



# Florida School for the Deaf & the Blind

## Agenda

Board of Trustees Meeting  
Moore Hall, Center for Learning and Development  
May 18, 2018 – 9:00 a.m.

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# Florida School for the Deaf & the Blind

Board of Trustees – Meeting Minutes  
Moore Hall, Center for Learning and Development  
April 13, 2018, 10:00 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. Wagner, Chair, convened a scheduled meeting of the Florida School for the Deaf and the Blind Board of Trustees at 10:00 a.m. in Moore Hall Center for Learning and Development (CLD).

## **Pledge of Allegiance**

Blind High School student Jacquelin Gutierrez and Deaf High School student Julianna Cuadrado led the Board and audience in the Pledge of Allegiance.

## **Approval of Meeting Minutes, February 23, 2018**

Mrs. Chapman moved to approve the Board Meeting Minutes of February 23, 2018. The motion was seconded by Mr. Hadley and approved unanimously by the Board.

## **President's Report**

Dr. Prickett said that after her recent experience as the substitute Spanish teacher, she has “a heightened appreciation for the work that FSDB teachers do every day in the classroom.”

Dr. Prickett announced that Ms. Rebecca Falbo, Principal of the Deaf Department, has tendered her resignation. Ms. Falbo and her husband will be moving to Maine after FSDB graduation.

Dr. Prickett also introduced Ms. Angela Saunders, currently the Assistant Principal in the Deaf Middle School. Ms. Saunders has been appointed Principal of the Deaf Department, starting in May. Dr. Prickett also thanked Ms. Falbo for her dedicated service to the students and to FSDB.

## **Public Comment**

There were no public comments at this meeting.

## **Action Item #1**

### **Surplus Property**

Board approval was requested to disposal of surplus property. All items had an original purchase value in excess of \$1000.

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

## **Action Item #2**

### **Annual Contract for Attorney Services**

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Board approval was requested to enter into contracts for the 2018-2019 fiscal year for attorney services. Currently, the school contracts with the following firms:

- Constangy, Brooks, Smith and Prophete, LLC – General Counsel and Human Resources Matters
- RISE, Inc. – Special Education Matters
- Foley and Lardner, LLP – Contracts and Negotiations

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

### **Discussion:**

Mr. Wagner asked if a cap will be set for the Foley and Lardner, LLP, contract. Ms. Julia Mintzer, Administrator of Business Services, explained how the School has used the services of this group. She said a cap of \$35,000 was set on last year's contract, and to date the School has utilized \$22,054.

Mr. Wagner asked the Board if they would be agreeable with an amendment to set a cap of \$35,000 on the Foley and Lardner, LLP, contract. The Board unanimously agreed to amend the motion and to set a \$35,000 cap on fees.

## **Action Item #3**

### **Use of FSDB Facilities Rate Schedule 2018-2019**

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Board approval was requested to implement the Use of FSDB Facilities Rate Schedule 2018-2019. Mrs. DiGonzalez moved to accept Action Item #3 as presented. The motion was seconded by Mr. Hadley and carried unanimously by the Board.

## **Unfinished Business**

### **Rules Workshop – Sid Ansbacher, Board Counsel**

Mr. Ansbacher reminded the Board that he has been working to get all four of the rules listed on the agenda to the State Board of Education at the same time.

### **Rescission - Rule 6D-6.020 Discrimination Complaint Procedures for Employment**

Mr. Ansbacher explained the reason for rescission of Rule 6D-6.020 and asked the Board to give him final approval to move this to the Board of Education for rescission. Mr. Wagner asked for a motion for final rescission of rule 6D-6.020. Mr. Hadley moved to rescind rule 6D-6.020. The motion was seconded by Mrs. Chapman and carried by the Board.

### **Rescission - Rule 6D-7.0071 Student Rights and Responsibilities**

Mr. Ansbacher explained the reason for rescission of Rule 6D-7.0071. He asked the Board to give him final approval to move this to the Board of Education for rescission. Mr. Wagner asked for a motion

for final rescission of rule 6D-7.0071. Mrs. Chapman moved to rescind rule 6D-7.0071. The motion was seconded by Mr. Hadley and carried by the Board.

### **Rule 6D-7.007 Code of Student Conduct**

Mr. Ansbacher expressed his concern that the Board be fully aware of the modification made to rule 6D-7.007 before the final adoption. He explained in detail each deletion or addition of language modified in the rule.

Below is Rule 6D-7.007 in the full with the underlined text that will be added and from which the strike-through text will be removed.

### **Rule 6D-7.007 Code of Student Conduct**

*(1)(a) A The Code of Student Conduct is designed to cover the rights, responsibilities and conduct of students in the Florida School for the Deaf and the Blind.*

*(b) The code requires adherence to all applicable law and specifically prohibits disrespectful and/or disruptive conduct.*

*1. Specific grounds for disciplinary action. The Administration of the Florida School for the Deaf and the Blind opposes the use of any form of ~~adversive~~ discipline.*

*2. Procedures to be followed for acts requiring discipline and a review of an Individual Educational Plan-- (IEP) under the Individuals with Disabilities in Education Act (IDEA), and Section 504 Plan, if any, as incorporated at Rule 6A-6.0331, F.A.C., effective as of December 23, 2014, incorporated by reference, available on the internet at [https://www.flrules.org/Gateway/View\\_notice.asp?id=15358609](https://www.flrules.org/Gateway/View_notice.asp?id=15358609), and Rule 6A-6.03312, F.A.C., effective as of April 21, 2011, incorporated by reference, available on the internet at <https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.03312>.*

*3. An explanation of the responsibilities and rights of students with regard to attendance, respect for persons and property, knowledge and observation of rules of conduct, expression of opinions and publications, participation in School programs and activities and student records.*

*(2) Definitions.*

*(a) Disciplinary review committee – A team of professionals which reviews reported violations of the Code of Student Conduct and recommends disciplinary action to the Principal. The President, Principal, Assistant Principal or Director of Student Life will determine the number and selection of staff members to serve on the committee.*

*(b) Adult student – A student who is 18 years of age or older.*

*(c) Suspension – The temporary removal of a student, for a period not to exceed ten school days, (without review of an IEP, Individual Educational Plan, and Section 504 Plan, if any, to review student behavior), (1) from classes and assignment to a designated staff member for supervision; or (2) temporary removal of a student from the classroom and dormitory and temporary withdrawal from extra curricular activities. The A minor student will be remanded to the custody of the minor student's parent(s)/legal guardian--with, and an adult student will be temporarily removed. The suspended student will be given specific homework assignments for the student to complete.*

*(d) Under the jurisdiction of the School – All student activities during the academic year which occur during classroom or dormitory hours or which are subject to be approved, directed or supervised by School personnel, including transportation to and from the School on chartered buses or other School sponsored transportation.*

*(e) Excused absences – Absences granted for personal illness, illness or death of a member of the immediate family, or for emergencies when approved by the School and the parent or guardian.*

*(f) Absences without excuse – Shopping trips, pleasure trips, vacations or other avoidable absences, suspension, truancy, and appointments without prior approval, except in case of emergency.*

*(g) Detention – Detaining a student after the instructional day by a member of the School staff.*

*(h) Dormitory restriction – Limiting the activities of a student within the dormitory environment (e.g., restriction to an assigned room or temporary withdrawal from extra curricular activities.).*

*(i) Work detail – Completion of tasks to be performed by students for the purpose of altering unacceptable behaviors.*

*(j) Discipline – The act of punishing or correcting a student's violations of the Code of Student Conduct.*

*(k) Code of Student Conduct – Those regulations of this School, found in Rules 6D-7.007, ~~6D-7.0072~~ and 6D-7.0073, F.A.C., which regulate the conduct of students at the School.*

(1) *Reprimand* – The formal oral or written censure of a student for a violation of the Code of Student Conduct.

(3) *Pupil detention, search and seizure.* Attendance at the School and living in a dormitory constitutes “group participation” and “group living” without the expectation of privacy in a private dwelling. This rule sets forth procedures for search and seizure of a student or the student’s property.

(a) The Principal, Director of Student Life, other members of the instructional staff or other members of the dormitory staff are authorized to detain temporarily and question a student when circumstances indicate that the student has committed, is committing or is about to commit a violation of law or School rule, and to detain temporarily a student when circumstances indicate the student has committed, is committing, or is about to commit a violation of law.

(b) If at any time reasonable suspicion arises that the student is concealing stolen or illegal property, an alcoholic beverage, illegal drugs, or any weapon prohibited by law or School rule, the staff members may, for the purpose of seizing these items, search the student, the student’s room, locker, vehicle, or other possessions solely for determination of compliance with regulations of the School, or notify the School Police Department, which is authorized, consistent with determination of probable cause, to search the student, his/her the student’s room, locker, vehicle or other possessions consistent with Florida law concerning search warrants and exceptions to search warrants. The School Police Department shall conduct any investigation of suspected violation of law, including any related search and seizure, and will control the means and method of any investigation of suspected violation of law.

(c) If a search of the student, his/her the student’s room, locker, vehicle, or other possessions conducted in accordance with law reveals stolen or illegal items as prohibited by law or School rule, the item or items may be seized and such action taken as appropriate.

(d) In no event shall a student be subjected to a strip search.

(4) *Suggestions for Revision.* Suggestions for possible revision of the Code of Student Conduct are welcomed from students, parents, guardians, staff members and other interested individuals. Suggestions should be sent in writing to the President’s Office.

*Rulemaking Authority 1002.36(4)(c) FS. Law Implemented 1002.36(4)(d) FS. History–New 9-4-84, Formerly 6D-7.07, Amended 8-26-86, 5-5-87, 1-12-95, 2-24-03, \_\_\_\_\_.*

## **Discussion:**

Mrs. DiGonzalez had concerns about staff members being able to search a student’s belongings. Mr. Ansbacher addressed her concerns and answered other questions from the Board, referring to Chief Chandlee to address some questions and concerns. Dr. Prickett, Ms. Rebecca Falbo, and Ms. Shelley Ardis provided information to help clarify the School’s position and the need for this rule, while also addressing concerns and answering questions.

Mrs. Chapman expressed concern about a phrase in section 3, subsection (2)(c), “Suspension,” and the last sentence of the paragraph which reads, “*and an adult student will be temporarily removed.*” Mrs. Chapman felt that language should be added “to help clarify for the safety” of adult students that a parent or legal guardian be notified of the suspension and removal. Mr. Ansbacher was concerned about the addition of “unconstitutionally vague language,” which might prompt the Joint Administrative Procedures Committee (JAPC) to ask for further revisions. Mr. Ansbacher reminded the Board that any Board member could request an amendment to add language, and he suggested the following: “After prompt notification to any contact person consistent with the Individual with Disabilities Education Act (IDEA) or other applicable authority....” Mrs. Chapman was in agreement with Mr. Ansbacher’s suggestion.

Mr. Ansbacher concluded his explanation of the importance of Rule 6D-7.007 and turned it over to the Board for action.

Mr. Wagner asked for a motion on the rule. Dr. Zavelson moved to adopt Rule 6D-7.007 as presented, with an amendment to add language to clarify section 3.(2)(c) as recommended by Mrs. Chapman. The motion was seconded by Mr. Hadley, and was carried unanimously by the Board.

### **Rule 6D-7.0073 Disciplinary Procedures and Disposition**

Mr. Ansbacher explained in detail each deletion or addition of language modified in the rule. Below is Rule 6D-7.0073 in the full with the underlined text that will be added and from which the strike-through text will be removed.

*(1) Disposition procedure. The procedures listed below are to be followed for acts by students which require discipline.*

*(a) General discipline procedures ~~include~~ require that the Principal or designee ~~shall~~:*

- 1. Provide the student oral or written notice of the violation of which the student is accused;*
- 2. Provide the student an opportunity to respond to the accusation; and,*
- 3. If the student denies the accusation, provide the student an explanation of the evidence against him/her and provide an opportunity for the student to present his/her version of the incident.*

*4. Not be required to permit attendance of counsel nor give the student the right to cross-examination, for acts requiring suspension or reprimand.*

*5. ~~The Principal or designee may request a~~ A review of the student's Individual Educational Plan, and Section 504 plan, if any, to determine if the behavior bears any relationship to the student's exceptionality.*

*(b) Suspension.*

*1. Prior to suspending a student, the School ~~will~~ shall follow the general procedures set out in paragraph (1)(a) above.*

*2. The Principal or designee will make the decision whether or not a suspension will be imposed.*

*3. If a suspension is imposed, the President, parents, guardians and the adult student will be forwarded written notice of the suspension within twenty-four hours of the action. The written notice of suspension shall state:*

- a. The violation;*
- b. The date of the violation;*
- c. The beginning date of the suspension;*
- d. The date on which the suspension will end; and,*
- e. Any circumstances pertinent to the suspension.*

*4. The student may request the President or designee to review the suspension decision of the Principal or designee. The President can affirm or reverse the suspension provision or direct that further proceedings be held in accordance with these rules. The decision of the President is final. The student must request review within three days of the suspension decision.*

*(2) Disposition of violations. Additional guidelines for the maintenance of appropriate student behavior are set forth in the Code of Student Conduct, which is stated in Rule 6D-7.007, F.A.C., and this rule.*

*~~(a) The following disciplinary actions are examples of appropriate responses for Class A violations:~~*

- ~~1. Suspension.~~*
- ~~2. Temporary withdrawal from extra-curricular activities.~~*
- ~~3. Detention.~~*
- ~~4. Dormitory restriction.~~*
- ~~5. Work detail.~~*
- ~~6. Change of classroom, dormitory, or dormitory room assignment.~~*
- ~~7. Referral for counseling.~~*
- ~~8. Oral or written reprimand.~~*
- ~~9. Assignment in alternative behavior center.~~*

*~~(b) The following disciplinary actions are examples of appropriate responses for Class B violations:~~*

- ~~1. Suspension.~~*
- ~~2. Temporary withdrawal from extra-curricular activities.~~*
- ~~3. Detention.~~*
- ~~4. Dormitory restriction.~~*
- ~~5. Work detail.~~*

~~6. Change of classroom, dormitory, or dormitory room assignment.~~

~~7. Referral for counseling.~~

~~8. Oral or written reprimand.~~

~~9. Assignment in alternative behavior center.~~

~~(c) The following disciplinary actions are examples of appropriate responses for Class C violations:~~

~~1. Oral or written reprimand.~~

~~2. Detention.~~

~~3. Dormitory restriction.~~

~~4. Work detail.~~

~~5. Withdrawal from extra-curricular activities.~~

~~6. Change of classroom, dormitory, or dormitory room assignment.~~

~~7. Referral for counseling.~~

Rulemaking Authority 120.53(1)(b), 242.331(3) FS. Law Implemented 120.53(1)(b), 242.331(4) FS. History—New 5-5-87, Amended 10-26-94,\_\_\_\_\_.

