialty</b>  | 0            | 0          | 0          | 0          |        |     |     |     |       |       |     |
| <b>Off Campus</b><br>(*ER visits, Ophthalmology, Home)  | 9            | 2          | 4          | 3          |        |     |     |     |       |       |     |
|   | <b>1,509</b> | <b>369</b> | <b>699</b> | <b>441</b> | -      | -   | -   | -   | -     | -     | -   |

| Physicians/ Specialists        | Total      | Aug 16    | Sept 16   | Oct 16     | Nov | Dec | Jan | Feb | March | April | May |
|--------------------------------|------------|-----------|-----------|------------|-----|-----|-----|-----|-------|-------|-----|
| Physician Assistant            | 229        | 73        | 74        | 82         |     |     |     |     |       |       |     |
| Medical Director/ Pediatrician | 40         | 14        | 16        | 10         |     |     |     |     |       |       |     |
| UF Retinal Specialist          | 0          | 0         | 0         | 0          |     |     |     |     |       |       |     |
| Ophthalmologist                | 15         | 3         | 7         | 5          |     |     |     |     |       |       |     |
| UF Genetic Specialist          | 3          | 0         | 0         | 3          |     |     |     |     |       |       |     |
|                                | <b>287</b> | <b>90</b> | <b>97</b> | <b>100</b> |     |     |     |     |       |       |     |

## Dental Report

| Dental Clinic Procedures | Total     | Aug 16   | Sept 16   | Oct 16    | Nov | Dec | Jan | Feb | March | April | May |
|--------------------------|-----------|----------|-----------|-----------|-----|-----|-----|-----|-------|-------|-----|
| Hygiene                  | 30        | 0        | 18        | 12        |     |     |     |     |       |       |     |
| X-ray                    | 0         | 0        | 0         | 0         |     |     |     |     |       |       |     |
| Emergency                | 2         | 1        | 0         | 1         |     |     |     |     |       |       |     |
| Other                    | 0         | 0        | 0         | 0         |     |     |     |     |       |       |     |
| Operative                | 1         | 0        | 1         | 0         |     |     |     |     |       |       |     |
| Surgical                 | 0         | 0        | 0         | 0         |     |     |     |     |       |       |     |
| Preventative             | 0         | 0        | 0         | 0         |     |     |     |     |       |       |     |
| Screening                | 11        | 0        | 11        | 0         |     |     |     |     |       |       |     |
| Exam                     | 12        | 0        | 12        | 0         |     |     |     |     |       |       |     |
|                          | <b>56</b> | <b>1</b> | <b>42</b> | <b>13</b> |     |     |     |     |       |       |     |

| Dental Staff      | Total      | Aug 16   | Sept 16   | Oct 16    | Nov | Dec | Jan | Feb | March | April | May |
|-------------------|------------|----------|-----------|-----------|-----|-----|-----|-----|-------|-------|-----|
| UF Dentistry      | 24         | 0        | 24        | 0         |     |     |     |     |       |       |     |
| Hygienist         | 32         | 1        | 18        | 13        |     |     |     |     |       |       |     |
| Seaside Dentistry | 0          | 0        | 0         | 0         |     |     |     |     |       |       |     |
|                   | <b>112</b> | <b>2</b> | <b>84</b> | <b>26</b> |     |     |     |     |       |       |     |

## **Speech & Audiology**

- Mary Hanson (speech-language pathologist) reported that one of her Blind Elementary fifth grade student authors is writing a book about fire trucks and drew the illustrations himself as well. Another fifth grade student is writing a book about technology. The student is writing about different apps and how they are useful. Both students have already completed two books which are currently on the FSDB author shelf in the Cary White Library.
- Donna Huffstetler (speech-language pathologist) has been quite busy in the Early Learning Center. She and Joy Fraychineaud (teacher) have been brainstorming ways to help bridge American Sign Language and spoken/written English with one of their students. Mrs. Huffstetler has also started a "Read Aloud Story Time" which consists of students who can benefit from listening and spoken language. In conjunction with the ASL presentation of the story during class time, the "Read Aloud Story Time" gives students the opportunity to experience select books and stories in Spoken Language which will enhance their language and pre-literacy development.
- Field trips provide a wonderful opportunity for the speech-language staff to work on vocabulary and functional language development. Trips to the "Corn Maze, Hayride, and Fall activities at the Sykes-Cooper Farm", the "Tactile Art Show/Touch Museum" and even Publix provide opportunities to build vocabulary and develop social language skills!
- Speech and Audiology staff continually looks for workshops, online courses, and videos to remain current in their fields. Rosemary Brigham (speech-language pathologist) is taking an online course in Visual Phonics. Sharon Griffiths (speech teacher) reported that she has viewed videos from Byron Bridges, ASL Bilingual Specialist, in order to improve her ASL knowledge and skills to better serve students in the Deaf Elementary School. Several staff will attend a workshop on November 11 titled "Auditory Habilitation Ideas from AB".

## **Psychology Department**

- Dan Binder, DES psychologist, will attend training in Palatka, Florida entitled, "*Training for School Psychologists: The Autism Diagnostic Observation Schedule, 2<sup>nd</sup> Edition (ADOS-2)*".
- All the psychologists have been dealing with issues concerning the second hurricane, homecomings, academic testing and even the presidential election.

***Stan Gustetic***

**Stan Gustetic, AuD, MHA**  
Administrator Allied Health Services



## **Apartment Program**

- The 2016-17 school year started off great. The Apartment Program had a lot of new faces and a few old ones as well. Everyone arrived excited for the new year and looked forward to being a part of our program.
- Once everyone got settled in on their first day, we had dinner in the Dragon's Lair and our first group meeting in Kirk Auditorium. We covered the rules and expectations of the supervisors and apartment staff. We fielded questions from the students and all staff introduced themselves, with a few words of encouragement for our students.
- During the month we had a birthday celebration for all the students who have a birthday in August. We called it "The Birthday Chat." We chatted about future plans, as well as being focused on making the grade this year, all while enjoying ice cream and brownies. The students really enjoyed having their birthday recognized.
- At month's end, we had our Apartment Program PBS kick-off. The theme for this year is "Make it a #\_\_\_\_\_ Habit." Each student was allowed to fill in the hash tag for what they would like to make a habit this year. We had a lot of great responses from, "#positive" to "#good behavior." The kick off was a great success.
- Halloween was a special day with the Apartment Seniors providing "The Big Pumpkin Patch" for our elementary children from the Deaf and Blind departments. Halloween stories, the Haunted Pathway, and special treats left our little goblins smiling.
- The staff and students of the Apartment Program are excited and geared up for another great year. We will continue to make a habit of #Developing Lives and Shaping Futures.

## **Athletics and Recreation**

- The football and volleyball teams arrived on campus early to prepare for the upcoming season. The other teams started their 2016-17 seasons on the first day of school. We have several teams in a re-building mode and hope for successful seasons. The goalball teams will be hosting a tune-up tournament to the US National Championship on the weekend of September 30 – October 1, 2016 in Copeland Gym. This will be a small tournament to give the new players some experience before the US Nationals in November of this year at FSDB.
- Congratulations to our Cobra girls for capturing the USABA National High School Goal Ball Championship for the second consecutive year, and to our Cobra boys for winning the bronze medal. Vanessa C. was named MVP of the tournament. She, Aaliyah F. and Emitt J. were named to the All-Tournament Team.
- Our new athletic trainer, John Cicciaro, is in place and is a tremendous asset to the Athletic Program.
- The students are excited to be back at FSDB and the recreation staff is planning some great activities this year. A campus wide FSDB Olympics have been underway, picking teams, country names and team uniforms.
- Kudos to our Recreation Department under the direction of Mary Wesley Fisher.

**Blind Department**Kramer Hall

- The school year has begun with many exciting adventures for our Kramer students. Our students are learning the Kramer routine and are already becoming more independent with daily living skills. New students are enjoying their dorm experiences. The students share what they are learning and doing with their parents and classmates who are becoming more interested in what we do here in the dorm; so we are off to a great start!
- To welcome our students back and break the ice for newer students the staff hosted an Ice Cream Social with games. The new students had an opportunity to meet everyone, socialize and make a banana split with various toppings.
- We also had a movie night with popcorn and have already implemented our PBS program with daily rewards and weekly rewards.
- We hope to have a very successful year, and are excited about what it will bring.

Cary White

- Cary White started of the 2016-17 school year with thirty-eight students, six of whom are brand new to our school. The first week of school was all about meet and greet, get to know each other's names and voices. The students enjoy living in pods and have fun visiting in the common areas.
- Our Vilano Beach Mosaic Project is complete. Students created 10 mosaic panels that will be displayed at the Vilano Beach pier.
- The daily living skills we started off with know your environment; learn your way around to the essential places, and daily hygiene. The students were very happy that their classes are in Cary White.
- We had many students try out for different groups/teams. We have students in Outta Sight, N'Vision, goalball, cheerleading, and swimming. The students who signed up for Young Life started the last week in August.
- We will have our first lockdown practice drill on 9/7/16. The kids have already practiced and are prepared for the drill.
- On September 12th we will have our Open House for teachers, nurses, cafeteria staff, and coaches. The students will prepare snacks and are excited about showing off their living quarters.

Koger Hall

- The girls are having a great start to their new school year and seem excited to be back. This school year, we are starting with two students who are new to the campus and two other students who attended school here before, they left and have returned.
- The girls have been busy with after-school tryouts. We have a sophomore on the swim team, a freshman who made the football cheerleading team, a junior running cross country and not to mention a handful of girls on the goalball team. Tryouts for OuttaSight and N'Vision are still taking place and we even have some girls trying out for the drumline!
- The girls are participating in a Dormitory Living Group with Karen Kolkedy. They meet to discuss topics such as the nuances of communication, awareness of how their behavior affects

others, and the cooperation and compromise that is sometimes necessary for successful dorm life.

- The girls will be making Thankful Trees to take home as a family holiday activity. Their family members will write the things they are thankful for to hang on the tree.

#### MacWilliams Hall

- The students of MacWilliams Hall continue to enjoy socializing with each other in the lounge, playing cards, chess, and board games, and watching favorite shows on TV. The lounge is the main meeting area and central location for student interaction, which makes it an ideal location for relationship building, support and learning from others. We enjoyed an old-fashioned cookout for Labor Day with hotdogs, hamburgers, chips, and soda. Following the cookout, students shared their individual opinions of why Labor Day is recognized. This was a good opportunity to teach the concept of self-advocating, and the value of one's own opinion to the students. The students and staff members all enjoyed themselves.
- Students of MacWilliams Hall have also participated in UNO challenges amongst other card games; the boys have also participated by playing multiple board games as well. During downtime there have been competitions for participation and word scrambles to enhance their experiences. Any given day you can walk into MacWilliams Hall and witness young men engaged in one or more of the above. All students have spent an adequate amount of time outside socializing and playing basketball.
- This month the students continued with their routine after school activities such as goalball, Outta-Sight, and N'Vision. Some of the other things the students participated in were going to the Dragon's Lair, Cobra's Corner, and other recreational activities. The Junior Apartments students love the opportunity to go out and shop for themselves.

#### **Deaf Department Elementary and Middle School**

##### Vaill Hall

- August 14 was Registration day, we had almost 100% of parents come to register their child for elementary.
- During the evening hours staff walked their groups around campus, so the children became familiar with the campus.
- Plans are in the works for our "Open House", and continue with our homework study club.
- We welcome new staff member Aarin Alcantaro to the elementary boarding program. Aarin is an Alumni of FSDB and we are excited to have him with us.
- Rehearsals have begun for the Big Red Train event in December. The boys and girls are excited about the opportunity to perform.

##### Gregg Hall

- We have had a great start to the school year!
- Students and staff attended their first dorm meetings, where dorm expectations were discussed.
- On August 28, some of the girls and staff went off campus to Dunkin Donuts and had a great time!

- The staff are teaching the girls the importance of completing their daily homework assignments. Some of the girls have hectic schedules and staff makes sure the students remember that academics are a priority.
- The girls have started earning their Dragon Dollars and are eager to spend them in the dorm store.
- We would like to welcome FSDB alumni Sheena Hinders to Gregg Hall.
- The girls were very concerned about a neighbor whose house was damaged in the hurricane. They made and delivered muffins to him to cheer him up.

#### McLane Hall

- We would like to welcome Chris Lennon and Alex Garvey to McLane Hall. Both men are graduates of FSDB.
- We are planning an open house and a PBS kick-off for the month of September.
- The boys are sharing MacWilliams dorm while repairs are completed in McLane Hall.
- The boys are using donated fleece to make blankets and tug of war toys for the local animal shelter as a community service project.

#### **Deaf Department High School**

##### James Hall

- Students returned on August 14. We had a busy registration day; we had more than half of the girls arrive with parents.
- We have several new students this year. We have paired new students with a buddy to help students adjust. We currently have some girls who are homesick, and the staff are providing extra support to these students.
- Throughout the first three weeks of school students were taught the rules and expectations. We also reviewed the expectations for taking care of the dorm and the neatness of their bedrooms. Rules and expectations were taught through meetings, demonstrations, and reminders. The students began the dorm level system starting August 28. New students were given additional time to adjust to boarding life before starting the level system.
- We attended two home volleyball games and one home football game.
- Independent Living Skills hour started on September 6; we will focus on organization and time management. We are hoping that this will help students have a successful start to the school year.

##### Rhyne Hall

- Rhyne Hall hit the ground running this year. We started the year teaching our students the proper way to maintain a household. To do this we worked with the students to create a daily chore list. The staff worked in groups to teach all the students how to do the duties listed on the chore list. One thing staff focused on during this was the proper way to clean, specifically keeping your room clean and beds made the proper way.
- The dorm staff selected a motto for Rhyne Hall this year. The motto was created for an in-service training last year. The staff felt this motto would be a great slogan for the dorm. The motto is "Boys to men ". What this means to us is that we are helping our dormitory students mature into responsible and polite young adults. We are using the PBS approach to build up

their self-esteem and focus on the positive.

- We are in the process of planning curriculum to help students mature. The curriculum activities will focus on being mature, responsibilities, and teaching them life skills such as cleaning, cooking, and getting around the community.

### **Boarding Program Staff Training & Development and Student Independent Living Skills**

The Boarding Program staff and students participated in the following professional development activities, in-service trainings and independent living skills activities.

#### **Professional Development Activities**

- **Eyvolle M. Pamphile participated in the following:**
  - Training Magazine Network: Webinar on 08/18/16- Shifting Careers: From Trainer to Curator.
  - Training Magazine Network: Webinar on 08/16/16- The Gamification of Learning.
  - InSync Training: Webinar on 08/15/16- Crash Course in Visual Design.
  - Training Magazine Network: Webinar on 08/12/16- Boost Employee Engagement Through Game Based Learning.
- **September S.U.P.E.R-visor Updates & Training:**
  - September Supervisory Updates on 09/07/16- The Core 4: Ways to Cultivate Everyday Career Development.
- **Staff Workshops:**
  - Fall 2016 Blind Department Professional Development Program:
  - **09/01:** 12 Week Braille I course began for one boarding program staff with Nancy Berger-FSDB Braille Specialist.
  - **08/30:** 12 Week Basic Orientation and Mobility course began for seven boarding program staff with Jason Shaffer- FSDB Orientation and Mobility Specialist.