After Mr. Ansbacher explained the modification made to Rule 6D-7.0073, he turned it over to the Board for action.

Mr. Wagner asked for a motion on the rule. Mr. Hadley moved to adopt Rule 6D-7.0073 as presented. The motion was seconded by Dr. Zavelson, and was carried unanimously by the Board.

### **Break**

The Board meeting recessed at 11:28 a.m. for a short break and reconvened at 11:41 a.m.

### **New Business**

#### **Endowment Investment Committee Action Item #1**

##### **Approval of the UBS Client Services Agreement**

Board approval was requested to continue the UBS Client Services Agreement for the 2018-2019 fiscal year, as recommended by the Endowment Investment Committee.

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

#### **Endowment Investment Committee Action Item #2**

##### **Approval of the BB&T Banking Services Agreement**

Board approval was requested to continue the BB&T Banking Services Agreement for the 2018-2019 fiscal year, as recommended by the Endowment Investment Committee.

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

#### **Endowment Investment Committee Action Item #3**

##### **Approval of the Endowment Project Budget**

Board approval was requested for the proposed Endowment Project Budget for 2018-2019 fiscal year, as recommended by the Endowment Investment Committee. All projects are within the budgetary guidelines established by the Board of Trustees.

Mr. Hadley moved to accept Action Item #3 as presented. The motion was carried unanimously by the Board.

### **Audit Committee Report**

#### **Approval of the Annual Audit Services**

Board approval is requested to enter into contract with Carr, Riggs, & Ingram for the 2018-2019 fiscal year to conduct the Annual Audit of Endowment Funds (Fiscal Year ending June 30, 2018) and Limited Procedures Engagement (Student Accounts and Student Club/Class Organization Accounts).

- Annual Audit of Endowment Funds: \$16,000.
- Limited Procedures Engagement (Student Accounts): \$2,000.
- Limited Procedures Engagement (Student Club/Class Organization Accounts): \$2,000.

Mr. Hadley moved to accept Action Item as presented. The motion was carried unanimously by the Board.

Mr. Hadley wanted it known for the record that FSDB had just completed an audit and exit interview by the Auditor General for the State of Florida. FSDB received an excellent report from the Auditor General.

#### **Proposed 2018-2019 Board Meeting Dates**

Mr. Wagner read aloud the proposed Board Meeting dates for the 2018-2019 School Year. He asked the Board if they were in favor of approving the dates as presented. The Board unanimously accepted the dates for the 2018-2019 School Year:

- August 17, 2018
- September 21, 2018
- October 26, 2018
- December 7, 2018
- January 18, 2019
- March 1, 2019
- April 12, 2019
- May 24, 2019

### **Department Updates**

#### **Deaf Department**

Ms. Rebecca Falbo, Principal of the Deaf Department, told the Board that Dr. Prickett has appointed an excellent person as her replacement. She said she has worked with Ms. Angela Saunders for “well over fourteen years,” and that “she is an amazing leader and will do an excellent job.” Ms. Falbo thanked Dr. Prickett for her “unwavering support, her mentorship, and her leadership.” She also thanked the Board for the opportunity to work with them over the past ten years.



### Instructional Services

Ms. Tracie Snow, Administrator of Instructional Services, explained the enrollment and admissions reports that she handed out to the Board at the start of the meeting.

### Technology Services

Ms. Shelley Ardis, Executive Director of Technology Services, reported on three summer camp projects that are in the planning stages.

### Closing Comments

Mr. McCaul said he is once again impressed with how well this Board works together, even through challenging issues. He thanked Ms. Rebecca Falbo for her service and wished her well.

Mrs. DiGonzalez thanked Ms. Falbo for her service to FSDB and congratulated her on her new position.

Mr. Hadley said he continues to be impressed and appreciative of the School and its administration. He offered his compliments for “a job well done on the audit.”

Dr. Zavelson expressed his affection for the School, its students, the staff, and the administration. He said that he would miss Ms. Falbo. He thanked her for her service and wished her well.

Mrs. Chapman complimented everyone on the Audit and Endowment Committee meetings. She thanked Mr. Ansbacher, Chief Chandler, and everyone for their expertise on the information that they had shared this morning. She thanked Ms. Falbo for her service and congratulated her on her new position. She said she looks forward to working with Ms. Saunders.

Mr. Wagner said he echoes all the Board comments. He thanked Ms. Falbo for her service, and he talked about his friendship with her before she came to FSDB. He said both Ms. Falbo and Ms. Saunders are “true icons in Deaf Education.” He thanked the Board for their contribution to the School, and he thanked Dr. Prickett for her ongoing leadership.

### Pineapple Professional Development Presentation

Due to the length of the meeting, several Board members had to leave. They asked if this presentation could be saved for the August Workshop. Mr. Wagner agreed, and he called the meeting to a close.

**Adjournment**

Meeting adjourned at 12:20 p.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



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

Report to the Board of Trustees

April 13, 2018

10:00 A.M.

St. Augustine, FL

President's Report

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## **Special Keynote Speakers for the CEASD Meeting**

### **CEASD 2018 Meeting**

This annual meeting of the Conference of Educational Administrators of Schools and Programs for the Deaf held at the Casa Monica Hotels from April 22-25 was a very successful one, and the feedback we have had was very positive. It was a groundbreaking meeting, because we met jointly with the OPTION Schools for the first time. The OPTION schools are those whose instructional approach is Listening and Spoken Language (LSL) or Auditory-Oral. From the A. G. Bell Association website, the explanation for this/these approach(es) is:

#### **Listening and Spoken Language**

Whether you are working with a professional who follows the auditory-verbal approach (A-V) or the auditory-oral approach (A-O), the goal of Listening and Spoken Language (LSL) is the same: to combine early identification and intervention with appropriate hearing technology to enable a child with hearing loss to develop language skills comparable to their hearing peers by the time they enter first grade.

FSDB's approach is a Bilingual Approach that utilizes American Sign Language, written English, and the teaching of speech is provided if appropriate for students' needs. Parent preferences for communication are central in the development of each student's Individualized Education Program (IEP). Most of FSDB's sister schools in CEASD also use a Bilingual Approach with instruction in ASL and/or Signed English as needed by students.

The two approaches have been viewed over many decades as mutually exclusive, and the organizations have not held joint meetings until this one. In approximately 2013, CEASD representatives began the discussion with OPTION Schools representatives of our common goals, which are stated in the explanation of Listening and Spoken Language above, that we aim to "enable a child with hearing loss to develop language skills comparable to their hearing peers by the time they enter first grade." The difference has been the communication mode used in each of the approaches – ASL or spoken English. The common goal is helping each child achieve language proficiency to enable him or her to begin to read and write, which in turn enables the child to learn the subject matter of each grade level.

Out of those early discussions, the "Common Ground" grassroots effort was established with the two organizations leading. This effort was unprecedented on a national level, though in a few states various programs had agreed to collaborate on behalf of children who are deaf or hard of

hearing to ensure an array of program opportunities and resource development. The Common Ground key leaders spoke on that effort, explaining how the field as a whole has come to agreements on as many points as possible related to our goals for language development in children who are deaf or hard of hearing that starts early with strong interventions, embraces parent preferences, and provides an array of resources.

The leaders present agreed that we have much more in common than we see differently in our instruction with this group of children. We will be identifying additional local collaboration possibilities with FSDB's in-state colleagues, also, as a result of this meeting and the Common Ground project. Collaborative efforts between providers of the two main instructional approaches are beginning to take hold around the nation on behalf of children who are deaf or hard of hearing.

Ms. Nancy Bloch worked an FSDB-based committee with representatives of both groups over the past two years, and most intensively in the past year. All that coordination made this conference a success. Ms. Bloch and the FSDB representatives (which include Ms. Fern Reisinger, a retired educator of the deaf from Connecticut now living in the Villages and volunteering for FSDB in this effort) are to be commended.

### **National Outreach Conference**

As an additional linked meeting, the National Outreach Conference was held at the Casa Monica Hotel immediately following the CEASD 2018 meeting. That meeting was highly successful, facilitated by Ms. Shelley Ardis and her team. You may read more about that in her report to the Board.

### **Campus Visits by CEASD/National Outreach Conference Attendees**

One of the scheduled activities on the morning of April 25 was a visit by conference-goers to the FSDB campus. The interest was so high that some tour requests had to be turned down. Visitors were very complimentary regarding the campus and programs they saw.

Other small groups came either before the conferences started or after the conferences had ended. In those cases, the visitors wanted individual guidance on specific topics or to see specific aspects of programming. It is possible that some of the visits will result in ongoing discussion and collaboration. FSDB is regarded as a leading program in many areas and our thoughts on specific educational topics are sought by colleagues, for example, mental/behavioral health service provision for students.

### **Visitors from The Villages**

Also during that week but not associated with the conferences, FSDB had a large group of deaf Senior Citizens from The Villages come to tour the Museum. Approximately 40 individuals enjoyed seeing FSDB's history displayed. I spent some time at the Museum with them to welcome them and answer questions. The Villages now has a fairly large population of deaf individuals, many of whom have moved to Florida from around the nation, providing a strong sense of community based on deaf culture for the deaf residents of the area. When we welcome the visitors to the Museum, we build stakeholder relations for FSDB because they communicate with other deaf individuals across the nation about our programs and some have deaf children or grandchildren who might consider a move to Florida for FSDB.

Jeanne Glidden Prickett, EdD



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

Human Resources  
Board Report  
May 18, 2018

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## Class Code Count

Board of Trustees Administrator Positions	67
Teacher Positions	116
Specialist Positions	52
Select Exempt Service Positions	58
Career Service Positions	392

<b>General Revenue Positions</b>	<b>653</b>
<b>Grant Funded Positions</b>	<b>32</b>

## Add/Deletes

- 8629** Planner IV Grant to Distributed Computer Systems Specialist General Revenue  
**8500** Teacher to School Safety Specialist BOT Admin.

## Service Awards

**15 Years**

**Rick Burres**

**10 Years**

**Enrique Alamo**

**5 Years**

**Donna Knowles**



## Communications and Public Relations Department

### Report to the FSDB Board of Trustees

May 18, 2018

This report summarizes department activities and accomplishments in fulfillment of the FSDB Strategic Plan 2017-2022 enrollment and related goals – for the months of March and April 2018.

#### **Marketing**

- *Strategic Update 2017-2018 (“About FSDB”)* booklet and *Application Process: A Guide for Parents/Guardians* brochure – Available for print and digital distribution, on and off campus.
- *Fast Facts (General)*, *Fast Facts for Parents/Guardians*, and *Fast Facts for District Superintendents and School Personnel* – Available for print and digital distribution, on and off campus.
- *Expanded Core Curriculum Academies* – Digital news distribution via school website (“Summer Camps” in the main navigation bar) and social media, and camp directories throughout the state.
- *General Purpose Postcard* (dual sided, suitable for mailing) – Available for staff use to correspond with parents/guardians of enrolled students.

#### **National Conferences**

- FSDB successfully hosted three national events during April 21-26, 2018 at the Casa Monica hotel in downtown St. Augustine (listed below). Our department greatly valued the collaborative efforts of Instructional Services, Deaf High School/Interpreting Services, Technology and Outreach in coordination of these events.
  - *Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) 2018 Annual Conference* (202 registrants, April 22-24).
  - *OPTION 2018 Annual Meeting* (55 registrants, April 22-24), co-hosted by Clarke Schools for Hearing and Speech/Jacksonville.
  - *National Outreach 2018 Conference* (87 registrants, April 25-26), co-hosted by RMTCD: DHH.
- The *Common Ground Project*, a multi-year joint endeavor of CEASD and OPTION, met on April 21 and served as an important aspect of the above conferences.
- Johnny Collett, Assistant Secretary for the Office of Special Education and Rehabilitative Services, U.S. Department of Education, was the CEASD 2018 keynote speaker. Victoria Gaitanis, State Program Specialist, Bureau of Exceptional Education and Student Services, Florida Department of Education, provided welcoming remarks during the CEASD 2018 opening session.
- The FSDB Dance Troupe put on a spectacular performance during the opening session. Thirty-seven (37) CEASD attendees visited the FSDB campus for post-conference tours capably led by Jr. NAD Chapter students (Deaf High School) with support from their advisors. Chapter members also helped to prepare CEASD tote bags ahead of time – and in handing these out during the first day of conference registration, they gave a warm welcome to St. Augustine. Attendees especially appreciated the show of talent and leadership by all FSDB students involved!

### **Advertisements**

- American Society for Deaf Children (ASDC) – *Endeavor* national magazine, full page digital/print ads.
- Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) *Annual Conference*, full page program book ad.
- Council of Schools for the Blind (COSB) – *Howe's Now* national magazine, full page print/digital ads.
- First Coast Register / Ponte Vedra Recorder – *Living Here on the First Coast*, half page print/digital ad and directory listing (Duval, Nassau, and St. Johns Counties).
- First Coast Relocation Guide – *2018 Guidebook*, half page print/digital ad and directory listing (Baker, Clay, Duval, Nassau, and St. Johns Counties).
- Parent Magazine – *2018 Special Education Guide*, full page digital/print ad with directory listing (Flagler, Volusia, and St. Johns Counties).
- Forthcoming ads include: Florida Association of School Administrators (FASA), Florida Council of Administrators in Special Education (FLOCASE), Fun 4 US Kids (includes 27 Florida counties), and others throughout the state.

### **Exhibits**

- *Deaf Resources Fair*, an annual event held April 7, 2018, sponsored by the Deaf Family Literacy Center in Plantation, FL. Represented by FSDB Parent Information/Parent Services.
- Forthcoming exhibits include: *20<sup>th</sup> Anniversary Family Café* (June 15-17, 2018 in Orlando), Florida Council of Administrators in Special Education *2018 Summer Leadership Institute* (June 11-13, 2018 in Bonita Springs), Florida Council of the Blind *2018 Convention* (May 17-20, 2018 in Jacksonville), and others throughout the state.

### **News Stories**

- Posted 12 original and one external feature story on the school website and social media. One reprint of our stories appeared in the St. Augustine Record, titled *FSDB Students Excel at 2018 Braille Challenge*. Keith Young, FSDB Teacher of the Year, was featured in First Coast News as Teacher of the Week.

### **Photo / Video**

- Photographed Senior portraits, Kids Town Comes Alive, FSDB Safety Summit, and Advancement Student and Staff Profiles. Did post-production for CTE Semester and DHS “#IHeartFSDB” projects.

### **Social Media – Website**

	<u>January</u>	<u>February</u>
Total Sessions	9,165	8,597
New Users	4,838	4,704
Total Pageviews	28,771	27,707
Pages per Session	3.14	3.22
Desktop Users	5,376 (58.66% of total users)	5,200 (60.49% of total users)
Mobile Users	3,789 (41.34% of total users)	3,397 (39.51% of total users)



### ***Social Media – Facebook***

- Likes on the main page rose to 10,925 during month of March with 23 posts, reach of 39,615 and 88,039 impressions. The top post was "Happy National Deaf History Month!" which reached 7,416 people with 372 reactions (239 likes, 4 comments, and 91 shares). In April, total likes jumped to 10,974 with 19 posts, reach of 40,505, and 98,022 impressions. The top post was "FSDB Prom video" which reached 3,014 people with 301 reactions (180 likes, 14 comments, and 31 shares).

### ***Social Media - Twitter***

- 1,358 followers in March with 22 tweets, 10,400 tweet impressions, 240 profile visits, and 12 mentions. The top tweet was "Four students from BHS in Colorado" with 409 impressions. Followers increased in April to 1,380 with 22 tweets, 11,100 tweet impressions, 174 profile visits, and 10 mentions. The top tweet was a "Congratulations to DeanJames D'Angelo..." with 526 impressions.

### ***Social Media – Instagram***

- In March, followers rose to 901 with three posts and 228 likes. For the month on April, our followers increased to 931 with four posts and 395 likes.

### ***Social Media – Livestream***

- In March we streamed one girls flag football game for a total of 19 views. For the month of April we streamed six events (three girls flag football games, the FSDB Pageant, Deaf High School Deaf History Program, and a Parent Engagement Workshop) for a total of 499 views.

### ***Social Media – Vimeo***

- One new video was uploaded in March with 1,436 total views and seven likes. In April, 10 new videos were uploaded with 1,425 total views and four likes.

### ***Social Media - YouTube***

- No new videos were uploaded in March and April. In April we added 103 new subscribers, had 209 likes, and accumulated 55,771 views with a total viewing time of 244,740 minutes. For the month of April, we added 94 subscribers, 185 likes, and accumulated 34,494 views with a total viewing time of 139,690 minutes.

### ***Social Media - Zenfolio***

- Uploaded senior portraits for the Blind and Deaf Departments to students individual Zenfolio gallery. Created one new public gallery in April – FSDB Prom 2018 (46 photos, 25 visitors).

### ***School Museum / Campus Tours***

- Hosted 106 visitors at the museum during March and April. 40 members of the Tri-County Association of the Deaf (including those from The Villages, FL) came specifically to visit the museum, and 30 were CEASD 2018 attendees who signed up for a separately arranged campus tour.

###



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

President's Office  
Legislative Services Report  
May 18, 2018

The Seminole Tribe of Florida signed an agreement with the governor to continue monthly revenue sharing payments until May 2019, when the next year's session ends. For now, this action delays calls for a special legislative session to expand slot machine gaming around the state. This agreement continues the contribution to the state of over \$300 million annually. However, in light of a proposed constitutional amendment designed to remove gaming decisions from the legislature, legislative talk of special session is continuing.

Legislative and congressional campaigns have been ongoing since the end of the legislative session. As each higher office becomes open, the domino effect of candidates from lower offices creates numerous further openings. For the St. John's County legislative district, only the house members are required to run for re-election this term. No serious opposition to the current members is expected.

## Next Actions:

As attested by FSDB Business Administrator, Julia Mintzer, the budget cycle for state agencies begins again as they close out one fiscal year and develop plans for requests for the coming 2019-20 fiscal year. Analyzing the past response of the legislature to FSDB requests, we again realize how critical is the first step of securing approval from the Department of Education. I hope to join Ms. Mintzer in communications with DOE once FSDB and the board approve plans and requests for the coming year.

## Coming activities:

During the past legislative session, a bill filed included reference to an obsolete provision citing FSDB. While this bill had no impact on the school, it did call attention and question as to what other statutory requirements or provisions remain for FSDB that are no longer applicable. In discussion with President Prickett, over the next two months, I will be searching the statutes for references to FSDB and help determine their need for continuation. Following that survey, I will develop bills to be filed to remove or update needed statutory passages.

## **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**

Mrs. Julia Mintzer  
Business Manager  
Re: Surplus Review  
Board Report

April 26, 2018

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.

FSDB#	Description	Age	Acq. Cost
#53009	ELITEBOOK 8530P	9 YRS	\$1888.00
#55231	DIGITAL CAMERA KIT W NIKON 180 MCR	7 YRS	\$1054.75
#54311	MACBOOK PRO 15"	8 YRS	\$1525.31
#55753	MACBOOK PRO 15"	5 YRS	\$2358.00
#54307	MACBOOK PRO 15"	8 YRS	\$1525.31
#47871	RANGE, HOBART MOD HCR42	18 YRS	\$4687.00
#56200	REFRIGERATOR, SIDE BY SIDE, SAMSUNG	3 YRS	\$1607.99
#52779	MY READER 2	10 YRS	\$2995.00
#47674	TREADMILL, LANDIS L7 SPORT	18 YRS	\$2799.00
#50907	2005 ASTRO VAN	13 YRS	\$17988.00
#56182	WESTINHOUSE 65" WHITEBOARD	3 YRS	\$2837.50

Review board:

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Susan Bright  
Purchasing Director

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Shelley Ardis  
Executive Director, Technical Services

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John Mark Leach  
Technology Resource Coordinator

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Trish McFadden  
Executive Director, Transportation

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

**SUBJECT: FY 2018-2019 Out-of-State Tuition Rate**

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**PROPOSED BOARD ACTION**

Board approval is requested to establish the Out-of-State Tuition rate for the 2018-2019 School year at a cost of \$16,220 annually. The Out-of-State Tuition charge offsets the added cost of providing services. This rate represents an increase of \$118 from this year's annual tuition rate. The School does not currently have any out-of-state students.

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

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

**SUBJECT: Continuation of Business Prior to Approval of the FY 2018-2019 Operating Budget**

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**PROPOSED BOARD ACTION**

Board approval is requested to continue the financial operations of the School from July 1, 2018 to the date of Board approval of the FY 2018-2019 FSDB Operating Budget. All expenditures shall be subject to retroactive approval by the Board. Laws of Florida, Chapter 2018-9 reflect the following appropriations:

Item 104	Risk Management Insurance	Appropriation
	From General Revenue Fund	471,895
	From Administrative Trust Fund	48,921
Item 113	Florida School for the Deaf and the Blind	
	From General Revenue Fund	47,448,161
	From Administrative Trust Fund	281,131
	From Federal Grants Trust Fund	2,061,126
	From Grants and Donations Trust Fund	2,238,122
Item 114	People First Assessment	
	From General Revenue Fund	209,245
	From Administrative Trust Fund	41,292

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

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

**SUBJECT: Operating Budget Approval Procedures**

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**PROPOSED BOARD ACTION**

Board approval is requested to adopt formal procedures regarding the approval of the operating budget.

1. Administration will continue, as necessary, to present the Board recommendations through the Action Item process for:
  - A. The initial operating budget
  - B. Any revised operating budgets
  - C. Agency initiated budget amendments
  - D. Continuance of financial operations as of July 1 to the date of Board approval of the new fiscal year's operating budget
2. Administration will continue to present the Board with an annual Action Item seeking authority to adjust external categories and/or projects, as necessary, during the fiscal year-end closing process. If adjustments are required, they will be submitted to the President (or designee) for approval, and will be reported to the Board during the next meeting.

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

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

**SUBJECT: Fund Balance Policy**

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**PROPOSED BOARD ACTION**

Board approval is requested to establish a formal fund balance policy for FSDB (the agency) as requested by the Auditor General's staff members.

The agency shall comply with the requirements of the Governmental Accounting Standards Board Statement 54 (GASB 54). As is more particularly described in GASB 54, the components of the fund balance shown on the agency's financial statements shall be:

1. Non-Spendable Fund Balance – The non-spendable fund balance shall include items that are not in spendable form.
2. Restricted Fund Balance – The restricted fund balance shall include items subject to externally enforceable legal restrictions.
3. Committed Fund Balance – The committed fund balance will include amounts which are committed for a specific purpose by formal Board action, and which cannot be removed from this category without formal Board action.
4. Assigned Fund Balance – The assigned fund balance includes amounts which are assigned for the intended use of the Board or by delegation to the President or President's designee.
5. Unassigned Fund Balance – The unassigned fund balance shall be the excess of total fund balance over the total sum of non-spendable, restricted, and committed fund balances.
6. Priorities – The agency elects to prioritize use of its spendable fund balance as follows:
  - a. Restricted amounts are to be used first to accomplish the intended use of such funds unless there are legal documents/contracts that prohibit this, such as grant agreements which require dollar-to-dollar matching spending;
  - b. Committed amounts to the extent the specified purpose of such commitment has been met;
  - c. Assigned amounts to the extent the specified purpose of such assignment has been met; and
  - d. Unassigned funds.

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



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

**SUBJECT: Operating Budget Legislative Budget Request (LBR) FY 2019-2020**

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**PROPOSED BOARD ACTION**

Board approval is requested to submit Cost to Continue issues for General Revenue and the Trust Funds in the FY 2019-2020 LBR. The agency will also submit technical issues to realign budget authority within the Trust Funds based on projected expenditures.

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

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

**Subject: 2014-2019 Campus Master Plan, Educational Plant Survey, and Facilities  
Master Plan - Amendment 5**

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**PROPOSED BOARD ACTION**

Board approval is requested to amend the 2014-2019 Campus Master Plan, Educational Plant Survey, and Facilities Master Plan. This amendment is to adjust Maintenance and Repairs and Capital Projects.

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**Attachment:** 2014 – 2019 Campus Master Plan, Educational Plant Survey, and Facilities Master Plan – Amendment 5

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



# **Florida School for the Deaf & the Blind**

*Do More. Be More. Achieve More.*

**2014-2019**

**Campus Master Plan  
Educational Plant Survey  
and  
Facilities Master Plan**

**Per Florida Statute**

**1002.36**

**1013.31**

**Pending Board Approval  
Amendment No. 5  
May 18, 2018**

## **AMENDMENT NO. 5**

The Florida School for the Deaf and the Blind (FSDB) is requesting an amendment to the 2014-2019 Campus Master Plan, Educational Plant Survey, and Facilities Master Plan. This amendment is necessary to adjust the Maintenance and Repairs and Capital Projects categories. With the decrease in State PECO resources, the FSDB PECO Legislative Budget Request has not been fully funded since the development of the 2014-2019 Plans. This has resulted in delayed projects and accelerated deterioration of facilities.