#### **Monthly Staff In-Service Trainings**

- **August Training for all Staff- 08/08 to 08/11**
- Parent Services Updates: Misty Porter-FSDB Parent Liaison of Parent Services.
- Boarding Program Training Updates: Eyvolle M. Pamphile- FSDB Education and Training Specialist.
- PBS Information Series Kick-Off: Karen Kolkedy- FSDB PBS District Coordinator & CET and Blind Dept. School Counselor.
- Developing Relationship Skills: Dr. Ted Lombardo, Psy.D- FSDB School Psychologist.
- Recreation Updates: Sue Hill- FSDB Director of Athletics.
- Connecting ASL Instruction and the Sign Language Proficiency Interview: Michelle Dinberg-FSDB Director of Interpreter Services.
- Technology Updates: Shelley Ardis- FSDB Executive Director of Technology Services.
- Advancement Updates: Amy Moring- FSDB Director of Development.
- Orientation and Mobility Updates for Blind Dept. Staff: James Crozier- FSDB Orientation and Mobility Teacher.
- Mental Health Updates (for Deaf Dept. HS Staff): Dee Stoddard- FSDB Deaf Dept. Clinical Social Worker.

- Mental Health Updates (for Blind Dept. Elem. and MS Staff): Laura Pamer-FSDB Blind Dept. Mental Health Counselor.

- Mental Health Updates (for Blind Dept. HS and Apartment Program Staff): Wendy Williams-FSDB Blind Dept. Mental Health Counselor.

- Behavioral Updates (for Deaf Dept. Elem. & MS Staff): Marilyn Miller- FSDB Deaf Dept. Behavior Specialist.

- HCC Acuity 4 Updates: Kathy Halkin- FSDB Health Care Center Nurse.

- New Staff Training:

- BP Policy Review: Marja Deford- FSDB Blind Dept. Dir. of Student Life.
- Oracle Training: David Mack- FSDB Dorm Supervisor.
- Technology: Shelley Ardis- FSDB Executive Director of Technology.
- CPI Full Course: Eyvolle M. Pamphile- FSDB Education and Training Specialist, and Marilyn Miller- FSDB Deaf Dept. Behavior Specialist.
- CPR: FSDB Training and Quality Assurance.
- QPR: Rhonda McCahill- FSDB Deaf Dept. Licensed Mental Health Counselor, and Wendy Williams- FSDB Blind Dept. Mental Health Counselor.

- The Boarding Program staff began using the Google Classroom for monthly In-Service Training.

- The Boarding Program launched a Training and Development website via the following link:

<https://sites.google.com/a/fsdb.k12.fl.us/fsdb-boarding-program-staff-training-and-developing/home>

- **September Training for all Staff- 09/01/16**

- McKinney-Vento & FSDB Homeless Students: A Team Approach: Wendy Williams- FSDB Blind Dept. Mental Health Counselor; Google Classroom for all Blind Department staff.
- McKinney-Vento & FSDB Homeless Students: A Team Approach: Dee Stoddard- FSDB Deaf Dept. Clinical Social Worker; Google Classroom for all Deaf Department staff.
- How to Respond to Strobe Lights: Lt. Dexter Wimberly- FSDB Police Services; Google Classroom for all Boarding Program staff.

### **Student Independent Living Skills Activities (ILS)**

- **09/07/16**: Emergency Preparedness Practice Drill for the Cary White students and staff with FSDB Police Services Lt. Dexter Wimberly and Officer Arline Moloughney- List Personal Responsibilities in Emergency Situations.
- **ILS Hour schedule**- 1st Quarter ILS Hour began on 09/06/16 and will end on 10/26/16.
  - Mondays- Vaill Hall, Koger Hall & MacWilliams Hall (weekly).
  - Tuesdays- Gregg Hall, McLane Hall, James Hall, Rhyne Hall (weekly), and, Apartment Program Dorms - Wartmann Hall, Bloxham Hall, Ted Johnson Center, Ray Charles Center, and Collins House (twice per month).
  - Wednesdays- Kramer Hall and Cary White Complex (weekly).

Respectfully submitted by:

**Kathleen Grunder**

Administrator of Residential Services





# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

## ADMINISTRATOR OF BUSINESS SERVICES REPORT BOARD OF TRUSTEES MEETING December 2, 2016

### **ADVANCEMENT**

**Submitted by Tanya Rhodes, Executive Director of Advancement**

#### **September 2016**

Number of Donations = 434

Number of Donors = 420

Dollars Received = \$20,408.50

#### **October 2016**

Number of Donations = 156

Number of Donors = 153

Dollars Received = \$9,146.22

#### **Year-to-Date**

Number of Donations = 892

Number of Donors = 728

Dollars Received = \$363,369.80

Compared to 15/16 at this time, we have 6% more dollars, 11% more donors, and 14% more donations. These are strong indicators of future growth.

#### **Programs**

Donors to FSDB help provide wonderful opportunities for our students! Here are programs funded from private dollars:

Flute students enjoyed a master class earlier this month with Al Waters. Mr. Waters is a highly accomplished musician with a specialty in playing jazz woodwinds. Among his many claims to fame was playing for over a decade and traveling the world with Ray Charles and his orchestra. We are very appreciative of the time Mr. Waters spent working individually with our students learning to the play flute!

FSDB's Music Program is a privately funded program in which **78** students grades 4-12 participate. Students receive lessons from qualified musicians on a pull-out basis at no charge, thanks to a large private foundation donation. Lessons are generally 30 minutes per week and students are responsible for completing any work missed in their regular class during this time. Students **MUST** commit to practicing at least five days per week, and adequate effort and progress is expected. Music progress reports are included with each report card.

We hope this is the beginning of a lifetime of music involvement.

**CAMPUS POLICE****Submitted by Jerry Chandlee, Chief of Police**

As shared with the Board via an update in September, Campus Police is collaborating with the Deaf High School during homeroom to incorporate a curriculum that educates our students who are deaf/hard of hearing about the responsibilities of a driver during a traffic stop with a law enforcement officer and how to effectively communicate with one another. The curriculum is being supported with the presentation of a two-minute Public Service Announcement video published in 2016 by Florida law enforcement agencies titled, *Let's Talk About Traffic Stops*. The closed caption video provides tips to ensure that any potential traffic stops they encounter in their driving experiences may go smoothly for the students.

Campus Police is also exploring the customized development and optional use of a placard which will help the student drivers who are deaf/hard of hearing and law enforcement officers communicate visually with each other. Sized to fit in a car's overhead visor, this placard contains icons that the drivers or officers can point to, indicating the situation most likely to come up during roadside stops, such as speeding and requesting their driver's license. Other icons tell the officers the best way to communicate with the drivers, such as writing, lip-reading or through the use of a sign language interpreter. Currently, we are in contact with the Michigan Department of Civil Rights and the Rochester Police Department in New York consulting with them about their placards, as well as, requesting samples.

**COMPTROLLER****Submitted by Theral Mackey, Comptroller****General**

**Hurricane Matthew** – The Accounting Office and the Student Bank Office relocated to Walker Annex, second floor, for a week, due to water damage to Moore Hall and Pope High School building. Business resumed as usual within a day of relocation. “Well Done” to all the Comptroller's staff, who themselves managed the move! Also, a big “Thank You” to the Technology Department staff members who made it possible for our work to continue.

**Annual State Revenue Cap Report** – Article VII, Section 1, Florida Constitution, limits state revenue collection. The Florida CFO is tasked with assisting the Florida Office of Economic and Demographic Research in collecting data to ensure compliance with this limitation. In accordance with the annual directive from the Department of Financial Services, FSDB submitted its 2015-2016 *Schedule of State Revenues* to the Department on September 12, 2016. A copy of the report is on file in the Comptroller's office.

**Tangible Personal Property Inventory** – The 2015-2016 *Request for Property Write-off* was approved on September 20, 2016, by the Florida CFO. The three unaccounted-for items have been removed from the property inventory file. The CFO's approval letter is on file in the Comptroller's office.

**Quarterly Report of Agency Clearing and Revolving Funds, pursuant to Chapter 17.58(4), Florida Statutes** – The report for the quarter ended September 30, 2016 of FSDB State Treasurer’s Clearing Fund Account was submitted to the Division of the Treasury on October 11, 2016. FSDB has no revolving fund account. The report is on file in the Comptroller’s Office.

**Conversion of Clearing Fund Account** – In cooperation with the Division of the Treasury and the State’s change from Bank of America to Wells Fargo Bank, FSDB is phasing out its Clearing Fund Account. FSDB is now depositing all clearing receipts directly into the State Treasurer’s Concentration Account, thus eliminating the need for a separate bank account and the fees associated with it. When all electronic deposits have been changed over to Wells Fargo, FSDB’s BB&T account will be closed.

**Public Depositor Annual Report to the Chief Financial Officer, pursuant to Chapter 280, Florida Statutes** – FSDB is a custodian of moneys that meet the definition of a “public deposit” under the statute. The annual report to the Florida CFO was submitted to the Division of the Treasury, Bureau of Collateral Management, on October 14, 2016. The report is on file in the Comptroller’s office.

**Fiscal Year 2015-2016** – The final reports, due to the State Chief Financial Officer for Fiscal Year ended June 30, 2016, were submitted during the month of October. The agency’s Management Representation letters to the CFO for Statewide Financial Reporting and for Federal Awards were submitted on November 1, 2016. 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.

**Florida Planning, Accounting and Ledger Management (FL PALM) Project** – Comptroller’s staff members participated via teleconference with Department of Financial Services to validate and confirm agency systems that will not be converted to the new PALM system. FSDB’s only financial system that will not be converted is the Black Baud Raisers’ Edge and Financial Edge system in use by the Advancement Office and the Student Bank.

**Statewide Travel Management System (STMS)** – Comptroller’s staff members participated via teleconference with Department of Financial Services to document the procedures used by FSDB in requesting, approving and reimbursing travel related expense. The new statewide on-line system will provide greater transparency of the state’s travel costs and will be implemented by June 30, 2017.

### **Audits**

**Auditor General** –The Auditor General’s staff members, engaged in the triennial audit of FSDB, left the FSDB campus in late September and are presumably, as of this date, writing and reviewing their Preliminary and Tentative Report of Findings.

**Internal Audit** – RSM U.S., FSDB’s internal auditing firm, has completed its audit of property management and control. FSDB administration sent preliminary responses to their findings at the end of September. The final report is scheduled to be presented to the Board of Trustees’ Audit Committee during the meeting of December 2, 2016.

**Endowment Audit and Agreed Upon Procedures Engagement** – The AUP engagements for the Student Bank accounts and the Student Class and Club (Activities) accounts along with the audit of the Endowment Fund has been completed by Neville Wainio CPAs. The Neville Wainio office building in Davis Shores neighborhood sustained significant damage due to Hurricane Matthew. That event and the unavailability of some Student Bank records in Pope Hall necessitated an extension of the engagements' completion dates from October to November. The auditor's reports are scheduled to be presented to the Board of Trustees' Audit Committee during the meeting of December 2, 2016.

### **Accounting**

**Prompt Payment** – Section 215.422, Florida Statutes, compliance (Prompt Payment of Vendor Invoices): For the Fiscal Year 2016-2017 to-date through October 31, 2016, 99.6% of 1,523 invoices were paid in accordance with the statute (compliance minimum is 95%).

### **Budgets and Grants**

**Annual Compliance Report** – On September 16, 2016, the annual *Accounts Referred for Collection in Fiscal Year* Report for FY 2015-2016 was filed with the President of the Florida Senate, the Speaker of the Florida House of Representatives, the Florida Chief Financial Officer, and other Senate and House committees in accordance with Section 17.20(4), Florida Statutes. The report is on file in the Office of the Director of Budgets and Grants.

**Grants and Trust Funds** – All interim and final financial reports, as applicable, have been submitted to the Florida Department of Education for the Fiscal Year 2015-2016 federal awards. The reports are on file in the Office of the Director of Budgets and Grants.

### **Endowment and Student Bank**

After residing in the Walker Annex Building for a week after Hurricane Matthew, the Student Bank office was, again, relocated to the Walker Hall Building, Rooms 124 and 205B, where it remains as of this date. Thanks to the Facilities Department and the Technology Department for another smooth transition to the new location.

### **Purchasing**

The Governor issued Executive Order No. 16-230 on October 3, 2016, declaring a state of emergency in many counties including St. Johns. The Order enabled state agencies to suspend the provisions of any regulatory statute prescribing the procedures for conduct of state business or the orders or rules of the agency in coping with the emergency. The suspension of such statutes specifically applied to emergency mitigation, response and recovery efforts. Since the date of the Order, FSDB has engaged in many transactions for purchase of materials, supplies, equipment rental, and contracted services that were not subject to the strict requirements that would have otherwise been required. All such transactions have been documented and accounted for. Invoices, statements, and contracts evidencing these transactions are on file in the Comptroller's office. This provision in the Order expired 30 days after issuance, unless extended by the agency.

**CONSTRUCTION AND FACILITIES**

**Submitted by Gregory Van Volkom, Director of Construction and Facilities**

Amidst our recovery efforts, below is a progress report on the following projects:

1. **Lasa Construction**—pressure washing and prep work for the exterior painting of Ray Charles, Ted Johnson, Chapel, Kirk Memorial and Pope Hall have begun. This project is scheduled for completion by December 30, 2016.
2. **WW Gay**—completed a new water feed from the main water loop for McClure which solved an ongoing water pressure issue.

**HURRICANE MATTHEW UPDATE**

**Submitted by Julia Mintzer, Administrator of Business Services**

The impact of Hurricane Matthew on the campus led to water intrusion in the basement of three buildings (vacant spaces within Moore Hall, Rhyne Hall, and McLane Hall), the carpeted area at the south doors of the Chapel, the first floor of Pope Hall and McClure Center, as well as the Student Organization Building. There was also damage to trees throughout the campus.

Immediately after the storm, the FSDB campus underwent a safety assessment and began planning for disaster recovery efforts. Contractors and school personnel continue to make necessary repairs and remove debris. These efforts necessitated temporary arrangements. High school programs on the first floor of Pope Hall are now located in other areas of the campus. Boarding students in McLane Hall are now in MacWilliams Hall. Our plan is for staff and students to return to their regular locations in the coming weeks.

Based on the campus areas impacted, members of the Incident Command Team, Department Heads and Building Administrators have been involved in the Recovery Meetings (daily the week after the storm and continuing weekly until we are completely recovered). We continue to work with the Department of Management Services, the Department of Education, the Department of Environmental Protection, the Department of Risk Management, the St. Johns County Emergency Operations Center, the State Emergency Operations Center, the City of St. Augustine, and FEMA to ensure the proper repair of damaged property and to generate thorough documentation for insurance purposes.

In addition to the recovery work taking place, departments also continue to work diligently to address the day-to-day operations of the school. The flexibility and ongoing support demonstrated by staff members is truly appreciated!

A complete FSDB Hurricane Matthew After Action Report will be provided upon completion.