### **MAINTENANCE AND REPAIRS**

**(Per Florida Statutes Chapter 1013 and State Requirements for Educational Facilities)**

Within the Maintenance and Repairs category, FSDB will continue to address Safety and Security, Essential Equipment Maintenance, Technology and Facility/Infrastructure Repair components per Florida Statutes Chapter 1013 and the Florida Department of Education State Requirements for Educational Facilities.

The Safety and Facility Operations Department focuses on the provision of well-maintained functional facilities to ensure a safe learning, living, and working environment for students and staff members at FSDB. The School's maintenance and repair strategies include, following manufacturers preventative maintenance recommendations, assessing building infrastructure components, and determining cost effective actions to prolong component life.

Facilities are inspected on a regular basis. Any deficiencies are noted and entered into work order system where they are prioritized and assigned to Safety and Facilities Operations staff members for correction. All high priority and safety deficiencies are addressed immediately. Additionally, an ADA assessment of FSDB facilities has been completed and buildings are brought into compliance as they are renovated.

All buildings on the FSDB campus are owned by the State of Florida. Data for each building is available in FSDB's Campus Master Plan, Educational Plant Survey, and Facilities Master Plan 2014-2019, dated May 2013. Additionally, as required by Florida Statute, all FSDB facility information is contained within the Florida Department of Education's electronic Education Facilities Information System (EFIS) database which houses FSDBs' Educational Plant Survey and Florida Inventory of School Houses (F.I.S.H.) information.

Maintenance and Repair funds provide the resources to maintain many recurring contracts to implement cost effective and periodic actions to prolong the useful life of campus components. Funds are needed to maintain, inspect, and provide necessary repairs on an annual basis to guarantee facility operations. Funds are also directed to contracts to maintain, repair, or replace capital assets which have been identified as beyond their expected useful life cycle or as a current deficiency.

Scope and methodology is monitored and incorporated into the planning process. FSDB shall exercise reasonable care that additional critical needs may arise and become a priority.

MAINTENANCE AND REPAIRS 2019-2020			
Scope	Estimated Cost		Methodology
	Recurring	Non-Recurring	
<b>Safety and Security</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for safety systems and equipment.</li> <li>Replace fire alarm systems for two buildings.</li> <li>Replace emergency lights in three buildings.</li> </ul>	\$610,671	\$232,667	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> <li>Non-recurring = Based upon budget estimates, specific quotes, or quotes for comparable work performed in previous years, plus an annual increase of 5% per year.</li> </ul>
<b>Essential Equipment Maintenance</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for essential equipment.</li> <li>Replace aged and deteriorated water heaters in four buildings.</li> </ul>	\$1,480,402	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>Technology</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for technology systems and equipment.</li> <li>Replace technology equipment and infrastructure according to refresh cycle and obsolescence.</li> </ul>	\$173,560	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>Facility/Infrastructure Repair</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for general and civil construction repairs.</li> <li>Paint the exterior of five buildings.</li> </ul>	\$350,000	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>2019-2020 Total</b>	<b>\$2,614,633</b>	<b>\$232,667</b>	

MAINTENANCE AND REPAIRS 2020-2021			
Scope	Estimated Cost		Methodology
	Recurring	Non-Recurring	
<b>Safety and Security</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for safety systems and equipment.</li> <li>Replace fire alarm systems for buildings.</li> <li>Replace emergency lights in buildings.</li> </ul>	\$641,205	\$244,300	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> <li>Non-recurring = Based upon budget estimates, specific quotes, or quotes for comparable work performed in previous years, plus an annual increase of 5% per year.</li> </ul>
<b>Essential Equipment Maintenance</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for essential equipment.</li> <li>Replace aged and deteriorated water heaters in buildings.</li> </ul>	\$1,554,422	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>Technology</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for technology systems and equipment.</li> <li>Replace technology equipment and infrastructure according to refresh cycle and obsolescence.</li> </ul>	\$182,238	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>Facility/Infrastructure Repair</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for general and civil construction repairs.</li> <li>Paint the exterior of buildings.</li> </ul>	\$367,500	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>2020-2021 Total</b>	<b>\$2,745,365</b>	<b>\$244,300</b>	

MAINTENANCE AND REPAIRS 2021-2022			
Scope	Estimated Cost		Methodology
	Recurring	Non-Recurring	
<b>Safety and Security</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for safety systems and equipment.</li> <li>Replace fire alarm systems for buildings.</li> <li>Replace emergency lights in buildings.</li> </ul>	\$673,265	\$256,515	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> <li>Non-recurring = Based upon budget estimates, specific quotes, or quotes for comparable work performed in previous years, plus an annual increase of 5% per year.</li> </ul>
<b>Essential Equipment Maintenance</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for essential equipment.</li> <li>Replace aged and deteriorated water heaters in buildings.</li> </ul>	\$1,632,143	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>Technology:</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for technology systems and equipment.</li> <li>Replace IDF Switches according to obsolescence.</li> <li>Replace Uninterruptable Power Supplies according to obsolescence.</li> <li>Replace other technology equipment and infrastructure according to refresh cycle and obsolescence.</li> </ul>	\$191,350	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>Facility/Infrastructure Repair:</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for general and civil construction repairs.</li> <li>Paint the exterior of buildings.</li> </ul>	\$385,875	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>2021-2022 Total</b>	<b>\$2,882,633</b>	<b>\$256,515</b>	

MAINTENANCE AND REPAIRS 2022-2023			
Scope	Estimated Cost		Methodology
	Recurring	Non-Recurring	
<b>Safety and Security</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for safety systems and equipment.</li> <li>Replace fire alarm systems for buildings.</li> <li>Replace emergency lights in buildings.</li> </ul>	\$706,928	\$269,341	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> <li>Non-recurring = Based upon budget estimates, specific quotes, or quotes for comparable work performed in previous years, plus an annual increase of 5% per year.</li> </ul>
<b>Essential Equipment Maintenance</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for essential equipment.</li> <li>Replace aged and deteriorated water heaters in buildings.</li> </ul>	\$1,713,750	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>Technology:</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for technology systems and equipment.</li> <li>Replace technology equipment and infrastructure according to refresh cycle and obsolescence.</li> </ul>	\$200,918	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>Facility/Infrastructure Repair:</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for general and civil construction repairs.</li> <li>Paint the exterior of buildings.</li> </ul>	\$405,169	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>2022-2023 Total</b>	<b>\$3,026,765</b>	<b>\$269,341</b>	



MAINTENANCE AND REPAIRS 2023-2024			
Scope	Estimated Cost		Methodology
	Recurring	Non-Recurring	
<b>Safety and Security</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for safety systems and equipment.</li> <li>Replace fire alarm systems for buildings.</li> <li>Upgrade fire alarm control software EBI.</li> <li>Replace emergency lights in buildings.</li> </ul>	\$742,274	\$282,808	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> <li>Non-recurring = Based upon budget estimates, specific quotes, or quotes for comparable work performed in previous years, plus an annual increase of 5% per year.</li> </ul>
<b>Essential Equipment Maintenance</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for essential equipment.</li> <li>Replace aged and deteriorated water heaters in buildings.</li> </ul>	\$1,799,438	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>Technology</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for technology systems and equipment.</li> <li>Replace IDF Switches according to obsolescence.</li> <li>Replace Uninterruptable Power Supplies according to obsolescence.</li> <li>Replace technology equipment and infrastructure according to refresh cycle and obsolescence.</li> </ul>	\$210,964	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>Facility/Infrastructure Repair</b> <ul style="list-style-type: none"> <li>Maintain current annual service contracts for general and civil construction repairs.</li> <li>Paint the exterior of buildings.</li> </ul>	\$425,427	\$0	<ul style="list-style-type: none"> <li>Competitively bid contracts.</li> <li>Sole source contracts due to proprietary software.</li> <li>Recurring = 5% added for potential annual increase.</li> </ul>
<b>2023-2024 Total</b>	<b>\$3,178,103</b>	<b>\$282,808</b>	

## CAPITAL PROJECTS

FSDB Capital Projects are necessary to support the mission of the school. The methodology to prioritize projects is based on an assessment of the facility condition index, educational programming, changes in student population, and observable deterioration. Costs are estimated based on an estimation formula representing costs and percentages associated with construction and renovation. Additionally, estimated costs are evaluated based on recent competitively procured campus construction contracts and industry indexes.

<b>CAPITAL PROJECTS 2019-2024</b>	
<b>Project</b>	<b>Estimated Cost</b>
2019-2020: Gregg Hall – Demolition/Design/New Construction	\$5,661,625
2019-2020: Site Acquisition – Remaining Lot on Genoply Street	\$170,000
2020-2021: McClure Hall – Demolition/Design/New Construction	\$ 3,735,620
2020-2021: Knowles Hall – Renovation	\$ 2,668,351
2021-2022: Kramer Hall – Renovation	\$ 5,426,996
2022-2023: MacWilliams Hall – Renovation	\$ 5,289,406
2023-2024: Vaill Hall – Renovation	\$ 4,476,120
2023-2024: Allied Health Services – Renovation	\$5,195,427

## FACILITY CONDITION REPORT

The attached report reflects the Facility Condition Index (FCI) of each facility on the FSDB campus. The FCI reflects the value of renovation or replacement of the components of the building within the facility. Each building system is evaluated to their expected useful life cycle or to their current deficient state. This information contained in the FCI is used to schedule or request funding for preventative maintenance, maintenance repairs, and capital projects.

Currently, the FSDB campus has replacement cost of \$229 million with an average life of 33 years. The current amount of deferred maintenance is \$81 million for 2018.

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

**Subject: 2019-2020 PECO – Legislative Budget Request**

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**PROPOSED BOARD ACTION**

Board approval is requested for the proposed PECO (Capital Outlay) Legislative Budget Request for the 2019-2020 fiscal year. The total Legislative Budget Request is \$8,678,925 including: Maintenance and Repairs \$2,847,300 and Capital Projects \$5,831,625.

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**Attachment:** PECO Legislative Budget Request 2019-2020.

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



# **Florida School for the Deaf & the Blind**

*Do More. Be More. Achieve More.*

**Legislative Budget Request for 2019-2020**

**Pending Board Approval  
May 18, 2018**

### **Public Education Capital Outlay (PECO)**

Per Florida Statute 1002.36, the Florida School for the Deaf and the Blind (FSDB) shall prepare and submit Legislative Budget Requests (LBR) for operations and fixed capital outlay, in accordance with Chapter 216 and Florida Statutes 1011.56 and 1013.60, to the Department of Education (DOE) for review and approval. The DOE must analyze the amount requested for fixed capital outlay to determine if the request is consistent with the school's Campus Master Plan, Educational Plant Survey, and Facilities Master Plan. Projections of facility space needs may exceed the normal space and occupant design criteria established in the State Requirements for Educational Facilities (SREF).

### **Safety and Facilities Operations Departmental Mission**

*The mission of FSDB Safety and Facilities Operations is to develop, maintain, clean, repair, and remodel campus facilities collaboratively with all internal and external stakeholders in collective pursuit of heightened student achievement.*

### **Florida School for the Deaf and the Blind Mission**

*The mission of the Florida School for the Deaf and the Blind is to utilize all available talent, energy, and resources to provide free appropriate public education for eligible sensory-impaired students of Florida. As a school of academic excellence, the school shall strive to provide students an opportunity to access education services in a caring, safe, unique learning environment to prepare them to be literate, employable, and independent lifelong learners. The school shall provide outreach services that include collaboration with district school boards and shall encourage input from students, staff, parents, and the community. As a diverse organization, the school shall foster respect and understanding for each individual.*

Bordered by Florida's Intracoastal Waterway, FSDB is located in the nation's oldest city of St. Augustine. White stucco buildings with Spanish tiled roofs, graceful palm trees, and majestic live oaks create a serene setting for students who are deaf/hard of hearing or blind/visually impaired to learn, live and play.

Established in 1885, FSDB is a fully accredited state public school and outreach center available, tuition-free, to eligible Pre-K through 12<sup>th</sup> grade deaf/hard of hearing or blind/visually-impaired students. Comprehensive educational services at FSDB are individualized, specific to the unique communication and accessibility needs of each student to develop independence and lifelong success. In addition to a rigorous child-centered instructional program, FSDB offers students unique services including but not limited to: transportation, boarding, meals, a health care center, community involvement, and opportunities for athletic and artistic achievement. Currently, FSDB serves approximately 550 students on campus in Pre-K through 12<sup>th</sup> grade academic programs, as well as about 475 infants and toddlers and their families across the state of Florida through Parent Service Programs.

Families choose FSDB for the unique resources and opportunities that cannot be found elsewhere which include innovative K-12 academic, career development, and independent living opportunities that extend well beyond the traditional classroom. Students choose FSDB for ease of direct learning, the variety of academic programs, campus life activities, and the effortless communication they have within the campus and with community partners. Students at FSDB meet Florida high school graduation requirements; the majority of FSDB graduates continue their education at postsecondary or technical training programs while others go directly to competitive work. From the moment you set foot onto the FSDB campus, you will sense the passion and commitment that defines the school, the teachers, and the students. Our expectations are high and our enthusiasm for our students to “Do More, Be More, and Achieve More” has no limits.

All buildings on the FSDB campus are owned by the State of Florida. Data for each building is available in FSDB’s Campus Master Plan, Educational Plant Survey, and Facilities Master Plan 2014-2019, dated May 2013. Additionally, as required by Florida Statute, all FSDB facility information is contained within the Florida Department of Education’s electronic Education Facilities Information System (EFIS) database which houses FSDBs’ Educational Plant Survey and Florida Inventory of School Houses (F.I.S.H.) information.

Facilities are inspected on a regular basis. Any deficiencies are noted and entered into a work order system where they are prioritized and assigned to Safety and Facilities Operations staff members for correction. All high priority and safety deficiencies are addressed immediately. Additionally, an ADA assessment of FSDB facilities has been completed, and buildings are brought into compliance as they are renovated.

### **Legislative Budget Request: 2019-2020**

The following is the 2019-2020 request anticipated for Fixed Capital Outlay needs as a result of the Campus Master Plan, Educational Plant Survey, and Facilities Master Plan. The following pages define the capital requests by category, project scope, estimated cost, and request methodology, including necessary maintenance and repairs pursuant to Chapter 1013 Florida Statutes and FDOE’s State Requirements for Educational Facilities.

### **2019-2020**

Maintenance and Repair	<b>\$2,847,300</b>
Capital Projects	<b><u>\$5,831,625</u></b>
	<b>\$8,678,925</b>

## MAINTENANCE AND REPAIRS

(Per Florida Statutes Chapter 1013 and State Requirements for Educational Facilities)

FSDB Maintenance and Repairs have been identified based on four critical categories: Safety and Security, Essential Equipment Maintenance, Technology, and Facility/Infrastructure Repairs. Project scope, estimated cost, and request methodology have been carefully evaluated and documented as FSDB respectfully requests Maintenance and Repair dollars in the amount of **\$2,847,300**.

1) SAFETY AND SECURITY				
	Project Scope	Estimated Cost		Request Methodology
		Recurring	Non-Recurring	
1.0	<b>Fire Extinguisher Inspections</b> – Annual inspection and maintenance of 850 fire extinguishers, campus-wide.  Required per National Fire Protection Association (NFPA) Code 10.	\$10,000		Based on two Category 2 quotes (acquired competitively according to FS & Rule 60 A-1.002 (4)(m), FAC) for comparable maintenance services. This is the not-to-exceed contract price for 2019-2020.
1.1	<b>Fire Alarm System Maintenance</b> – Labor and materials to inspect, maintain and certify all campus fire alarm systems as well as the Enterprise Building Integrated System (EBI) through which, all fire alarms, card access, security gates, and security cameras are configured.  Required per National Fire Protection Association (NFPA) Code 101.	\$161,003		This is a sole source contract due to proprietary software that integrates fire alarms, gate security, and security cameras into one, central monitoring system. This is the base contract price for 2019-2020.

1) SAFETY AND SECURITY				
	Project Scope	Estimated Cost		Request Methodology
		Recurring	Non-Recurring	
1.2	<p><b>Fire Alarm Replacement (Walker Annex &amp; Alumni Hall)</b> – Labor and materials to replace the existing smoke detection and notification system and integrate it into the campus-wide monitoring system. Many of these devices are over 20 years old.</p> <p>Required per National Fire Protection Association (NFPA) Code 101.</p>		\$217,733	This will be a sole source contract due to proprietary software that integrates fire alarms, gate security, and security cameras into one, central monitoring system. In April of 2018, non-binding budgetary estimates were acquired for this project. This cost is the budget estimates plus a potential increase of 5% per year.
1.3	<p><b>Electronic Campus Security Gates</b> – Preventative maintenance and inspections of access systems for card and security gates.</p> <p>To supplement compliance with the Jessica Lunsford Act (H.R. 1505).</p>	\$5,093		This is a sole source contract due to proprietary software that integrates fire alarms, gate security, and security cameras into one, central monitoring system. This is the base contract price for 2019-2020.
1.4	<p><b>Campus Security Fencing</b> – Installation, repair, and maintenance of campus perimeter and containment fencing. Fencing must be maintained to ensure perimeter safety as well as security from various hazardous areas.</p> <p>To supplement compliance with the Jessica Lunsford Act (H.R. 1505).</p>	\$200,000		This will be a Category 5 procurement - acquired according to FS 287.042 (16)(a). Estimated based upon linear footage price of a current fencing project. A potential increase of 5% per year was added. Given current fencing needs, this not-to-exceed amount should be sufficient to procure this service for a new 2019-2020 contract.



1) SAFETY AND SECURITY				
	Project Scope	Estimated Cost		Request Methodology
		Recurring	Non-Recurring	
1.5	<b>Fire Sprinkler Semi-Annual Inspections and Repairs</b> – Inspection, maintenance, recertification, and repairs of building fire sprinkler systems, backflow preventers, and fire hydrants.  Required per National Fire Protection Association (NFPA) Codes 13 & 15.	\$25,000		At the time of this request, current contracted services are not-to-exceed (NTE) \$25,000. The current contract will expire June 30, 2018. Taking into account a possible increase of 5% per year, this not-to-exceed amount should remain sufficient to procure this service for a new contract for 2019-2020.
1.6	<b>Kitchen Fire Suppression Systems</b> – Inspection, maintenance and recertification of the kitchen fire suppression system in commercial and dorm kitchens tied to the fire alarm system.  Required per National Fire Protection Association (NFPA) Codes 13 & 15.	\$10,000		At the time of this request, current contracted services are not-to-exceed (NTE) \$10,000. The current contract will expire June 30, 2018. Taking into account a possible increase of 5% per year, this not-to-exceed amount should remain sufficient to procure this service for a new contract in 2019-2020.
1.7	<b>Digital Video Monitoring</b> – Labor and materials to maintain and repair the campus security cameras and integrated monitoring system.  To supplement compliance with the Jessica Lunsford Act (H.R. 1505).	\$53,268		This is a sole source contract due to proprietary software that integrates fire alarms, gate security, and security cameras into one, central monitoring system. This is the base contract price for 2019-2020.

1) SAFETY AND SECURITY				
	Project Scope	Estimated Cost		Request Methodology
		Recurring	Non-Recurring	
1.8	<p><b>Emergency Light Replacement (Music Building, Copeland Gymnasium, &amp; Allied Health Building) -</b> Labor and materials to replace the building's existing emergency lights with "brownout" protected, energy efficient LED fixtures. Many of the lights are not "brownout" protected and were rendered non-functional by Hurricanes Matthew and Irma.</p> <p>Required to correct violations in the two most recent Fire Marshal Inspections per National Fire Protection Association (NFPA) Code 101.</p>		\$14,934	Based on two Category 2 quotes (acquired competitively according to FS & Rule 60A-1.002 (4)(m), FAC) for comparable emergency light replacement for a 2016-2017 project. The mean price of both quotes was calculated. The total was divided to find an installation cost per light and then multiplied by the number of light replacements projected for 2019-2020. A \$25 per-light purchase price was added. Finally, a potential increase of 5% per year was added.
1.9	<p><b>Environmental Health and Safety</b> – Environmental services consisting of indoor air quality testing, asbestos testing and abatement, chemical safety and hazardous substance assessment, DEP and EPA compliance.</p> <p>Required to maintain compliance with Florida Department of Environmental Protection (FDEP) Project ID #84853.</p>	\$66,497		This cost is an average of the recurring and non-recurring projects performed from 2017/2018-2018/2019 plus a potential annual increase of 5%. This not-to-exceed amount should be sufficient to procure this service for a new contract in 2019-2020.

1) SAFETY AND SECURITY				
	Project Scope	Estimated Cost		Request Methodology
		Recurring	Non-Recurring	
1.10	<b>Warning Systems</b> – Inspection, maintenance, and replacement of tornado warning system, severe storm warning system, and flashing strobes.	\$20,000		Based on two Category 2 quotes (acquired competitively according to FS & Rule 60A-1.002 (4)(m), FAC) for comparable maintenance services. This is the not-to-exceed contract price for 2019-2020.
1.11	<b>Honeywell Repairs</b> – Labor and materials to repair fire alarm and card access security gates.  Required per National Fire Protection Association (NFPA) Code 101.	\$20,000		This is a sole source contract due to proprietary software that integrates fire alarms, gate security, and security cameras into one, central monitoring system. This is the base contract price for 2019-2020.
1.12	<b>Nuisance Insect and Pest Management</b> – Guaranteed preventative measures and necessary treatment for nuisance insects and pests including, but not limited to bed bugs, spiders, roaches, vermin, etc. in all campus dormitory and classroom spaces. Being a boarding school with students being transported statewide weekly, proper prevention is essential to maintaining compliance with best practices regarding such settings.	\$39,810		This cost is based on the 2019-2020 base contract price for monthly pest treatment plus a preventative maintenance proposal for 272 dormitory spaces plus a potential increase of 5%. This amount should be sufficient to procure additional services for a new contract in 2019-2020.
<b>SAFETY AND SECURITY</b>		<b>\$610,671</b>	<b>\$232,667</b>	<b>TOTAL - \$843,338</b>

2) ESSENTIAL EQUIPMENT MAINTENANCE				
	Project Scope	Estimated Cost		Request Methodology
		Recurring	Non-Recurring	
2.0	<b>Exhaust Cleaning and Inspection</b> – Cleaning of kitchen hoods, fans, filters, and ducts.  Required per (NFPA) Code 101.	\$1,000		Based on one Category 1 quote (acquired according to FS & Rule 60A-1.002 (2), FAC). This is the not-to-exceed contract price for 2019-2020.
2.1	<b>Grease Trap Cleaning</b> – Quarterly pumping at MacWilliams Hall and Memorial Hall cafeterias.	\$5,775		At the time of this request, current contracted services are \$5,500. The current contract will expire June 30, 2019. Taking into account a possible increase of 5% per year, this not-to-exceed amount should remain sufficient to procure this service for a new contract in 2019-2020.
2.2	<b>Water Treatment</b> – Chemical treatment of the hot water/chilled water loop to prevent corrosion and increase longevity and maintain proper function of the system.	\$20,034		At the time of this request, current contracted services are \$19,080. The current contract will expire June 30, 2019. Taking into account a possible increase of 5% per year, this not-to-exceed amount should remain sufficient to procure this service for a new contract in 2019-2020.
2.3	<b>Generator</b> – Scheduled preventative maintenance and annual load bank tests of two emergency generators for the main campus and Police Services building. Emergency repairs for essential electrical switchgear.	\$10,000		Based on two Category 1 quotes (acquired according to FS & Rule 60A-1.002 (4)(m), FAC). This is the not-to-exceed contract price for 2019-2020.

2) ESSENTIAL EQUIPMENT MAINTENANCE				
	Project Scope	Estimated Cost		Request Methodology
		Recurring	Non-Recurring	
2.4	<b>Laundry Equipment</b> – Preventative maintenance and repairs on commercial laundry equipment serving the campus.	\$10,000		Based on two Category 1 quotes (acquired according to FS & Rule 60A-1.002 (4)(m), FAC). This is the not-to-exceed contract price for 2019-2020.
2.5	<b>Kitchen Equipment</b> – Maintenance of campus-wide, commercial kitchen equipment.	\$10,000		Based on two Category 1 quotes (acquired according to FS & Rule 60A-1.002 (4)(m), FAC). This is the not-to-exceed contract price for 2019-2020.
2.6	<b>500-Ton Chillers</b> – Quarterly service and inspection on the two 500-ton chillers in the central plant.	\$6,060		Category 2 procurement (acquired according to [s.287.017 (2). This is the not-to-exceed contract price for 2019-2020.
2.7	<b>1000-Ton Chiller</b> – Quarterly service and inspection on the 1000-ton chiller in the central plant.	\$45,348		Category 5 procurement (acquired according to [s.287.042 (16)(a). This is the not-to-exceed contract price for 2019-2020.
2.8	<b>Air Cooled Chiller</b> – Quarterly service and inspection on the air cooled chiller at Moore Hall.	\$2,534		Based on two Category 1 quotes (acquired according to FS & Rule 60A-1.002 (4)(m), FAC). This is the not-to-exceed contract price for 2019-2020.

2) ESSENTIAL EQUIPMENT MAINTENANCE				
	Project Scope	Estimated Cost		Request Methodology
		Recurring	Non-Recurring	
2.10	<p><b>Elevators</b> – Inspections, preventative maintenance, and lubrication of campus-wide elevators.</p> <p>Required per Occupational Health and Safety Administration (OSHA) Standard 1917.116.</p>	\$24,192		Category 5 procurement (acquired according to [s.287.042 (16)(a). This is the not-to-exceed contract price for 2019-2020.
2.11	<p><b>Electrical</b> – Licensed annual inspections, repairs, or replacement of transformers, switchgears, lights, and other essential high voltage equipment.</p>	\$200,000		Category 5 procurement - acquired according to FS 287.042 (16)(a). At the time of this request, current contracted services are \$200,000. The current contract will expire June 30, 2019. This not-to-exceed amount should remain sufficient to procure this service for a new contract in 2019-2020.
2.12	<p><b>Plumbing/Mechanical</b> – Licensed labor and materials to perform minor and major plumbing, mechanical, heating/ventilation/air-conditioning (HVAC), and repairs and installations campus-wide.</p>	\$500,000		At the time of this request, services are contracted - acquired according to FS 287.042 (16)(a). The current contract will expire June 30, 2018. Based on repair history and forecast repair needs, this not-to-exceed amount should be sufficient to procure this service for a new contract for 2019-2020.