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

During the month of October, the endowment decreased -\$223,484.97 (-1.62%) and has increased +4.78% YTD with a closing portfolio value of \$12,973,327.53. During the October period, dividend and interest income totaled \$26,199.92 and change in accrued interest increased \$6,427.77. Furthermore, a distribution for \$98,091.19 occurred during the month. During the same period of time the S&P 500 decreased -1.82% and +5.87% respectively. Additionally, during the same period of time, the Barclays US-Ag Gov/CD Int Bond Index decreased -0.32% and +5.35% respectively.

**SAFETY/RISK MANAGEMENT****Submitted by Joe Bruce, Director of Safety**

The FSDB Safety Department maintains over 3,500 doors throughout 43 buildings. Maintaining a proper inventory of keys and key recipients, ensuring the return of staff keys, and ensuring that keys are not copied, lost, or passed to unauthorized users has been a monumental task. As employees come and go, it is imperative to ensure that keys are returned. As well, the ongoing keying and rekeying of the facilities is a constant concern as building usage changes, staff transfers between departments, and campus initiatives and activities change. Further, when keys are lost, re-keying multiple campus buildings, sometimes several times per year, is fiscally impossible.

Over the past two years, we have made huge strides in streamlining the key inventory system. Throughout that process, many concerns arose regarding the number of keys that were previously issued and a lack of accountability. Access control is a major focus in keeping our students safe, as well as protecting tangible assets.

In July of 2016, the Safety Department purchased an electronic key/lock system to replace our existing locks and keys. This system is a state-of-the-art, software based system. In the past, some staff may have needed as many as 10-12 different keys in order to access all of the doors they use. The new system provides one key per staff that can be programmed with as few as one, or as many as 3000 doors. Adding or removing doors can be done in minutes. If a key is lost, it can simply be “de-activated” or expire and there is no danger of that key falling into the hands of an unauthorized individual or student. What’s more, if a concern arises over the protection of School property, an audit trail can be performed on a lock to track who has been in a particular space. This is an essential tool for combatting fraud.

Beginning in July, the Safety Department, with the help of seven eager members of the Construction and Facilities Department, set out to install 2,818 door locks across our campus. Over 800 keys were programmed with customized access, an OPP was created, and 35 remote key programmers were installed around campus. The locks were installed and keys were distributed to all staff within one month. Since then, the system has been in full use. We are happy to say that FSDB is only the second school to employ this system and, by far, the fastest to implement. We have worked through the minor growing pains and have already reaped the benefits of this technology. The system proved

invaluable following Hurricane Matthew. Due to damage, many staff members were relocated to new locations all across campus. We were able to provide access quickly and efficiently to new spaces. This would have taken days to accomplish if cutting metal keys.

As we move forward, we are confident that this system will continue to provide the highest level of security for FSDB students, staff, visitors, and property.

#### August Data

| Test   | Standard  | Results  | Action Taken |
|--|---|--|--------------|
| Domestic Hot Water:<br><i>Tested Weekly</i>  | No temperature greater than 110 F.  | All tests completed with zero variations from standard.                | N/A          |
| Anti-Scald Valves:<br><i>Tested Monthly</i>  | Complete all scheduled testing.   | All tests completed with zero variations from standard.                | N/A          |
| Haz-Com Inspection:<br><i>Annual Inspection</i><br>– <i>Two Shops Monthly</i>          | Zero missing MSDS, zero unlabeled products.   | Two shops inspected with zero variations from standard.                | N/A          |
| Shop Safety Inspection:<br><i>Quarterly Inspection</i><br>– <i>Three Shops Monthly</i> | Safety equipment used and in good condition.  | Three shops inspected with zero variations from standard.              | N/A          |
| Fire Drills:<br><i>Monthly</i>   | Exercise all buildings in accordance with NFPA requirements -evacuation in less than three minutes. | All drills completed with zero variations from standard.               | N/A          |
| Swimming Pool:<br><i>Tested Daily</i>  | 100% compliance with published chemical limits.   | Twenty-three of 23 tests completed with zero variations from standard. | N/A          |

WO=Work Order

PM=Preventative Maintenance

#### September Data

| Test   | Standard                                     | Results   | Action Taken |
|--|--|---|--------------|
| Domestic Hot Water:<br><i>Tested Weekly</i>  | No temperature greater than 110 F.           | All tests completed with zero variations from standard.   | N/A          |
| Anti-Scald Valves:<br><i>Tested Monthly</i>  | Complete all scheduled testing.              | All tests completed with zero variations from standard.   | N/A          |
| Haz-Com Inspection:<br><i>Annual Inspection</i><br>– <i>Two Shops Monthly</i>          | Zero missing MSDS, zero unlabeled products.  | Two shops inspected with zero variations from standard.   | N/A          |
| Shop Safety Inspection:<br><i>Quarterly Inspection</i><br>– <i>Three Shops Monthly</i> | Safety equipment used and in good condition. | Three shops inspected with zero variations from standard. | N/A          |

|                                       |   |   |                                |
|---------------------------------------|---|---|--------------------------------|
| Fire Drills:<br><i>Monthly</i>        | Exercise all buildings in accordance with NFPA requirements -evacuation in less than three minutes. | All drills completed with zero variations from standard.              | N/A                            |
| Swimming Pool:<br><i>Tested Daily</i> | 100% compliance with published chemical limits.   | Twenty-seven of 29 tests completed with two variations from standard. | WOs #140143 and 140263 created |

WO=Work Order PM=Preventative Maintenance

**October Data**

| Test   | Standard  | Results   | Action Taken                    |
|--|---|---|---------------------------------|
| Domestic Hot Water:<br><i>Tested Weekly</i>                                  | No temperature greater than 110 F.  | All tests completed with zero variations from standard.         | N/A                             |
| Anti-Scald Valves:<br><i>Tested Monthly</i>                                  | Complete all scheduled testing.   | All tests completed with zero variations from standard.         | N/A                             |
| Haz-Com Inspection:<br><i>Annual Inspection – Two Shops Monthly</i>          | Zero missing MSDS, zero unlabeled products.   | Two shops inspected with zero variations from standard.         | N/A                             |
| Shop Safety Inspection:<br><i>Quarterly Inspection – Three Shops Monthly</i> | Safety equipment used and in good condition.  | Three shops inspected with zero variations from standard.       | N/A                             |
| Fire Drills:<br><i>Monthly</i>   | Exercise all buildings in accordance with NFPA requirements -evacuation in less than three minutes. | All drills completed with zero variations from standard.        | N/A                             |
| Swimming Pool:<br><i>Tested Daily</i>  | 100% compliance with published chemical limits.   | Twenty of 20 tests completed with two variations from standard. | WOs #140143 and #140263 created |

WO=Work Order PM=Preventative Maintenance

**TRAINING AND QUALITY ASSURANCE****Submitted by Christy Slater, Director of Training and Quality Assurance****Training 2016-2017**

Between October 29, 2016 and December 2, 2016, FSDB staff from multiple departments participated in or will participate in the following training activities:

| Date                     | Workshop                              | Audience            |
|--------------------------|---------------------------------------|---------------------|
| October 31 <sup>st</sup> | The Developing Child                  | FSDB Boarding Staff |
| November 1 <sup>st</sup> | New Employee Onboarding               | FSDB New Hires      |
| November 2 <sup>nd</sup> | The Developing Child                  | FSDB Boarding Staff |
| November 7 <sup>th</sup> | The Developing Child                  | FSDB Boarding Staff |
| November 9 <sup>th</sup> | The Developing Child                  | FSDB Boarding Staff |
| November 9 <sup>th</sup> | Heartsaver First Aid with CPR and AED | FSDB Staff          |



|                           |  |                           |
|---------------------------|--|---------------------------|
| November 11 <sup>th</sup> | Nonviolent Crisis Intervention Full Course | FSDB New Hires            |
| November 14 <sup>th</sup> | The Developing Child                       | FSDB Boarding Staff       |
| November 15 <sup>th</sup> | Nonviolent Crisis Intervention Refresher   | FSDB Staff                |
| November 16 <sup>th</sup> | The Developing Child                       | FSDB Boarding Staff       |
| November 17 <sup>th</sup> | Heartsaver First Aid with CPR and AED      | FSDB Staff                |
| November 18 <sup>th</sup> | Nonviolent Crisis Intervention Refresher   | FSDB Boarding Staff       |
| November 18 <sup>th</sup> | Nonviolent Crisis Intervention Refresher   | FSDB Interpreting Staff   |
| November 28 <sup>th</sup> | The Developing Child                       | FSDB Boarding Staff       |
| November 30 <sup>th</sup> | The Developing Child                       | FSDB Boarding Staff       |
| December 2 <sup>nd</sup>  | The Orange Revolution                      | FSDB Transportation Staff |
| December 2 <sup>nd</sup>  | Nonviolent Crisis Intervention Refresher   | FSDB Interpreting Staff   |

Training initiatives within the next few months include, but are not limited to, the following:

- Ongoing Heartsaver First Aid with CPR and AED Training.
- Ongoing CPI Nonviolent Crisis Intervention Training.
- Ongoing QPR (Suicide Prevention) Training.
- OSHA Safety Training for Facilities Staff.
- Continuing Team Building for Transportation with “The Orange Revolution” curriculum.
- The Fall Session of the 12-week Developing Child Course continues through December 14.
- Continued live and online training for staff members on emergency preparedness.
- Creation and launch of an online Supervisor’s Manual.
- Completion of Adobe Connect online training by November 30<sup>th</sup>, including:
  - Acceptable Use Policy
  - Appropriate Workplace Attire
  - Attendance and Leave
  - Attendance and Leave for Supervisors
  - Bullying
  - Family Educational Rights and Privacy Act (FERPA)
  - Homeless Students
  - Nuisance Insects
  - Personal Protective Equipment (PPE)
  - QPR (Suicide Awareness and Prevention)
  - Student Abuse
  - Student Sexual Misconduct
  - Teen Dating Violence or Abuse

### Records Management/Operational Policies and Procedures

The monthly updated *Key for Disposition Eligibility* was posted to the *First Class News* for access by all FSDB staff members. Operational Policies and Procedures (OPP) continue to be converted, reviewed, updated and approved by the President’s Advisory Team (PAT).

Kristina Smith, the Records Management Coordinator, has reached out to new administrators, new staff assistants, and seasoned staff to offer refreshers and trainings on records management. As a result, Kristina has met with Career Development and the Blind Department. Records Management

awareness and compliance is an FSDB campus effort to highlight the relationship between FSDB's important daily work and records management, including topics such as: record series, form labels, file labeling, and required retention and disposition. FSDB is accomplishing this through repetition and consistency campus-wide, especially through the OPP process.

### Strategic Plan

The Strategic Leadership Team meets on a regular basis to monitor progress toward achievement of the annual performance measures. The following information reflects data shared through the month of September.

#### STAKEHOLDER RELATIONS: To build and maintain strong relations.

| Performance Measure | Year-To-Date | 2017 Stretch |
|---------------------|--------------|--------------|
| Enrollment – Peak   | 597          | 632          |

#### EDUCATION: To increase student achievement.

| Performance Measure –<br>Math Formative Assessments                                       | Year-To-Date | 2017 Stretch |
|---|--------------|--------------|
| Student Completion of MFAS Tasks = All students will complete at least one MFAS per week. |              |              |
| <b>Students – Overall</b>   | 79%          | 100%         |
| <b>Deaf Department</b>  | 83%          |              |
| Deaf Elementary   | 66%          |              |
| Deaf Middle   | 99%          |              |
| Deaf High   | 81%          |              |
| <b>Blind Department</b>   | 70%          |              |
| Blind Elementary  | 40%          |              |
| Blind Middle  | 100%         |              |
| Blind High  | 63%          |              |

| Performance Measure –<br>Graduation Readiness<br>End of Course Exam: NGSSS/FSA<br>Algebra I Retake | Year-To-Date | 2017 Stretch |
|--|--------------|--------------|
| Percent of Students Passing NGSSS/FSA Algebra I End of Course Exam Retake                          |              |              |
| Overall  | 6%           | 25%          |
| Deaf Department  | 0%           |              |
| Blind Department   | 33%          |              |

| Performance Measure –<br>Achieve 3000   | Year-To-Date | 2017 Stretch |
|---|--------------|--------------|
| Lexile/Lexile Set: Student increase in Lexile level. (Measured four times per year) |              |              |
| <b>Students Overall</b>   | *            |              |
| <b>Deaf Department</b>  | *            |              |

|                         |   |     |
|-------------------------|---|-----|
| Deaf Elementary         | * | 90% |
| Deaf Middle             | * |     |
| Deaf High               | * |     |
| <b>Blind Department</b> | * |     |
| Blind Elementary        | * |     |
| Blind Middle            | * |     |
| Blind High              | * |     |

\* First assessment serves as a baseline level.

**STAFFING: To recruit, train, and maintain qualified staff.**

| Performance Measure                        | Year-To-Date | 2017 Stretch |
|--|--------------|--------------|
| Percent of Staff Turnover (All)            | 2.1%         | 5%           |
| Percent of Staff Turnover (Academic Staff) | 1.2%         |              |
| Percent of Turnover (Non-Academic Staff)   | 2.5%         |              |

| Performance Measure              | Year-To-Date | 2017 Stretch |
|----------------------------------|--------------|--------------|
| Number of Retirees               | 2            | N/A          |
| Number of Retirees: Academic     | 1            |              |
| Number of Retirees: Non-Academic | 1            |              |

**FUNDING: To acquire and maximize resources.**

| Performance Measure                                     | Year-To-Date | 2017 Stretch |
|---|--------------|--------------|
| Private Dollars: Percent of Progress Toward Annual Goal | 36%          | 100%         |
| Number of Donors  | 705          | 1600         |
| Number of Donations                                     | 727          | 2280         |

| Performance Measure                              | Year-To-Date | 2017 Stretch                   |
|--|--------------|--------------------------------|
| Number of FTE Positions                          | 685          |                                |
| Number of Filled FTE Positions                   | 670          |                                |
| Percent of Filled FTE Positions                  | 98%          | Maintain at least 98% monthly. |
| Number of FTE Positions Vacant More Than 90 Days | 8            |                                |

**INFRASTRUCTURE AND TECHNOLOGY: To support the evolution of the organization and to enhance the learning, living, and working environment.**

| Technology Performance Measure      | Year-To-Date   | 2017 Stretch |
|-------------------------------------|----------------|--------------|
| Provision of Wi-Fi access coverage. | 100%           | 100%         |
| Network "up time."                  | 100%           |              |
| Number of "Tech Help" tickets       | 509 on average |              |

|   |                          |      |
|---|--------------------------|------|
| submitted, monthly.                               | per month                |      |
| Percent of "Tech Help" tickets resolved, monthly. | 60% on average per month | 100% |

| Infrastructure Performance Measure             | Year-To-Date | 2017 Stretch   |
|--|--------------|--|
| Facility Condition Index (FCI)–<br>If Unfunded | 35%          | Without availability to PECO funds, the FCI is projected to increase 2% - 3% per year and may reach 38% by 2017. |
| Facility Condition Index (FCI)–<br>If Funded   | 31%          | With availability to PECO funds, the FCI is projected to increase 1% - 2% per year and may reach 31% by 2017.    |

### **TRANSPORTATION DEPARTMENT**

**Submitted by Trish McFadden, Director of Transportation**

The Transportation Department participated in three campus-wide events throughout the month of October and November to show our support and school spirit to our students.

#### **Unity Day - October 27, 2016**

The Transportation Department showed their support for Unity Day: United for Kindness, Acceptance, Inclusion, and Respect. This day is designed to highlight bullying prevention measures in all aspects of student life. Transportation staff wore custom T-shirts created by D&B Designs with our last year's National Bus Safety Week theme: "Bully Free is the Way to Be!" In addition, to our T-shirt theme, the PBS "Big 3" of Cooperation, Respect, and Responsibility were also highlighted on the back of the T-shirts to remind both students and staff to model the correct behavior at all times.



#### **National Bus Safety Week – October 31 – November 4, 2016**

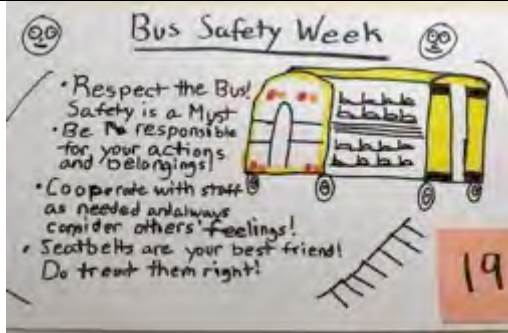
The Transportation Department participated again this year in National Bus Safety Week. This program gives the department the opportunity to highlight our transportation objectives and provide teachable moments to our students regarding the importance of school bus safety.

This year, the Department partnered with FSDB Campus Police to highlight walk/ride student programs along with bus safety initiatives. Day Students received a flashing reflector for their backpacks so that they can "be seen" easily at bus stops or walking to school. All students participated in a "raffle" on each bus for safety items including the drawstring backpack with this year's theme printed on it.

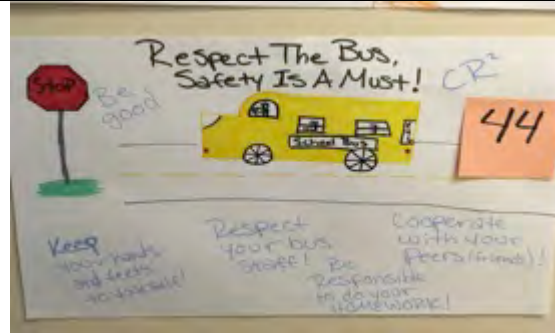
In addition, the centerpiece of National School Bus Safety Week is the poster contest. Students in each school had the opportunity to create a poster that depicts school bus safety-related themes and encourages and promotes school bus safety. The winning posters are used to promote safer school transportation for everyone. The theme for this year's program was "Respect the Bus, Safety is a Must!"

Judges from various departments selected overall winners from both the Deaf and the Blind Departments. The winning posters are shown below:

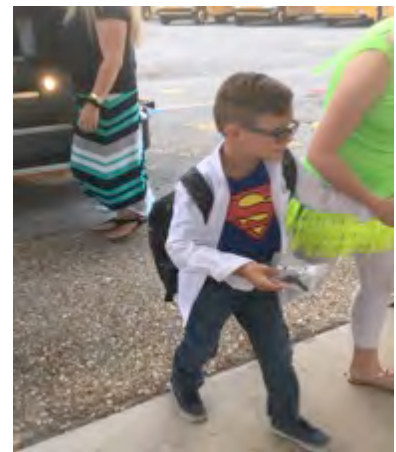
**Blind Department  
Overall Winner:**  
Jonathan Blackwell (Drawing #19)  
Grade: 10



**Deaf Department  
Overall Winner:**  
Ashley Moore (Drawing #44)  
Grade: 9



*Pictured below: Students receiving their flashing reflector upon their arrival on the first day of National Bus Safety Week and the winners from Deaf Elementary poster contest with Kerri Dunne, Coordinator of the National Bus Safety Week Program.*



### **Homecoming Parade – November 3, 2016**

Transportation Department Staff showed their school support by participating in the annual Homecoming Parade. Employees flashbacked to the 1950's for their theme complete with motorcycles, muscle truck, and pink ladies. Buster the bus also made an appearance and was decorated as a "hot rod" which is quite deceiving as he travels at a very low rate of speed! Students enjoyed





seeing some of their bus drivers and chaperones dressed up and celebrating the festivities. For staff, it gave them an opportunity to interact with the students outside of their daily bus rides. It was a wonderful, positive student event that was enjoyed by all.



**Respectfully Submitted by,**  
Julia Mintzer  
Administrator of Business Services



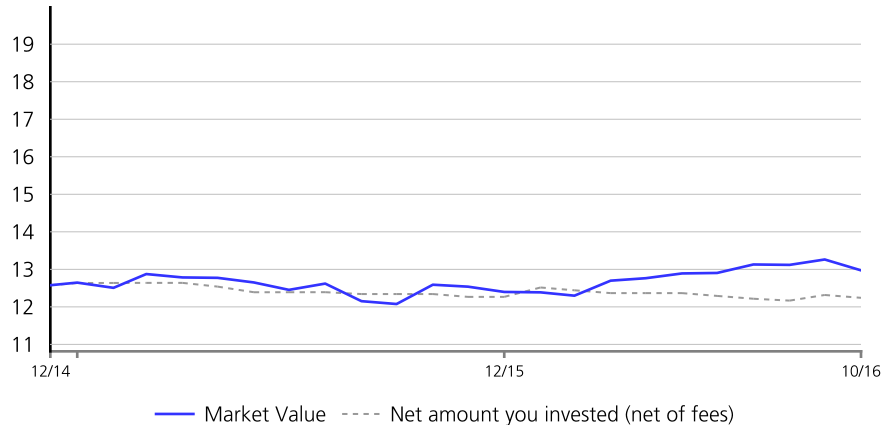
NX XX181 Board Of Trustees ForNX XX186 Board Of Trustees ForNX XX191 Board Of Trustees For  
NX XX182 Board Of Trustees ForNX XX187 Board Of Trustees For  
NX XX183 Board Of Trustees ForNX XX188 Board Of Trustees For  
NX XX184 Board Of Trustees ForNX XX189 Board Of Trustees For  
NX XX185 Board Of Trustees ForNX XX190 Board Of Trustees For

# Performance review

as of October 31, 2016

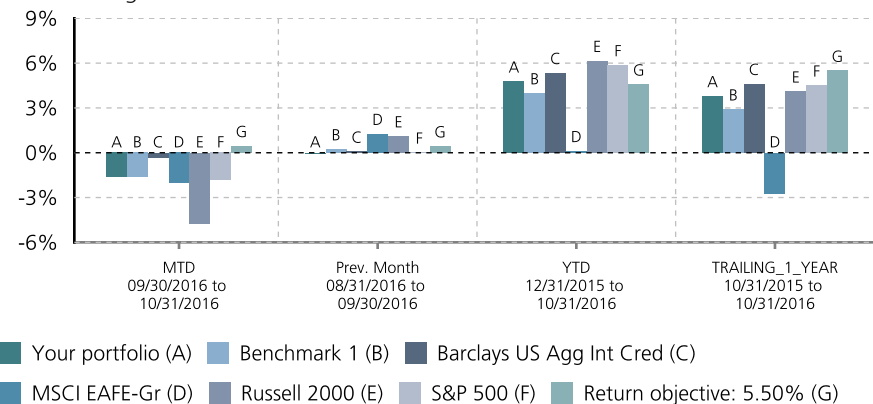
## Sources of portfolio value

\$ Millions



## Portfolio and selected benchmark returns

Net Time-weighted returns annualized



## Portfolio value and investment returns

Performance returns (annualized > 1 year)

|                          | MTD<br>09/30/2016 to<br>10/31/2016 | Prev. Month<br>08/31/2016 to<br>09/30/2016 | YTD<br>12/31/2015 to<br>10/31/2016 | 1 Year<br>10/31/2015 to<br>10/31/2016 |
|--------------------------|------------------------------------|--|------------------------------------|---------------------------------------|
| <b>Opening value</b>     | <b>13,262,276.00</b>               | <b>13,119,102.19</b>                       | <b>12,397,823.69</b>               | <b>12,590,049.91</b>                  |
| Net deposits/withdrawals | -98,091.19                         | 150,000.00                                 | -114,856.20                        | -189,831.66                           |
| Div./interest income     | 26,199.92                          | 41,426.69                                  | 281,024.59                         | 340,391.79                            |
| Change in accr. interest | 6,427.77                           | -10,237.12                                 | 16,844.67                          | 10,036.96                             |
| Change in value          | -223,484.97                        | -38,015.76                                 | 392,490.78                         | 222,680.53                            |
| <b>Closing value</b>     | <b>12,973,327.53</b>               | <b>13,262,276.00</b>                       | <b>12,973,327.53</b>               | <b>12,973,327.53</b>                  |
| Net Time-weighted ROR    | -1.62                              | -0.06                                      | 4.78                               | 3.80                                  |

Net deposits and withdrawals include program and account fees.

## Time weighted rates of return (net of fees)

Performance returns (annualized > 1 year)

|                          | MTD<br>09/30/2016 to<br>10/31/2016 | Prev. Month<br>08/31/2016 to<br>09/30/2016 | YTD<br>12/31/2015 to<br>10/31/2016 | 1 Year<br>10/31/2015 to<br>10/31/2016 |
|--------------------------|------------------------------------|--|------------------------------------|---------------------------------------|
| <b>Your portfolio(%)</b> | <b>-1.62</b>                       | <b>-0.06</b>                               | <b>4.78</b>                        | <b>3.80</b>                           |
| Benchmark 1              | -1.63                              | 0.24                                       | 3.99                               | 2.91                                  |
| Barclays US Agg Int Cred | -0.32                              | 0.08                                       | 5.35                               | 4.62                                  |
| MSCI EAFE-Gr             | -2.04                              | 1.27                                       | 0.12                               | -2.74                                 |
| Russell 2000             | -4.75                              | 1.11                                       | 6.16                               | 4.11                                  |
| S&P 500                  | -1.82                              | 0.02                                       | 5.87                               | 4.51                                  |
| Return objective: 5.50%  | 0.46                               | 0.44                                       | 4.58                               | 5.50                                  |

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



# Additional information about your performance

as of November 04, 2016

## Inception to date returns (annualized > 1 year)

|              | ITD         |               |
|--------------|-------------|---------------|
|              | Performance | Start date to |
|              | Start date  | 11/04/2016    |
| Consolidated | 12/08/2014  | 2.40%         |

## Benchmark composition

### Consolidated

#### Benchmark 1

**Start - Current:** 5% US Treasury Bill - 3 Mos; 43% Barclays US Ag Gov/Cd Int; 14% Russell 1000 Value; 14% Russell 1000 Growth; 13% Russell 2500; 11% MSCI EAFE Curr (USD) -





# Financial Markets Summary

as of October 31, 2016

|  |                           | Quarter                     | 1 Year                      | 3 Year                      | 5 Year                      | 7 Year                      | 10 Year                     |
|--|---------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
|  |                           | 09/30/2016 to<br>10/31/2016 | 10/31/2015 to<br>10/31/2016 | 10/31/2013 to<br>10/31/2016 | 10/31/2011 to<br>10/31/2016 | 10/31/2009 to<br>10/31/2016 | 10/31/2006 to<br>10/31/2016 |
| <b>Cash Alternatives</b>                   | US Treasury Bill - 3 Mos  | 0.02                        | 0.23                        | 0.09                        | 0.08                        | 0.09                        | 0.80                        |
| <b>US - Fixed Income</b>                   | Barclays Agg Bond         | -0.76                       | 4.37                        | 3.48                        | 2.90                        | 3.91                        | 4.64                        |
|  | Barclays Govt/Credit 1-3Y | -0.04                       | 1.31                        | 1.02                        | 1.00                        | 1.34                        | 2.54                        |
|  | Barclays Govt/Credit Int  | -0.41                       | 3.19                        | 2.44                        | 2.30                        | 3.20                        | 4.07                        |
|  | Barclays Muni 1-10Y BL    | -0.58                       | 2.40                        | 2.90                        | 2.92                        | 3.45                        | 3.93                        |
|  | Barclays Muni 5Y          | -0.45                       | 1.94                        | 2.41                        | 2.67                        | 3.32                        | 3.99                        |
|  | Barclays Muni 7Y          | -0.76                       | 3.23                        | 3.75                        | 3.68                        | 4.41                        | 4.69                        |
|  | Barclays Municipal Bond   | -1.05                       | 4.06                        | 4.89                        | 4.34                        | 4.74                        | 4.57                        |
| <b>Global/International - Fixed Income</b> | Barclays Gbl Agg Bond xUS | -4.35                       | 6.47                        | -1.08                       | -0.61                       | 0.93                        | 3.24                        |
|  | Barclays Global Agg       | -2.78                       | 5.59                        | 0.85                        | 0.90                        | 2.18                        | 3.87                        |
| <b>US Equity</b>                           | Dow Jones Ind Avg         | -0.79                       | 5.49                        | 7.90                        | 11.48                       | 12.18                       | 6.92                        |
|  | NAREIT Equity             | -5.11                       | 7.78                        | 10.30                       | 11.73                       | 15.48                       | 5.17                        |
|  | NASDAQ Composite          | -2.31                       | 2.68                        | 9.79                        | 14.07                       | 14.21                       | 8.16                        |
|  | Russell 1000              | -1.95                       | 4.26                        | 8.48                        | 13.50                       | 13.28                       | 6.83                        |
|  | Russell 1000 Growth       | -2.35                       | 2.28                        | 9.35                        | 13.64                       | 13.93                       | 8.21                        |
|  | Russell 1000 Value        | -1.55                       | 6.37                        | 7.58                        | 13.29                       | 12.58                       | 5.35                        |
|  | Russell 2000              | -4.75                       | 4.11                        | 4.12                        | 11.50                       | 12.83                       | 5.95                        |
|  | Russell 2000 Growth       | -6.21                       | -0.49                       | 3.70                        | 11.33                       | 13.43                       | 6.92                        |
|  | Russell 2000 Value        | -3.29                       | 8.81                        | 4.47                        | 11.62                       | 12.16                       | 4.90                        |
|  | Russell 2500              | -4.06                       | 3.98                        | 5.17                        | 12.21                       | 13.68                       | 6.99                        |
|  | Russell 3000              | -2.16                       | 4.24                        | 8.12                        | 13.34                       | 13.24                       | 6.75                        |
|  | Russell Mid Cap           | -3.17                       | 4.17                        | 7.27                        | 13.10                       | 14.30                       | 7.55                        |
|  | Russell Mid Cap Growth    | -4.06                       | 0.40                        | 6.47                        | 12.01                       | 13.88                       | 7.65                        |
|  | Russell Mid Cap Value     | -2.42                       | 7.84                        | 7.96                        | 14.05                       | 14.65                       | 7.19                        |
|  | S&P 400 Mid Cap           | -2.68                       | 6.26                        | 7.05                        | 12.91                       | 14.26                       | 8.37                        |
|  | S&P 500                   | -1.82                       | 4.51                        | 8.83                        | 13.55                       | 13.17                       | 6.69                        |
| <b>Global/International - Equity</b>       | MSCI AC World - NR        | -1.70                       | 2.05                        | 3.21                        | 8.02                        | 7.74                        | 3.78                        |
|  | MSCI EAFE-NR              | -2.05                       | -3.23                       | -1.31                       | 4.99                        | 4.11                        | 1.22                        |
|  | MSCI Emerging Markets-PR  | 0.18                        | 6.75                        | -4.35                       | -1.89                       | -0.14                       | 1.06                        |
|  | MSCI World                | -1.91                       | 1.79                        | 4.40                        | 9.64                        | 9.07                        | 4.48                        |
| <b>Commodities</b>                         | DJ UBS Commodity          | -0.49                       | -2.62                       | -12.04                      | -10.60                      | -6.00                       | -5.81                       |
|  | Goldman Sachs Commodity   | -1.50                       | -13.73                      | -22.15                      | -14.46                      | -9.20                       | -8.93                       |
| <b>Non-Traditional</b>                     | HFRI Equity Hedge         | N/A                         | N/A                         | N/A                         | N/A                         | N/A                         | N/A                         |
|  | HFRI FOF Diversified      | N/A                         | N/A                         | N/A                         | N/A                         | N/A                         | N/A                         |
|  | HFRX Eqty Hdg-EqMktNeu    | -0.12                       | -4.21                       | 1.88                        | 0.34                        | 0.24                        | -0.21                       |
|  | HFRX Event Driven         | -0.13                       | 4.07                        | -1.21                       | 2.57                        | 1.88                        | 0.90                        |
| <b>Balanced</b>                            | S&P 500 40% /BC Agg 60%   | -1.19                       | 4.54                        | 5.74                        | 7.19                        | 7.76                        | 5.76                        |
|  | S&P 500 50% /BC Agg 50%   | -1.29                       | 4.56                        | 6.28                        | 8.26                        | 8.70                        | 5.98                        |
|  | S&P 500 60% /BC Agg 40%   | -1.40                       | 4.57                        | 6.81                        | 9.32                        | 9.62                        | 6.18                        |
| <b>Miscellaneous</b>                       | Consumer Price Index      | 0.00                        | 1.51                        | 1.11                        | 1.29                        | 1.59                        | 1.85                        |