<b>2) ESSENTIAL EQUIPMENT MAINTENANCE</b>				
	<b>Project Scope</b>	<b>Estimated Cost</b>		<b>Request Methodology</b>
		<b>Recurring</b>	<b>Non-Recurring</b>	
2.13	<b>CEP/EBI HVAC Controls</b> – Maintain enterprise building integrator (EBI) system for entire campus HVAC controls. This is the central monitoring system for all diagnostics and controls of the system.	\$234,797		The EBI is a sole source contract due to proprietary software. This contract expires in 2017-2018. Starting with the base contract price for 2017-2018, we add the budgetary estimates to add four new buildings' controls and a potential increase a potential annual increase of 5%. This amount should be enough to procure a new contract for 2019-2020.
2.14	<b>Roofing Preventative Maintenance and Repairs</b> – Perform preventative maintenance on all campus roofs, and to complete much needed repairs and replacements due to deterioration and damaged caused by Hurricanes Matthew and Irma.	\$276,080		This cost is based on an average of the previous four years of roofing repairs, plus a proposal for an annual preventative maintenance program for all campus roofs, plus a potential annual increase of 5%.
2.15	<b>Equipment/System Failure</b> – Repair and replacement of aging and failed mechanical equipment and systems.	\$134,582		10% of recurring Essential Equipment Maintenance funds. Actual dollars associated with equipment/system failures will be tracked for trend analysis, effective July 1, 2018.
<b>ESSENTIAL EQUIPMENT MAINTENANCE</b>		<b>\$1,480,402</b>	<b>\$0</b>	<b>TOTAL - \$1,480,402</b>

<b>3) TECHNOLOGY</b>				
	<b>Project Scope</b>	<b>Estimated Cost</b>		<b>Request Methodology</b>
		<b>Recurring</b>	<b>Non-Recurring</b>	
3.0	<b>Internal Telephone Services</b> – Service and maintenance of phones, and phone switches throughout campus.	\$8,160		Based on two Category 1 quotes (acquired according to FS & Rule 60A-1.002 (4)(m), FAC). This is the not-to-exceed contract price for 2019-2020.
3.1	<b>LED/Audio Messaging Maintenance and Annual Licensing Fee</b> – Maintenance and annual licensing fees for the electronic message boards/software providing visual and auditory access to emergency (lockdown, evacuation, weather, etc.) and announcement alerts for deaf and blind students and staff.	\$9,500		Category 2 procurement (acquired according to [s.287.017 (2). This is the not-to-exceed contract price for 2019-2020.
3.2	<b>Uninterruptable Power Supplies (UPS)</b> – Maintenance and installation for UPS equipment in various building data center locations. Many UPSs were damaged or destroyed in Hurricanes Matthew and Irma. This equipment is essential to the continued operation of network equipment and safety systems.	\$5,900		Category 2 procurement (acquired according to [s.287.017 (2). This cost is based on one quote.



<b>3) TECHNOLOGY</b>				
	<b>Project Scope</b>	<b>Estimated Cost</b>		<b>Request Methodology</b>
		<b>Recurring</b>	<b>Non-Recurring</b>	
3.3	<b>Cabling Consultation</b> – Labor and materials for annual repairs, installations, and upgrades to campus infrastructure including installation and termination of category 6 station cabling and riser cabling, installation and termination of fiber optic cable, installation and termination of building and subterranean coaxial broadband cabling, installation of all associated hardware, outlets, broadband television wiring equipment, and associated hardware.	\$150,000		This cost is based on repair history of the past four years and forecast repair needs, this not-to-exceed amount should be sufficient to execute these projects in 2019-2020.
<b>TECHNOLOGY</b>		<b>\$173,560</b>	<b>\$0</b>	<b>TOTAL - \$173,560</b>

<b>4) FACILITY/INFRASTRUCTURE REPAIRS</b>				
	<b>Project Scope</b>	<b>Estimated Cost</b>		<b>Request Methodology</b>
		<b>Recurring</b>	<b>Non-Recurring</b>	
4.0	<b>Site and Infrastructure Maintenance</b> – Licensed labor and materials to perform minor and major interior and exterior, general and civil construction repairs, and projects to aspects of the entire campus infrastructure associated with buildings and outside structures <i>not</i> including plumbing or electrical repairs. Examples may include but are not limited to: drywall, ceilings, causeway bridge, ramps, handrails, sidewalks, covered walkways, bleachers, physical education fields, courts, dock, fences, wells, and erosion control, etc.	\$350,000		At the time of this request, we were beginning the procurement process for two applicable contracts for 2018-2019. This not-to-exceed amount should remain sufficient to procure two new contracts for similar services in 2019-2020. *Two contracts are necessary due to minor differences in contractor capabilities and the frequent need to address multiple projects simultaneously, and the high number of campus buildings.
<b>FACILITY/INFRASTRUCTURE REPAIRS</b>		<b>\$350,000</b>	<b>\$0</b>	<b>TOTAL - \$350,000</b>

### CAPITAL PROJECTS

The FSDB Capital Projects recommended for 2019-2020 include the demolition, design, and construction of Gregg Hall as well as the purchase of the final remaining parcel of land bordering the campus. Capital project needs have been carefully evaluated and documented as FSDB respectfully requests Capital Projects dollars in the amount of **\$5,831,625**.

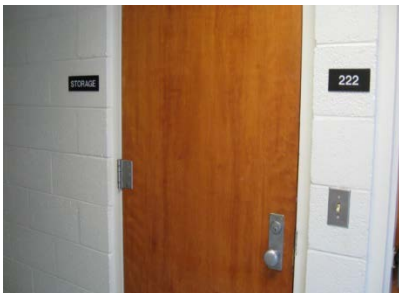
#### **Gregg Hall – Demolition/Design/New Construction** **\$5,661,625**

Gregg Hall (FSDB Building #9) serves as dormitory for female students in our Deaf Middle School. This building no longer meets the adequacy as a dormitory and the remodeling/renovation cost exceeds the practical replacement cost. The current configuration houses 36 students. Existing bedrooms were designed in 1975 to accommodate four students per room and the dormitory has inadequate toilet/shower group facilities. The building has numerous life safety and ADA issues for which renovation will not be practical or cost effective to perform. Deteriorating mechanical roof top units are causing roof leaks and poor indoor air quality. There are numerous roof patches, which have caused failure of the tapered insulation system. Doors, hardware, and accessibility do not meet ADA requirements. Sanitary sewer lines have

deteriorated to the extent that drain machines will no longer travel down the pipes to remove clogs. The condition of the interior of the pipes is also conducive to paper products catching on jagged edges, collecting, and causing pipe obstructions. The sanitary sewer line runs down the hallway in the center of the building from the south end to the north end. In order to repair or replace these lines, the entire floor down the hallway would have to be cut open, the pipe excavated, replaced, and the floor re-poured. These repairs could not be accomplished while the building is occupied.

Staff recommendation is to raze the existing dormitory and replace the structure with a design that will allow an individual pod design to accommodate up to twelve students per pod. Each pod will contain a common living space, residential kitchen, six bedrooms and two shared toilet/shower rooms. The new two-story dormitory will house four pods for a total capacity of forty-eight students.

Funds for Gregg Hall were requested in the FSDB PECO LBR in 2017-2018, as well as 2018-2019. This project was not included in the Department of Education budget submitted for approval by the State Board of Education. The building continues to deteriorate and FSDB respectfully requests funding for Gregg Hall in 2019-2020.



### **Site Acquisition**

**\$170,000**

FSDB is requesting funds to purchase the last parcel of land located on Genoply Street. Based on a recent appraisal, FSDB does not have adequate site acquisition funds for this parcel. This land is surrounded by FSDB property where the Independent Living Apartments are located.

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

**SUBJECT: Board Member Contact – Summer Change Orders**

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**PROPOSED BOARD ACTION**

Designation of a Board Member is requested for communication of change orders associated with the Gore Hall project that would exceed the signature authority of the President. Change orders in this category shall be subject to retroactive approval by the Board in August 2018.

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

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

**SUBJECT: Florida Sheriff's Marshal Program**

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**PROPOSED BOARD ACTION**

Board consideration is requested regarding FSDB participation in the Florida Sheriff's Marshal Program. The purpose of the program is to provide comprehensive firearm safety and proficiency training for selected faculty and staff strategically focused on providing security on campus during an active assailant incident.

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**Note:** The FSDB Campus Police Department was officially created by the Florida Legislature in 1994 and operates under the statutory authority of F.S.S. 1002.36 (8) and 316.640. The Department maintains a full-service law enforcement operation, 24 hours a day / 7 days a week, providing school-based policing and security services directly to the campus community. These services include, but are not limited to law enforcement, physical security, investigative, access control, communications, emergency management, mass communication notifications, fingerprinting, evidence/property management, records management, crime prevention, and parking/traffic enforcement.

There are 18 positions in the Department; 9 sworn law enforcement officer positions and 9 non-sworn support staff positions. Our sworn law enforcement officers have a combined total of 116 years of sworn law enforcement experience. They are fully certified police officers in the State of Florida, meeting all of the requirements for certification by the Florida Department of Law Enforcement Criminal Justice & Standards Training Commission, under Chapter 943 of the F.S.S. Officers retain the full authority to enforce Florida Criminal Laws, carry firearms, apprehend suspects, and make lawful arrests on campus. They each perform multiple roles and functions serving as patrol officers, investigating officers and as School Resource Officers (SROs). In order to be effective SROs, they have completed 40 classroom hours of Basic School Resource Officer training through the Office of the Attorney General-Florida Crime Prevention Training Institute. As SROs, they fulfill three roles using a triad approach serving as a teacher, a counselor, and a law enforcement officer. However, our officers are also equipped and trained for responding to critical incidents (i.e. active assailant incident) and all hazards emergency response procedures.

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



## Health Care Center Report

	Total	Aug 2017	Sept 2017	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	Mar 2018	Apr 2018	May 2018
<b>ACU Visits</b> (Total includes all students that were assessed in the ACU clinic as "Walk-ins", "Scheduled Appts.", "Physicals", "Vision Screenings", and "Miscellaneous.")	4,390	398	336	606	542	382	520	628	514	464	
<b>TCU Visits</b> (Total includes all students that were admitted to the TCU.)	477	25	30	37	58	60	102	82	46	37	
<b>Eye Clinic- Specialty</b>	70	5	8	8	7	4	9	9	8	12	
<b>PDC Clinic- Specialty</b>	115	17	11	14	10	17	4	23	8	11	
<b>Genetics Clinic- Specialty</b>	0	0	0	0	0	0	0	0	0	0	
<b>Off Campus</b> (ER visits, Ophthalmology, Home)	35	4	1	8	7	3	5	3	2	2	
	5,087	449	386	673	624	466	640	745	578	526	-

Physicians/ Specialists	Total	Aug 2017	Sept 2017	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	Mar 2018	Apr 2018	May 2018
Physician Assistant	830	83	36	127	101	107	129	118	59	70	
Medical Director/ Pediatrician	116	17	11	14	11	17	4	23	8	11	
Ophthalmologist	70	5	8	8	7	4	9	9	8	12	
UF Genetic Specialist	0	0	0	0	0	0	0		0	0	
	1,016	105	55	149	119	128	142	150	75	93	0

Dental Report	Total	Aug 2017	Sept 2017	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	Mar 2018	Apr 2018	May 2018
Dental Clinic Procedures											
Hygiene	86	0	4	17	5	9	14	15	4	18	
X-ray	21	0	0	4	1	4	1	4	1	6	
Emergency	22	4	0	5	1	0	1	8	0	3	
Other	8	2	2	0	0	2	0	1	0	1	
Operative	37	0	0	1	5	10	6	8	7	0	
Surgical	2	0	0	0	0	0	0	1	1	0	
Preventative	20	0	0	2	4	2	2	6	4	0	
Screening	23	0	0	6	6	1	4	5	1	0	
Exam	36	0	0	5	6	2	2	5	16	0	
	255	6	6	6	40	30	30	53	34	28	0

Dental Staff	Total	Aug 2017	Sept 2017	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	Mar 17	Apr 17	May 2018
UF Dentistry	101	0	0	14	21	14	15	11	26	0	
Hygienist	143	6	6	26	7	16	15	31	8	28	
Seaside Dentistry	11	0	0	0	0	0	0	11	0	0	
	255	6	6	40	28	30	30	53	34	28	0

### **Speech & Audiology**

As the year comes to a close, the Speech & Audiology Department continues to work with students, manage their auditory needs, and build their own professional skills and knowledge.

#### **Speech-Language**

Pathologists Rosemary Brigham (DES), Melissa Johnson (DES), and Annie Cruze(DHS) have been selected to participate in a pilot course through the American Speech-Language-Hearing Association. The DeafEd Express is a course designed to provide a foundation for educators working with students who are deaf or hard of hearing. It will cover topics related to deaf/hard of hearing including eligibility, language development, academic impact, classroom and instructional strategies, and more.

Sharon Griffiths (DES) is participating in a new webinar series titled "Leaders In Literacy". The webinar in May features education leaders from around the country sharing their stories of successful school improvement. George Welsh, Colorado's 2014 Superintendent of the Year, will discuss how he and his staff transformed their approach to literacy instruction in order to close achievement gaps for their most at-risk students.

Rosemary Brigham (DES) recently completed an ASL course at Flagler College and two webinars "Vital Vocabulary for Every Age" and "How do Speech and Language Difficulties Impact Learning?".