## Disclosures applicable to accounts at UBS Financial Services Inc.

This section contains important disclosures regarding the information and valuations presented here. This report presents information since December 31, 2002. This report does not include complete account activity or performance of your accounts before this date. 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 accounts 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.

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.

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

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.

**Client Accounts:** This report includes 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 accounts records.

**Performance:** This report presents accounts activity and performance starting 12/31/02. For accounts opened prior to 12/31/02, this report does not include the complete account activity or performance of your accounts prior to that date. For consolidated reports, the Performance Start Date will be the earliest performance start date of any of the individual accounts selected for the consolidation time period. If an individual account's performance information is not available for a full reporting time period (month to date, quarter to date, year to date or performance to date), the individual's net of fee time weighted return will not be displayed. For consolidated accounts that include different account Performance Start Dates, the consolidated Additions/Withdrawals, Income Earned and Investment Appreciation/ Depreciation will include all activity that occurred during the consolidated reporting time period. Accounts that hold or held insurance products will be reported on from the month end date of when insurance and annuity activity could be obtained from the carrier. Past performance does not guarantee future results and current performance may be lower/higher than past data presented.

**Time-weighted Returns (prior to 10/31/2010):** 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 cashflow 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.

**Time-weighted Returns (after 10/31/2010):** 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. All cash flows are posted at end of day. 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.

**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 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.

**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. The benchmark is not managed and does not reflect the deduction of any fees and expenses, which will lower results. Indices are not actively managed and investors cannot directly invest in indices. The portfolio's investment strategy is not restricted to securities in the benchmark. 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.

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

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

fees (including wrap fees). When investment return is displayed net deposits / withdrawals does not include program fees (including wrap fees). For security contributions and withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts. Wrap fees will be included in this calculation except when paid via an invoice or through a separate accounts billing arrangement. When shown on Client summary and/or Portfolio review report, program fees (including wrap fees) may not be included in net deposits/withdrawals.

**Dividends/Interest:** Dividend and interest earned, when shown on a report, does not reflect your account's tax status or reporting requirements. Use only official tax reporting documents (i.e. 1099) for tax reporting purposes. The classification of private investment distributions can only be determined by referring to the official year-end tax-reporting document provided by the issuer.

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

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

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

**Net of fees:** When indicated, the information is shown net of fees and commission charges to your accounts for the time period shown. For example, if your accounts are charged an asset based fee during the month the report is produced, net of fees performance information would reflect the deduction of those fees. Please see your program documents regarding fee schedules.

**Performance Start Date Changes:** The Performance Start Date for accounts marked with a '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



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

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.

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**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. accounts 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.

**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.

**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:

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  - 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.

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# Performance details by month

for December 31, 2015 to October 31, 2016

|              | Opening<br>portfolio<br>value (\$) | Net<br>deposits and<br>withdrawals (\$) | Dividend<br>and interest<br>income (\$) | Change<br>in accrued<br>interest (\$) | Change<br>in<br>value (\$) | Closing<br>portfolio<br>value (\$) | Net time-weighted returns |                     |
|--------------|------------------------------------|---|---|---------------------------------------|----------------------------|------------------------------------|---------------------------|---------------------|
|              |                                    |   |   |                                       |                            |                                    | Period<br>Returns         | Annualized<br>>1 yr |
| <b>2016</b>  | <b>12,397,823.69</b>               | <b>-114,856.20</b>                      | <b>281,024.59</b>                       | <b>16,844.67</b>                      | <b>392,490.78</b>          | <b>12,973,327.53</b>               | <b>4.78%</b>              | <b>4.78%</b>        |
| Oct 2016     | 13,262,276.00                      | -98,091.19                              | 26,199.92                               | 6,427.77                              | -223,484.97                | 12,973,327.53                      | -1.62%                    | 4.78%               |
| Sep 2016     | 13,119,102.19                      | 150,000.00                              | 41,426.69                               | -10,237.12                            | -38,015.76                 | 13,262,276.00                      | -0.06%                    | 6.50%               |
| Aug 2016     | 13,129,897.20                      | -50,000.00                              | 18,930.84                               | 8,635.71                              | 11,638.45                  | 13,119,102.19                      | 0.30%                     | 6.56%               |
| Jul 2016     | 12,903,467.58                      | -97,731.75                              | 25,275.02                               | 6,651.52                              | 292,234.84                 | 13,129,897.20                      | 2.35%                     | 6.24%               |
| Jun 2016     | 12,890,815.49                      | -75,000.00                              | 31,773.26                               | 1,340.75                              | 54,538.08                  | 12,903,467.58                      | 0.68%                     | 3.81%               |
| May 2016     | 12,763,698.52                      | 60.26                                   | 37,902.62                               | -6,917.54                             | 96,071.63                  | 12,890,815.49                      | 1.00%                     | 3.10%               |
| Apr 2016     | 12,698,172.15                      | -22,567.97                              | 24,147.08                               | 7,985.93                              | 55,961.33                  | 12,763,698.52                      | 0.52%                     | 2.09%               |
| Mar 2016     | 12,298,175.05                      | -75,000.00                              | 34,557.41                               | -2,838.08                             | 443,277.78                 | 12,698,172.15                      | 3.87%                     | 1.56%               |
| Feb 2016     | 12,386,764.54                      | -75,000.00                              | 19,864.75                               | 615.66                                | -34,069.90                 | 12,298,175.05                      | -0.11%                    | -2.22%              |
| Jan 2016     | 12,397,823.69                      | 228,474.45                              | 20,947.00                               | 5,180.07                              | -265,660.67                | 12,386,764.54                      | -2.12%                    | -2.12%              |
| <b>Total</b> | <b>\$12,397,823.69</b>             | <b>\$-114,856.20</b>                    | <b>\$281,024.59</b>                     | <b>\$16,844.67</b>                    | <b>\$392,490.78</b>        | <b>\$12,973,327.53</b>             |                           | <b>4.78%</b>        |

Returns prior to 12 months are not annualized.

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



## Disclosures applicable to accounts at UBS Financial Services Inc.

This section contains important disclosures regarding the information and valuations presented here. This report presents information since December 31, 2002. This report does not include complete account activity or performance of your accounts before this date. 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 accounts 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.

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.

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

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.

**Client Accounts:** This report includes 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 accounts records.

**Performance:** This report presents accounts activity and performance starting 12/31/02. For accounts opened prior to 12/31/02, this report does not include the complete account activity or performance of your accounts prior to that date. For consolidated reports, the Performance Start Date will be the earliest performance start date of any of the individual accounts selected for the consolidation time period. If an individual account's performance information is not available for a full reporting time period (month to date, quarter to date, year to date or performance to date), the individual's net of fee time weighted return will not be displayed. For consolidated accounts that include different account Performance Start Dates, the consolidated Additions/Withdrawals, Income Earned and Investment Appreciation/ Depreciation will include all activity that occurred during the consolidated reporting time period. Accounts that hold or held insurance products will be reported on from the month end date of when insurance and annuity activity could be obtained from the carrier. Past performance does not guarantee future results and current performance may be lower/higher than past data presented.

**Time-weighted Returns (prior to 10/31/2010):** 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 cashflow 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.

**Time-weighted Returns (after 10/31/2010):** 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. All cash flows are posted at end of day. 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.

**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 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.

**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. The benchmark is not managed and does not reflect the deduction of any fees and expenses, which will lower results. Indices are not actively managed and investors cannot directly invest in indices. The portfolio's investment strategy is not restricted to securities in the benchmark. 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.

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

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

fees (including wrap fees). When investment return is displayed net deposits / withdrawals does not include program fees (including wrap fees). For security contributions and withdrawals, securities are calculated using the end of day UBS FS price on the day securities are delivered in or out of the accounts. Wrap fees will be included in this calculation except when paid via an invoice or through a separate accounts billing arrangement. When shown on Client summary and/or Portfolio review report, program fees (including wrap fees) may not be included in net deposits/withdrawals.

**Dividends/Interest:** Dividend and interest earned, when shown on a report, does not reflect your account's tax status or reporting requirements. Use only official tax reporting documents (i.e. 1099) for tax reporting purposes. The classification of private investment distributions can only be determined by referring to the official year-end tax-reporting document provided by the issuer.

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

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

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

**Net of fees:** When indicated, the information is shown net of fees and commission charges to your accounts for the time period shown. For example, if your accounts are charged an asset based fee during the month the report is produced, net of fees performance information would reflect the deduction of those fees. Please see your program documents regarding fee schedules.

**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



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

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**BMS Social Studies, DD Stein Social Studies Teacher, BMS**

Students in the blind middle school, sixth, seventh, and eighth grades have been engaged in political candidate profile activities in their social studies classes. Each class was divided into two groups and assigned one candidate Hillary Clinton or Donald Trump. Students researched biographies, past political and leadership experience, and stances on major political issues. In the final assignment, each group had to decide if they would vote for their candidate. They supported their answer with facts from the research conducted by the group. They made posters profiling their candidate and displayed them in the BMS hallway in the Cary White Building.

**BES First and Second grades, Mary Bilancio Second Grade, BES**

Ms. Bilancio's second graders and Mrs. Adkins first graders took a field trip to Marineland. The educators at Marineland did a super job teaching our first and second graders about sea life. The multi sensory trip included experiences with dolphins, turtles, sharks, and other aquatic life. It delighted this teacher to provide a learning experience that is meaningful to all of our students, regardless of their visual impairment. A warm thank you to all the supporters that make our learning outside of the classroom possible.

**Literacy Tea Party, Joy Carriger Librarian, Blind Department**

This year on Halloween, the Cary White Blind Library hosted its second annual Literacy Tea Party. Staff and students were encouraged to come dressed as their favorite author or character from a book. High School students attended a morning session and Middle School participants came during the afternoon. The library was decorated in an 'Under the Sea' theme complete with books of a nautical nature that were prominently displayed. Students were treated to scones and had the opportunity to sample various types of hot teas, including green tea, passionflower, peppermint tea and a loose-leaf tea from Russia. The heart of the party was a guessing game, where students took turns standing up and describing their own costumes while providing the audience with clues to guess what book, character or author they were portraying. Students were actively engaged and excited to participate. Students at all reading levels could be involved and many learned about new book titles and genres. For the grand finale, students were treated to sea creature shaped snacks.

**Physical Education Department Learning Updates, Donna Johnson Assistant Principal, Physical Education**

Blind Elementary School students are working on eye-hand coordination. They are working on basketball skills. Students have been making strides in learning how to dribble and bounce passing the ball. The goal is for blind children to build passing skills with a partner.

Blind Middle School and Blind High School students are learning about muscle endurance and the principle of "overload". They have been working in the weight room to improve muscle strength, while at the same time continuing to swim and run the track once a week.

The boys in Deaf Elementary School are engaging in various sports skills. They are playing different games: football, basketball, hockey, soccer and baseball that help develop and improve eye-hand coordination skills.

The Deaf Middle School boys are learning badminton, with the focus of learning the rules and skill development. They are also learning about proper nutrition in health class.

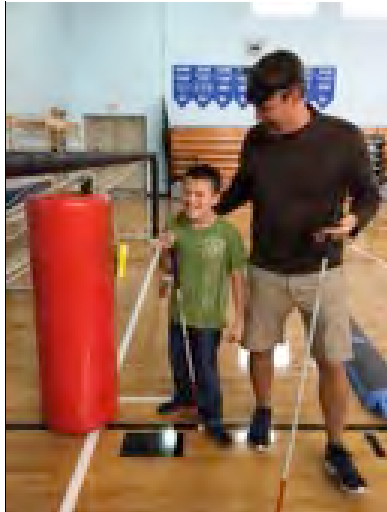
The students in Deaf High School HOPE class learned what "Teen Dating Violence" and "Love is Not Abuse". Incorporated in the curriculum were self-defense techniques. They studied how to be respectful to each other, the difference between healthy and unhealthy relationships, and the different types of abuse: physical, sexual, verbal, and psychological. The class also learned about what is appropriate and not appropriate when texting in a relationship.

### **White Cane Days 2016, Jennifer A. Sexton, COMS, Orientation and Mobility Specialist**

Hurricane Matthew could not stop the White Cane Days Celebration. Our celebration was filled with physical challenges, radio interviews, awards, and a video reflection of our students' feelings about independence. The students participated in an obstacle course under blindfold along with challenging their orientation and mobility specialist under blindfold. The students seemed to enjoy challenging their teacher under the blindfold. The activities were filled with laughter! Four students participated in a radio interview on Beach 105.5 FM; which was aired twice. The students were able to get information out about their journey towards independence and the meaning of White Cane Day to them. This was a great opportunity to educate our community about the White Cane Law and tips for when to assist students in the community. The students were excited hearing themselves broadcasted on the radio. On the last day of our celebration the orientation and mobility specialists awarded prizes for the top 4 essays submitted from elementary and middle school. The students were thrilled and surprised to hear that they had won the essay contest. It was a very hard decision for the team because of the quality of the essays and poems that were submitted. Three students in elementary and middle school were also awarded a prize for displaying great mobility skills. To continue the process of enhancing independence, each student who won a target gift card had to use it on an orientation and mobility lesson. We can't wait to see what next year's White Cane Day Celebration will bring!







### **FSDB-FFEA Chapter, Kathy Foley**

Since 1986, the Florida Department of Education has provided assistance to schools in forming and maintaining chapters of Florida Future Educators of America (FFEA), a pre-collegiate and collegiate teacher recruitment program. The program provides a forum for students to become aware of career opportunities in education and nurtures their interest in teaching as a career. It also provides an avenue for members to stay informed of the latest issues and advancements in the education profession.

Last year, the FSDB chapter had ten members under the leadership of Mr. Jim Della-Penna. Dr. Kathleen Foley is the advisor for the FSDB chapter for the 2016-2017 academic year. The first meeting was a success; eleven students attended, forms were processed, the charter by-laws were reviewed as well as planning for events during this academic year. The students agreed to meet twice a month on the second and fourth Monday. Future programs include guest speakers, class discussions, interviewing teachers across the state via Skype, and teacher shadowing. The teacher shadowing is an opportunity for students to job shadow a teacher of their choice for a day or two to experience first hand the wonderful opportunities that await them as they pursue a career as a teacher.

### **Homecoming Events, Carol Bogue, Principal**

The blind department held its homecoming festivities on Wednesday, November 2. The afternoon pep rally included a wonderful performance by our drum line group. Each high school class participated in a group banner contest. Their hard work, creativity, and collaboration were wonderful to witness. At 3:00pm, the homecoming court was announced in the music building. The court included two sophomore, two junior, and two senior couples. A biography was read on each student as they entered the auditorium.

After the ceremony the crowned king and queen, Alex Orsini and Emely Reyes, enjoyed a first dance along with their court and prince and princess, Zoe Wilson and Jonathan Blackwell. All students seemed to really enjoy the home coming dance and festivities. Following the dance they ate pizza outside under a large tent on the lawn. It was memorable evening for everyone involved.

Several alumni were on hand to share in the celebration! Students and alumni appeared eager to get to know one another and share experiences!



### Boys Goalball Championship, Coach Keith Young

Please congratulate the Boy's Goalball Team for winning the Bronze Medal at the 2016 US National High School Goalball Championships November 3 – 5, 2016. From off-the-court challenges to having individuals instead of having a team last year, each player has grown quite a bit this year. I want to personally thank Chase Anderson, Emmitt Johnson, Nick Thompson, Alex Orsini, Rodney Cheatham, and Malakai Godley for their effort on & off the court. Though they can drive me crazy at times, the team has a very special place in my heart and has allowed me to grow as their Goalball coach over the last two years!

Their tournament started off with a victory against Lakeshore Foundation 11-6 followed by a victory over the Alabama School for the Blind 10-6. The next day had them playing, in my opinion, the best game of the tournament on the boy's side with a back-and-forth game against Utah. Utah held strong & won the game in the last 20 seconds for a 7-8 loss for Florida.

In the quarterfinal match, the team came together and played with a total team effort against the Georgia Academy for the Blind for a 10-0 win. In the semifinals against Virginia School for the Blind, the players struggled with momentum, which resulted in a 10-13 loss. After a tough loss, the boys came back together, but only after a talk about life knocking you down and the having perseverance to get back up.

I would like to congratulate Emmitt Johnson for being selected to the All-tournament Team and asked to apply for the U.S. Junior Goalball Team to play at the World Junior Goalball Championships in Belfast, Hungary.

### **Girls Goalball Championship, Coach Crozier and Coach Foley**

Congratulations to the FSDB Girls' Goalball Team, who earned the Gold Medal and the 2016 National Championship title during the USABA National High School Goalball Championships November 3 – 5, 2016. The Lady Cobras went 6-0 in the tournament and had a dramatic come from behind victory in the gold medal game against Texas to claim the title and gold. We had two players who garnered individual awards as well, as senior, Vanessa Coleman and freshman, Aaliyah Ferguson were named to the USABA High School All-American team during the post-tournament awards ceremony. Vanessa also claimed the girls' tournament MVP award for her performance during the championships. All five players logged significant playing time and contributed to the team's success during the tournament. Their efforts and the resulting performance throughout the tournament were amazing to see from such a young group of student-athletes. The players and goals scored in the tournament are indicated below.

Vanessa Coleman - 17 goals

Aaliyah Ferguson - 17 goals

Zoe Wilson - 6 goals

Brianna Cruz - 6 goals

Veronica Hyatt - 5 goals

This was the Lady Cobras 10th national championship in school history and second consecutive championship. Games are available to be viewed at [livestream.com/fsdb/goalball](http://livestream.com/fsdb/goalball) and results from the tournament are available at [goalball.fsdb.k12.fl.us](http://goalball.fsdb.k12.fl.us). Special thanks to the staff members who came out to support our players during the tournament, those who volunteered their time to serve as technical officials, and all who contributed in some way to make the tournament an excellent experience for our participating teams and spectators.

Congratulations to the Lady Cobras and Cobras for their medal-winning performances during this tournament.

**Respectfully Submitted by,**

Carol Bogue

Principal, Blind Department



## ELEMENTARY

### PRINCIPAL'S OFFICE

We continue to support the local colleges and universities and a few out-of-state colleges with placements for internships, practicums, and observation visits. This semester we have provided placements for 40 college students. With 57 teachers in the Deaf Department, we are fortunate to have so many experienced teachers willing to volunteer their classrooms to provide great learning experiences for these college students.

## ELEMENTARY

This has been a busy month in Deaf Elementary School! Our annual Vocabulary Showcase was held in Kirk Auditorium. Debra Frasier, the author of *Miss Alaineus, A Vocabulary Disaster* was present for this year's showcase. Her book has served as the inspiration for this annual event in Deaf Elementary School and Blind Elementary School. Ms. Frasier was very impressed with our showcase. In her closing comments, she shared how special the event was and how thrilled she was that she was able to attend. The students did a wonderful job dressing up as various vocabulary words. Some of the favorites were *hurricane*, *courageous*, and *mutiny*. A group of four staff members from Deaf Elementary School all dressed up as the same word, *bill*, but showed the multiple meanings of this word with their individual costumes. This has become a favorite annual tradition among both students and staff. Check out the photos from this year's event on zenfolio photo album. Here is the direct link: <http://fsdb.zenfolio.com/vocabularyparade2016/h1da55ea7#h1da55ea7>

During her visit to campus, Ms. Frasier also hosted meetings with students where she discussed the process of writing a book. The children enjoyed her talk, and learned that part of the process is rewriting and editing to ensure the end product is exactly what it is meant to be. Ms. Frasier was engaging and welcomed our students' questions. It was a joy to have her on campus!

We held a school-wide election this month to decide on Heidi's Helper for the school year. Heidi's Helper is a student who is responsible for helping to run monthly playground meetings and quarterly Honor Roll Assemblies. From four candidates, Elsie Essex was chosen to serve as Heidi's Helper for the 2016/2017 school year. Elsie jumped right in to her new role, and has already led playground meetings to announce our new teacher of the year and monthly winners of Fireball, our PBS mascot. She also ran the first quarter Honor Roll assembly by herself, managing her student helpers, announcing student names, handing out certificates, and shaking hands. Elsie is doing a great job in her new leadership role!

As part of our school-wide *Leader In Me* initiative, we have started monthly clubs where students can spend time with peers in enjoyable hobbies. This helps us all "sharpen the saw." There are 15 clubs in Deaf Elementary School. These clubs include cooking, coloring, service and gratitude, typing, Zumba, basketball, nature walk, soccer, yoga, DIY, puzzle, STEM, recycling, film, and

gardening. Our first club meetings were a huge hit and students and staff are excited about this new tradition.

Deaf Elementary School congratulates Lauren Alex Chase, teacher of the year for 2017/2018. Lauren Alex teaches third grade and creates a warm and welcoming learning environment for her students while holding them to high academic expectations. Congratulations, Lauren Alex!

Kindergarten students were busy this month. They teamed up with a high school science class to complete a lab about observable properties of pumpkins. They are planning more STEM activities for the future. The students also learned about community helpers and hosted their annual presentation in Kids Town. In math class, they are working on numbers 10-19. Students are learning how to model, count, write, and represent these digits. Finally, the students enjoyed learning about inventions, making discoveries, and analyzing how things work.

First graders learned about specific genre of literature this month. They have analyzed what a biography is. Students have also been analyzing text, studying singular and plural nouns, and looking at text and graphic features in reading. Text features include things like captions, timelines, a table of contents, headings, and diagrams. These text features can provide a lot of information to readers, but are sometimes overlooked. First graders are working hard to pay close attention to these features in order to deepen comprehension of content read.

Second grade held a mock election before the Presidential election on November 8. Students learned about the candidates and cast secret ballots to select a winner. The students also learned about Veteran's Day. They had a guest speaker, Seaman Roche, discuss the importance of service. They made felt poppies and cards for local veterans, and visited Clyde E. Lassen Veterans' Nursing Home. There, they delivered the poppies and cards. They finished off this trip by attending the local St. Augustine Veteran's Day parade. In science, they learned about plant and animal life cycles, observing pumpkin seeds and caterpillars. Spoiler alert: one of these turns into butterflies!

Third graders have been learning about North American landmarks. They have also been discussing seasons and learning how plants and animals respond to the different seasons. They learned about a talented storyteller in Japan through their reading story, Kamishibai Man. The third graders also have enjoyed more visits from their mystery "mad scientists" who teach them about a variety of topics. Math class brings discussions about division, and students are mastering the concept. The students are working hard to cover all content that will be included on the spring FSA assessments.

Fourth grade is busy moving into the Earth Science unit! Students will begin learning about the sun, moon, and earth and how they all move around each other. They are also planning two field trips - one downtown to learn about Florida's Historic Spanish exploration from when it was first discovered and one to the Florida Museum of Natural History to see butterfly life cycles and "Wicked Plants" first hand. Classes have also begun learning multiplication strategies with multi-digit numbers. Finally, the students wrote letters to students from a school in New Jersey. Those students had written letters to our 4<sup>th</sup> graders, checking on how we made it through Hurricane Matthew. It was very touching to hear from them.

The fifth graders have been very busy. In math class the students have been learning about division with 1-digit divisors and 2-digit divisors. The classes learned that division is used to find the number of equal groups or the number in each group. Students used base-ten block to model division with 2 digit divisors. They had the opportunity to use the blocks for the problem and then also draw the problem in their math books. In social studies, the students learned about several American Indian groups and areas where they lived. The American Indian groups respected nature and carefully used things in their environment. Each group had its own language, clothing, type of shelter, and customs. Some of the groups were: the Maya, the Anasazi, and the Aztec.

### **MIDDLE SCHOOL**

The month of October was busy as teachers attempted to make up instruction missed due to Hurricane Matthew.

Our sixth graders went to Ravine Gardens to study the affects of erosion and invasive plant species.

The seventh graders are collecting donations for a walkathon on December 8 to raise money for their Government in Action, Washington, D.C. trip in 2017.

Our eighth graders are gearing up for their Washington D.C. trip December 5 -9. They have been learning some of the history behind the historical sites they will visit. All but five of our eighth grade students will be going on this trip. The eight grade reading groups continue to go over to the Elementary school to participate in shared reading with some of the classes.

The seventh and eighth grade classes had STEM days in which they learned the science behind Hurricanes.

Our second Habit Day was postponed to November 2 to coincide with Honor Roll.

We had two Flagler College interns in DMS; one intern in the eight grade reading and language classes and the other in the Civics/History classes.

Ms. Cally Traetto was named the Deaf Middle School "Teacher of the Year" for the 2017-2018 school year. Ms. Traetto transferred this year from Reading and Language to teaching science.

Two staff members attended the Florida Educators of the Deaf and Hard of Hearing (FEDHH) conference the first weekend of November.

### **HIGH SCHOOL**

The Deaf High School celebrated an exciting week of festivities for the 2016 Homecoming Spirit Week October 31 through November 4! The theme developed by the DHS Student Council members and the DHS Homecoming Team members was "Turning Up the 90's". Both teams of students and staff worked together to create the agendas and events for the week. Student dress up days included "10 Years Later...", Grunge vs. Boy/Girl Bands, 90's Movies/ TV, Class Color Wars, and Red/White Day. Other activities included Class Skit Night, crowning of the Homecoming King and Queen by Dr. Jeanne Prickett and Ms. Rebecca Hilding, the DHS Homecoming Parade featuring Grand Marshall, Dianne Hodgins, and the Homecoming Court who were driven down the parade

route in classic cars, the Dragon Pep Rally, and the Homecoming football game against the Maryland School for the Deaf. At half time, the Homecoming King and Queen, Court, and Senior players were welcomed and congratulated on the field.

For the Spirit Week participation, the following classes won the following events:

**Skit Night** - 1st place went to the Juniors, 2nd place to the Freshman, 3rd place to the Seniors, and 4th place to the Sophomores. **Spirit Week Daily Theme Dress Up** – Juniors took 1st place, Seniors took 2nd place, Freshman took 3rd place, and Sophomores took 4th place. **Homecoming Parade Banner** - 1st place went to Seniors, 2nd place to Juniors, 3rd place to Freshman, and 4th place to Sophomores

On October 27, students and staff celebrated Unity Day in the Deaf High School by proudly wearing Orange T-Shirts! It was a day to celebrate one another in unity by supporting each other through kindness and put an end to bullying. The Deaf High School's recent numbers for bullying during academic hours has decreased over the past few years due to the utilization of Positive Behavior Support and educational training of staff and students throughout the academic year.

The ASL class performed a "Deaf Cinderella" mini-play. In our play, Cinderella is deaf, and the prince is a CODA (Child of a Deaf Adult) and discussed how her deafness changes (or does not change) the story. We studied Ella Mae Lentz's poems, and created/interpreted our own, learned about famous Deaf Americans, completed *Bird of a Different Feather* (an ASL literary video), and practiced translating from English into ASL and ASL into English

English classes learned about syntax, transitive/intransitive verbs, nouns, adjectives, punctuation, prepositions, and wrote a narrative/personal essay. Students analyzed famous inaugural presidential speeches and wrote a presidential speech ("If you were inaugurated as president, what would you say?") They also learned about revision. In class, no draft is the "final" draft. Students had the chance to work with their papers for weeks and earn a better grade each time they revise. We did an observation walk and described the FSDB campus.

Congratulations to Mr. Ron Busby who was selected as the Deaf High School Teacher of the Year!

### **OFF-CAMPUS PROGRAM**

Students attending off campus classes in St. Johns County Schools have completed their first quarter classes.

Sebastian Middle School language arts students are reading stories and upon completion will determine the theme, including its relationship to the characters, setting and plot.

Students at SJRSC continue making progress in their current classes.

St. Augustine High School students are reading short stories. They must identify dystopian elements and features. They should include characters, settings, direct quotes and an explanation of each element.