Nancy Pye (DMS) completed a thirty hour webinar through ASHA titled "Spoken and Written Language in Adolescents: Fresh Solutions". This comprehensive and innovative conference provided practical, holistic strategies to address the communication and emotional well being of the adolescents she serves. Ms. Pye learned targeted approaches to treat adolescents with various language and literacy challenges at different severity levels—from mild to severe. The program, created in collaboration with renowned expert Barbara J. Ehren, EdD, CCC-SLP, BCS-CL, also included information on students from different ethnic backgrounds, transition planning for adolescents moving to secondary education or vocational settings, and more.

On April 18<sup>th</sup>, eighteen students from the Deaf High School attended the annual senior speech-language trip to the St. Augustine lighthouse. Students were able to tour the lighthouse museum as well as new exhibits including the marine science lab. It was a treat to visit the boat building exhibit where a number of students engaged in conversation with the boat builders. Some curious students had the confidence in their spoken language skills to approach local artists to discuss their work. After the lighthouse park, the group went to the Ichiban Buffet for abundant quantities of both food and conversation. The participating students have spent years developing their speech, spoken language, auditory and speechreading skills. The speech-language pathologists, Annie Cruze and Sally Satin, applaud their hard work and their success!

What skills does it take to be a leader? How can changing your choice of vocabulary impact how your message is received or implemented? How can a few students make a difference for everyone? Brittney Carr, speech-language pathologist and DHS Student Council sponsor, has been asking these questions as the students focus on building their leadership and interpersonal skills, as well as their resume. In addition to team building, the group has participated in elections, public speaking, surveying and accurately representing their fellow students, and brainstorming ideas and solutions to make the campus a better place for all.

Mary Hanson (Blind Dept.) completed a Unified English Braille online course in order to work more closely with the students on her caseload. Three of Mrs. Hanson's 4th grade students presented their first chapter book with a table of contents to the Blind Library. With Mrs. Hanson's assistance, a BHS student on her caseload is completing an audio recording of her second story as she reads the braille text. This student will have two books/stories along with the audio recording of her voice completed this year.

Stan Gustetic  
Administrator Allied Health Services





## **Apartment Program**

- All jokes aside, April flew by very quickly this year! Apartment students have been working on their “TED Talk” community service project for the end of the year. Students will put together a brief video talking (or signing) about ways to recognize or prevent teen dating violence and how to seek help. A team of students will work on filming, editing, captioning, voice-overs, and all the details to make sure the message is accessible to anyone on campus.
- Students are continuing to master cooking skills with only a couple of shopping trips left for the year. There is a possibility of a big potluck meal at the end of the year with all of the leftover foods. It’s an awesome way for students to show off the kitchen skills they learned throughout the year.
- Students who participated in the PBS Field Day games in March had their pizza party as a reward for their demonstration of great teamwork and CR^2.
- Several seniors have applied for and received many academic and community scholarships. Many are also receiving their college acceptance letters. This is a first big step for these students as it represents the accomplishment of the Apartment Program’s ultimate goal: Developing Lives and Shaping Futures.

## **Athletics and Recreation**

- The Goalball teams had a successful tournament in the 2018 EAAB (Eastern Athletic Association for the Blind) in Romney, WV. The girls won the Gold and the boys brought home the Silver Medal.
- The recreation program continues to offer a wide variety of recreational activities for K – 22 students. With the weather starting to warm up, groups of students will be learning to kayak at our boat dock. The students enjoy the activities offered daily.

## **Blind Department**

### Kramer Hall

- The Kramer students have had an exciting year so far. We enjoyed several activities. The first was “Healthy Eating,” the students used fruits and vegetables then shaped them into different animals.
- The students also enjoyed “Sensory Fun,” they made slime, Ooblek (cornstarch and water that behaves like a solid and liquid), and tasted sour, spicy, and sweet candy.
- We went on a trip to Dairy Queen and Davenport Park for a change of scenery and a sweet treat.
- We had a special fish fry for all the hard work the students have put in since going fishing over the last quarter. We had hotdogs for the students who do not like fish.
- We also welcomed two new students to our dorm. These boys have acclimated well to the program and are having fun.

Cary White

- The girl's pod, 229, made kindness rocks. The girls got to paint them and put their "kind quote" on the back. The rocks are being placed around campus for others to find. It is our hope that, when found, the rocks will brighten someone's day. They may either place it in another spot or keep it for a daily reminder to be kind.
- All of the pods helped make blankets and hats to donate. The hats are being donated to the hospice wing at Flagler and the blankets are being donated to a local nursing home. The kids are being taught to give back to their community.
- Pod 233 made sandwiches for the homeless. They got to help serve food to the homeless and it helped them realize just how lucky they are.
- All of Cary White went to the movies on 4/23/18. This was part of their curriculum. They learned to socialize in a positive way out in the community.

Koger Hall

- Koger and MacWilliams Halls came together for our last PBS function of the school year. The students enjoyed an evening of team building games and ice cream sundaes. Then we finished it off with passing out certificates for being cooperative, respectful, and responsible.
- The girls enjoyed their last Dorm Living Group with Karen Kolkedy for the school year. They made smoothies together and the girls got together with the staff to comment on some positive traits that they like about their staff. It was a great way to end the group!

MacWilliams Hall

- MacWilliams and Koger Hall students took part in a Diversity Activity upon our return from Spring Break. Students were asked to step forward during a series of questions. With each question asked, students found that even though they were from different cultures, or countries or their diversity came from many differences, they also shared many common interests or qualities with one another, eventually through the activity, the final question brought this very diverse group together in one commonality. "Who is an Awesome FSDB student?"
- Jaevon M. was named Student of the Month for March.
- Blind H.S. Boys enjoyed a Spring/Summer Kickoff celebration cookout put on by staff and supervisor of MacWilliams Hall. Although our trip to Treaty Park was canceled due to threat of severe weather, the students enjoyed grilled hamburgers, hotdogs, and all the fixin's as well. They played games and socialized and some took part in and learned from staff how to Line Dance to "The Wobble," "Cupid Shuffle," "Electric Slide," and "Cha Cha Slide." Some students even showed the staff a new move or two.... In the end of it all, it was a grand time had by all.

**Deaf Department Elementary and Middle School**Vaill Hall

- April and May are our busy months; this month a group went to Golden Coral for their curriculum objectives: eating out in public, and practicing their good manners skills.
- Activities this time of year include: flying kites, going fishing, blowing bubbles, sidewalk chalk art, and enjoying more outside activities as weather permits.

- McLane and Gregg Hall invited our 5<sup>th</sup> graders over for a cookout in May, so they can experience a little socializing with middle schoolers.
- We have pizza parties coming up in May.

#### Gregg Hall

- Some of the girls have hectic schedules and staff continues to make sure the students remember that academics are a priority.
- On Thursday, April 12, we went on our STARS dorm trip to The Corazon Cinema and Café in downtown Saint Augustine. Everyone had a great time and enjoyed the movie and meal!
- On Sunday, April 22, the students enjoyed a cooking curriculum with the staff. They learned how to make tacos and a full meal. Everyone enjoyed eating dinner in the dorm together.
- The students and staff are working on making blankets for a nursing home and dog collars for an animal shelter.
- On Wednesday, May 23, we will be having our end of the year event. We will be eating dinner with McLane Hall. Then, we will have auctions in our respective dorms. Students will be able to use their Dragon Dollars earned throughout the year to bid for items.
- We will present dorm awards for "Student of the Quarter" (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade) in May before the end of the school year.

#### McLane Hall

- The 7<sup>th</sup> grade pod has had an intern, once a week, for the last 6 weeks. On her last day, she taught a cooking lesson and all the students made their own personal pizzas.
- The boys will be making decorated mugs for Mother's Day, using a Cricut cutting machine and working with vinyl.
- We are hosting another Teacher's appreciation tour at our dorm. We will be serving light snacks and showing off our newly decorated dorm.
- Our end of the year event is scheduled. This year, the boys' and girls' dorms will be combined for a cookout.

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

##### James Hall

- This quarter, for curriculum, we focused on the consequences of your actions, listening appropriately, acceptable character traits in self and others, and standing up for others to help stop or deter negative behavior. Staff taught a variety of lessons that made students think of their actions and how to help others.
- During the two weeks leading up to prom, we noticed that students were displaying a lack of gratitude or being inconsiderate of others. To fit this immediate need, we changed our last curriculum lesson to "Showing Gratitude and Being Appreciative." To further teach this lesson, students will be involved in a community service activity where they will be required to give back. This project will take place at the beginning of May.
- To continue to promote PBS, each week staff is holding a PBS drawing. The morning staff has been conducting regular PBS meetings with the girls. This has been a big boost during the morning time. The PBS drawing takes place during the morning and evening shifts. This time

of the year we amp it up for the students with rewards, which will be a variety of items (snacks, gift cards, late bed time, and etc.).

- We will have our end of the year “Fun Day” on May 23. Students will not eat in the cafeteria and food will be provided using school funds. The students are looking forward to this.
- To support the community, students have participated in a San Marco Avenue cleanup and food drive for the local food pantry. They will make “We Appreciate You” gifts for the HCC and library staff.

### Rhyne Hall

- In Rhyne Hall, we have been continuing to practice emergency situations and have lock down drills. Staff has been meeting with the students to discuss what to do in emergency situations. Staff set up a curriculum with campus police to teach our students whom to call during an emergency situation. Campus police came to the dorm and had a presentation about emergency services. They also discussed why it is important to not report a fake emergency. Staff has also been teaching the students about being respectful. They had a curriculum explaining what it means to show respect. Staff gave examples of how to be respectful in the community and how not to be respectful. The juniors have been learning about responsibility. We ordered vibrating alarm clocks in order to teach students how to be responsible and independent. The freshman and sophomores had a curriculum to teach them how to be polite, tip, and order food at a restaurant. The staff took the students to a restaurant and they all sat down and ordered dinner. The students had to be responsible with their money, by calculating their meal cost plus tip, and ordering the food for themselves.
- For community service, the students had a campus clean-up day. The students walked around campus picking up trash. We also had a group of students go to the community sign language class again to help tutor the students.
- Rhyne Hall has planned their end of the year party. We worked with the recreation department to get a game truck. We will have a separate dinner in front of the dorm with the high school girls. The Rhyne Hall juniors had their annual meeting with the apartment supervisors. This was to explain the expectations for the upcoming move next year to the apartment program. Several students went shopping with staff at various times. Two students helped finish up the dorm shopping. The students helped purchase things that we needed for the dormitory.
- Staff has been continuing to contact parents’ biweekly. This is an opportunity for staff to build positive relations with the parents and contact them for positive reasons, not only for negative situations.
- The students, who did not participate in prom this year, had the opportunity to walk to downtown St. Augustine with staff. Students were allowed to get ice cream, walk around, and socialize with staff. The students who went to prom loved the flowers donated by Ms. Linda Digonzalez. They all signed a Thank You card for her, each with a short personalized message, to show their gratitude. The students have also been setting up pool tournaments. The students themselves pick teams and set up competitions.
- We had our monthly PBS meeting. During this meeting, staff and students discussed what positive behavior looks like. The students receive tickets for positive behavior, then the ticket stubs are put in a bag and names are drawn randomly. The students then win a \$5.00 gift card.

## **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 with Ethan Edwards, Chief Instructional Strategist at Allen Interactions and Anita Greenland, VP of Client Experience at The Brooks Group on 03/29/18- *Three Ways to Adapt Your Training to the Modern Learner*.
  - Training Magazine Network: Webinar with Dr. Ray Jimenez, Ph.D. on 04/24/18- *Why Story and Experience Sharing Accelerate Learning*.
  - Training Magazine Network: Webinar with Paul Howe, Strategic Relationship Manager and Senior Instructional Designer at Allen Interactions on 04/25/18- *PowerPoint is Not the Same as Training: Engaging Learners Through Contextual Online Practice*.
  - Biz Library: Webinar on 04/25/18- *The Essential Skills Every Training Manager Needs*.
- **April S.U.P.E.R-visor Updates & Training:**
  - Supervisory Updates forwarded on 04/25/18 via the BP Leadership Google Classroom- GovLoop Infographic- *Conflict Management Cheat Sheet*.
  - Supervisory Updates forwarded on 04/25/18 via the BP Leadership Google Classroom- GovLoop Infographic- *Empathy Checklist*.
- **Staff Workshops:**
  - Spring 2018 Blind Department Professional Development Program:
  - **03/20, 04/03, 04/10, 04/17, 04/24:** 12 Week Basic Orientation & Mobility course with Cristina Sapp- FSDB Orientation & Mobility Specialist, began for Boarding Program staff.
  - **03/14, 03/21, 04/04, 04/11, 04/18, 04/25:** 12 Week Braille I Wednesday course with Elizabeth Wilcox-FSDB Braille Specialist, began for Boarding Program staff.
  - **03/16, 03/23, 04/06, 04/13, 04/20:** 12 Week Braille I Friday course with Elizabeth Wilcox-FSDB Braille Specialist, began for Boarding Program staff.
  - **Spring 2018 Oracle Training for new staff via a Google Classroom- 04/02/18 to 04/12/18**