Landscape students are learning how to operate large mowers (tri-plex and zero turn) in maintaining St. Augustine High School's football field and parts of First Coast Technical College grounds. After the storm of the century landscape students participated in a grounds clean up at FCTC by picking up tree branches and other debris.

Digital Art students have completed their project designing a poster that promotes an event and are now presenting it to the class. The students were required to design a poster that would provoke an emotion from the audience.

Culinary students recently tested for their management certification exam and are waiting for the announcement of their official test scores. They assisted with the preparation of the annual Oktoberfest buffet served in the Walter Reef Restaurant. Both FSDB students participated in the pumpkin carving contest and won 1<sup>st</sup> and 2<sup>nd</sup> place. Congratulations Anthony and Jamie!

Cosmetology students are working on perfecting their skills in nail service. They are practicing the art of sculptured nails, tips and wraps.

Automotive students continue studying the "Foundation and Safety" chapter in the Automotive text book. On certain days they are permitted to practice changing oil filters and learning the correct way to change a tire.

### **INTERPRETER SERVICES**

November was an extremely busy month in the Interpreter Services Office. The department provided services for the FEDHH conference in Daytona Beach, staff NEFEC training, the Deaf author visit, various training classes for TQA as well as Senior Day held by the Deaf High School.

Staff interpreters have worked tirelessly over the course of this month delivering quality interpreting services where needed both on and off campus. I am so proud to be a part of this department where teamwork and support for one another is always unwavering.

St. Johns River State College is almost done with its fall semester. Final exams will be held the week of December 12. Spring registration is open, and so far three students have registered for classes at both the St. Augustine and Palatka campuses. We are anticipating a few more students to register next month.

The ASL program continues to grow exponentially. We are currently in the process of hiring a part time ASL instructor to assist our current full time teacher in providing continued support for all staff wanting to take classes campus wide.

### **Respectfully Submitted by:**

REBECCA HILDING

Principal, Deaf Department





**Tracie C. Snow**  
**Administrator of Instructional Services**  
December 2, 2016  
December Board of Trustee Report

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### **Mathematics**

*Deaf Elementary – contributed by Bille Jo Mayo, Math Specialist*

Teachers in the Deaf Elementary School continue to receive Math Formative Assessment System (MFAS) cycle support in the form of modeling the administration of MFAS tasks, scoring on the rubric, and planning the next steps in instruction.

Deaf Elementary School (DES) students have the opportunity to sign up for MATH MYSTERIES every Wednesday 2:30-3:30 with the math specialist where students will engage in the mathematical practices to solve problems and discuss solution strategies.

DES Teachers will receive professional learning the first week of December focused on understanding the previous years' FSA data and the best practices in preparing students to succeed on these assessments. The follow up will include monthly reminders that breakdown the item types and the kind of questioning and thinking teachers and students should be engaged in all year.

### **Mathematics**

*Blind Department – contributed by Mark Largent, Math Specialist*

Teachers in Blind Elementary School (BES) and Blind Middle School (BMS) received refresher training on MFAS implementation and scoring.

Data from last year's GMADE and Spring FSA results (for our VI/blind students only) was distributed and teachers in Grades 3-5 set goals for FSA Scale Score improvements for each student in those grades. BES and BMS teachers set goals for average MFAS level scores.

BES/BMS teachers also received guidance on use of curriculum maps with MFAS task pacing integrated into the flow of instruction.

Blind High School (BHS) teachers received refreshers on the best practices for integrating MFAS tasks in to their curriculum. Emphasis was on the data that shows optimal learning gains are made by strict adherence to the vetted rubrics supplied with the MFAS tasks.

BMS/BHS teachers were provided with the data from the most current FSA/EOC. The data had been sorted to exclude all but those students with a primary exceptionality VI and direct comparisons between the states non-disabled population vs all VI student NOT at FSDB vs students at FSDB in all grades 3-12.

BMS/BHS teachers received training on modeling the thinking process as students move to the abstract thought processes in mathematics.

### **English Language Arts (ELA)**

*Blind Department – contributed by Elisha Zuaro, Reading Specialist*

Teachers in grades K-5 participated in our monthly literacy meeting to analyze our current Achieve reading data, writing progress monitoring baseline data, and 1200 HFWL data. Teachers discussed how to increase overall percentages for Achieve activities. Third grade teacher and 1 5<sup>th</sup> grade teacher plan to print out the articles for some of the students and guide them through the close reading process and then have students log on and reread the article and complete the activity. They are hoping that by providing this scaffolded instruction, their students will become more confident and their overall percentage on each activity will increase. We are also looking to find OJT students or high school students who will be willing to serve as reading mentors for our elementary students.

Kindergarten and 2<sup>nd</sup> grade teachers specifically focused on the writing data and how to incorporate writing lessons for emergent writers using the shared writing or interactive writing strategy. Next month we will investigate using these strategies more.

New teachers and teachers who have changed positions are continuing to meet to learn more about how to administer, score, and write the official report for the Bader Reading and Language Inventory which is required prior to every students' IEP.

Teachers have also reviewed the develop IEP goals for ELA document in order to better understand how to develop literacy goals for each individual student.

Teachers are still becoming comfortable and receiving support in administering the Independent Reading Level Assessment (IRLA) and then working with students in small groups or individual student reading conferences.

Middle school teachers have been working and asking for support with incorporating digital reading content with their students. We are all working collaboratively to be sure that all students have *bookshare.org* accounts and know how to log on and download books.

Students are also receiving training on how to use their notetaking Braille devices for accessing digital DAISY text formats to read with their refreshable Braille displays. This is specifically happening in grades 5-8.

Middle and high school ELA teachers have been collaborating to administer and score the FSDB writing progress monitoring informative/expository prompts.

### **English Language Arts (ELA)**

*Deaf Elementary – contributed by Judy Williams, Reading Specialist*

All of the elementary students enjoyed a visit by author Debra Frasier. She participated in the vocabulary showcase with them also. (An article covering the event will be posted on FSDB's website.)

Students in deaf elementary are devouring books! As a department, they have already read 8,500 books. The departmental goal is for each student to read 400 books for the school year. One student has already achieved that goal and most others are on track to read 200 before the winter break.

DES continues to welcome new students. The reading and math specialists have been busy assisting teachers in assessing students for placement level and baselines in math and reading.

### **English Language Arts (ELA)**

*Deaf Middle School – contributed by Kathy Pyle, Reading Specialist*

Reading and ELA teachers in Deaf Middle School have generated monthly reports from Achieve 3000 looking at data emphasizing Lexile growth.

They, as part of the Literacy Leadership Team, recently reviewed the Florida Standards Assessment (FSA) Test Design Summary and Blueprint: English Language Arts. The Blueprint was discussed and shared with all grade levels noting how the number of items in categories varies by grade level.

Current grade level reading/ELA data sheets were updated by teachers and specialist and are available for tracking growth, gathering information for IEPs, or TEAM needs.

### **English Language Arts (ELA)**

*Deaf High School – contributed by Brent Bechtold, Reading Specialist*

### **Steelcase Classroom Configurations and Whiteboard Use**

Deaf HS is now focusing on how we can create various configurations of the Steelcase furniture to match specific purposes, as well as label the configurations so that we have a common language among staff and students. For example, one configuration we have created is the "Conference Wheel", which uses one of the Verb Chevron tables in the middle for the teacher to conference with students one-on-one with two regular Node chairs, while the other students sit in the Node chairs with work stations facing out like spokes of a wheel. This configuration enables the teacher to focus working with one student at a time and also quickly scan the laptops/work/on-task behavior of the other students. Based on ideas from *Teach Like a Champion 2.0* by Doug Lemov, we are refining a technique wherein the teacher asks the class a question and each student writes his/her answer on a Steelcase whiteboard. When the teacher says, "Show me what you know!" the students reveal their whiteboards. The teacher can quickly gather data regarding who understands and who doesn't understand; in addition, the teacher can circulate the room and gather observational data while the students write.

**Student Wins National Empower3000 Challenge**

Deaf HS student Samantha Suarez completed 83 articles at 88%+, which is more than twice as much as the national Empower3000 challenge required! Not only did Samantha win our own Deaf HS challenge, but she also was one of six students nationwide who won an iPad mini from the company.

**Signed Reading Fluency**

Deaf HS ELA teachers are working to improve their students' signed reading fluency. We are implementing a research-based approach, combining Dr. Tim Rasinski's ideas with the Signed Reading Fluency Rubric for Deaf Children, which Dr. Susan Easterbrooks and Dr. Sandra Huston developed and we adapted for efficiency and to fit our students' needs. This rubric focuses on the "fluency envelope" and "visual grammar." The first step of the method involves videoing a student reading and signing a "cold read" of a text on their independent reading level. Next, we have the students create digital/paper flashcards with the word, sign, picture, and sentence to practice. The teacher models how to "chunk" the meaningful phrases of the text, and the students practice signing their passages for about 10 minutes per day. At the end of the week, we video the students signing their passages again and have them fill-out reflective feedback forms. The teachers and reading specialist work together to score both the pre and post-videos using the adapted version of the rubric. Teachers share the results with the students during one-on-one conferences. This method of working on signed reading fluency can improve the 6 C's: comfort, confidence, chunking of meaningful phrases, clarity, comprehension, and conceptual sign accuracy.

**ASL and English Professional Development**

*Deaf Department – contributed by Byron Bridges, Bilingual Specialist*

Bilingual Specialist, Byron Bridges has started to develop a series of professional development videos specifically for classroom teachers to support their learning and understanding of various linguistic features of American Sign Language and English and instructional strategies. He is a strong advocate for knowing how to talk about languages (what is similar and what is different) in order to teach students.

The titles of the videos as well as a short synopsis are listed here:

**Anaphora**

A process where a word or phrase refers back to another word or phrase which was used earlier in a text or conversation.

**Backchaining**

A language teaching technique in which an utterance/sign is divided into parts, and then the students are taught to say it by repeating the last part, and then the last two parts. etc., until they can repeat the whole utterance/sign.

### **Metathesis**

This video shows how signs are produced based on what the signs were before the "said" sign. For example Deaf, Rose restaurant can be signed in different directions but they follow which signs came before the sign in order to determine which direction the signs should move toward.

### **Seeing Challenge**

This video discusses looking into each child's need. Where are the challenging issues? Is it avoidance strategy? Is it a Lexical problem or perhaps a phonological errors on the child's handshape? This video encourage teachers of the deaf and hard of hearing students to look pass the child's frustration and try to find the common challenge a child faces everyday.

### **Nouns and Verbs pairings**

This video shows the various signs for Nouns and Verbs in ASL (example chair vs sit, airplane vs fly, and book vs open a book).

### **Strategic Planning 2016-2017**

*Teachers and administrators were interviewed at the end of the 1015-2016 school year. Below are the lessons learned from the current strategic planning cycle.*

Teachers and administrators need a clear understanding of the expectations for both themselves and their students. With this, they want to know the **why** of collecting data for strategic planning, the **benefit** to themselves and their students, and the **how** to collect and report the data so that it is not "one more thing."

The more support you give to people in the beginning, the greater success you will have in the end.

Always take opportunity to meet with those who are on the front line to get their thoughts and perspectives. They know if the data is useful to them. In this case, teachers will be able to tell you if what they are doing for formative assessments truly are leading measures for students' success on the state assessment

*For the 2016-2017 school year, the academic department has suggested changes to the strategic planning monitoring and reporting. These changes include updates with student targets, removal of Achieve 3000 writing component, utilizing FSDB's Continuous Quality Improvement (CQI) team to closely analyze and monitor monthly targets, and reporting reading growth of students on the FSDB level strategic planning document.*

**Math Formative Assessments:** All students will complete at least 1 MFAS per week. (This is the same as 2015-2016 school year.)

Teachers commented that using the MFAS was extremely helpful in not only knowing where their students were struggling, but also for planning instruction and intervention. They commented that by using the MFAS tasks, they were able to maintain the "level of rigor" in the questions they were asking. They felt the MFAS tasks helped students prepare for the Math Florida State Assessments.

With the support of the curriculum specialists and administrators, there will be a stronger emphasis

for teachers to use MFAS data to develop their lesson plans, provide intensive intervention for students, and closely progress monitor student understanding.

**Removal of Achieve 3000: Writing from Strategic Planning documentation.**

All students, starting in the 2015-2016 school year, are expected to participate in very robust Florida Standards Assessment (FSA) -like writing assessments as part of FSDB's progress monitoring schedule. Teachers use a rubric that is aligned to the ELA FSA.

Note: Having additional writing requirements for strategic planning had a negative impact on the time used for writing instruction and intervention. When we originally proposed the idea of progress monitoring writing in May 2015, we had not introduced the ELA FSA-like writing rubrics. Starting with the 2016-2017 school year, teachers will administer, score, and use data from the writing progress monitoring rubrics to plan instruction/intervention and monitor student writing.

**Achieve 3000:** Students use/proficiency: Reading - All students will complete at least 2 articles with a minimum of 75% per week.

- This information will be kept only at the school level and not reported for Strategic Planning.
- APs and Principals will monitor this target monthly.
- The CQI team will discuss this monthly to ensure teachers and students are meeting their targets.
- Principals will report to the Strategic Planning Team monthly on progress and barriers.

Last year we raised the expectation to 88% and realized that students were struggling to meet this expectation for various reasons and created several unintended consequences. Research was gathered from Achieve 3000 and experts from the company were consulted before this change was made. Achieve 3000 have documentation and research to show that Lexile growth is obtained when students are performing at 75% or higher on articles.

**Barriers for achieving 88%:** The articles in Achieve are non-fiction selections. For most of our students, it is the first time they are learning about this content due to their hearing or vision loss and the impact it has on incidental learning opportunities. These articles are "cold reads" for our students. If a student misses 2 questions, they no longer can earn an 88%. We learned that this was an unrealistic goal.

**Unintended consequences:** Students were feeling defeated as soon as they answered one question incorrectly. As a result, students would either quit the story, guess on the remaining questions, or flat out refuse to even start an article. Teachers were also spending their entire class time having students complete one article after the other just so students would complete two articles at 88%. It was like throwing a handful of darts at a target and hoping two would make the bull's eye.

**For Strategic Planning 2016-2017**

Utilization of Lexile Level information from Achieve 300 - "percent of students making growth." This is a more appropriate leading measure to document students' progress and growth in reading. Noting how many articles completed at the target only shows "compliance". It does not show growth of a

student. The “compliance” piece will be monitored and discussed at the monthly CQI meetings. *The CQI team consists of FSDB’s President, Administrator of Instructional Services, Deaf Department Principal, Blind Department Principal, Assessment Coordinator, and Administrator of Technology.*

Reporting of Lexile growth:

- End of 1st quarter (November)
- End of 2nd quarter/1st semester (January)
- End of 3rd quarter (April)
- End of 4th quarter/2nd semester (June)

## **Career Development Department**

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*Andrea W. Armstrong, Director of Career Development*

### **Career Development Department**

The Career Development Department is hosting the first Career & Technical Education (CTE) Showcase on 12/14/16 from 8am – 11:30am in the Music Bldg. Middle school and high school students and staff from all departments can tour the expo to learn about CTE programs offered at FSDB. CTE also includes SkillsUSA, STEM and the Work Programs. The expo will consist of approximately 20 interactive booths facilitated by two students who have participated in that specific program – high school and middle school students will be presenting. This is also be a great event to recruit future FSDB students to CTE programs.

Although the hurricane displaced the Career Development Center, it has not put a damper on rolling out career services to high school and continuing education students. We have provided direct services to seven students in November assisting with creating or updating resumes, submitting online job applications to hometown businesses, and practicing interview skills. An electronic referral form has been developed and will be launched campus wide January 9<sup>th</sup>. Students may refer themselves or staff may refer a student for career services using this electronic form via Google Drive.

### **Campus & Community Work Program**

*Instructor: Cheryl Crumpler*

Work Experience students are learning many different skills. They are working side by side with staff training on FSDB campus. Several students are working in the food service department. They are learning safety and preparation of food for the public consumption. Eduardo and Michael are assisting with preparing food for the Blind department lunches. California is working with food service for Deaf department lunches. Douglas and Jair work in the Dragon's Lair cooking cafe style foods for customers as they order from a menu.

### **Horticulture Science CTE Program** **(aka Dragon Flowers)**

*Teacher: Jenny Palmer*

November 14th my middle school Agriscience students hosted an event we called, "PPPP and More". We invited students from the Early Learning Center, Blind Elementary Department, and Deaf

Elementary Department to come by the greenhouse to participate in some hands-on activities and demonstrations about Propagation, Pollination, Photosynthesis, Pumpkins AND to visit our classroom tortoises.

Student rotated from station to station where they participated in games to help them understand the different plant processes. At one station my students read a story to the younger students and then assisted them in making toddler sized scarecrows to match with the story's ending. Students were also treated to some delicious pumpkin cookies baked by our culinary arts department after learning about the health benefits of eating pumpkin.

### **Building Construction Technologies CTE Program**

**(aka Building A Tradesman B.A.T.)**

*Teacher: Randall Hancock*

Though we are doing the OSHA Safety Training certifications, we're expanding to a new level by adding the Construction Industry 10-hour Training for returning students who are taking Level 2 course. Even better, we have a Training Module in Spanish for any ESOL students who are learning English as a second language. Thanks to the aftermath of Hurricane Matthew that disrupted the Fullerwood Garden beds the students had set up a couple of years ago, we are going back there to place the beds back to the ground and get the gardening going.

Water took toll on the Fullerwood Community Gardening elevated garden beds. The flooding lifted the beds above natural grounds by six to eight inches high. Committee members of the Fullerwood Community Garden screamed for a bit, then quickly gave the BAT Class a holler for assistance. Rest assured, six students from the Building Construction & Technologies Level 1 course came, along with the Level II students for a repair. We dismantled the boards, re-did the soil, and lowered the beds back to surface level. All the while, it enabled students hands-on training to the operation of a cordless drill and driving screws, and some shoveling. Committee members are now pleased and are able to continue with gardening as though it never happened, and are happily ever after.

In addition, the students took a lesson on the SDS (Safety Data Sheet) where it taught safe handling and proper disposal of chemicals. Paint varnish, weather proof stains, paint thinner, even glue, are the common sights in both woodshops and any construction zones. It teaches instruction-manual reading comprehension, SDS sheet procuring and PPE education for certain chemicals. When a student finishes painting and cleans up, where does he/she dispose or store of the paint? That's where the field trip took place, it was at the St. Johns County Tillman Landfill where an official gave us tours of the chemical storage chambers. The public comes by to drop off their chemical discards. Students observed myriads of chemicals ranging from lawn fertilizers, oil stains, to gasoline, oil and lead. The students returned with bells on for there future of proper chemical hazards handling post graduation.

Lastly, a crew of 16 Building Construction & Technologies current and last year students worked collaboratively with St. Augustine's Habitat for Humanity to build a 2-story house in West Augustine. It was a boon for these curious students, they received actual hands-on training in the real world of the construction sector. Meandering through a forest of framing studs running across the foundation slab supporting graciously the 2nd floor and staircase, these students talked up a storm the skeleton



of wall framing and section terminology that was discussed in the course such as King's stud, trimmer, and header.

### **2D/3D Art & Visual Technologies**

*Teacher: Michael Freeman*

In October after settling down from Hurricane Matthew, we did illustrations using one-point perspective. Students learned how to create 3d illusion on a 2d plane. On the last two weeks of October we did a one page comic book. We used a 11x17 inch poster paper and drew layouts, characters and some dialogues, then we inked over the pencil lines with black markers and pen and finally we colored them either traditionally with color pencils or digitally with Photoshop (image editing software). Recently we just finished clay sculpting and we plan to have them fired in the kiln next week. We are looking forward to paint our clay projects.

Next week we are starting our 3d printing project! Last but not least, two of my students passed the Photoshop midterms. Now they are continuing with their next digital software lessons as planned.

### **Culinary Arts/STEM/Intro to Energy CTE Programs/Courses**

*Instructors: Charles Raven & Kevin Voelker*

In the Culinary Arts program, the students are participating in their second annual pumpkin pie extravaganza. Each November, the students bake over 50 pumpkin pies from scratch that are then donated to needy families for thanksgiving dinner.

The students start by cutting, gutting, and putting (close enough) more than 15 pumpkins into the oven, and then a food processor in order to reduce them to a smooth puree. They then mix some of that puree with sweetened condensed milk, eggs and spices, pour it into a pie crust, bake it all for 45 minutes, and then repeat until there is nothing left to bake.

This activity is usually the first time students get the chance to experience a realistic mass production atmosphere where they come in every day and do the same thing for nearly two weeks. It is a great opportunity for them to see firsthand, what it might be like to work in a professional, fast-paced kitchen, all while helping their community.

At first glance, one might find themselves confused as to why the Deaf middle-school culinary students spent a week making play-dough. Granted, in order to make it, you need to cook it, and follow a recipe, but I can tell you from personal experience that you would not want to eat the stuff (What? I was curious). The reason however, is that this month, the students were given a chance to learn how to wield kitchen knives, and one of the semester long lessons in this class is reducing food waste.

By having each of the students cut play-dough instead of actual food, they can reform it and practice over and over, without the need to find twenty different ways to use containers full of chopped carrots and potatoes. When the students are ready, they then move up to actual food, and far less of it is used in the process.

The good news is, the middle-school students now know how to use knives. The bad news is that the middle-school students now know how to use knives.

In “introduction to energy,” the blind middle-school students are learning about electricity, how to use it, and more importantly, how to produce it.

For nearly a month, the students have been planning and researching how to build a generator in order to produce electricity that can be used to power anything one could ostensibly plug into a wall outlet. This device will be human powered, using a bicycle, a generator, and a power inverter.

First though, in order to prove that the concept will work, and to understand the science behind it all, they have been busy working on a small-scale generator built from an old cordless drill. By rotating a crank placed in the business end of the drill, they are able to produce enough voltage to power a buzzing speaker, charge a cell phone, or light up more than 300 LED lights.

The after-school STEM club would like to welcome its newest facilitator, Ron Busby. Ron is a mathematics teacher in the Deaf High School, experienced in business, leadership, engineering and STEM related education. He has a passion for robotics, and integrating technology into education. We are very excited to have him on the team.

Ron has been instrumental in helping to transform the STEM club gatherings from fun activities to well-organized educational adventures that involve complex lessons with clearly defined goals that the students will enjoy. In the coming months, we have plans involving, robotics, gear ratios, and the important (but often overlooked) pilot-holes in drilling applications.



This semester has continued to be action packed with new projects to undertake due to the impact of Hurricane Matthew.

- **Network Recovery:** Following Hurricane Matthew the network was brought back online with no concerns. The process went smoothly.
- **Staff/Students in Moved Spaces:** The department worked in teams to move staff and students into new spaces and get all the equipment up and running. NEFEC sent over teams to assist in equipment moves and set up as well.
- **Recovery Planning:** The department has been involved in weekly meetings related to the steps and schedules for building clean up, repair, and set up to be reoccupied. 46 network drops will be replaced in Pope and McClure.

## Department Projects

- **Gore Pre-Construction Reviews:** The technology department has been working to define changes in wiring and equipment, which will come with the Gore renovation.
- **Police Data Center:** While space was being prepared to become a data center within the Police building, the data center equipment was set up in McClure and configured to run the services required. The Police Data Center will be installed this semester.
- **Disaster Recovery:** The equipment for our disaster recovery site arrived this summer and was still being configured when Hurricane Matthew happened. Configuration will be complete this Fall and we plan to schedule installation in Tallahassee in December 2016.
- **Gym Audio-Video Project:** Equipment was ordered to provide a better audio experience in the gym as well as to support live streaming of athletic events. Equipment has arrived and will be installed over the next month.
- **Computer Purchases:** Additional laptops and desktop computers have been ordered for student use, campus police, and other locations needing refresh.

## Data/Information Systems

- Due to the change in our calendar, the first quarter was adjusted to include the week following our closure due to Hurricane Matthew. This allowed teachers the week to get grades completed in preparation for the first quarter report card and adjusted to have enough days for a full quarter.
- Hurricane Matthew also impacted our schedule for submitting the Florida Department of Education's (FDOE) Survey 2. We were closed during the Survey week so requested permission to adjust our week including "date certain" and received approval to use the week of October 17 - 21. We did not receive an extension on sending the survey, and the data was submitted to the FDOE on time. Corrections have been being entered and resubmitted the first two weeks of November.
- A variety of modifications were made on the Staff Survey Application following changes for school year 2016-2017.

## **Libraries**

### **Cary White Library:**

- Students in grades 5-8 are making definite progress in the genre study as we learn to read and respond more critically to a variety of texts.
- The Literacy Tea Party was a huge success with both Blind Middle and High School as students took ownership of their reading preferences and sharing in a supportive and fun environment.
- The students published works shelf continues to grow with submissions from elementary students of self-written works available in print, braille and audio formats.
- The Debra Frasier author visit was also a smashing success as she connected with staff and students in a wonderful presentation about reading and writing.
- White Cane Day activities were a huge hit, the essay contests were meaningful and the student video was very compelling, promoting the benefits of independence for students with visual impairments.
- High School Clubs - both the Reading and Writing club are challenging students to engage more and the results are being demonstrated in improved quality of the meetings as students are required to produce more tangible results.
- The Middle School book club is now 15 members strong as students learn how to have meaningful discussions and critique and analyze popular children's texts.

### **Lindheimer Library/Media Center**

- The year opened with presentations about the rules in the library/media center.
- As September is Deaf Awareness month, presentations on George Veditz and the preservation of sign language fascinated students. They enjoyed watching a video clip from 1913 of him signing and compared signs from then and now.
- The library/media center has partnered with Bilingual Specialist, Byron Bridges. Students are watching an animated video and explaining what they remember watching. Dr. Bridges will be using the information to help with teacher and student ASL instruction planning.
- October included scary storytelling including a variety of classic tales. David Snow, Librarian, created a video clip for middle and high school students that featured the "haunting" of the library. Students were led to believe Mr. Snow caught a glimpse of a ghost's mischief on video and they needed to look closely to find it. Many students jumped when the ghostly figure popped up at them! They really loved it!
- November included class presentation/story read aloud about the presidential election, and how it works (electoral votes, etc.). The story is "Grace for President" by Kelly DiPucchio. Teachers really appreciated having their students learn about this difficult-to-explain social studies subject.
- November also includes a story read aloud about the first Thanksgiving.

### **Night Library**

Both Night Library programs started in October and have been very active each open evening. Tutoring takes place in each library in addition to the opportunities for students to work on independent/group projects, turn in/check out books, or utilize resource materials and equipment. Deaf Middle School students are also looking to utilize the Night Library program and will come escorted by dormitory staff when they use this program.

## DeafTEC

The DeafTEC grant is off to a busy start. An exhibit was set up at the Florida Council for Exceptional Children conference as well as the Florida Educators of Deaf/Hard of Hearing Students conference. The November edition of RTMC-D/HH's TA Live! webinar was a presentation of the DeafTEC Project. DeafTEC will be exhibited at the FSDB College Day and we are planning to exhibit at the Jacksonville Science Festival. The Rochester Institute for Technology/National Technical Institute for the Deaf (RIT/NTID) team from the project headquarters visited FSDB on November 15 to meet with staff as well as tour the FSDB Career and Technical Education (CTE) Programs. On November 16 the RIT/NTID, FSDB and Florida State College at Jacksonville (FSCJ) team meet at the FSCJ Advanced Technology Center to coordinate the efforts for the regions high school and post-secondary activities.

## Johnson Assistive/Adaptive Technology Project & Distance Learning

Magnification technologies, software related to printing braille, and iPads have been purchased to support various students and staff requests. Ruby 7 HD portable electronic magnifiers are being added to our inventory. The Duxbury braille translation program was upgraded. 20 iPads were purchased to support requests in the academic and recreation programs. 37 participants attended the Fall Online ASL Class Session.

## Resource Materials & Technology Center for the Deaf/Hard of Hearing (RMTC-DHH)

RMTC staff participated and/or presented at the following conferences/meetings:

- DHH/VI Virtual Contact Meeting Phone/Online Conference
- FM Systems for Region 2 Technology and Learning Connections Fall Meeting

Other presentations/trainings included:

- *TA Live!* - Understanding IDEA and the IEP: What Does it Mean to the General Education Teacher?
- Communication Plan training - Miami-Dade
- WWE: Assessing Language Skills in Students who use American Sign Language - Osceola
- *How to Screen for Usher's Syndrome* - St. Lucie
- Communication Plan Overview - UNF Deaf Education Program
- Para Pro Workshop - Suwannee

Additional meetings included:

- Discretionary Projects Meeting - Region 2

RMTC staff provided an onsite visit to offer support, strategies, and/or to perform observations and make recommendations to the following districts:

- Desoto
- Seminole
- Nassau

Additional instances of significant support via phone or virtual office:

Brevard, Dade, Duval, FSDB, Hendry, Hernando, Miami-Dade, Okeechobee, Orange, Pasco, Pinellas, St. Johns, Sarasota, Sumter, Suwannee, Taylor, Wakulla

**Technical Assistance** in the form of coaching and mentoring, consultation, support, and/or the sharing of information and resources were provided to the following:

**Districts:** Desoto, Duval, FSDB, Glades, Hardee, Hillsborough, Indian River, Lee, Manatee, Marion, Martin, Okeechobee, Polk, Seminole, Suwannee

**Other Agencies/States:** TLC, UNF, Education Deaf Children Website-Answered a question about transition education in FL.

Additional Items:

- Completed development of guidance document explaining the interaction of IDEA and MTSS.

**Events** in November:

- Florida Educators for the Deaf & Hard of Hearing (FEDHH) - November 3-5, 2016 in Daytona Beach
- Duval Interagency Transition Meeting - Support & Coordination Meeting
- QPVI Training to develop a model for the state for D/HH
- TA Live! - Deaf TEC (Technological Education Center for Deaf and Hard-of-Hearing Students) - November 10th
- Presentation to UF class on being a parent of a child with disabilities

**Events** in December:

- FDLRS Institute December 6-8 in Orlando
- TA Live! C.O.A.C.H - December 8th

**Respectfully submitted by:**

Shelley Ardis

Executive Director of Technology Services