### **Monthly Staff In-Service Trainings & Updates:**

- **March Training for 132 Staff- 03/20/18 to 04/06/18**
  - **Internet Safety & Digital Citizenship 2017-2018 Google Classroom- Module#5: Internet Safety, Digital Commerce, & Safe Searching.**
  - This campus-wide initiative supports Strategic Planning Goal #4: *Provide a safe and secure social and digital environment for students, enabling them to become responsible citizens in a technology-rich world.*
- **April Training for 132 Staff via a Google Classroom- 04/23/18 to 05/07/18**
  - **Critical Thinking Skills Google Classrooms- What Would You Do?**
  - Three critical thinking skills scenario sessions addressed the following FSDB Operational Policies and Procedures;
    - *FSDB OPP 10.08 Self Harm*
    - *FSDB OPP 10.29 Bullying and Harassment*

### **Student Independent Living Skills (ILS) Workshops:**

- **03/15/18:** Emergency Preparedness Active Shooter Practice Drill at Kramer Hall with FSDB Law Enforcement Lt., Dexter Wimberly- *List Personal Responsibilities in Emergency Situations.*
- **03/19/18:** Health Care Center Workshop at Koger Hall with HCC Nurses, Belinda Henson and Molly Russell- *List Personal Responsibilities in Emergency Health Situations.*
- **03/19/18:** Law Enforcement Workshop at Ray Charles Center with FSDB Law Enforcement Lt., Dexter Wimberly- *Bullying and Harassment.*
- **03/20/18:** Law Enforcement Workshop at Ray Charles Center with FSDB Law Enforcement Officer, Arline Lagasse- *Courtesy and Respect.*
- **03/21/18:** Behavioral Workshop at Rhyne Hall with FSDB Coordinator of Behavior, James Salamunovich – *List and Demonstrate Knowledge of Ways in Which Personal Behaviors Produces Consequences.*
- **04/10/18:** Behavioral Workshop at Rhyne Hall with FSDB Coordinator of Behavior, James Salamunovich – *Identify Common Family Problems and a Way of Dealing with Each of the Problems.*
- **04/17/18:** Law Enforcement Workshop at Rhyne Hall with FSDB Law Enforcement Lt., Dexter Wimberly- *Identify Basic Civil Rights When Questioned by Law Enforcement Officials.*
- **04/18/18:** Mental Health Workshop at Vaill Hall with FSDB Mental Health Counselor, Rhonda McCahill, L.M.H.C- *List Ways in which One's Emotions Affects the Behavior of Self and Others.*
- **04/18/18:** Law Enforcement Workshop at Cary White with FSDB Law Enforcement Lt., Dexter Wimberly- *Q&A: Personal Safety;Reducing the Risk of Attack.*
- **04/24/18:** Law Enforcement Workshop at Rhyne Hall with FSDB Law Enforcement Lt., Dexter Wimberly- *Identify Appropriate Authorities to Contact in Emergency Situations.*

**ILS Hour schedule-** 4<sup>th</sup> Quarter of ILS Hour began on 03/04/18 and ended on 04/25/18.

Weekly Sessions:

- Mondays- Vaill Hall, Koger Hall, and MacWilliams Hall.
- Tuesdays- McLane Hall, and Rhyne Hall.
- Wednesdays weekly- Kramer Hall and Cary White Complex.
- Sundays- Gregg Hall and James Hall.

Bi-Weekly Sessions:

- Tuesdays- Apartment Dorms- Collins House, Bloxham Hall, 2<sup>nd</sup> Floor Wartmann Hall, 2<sup>nd</sup> Floor Ted Johnson Center, and 2<sup>nd</sup> Floor Ray Charles Center.
- Sundays- 1<sup>st</sup> Floor Wartmann Hall, and 1<sup>st</sup> Floor Ray Charles Center.

Kathleen Grunder  
Administrator of Residential Services



## **ACCOUNTING/BUDGETS & GRANTS**

**Submitted by John Wester, Comptroller**

### **Accounting**

*Prompt Payment Compliance* – Section 215.422, Florida Statutes, Prompt Payment of Vendor Invoices: For the period through April 13, 2018, 100.00% of 258 invoices were paid in accordance with the statute (compliance minimum is 95%).

### **Purchasing**

*Tangible Personal Property Inventory* – Rule 69I-72.006, Florida Administrative Code: The annual inventory of tangible personal property items, each with original cost exceeding \$1,000.00, is proceeding as scheduled. The inventory must be completed by fiscal year-end. A copy of the *FSDB Property Manual*, containing the requirements for an annual inventory, may be obtained from the FSDB Comptroller's Office.

## **ADVANCEMENT**

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

### **March 2018**

Number of Donations = 127  
Number of Donors = 124  
Dollars Received = \$152,570.07

### **April 2018**

Number of Donations = 152  
Number of Donors = 143  
Dollars Received = \$266,865.54

### **FY 17/18 Year-to-Date as of March 31, 2018**

Number of Donations = 1,932  
Number of Donors = 1,234  
Dollars Received = \$968,374.10

### **FY 17/18 Year-to-Date as of April 30, 2018**

Number of Donations = 2,086  
Number of Donors = 1,292  
Dollars Received = \$1,235,771.64

### **Last Year as of March 31, 2017**

Number of Donations = 2,123  
Number of Donors = 1,478  
Dollars Received = \$ 1,071,498.25

### **Last year as of April 30, 2017**

Number of Donations = 2,234  
Number of Donors = 1,526  
Dollars Received = \$1,105,055.69

***To date, the donations received are \$130,716 more, or an 11.8% increase from April 30 of last year (2017).***

### **Campus Visits/Donor Visits/Presentations/Activities**

- Provided a tour for 11 from a local church.
- Provided a tour for three from the Epsilon Sigma Alpha.
- Provided a tour for a donor and her friend—two people total.
- Provided a tour for 17 from the Newcomers group—this was the 2<sup>nd</sup> tour for this group (it was so popular, a waiting list was created after the first tour).
- Provided tour for 15 from the Suncoast Winnie-Gators group (caravan of Winnebago travelers).
- Provided a tour for a donor who was organizing an event to benefit FSDB.

- Provided a tour for 12 from Sawgrass Women's Club.
- One donor attended Dance Troupe's *Hairspray* performance.
- Accepted a gift from Theresa Castro's family and gave a tour.
- Accepted a donation from the Eagles of West Palm Beach and arranged a photo op.
- Toured a major donor who is interested in donating over \$200,000 to FSDB.
- Coordinated six volunteers for *Kids Town Comes Alive* event on FSDB campus.
- Met with two separate Foundations that donate to FSDB annually.
- Coordinated an Outta Sight performance at Vicar's Landing Retirement Community for 200 attendees.
- Coordinated an Outta Sight performance at Alachua Women's Club at the request of the Alachua Lions for 60 attendees.
- Presented at an event in Cocoa Beach in which FSDB was the beneficiary—approximately 150 attended.
- Presented to Sawgrass Women's Club and coordinated a Dance Troupe performance—approximately 75 attended.
- Presented at an event at Northrup Grumman—approximately 150 people attended.
- Held volunteer/donor appreciation lunch for a local volunteer group of nine people.
- Sold \$7,200 worth of The PLAYERS Championship's Chip in for Youth tickets (PGA program).
- Participated in an event that benefited FSDB.

#### **Privately Funded Program Update**

Donors to FSDB help provide wonderful opportunities for our students! The following trip was funded with private dollars.

#### ***Blind Students 'Escape' Room Trip***

On April 4, 2018, five hardworking FSDB Blind Middle School students – who demonstrated yearlong excellence in reading – were rewarded with a field trip to a local Escape Room. At the start of the school year, BMS students were challenged to read all 15 of this year's Sunshine State Young Reader Award (SSYRA) books. They had to turn in written reports for each book by the end of March.

Students who met the challenge were invited to participate in a reading reward and combined mobility lesson field trip. They voted on going to Escape U St. Augustine for their trip. An escape room is a physical adventure game based on video game concepts, where participants have to complete a series of puzzles using clues, hints, and strategy to 'Escape' from a room.

Escape U St Augustine offers three different rooms. The five students chose the Castillo De Matanzas room, based on a local historic event (which has a 13% success rate of completion). Students were given one hour to find clues, solve various kinds of puzzles, and collect items to complete their mission to save St. Augustine. There were only 24 seconds left on the clock when the last puzzle was solved. The students demonstrated excellent teamwork skills while using navigation and mobility skills to explore new environments and situations.

All students received 'Winner Winner Chicken Dinner' bracelets for escaping the room. Afterward, the owner allowed students to touch and learn about the antique items in the facility and take photos with the props. The Escape U staff were excited to have our students participate. In exchange for FSDB helping to provide braille and additional tactile aids, they donated the entire



cost of the trip for the field trip. It was a wonderful experience for all promoting literacy, independence, and community.

*By Joy Carriger, Blind Department Librarian*

#### **EMERGENCY PREPAREDNESS/SAFE SCHOOLS**

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

The Administrator of Business Services continues to work closely with the Florida Department of Education and FSDB stakeholders to meet the requirements of the Marjory Stoneman Douglas High School Public Safety Act that was signed into law on March 9, 2018. Updates will be provided regularly to the Board of Trustees.

The Administrator of Business Services is in the process of hiring a School Safety Specialist. This professional will coordinate, communicate, and implement the policies, procedures, responsibilities, and reporting related to FSDB's school safety function.

The Chief of Campus Police is in the process of procuring an outside consultant that will work cooperatively with Campus Police and the School Safety Specialist to conduct a safety and security risk assessment.

The Administrator of Business Services is in the process of working with the Florida Department of Education to complete the Florida Safe Schools Assessment Tool (FSSAT). This tool is intended to help school officials identify threats, vulnerabilities, and appropriate safety controls.

#### **EMPLOYEE ENGAGEMENT – BUSINESS SERVICES**

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

The Business Services Leadership Team recognizes the importance of employee engagement. In 2017-2018, the Overall Employee Engagement Rate for Business Services was 94%. This rate exceeds the goal established in the Strategic Plan and represents an increase from the previous year. The items rated as most important were:

I am committed to FSDB's success.  
My supervisor trusts me to do my job.  
I have a good working relationship with my supervisor.  
I know what is expected of me at work.

The Business Services Leadership Team will continue to analyze results, celebrate strengths, and develop strategies to address areas of opportunity. The entire Business Services Department embraces the concepts of effective communication, high expectations for quality, and compliance with mandates and best practices. This consistent philosophy enhances employee engagement and the climate within the department. Business Services Team Members are commended for their ongoing commitment to the success of FSDB students and staff members.

### **INVESTMENT PERFORMANCE**

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

During the month of April, the endowment decreased -\$83,275.99 (-0.53%), -1.93% Year to Date and +4.88% for the trailing 12 months with a closing portfolio value of \$14,129,526.24. During the April period, dividends and interest income totaled \$23,010.08 and change in accrued interest increased +\$8,175.77. Additionally, a contribution was deposited for \$225,847.63 during the month. During the same period of time, the Benchmark decreased -0.35%, -0.68%, and +4.73% respectively. Furthermore, the S&P 500 increased +0.38%, -0.38% and +13.27% during the same period, while the Barclays US AG Gov/CD Int Bond Index decreased -0.52%, -1.40%, and -1.01% respectively.

### **SAFETY AND FACILITIES OPERATIONS**

**Submitted by Joe Bruce, Executive Director of Safety and Facilities Operations**

#### **FACILITIES OPERATIONS**

**Gore Hall**—The renovation of Gore Hall is well underway. FSDB's *Design-Build* contractor, Auld & White Constructors, is steadily providing specific product and design submittals for review by FSDB staff.

##### ***Cumulative Change Order Summary:***

- CO#1 Additional Asbestos Abatement: \$8,084.69 (11/7/17)
- CO#2 Asbestos Removal: \$7,625.79 (2/15/18)
- CO#3 Upgrade AIC Ratings of Electrical Panel: \$3,906.33 (2/15/18)
- CO#4 Asbestos Removal: \$2,723.50 (2/15/18)
- CO#5 Base Cabinets, Second Floor Classrooms: \$29,580.43 (2/15/18)
- CO#6 Owner Supplied Water Lines: \$(325.72) (2/20/18)
- CO#7 Deduct for Owner Direct Purchases: \$(570,282.21) (2/25/18)
- CO#8 Isolation Valves on Existing Water Main: \$2,004.48 (04/13/18)
- CO#9 Repair of Existing Brick Wall: \$9,889.38 (04/13/18)
- CO#10 Block Wall at Electrical Room: \$4,824.29 (04/13/18)
- CO#11 Deduct for Sewer Drops: \$(2,240.58) (04/13/18)

#### **SAFETY/RISK MANGEMENT**

##### **March 2018 Data**

- Domestic Hot Water (*Weekly*)—No temperature greater than 110F.
  - Completed 96 of 128 tests with zero variations from the standard.
  - Incomplete: 32 tests due to the switchgear replacement.
- Anti-Scald Valves (*Monthly*)—Completion of all scheduled testing.
  - All tests (23) completed with zero variations from the standard.
- Haz-Com Inspections (*Monthly*)—Zero missing MSDS; zero unlabeled products.
  - Two labs inspected with zero variations from the standard.
- Shop Safety Inspection (*Monthly*)—Safety equipment in good condition.
  - Three shops inspected with zero variations from the standard.

- Fire Drills (*Monthly*)—Exercise all scheduled buildings in accordance with NFPA requirements; evacuate in less than three minutes.
  - All scheduled drills completed with zero variations from the standard.
- Swimming Pool (*Daily*)—100% compliant with published chemical limits.
  - Completed 15 of 22 tests with zero variations from the standard. Incomplete: 2 days of scheduled leave and 5 days due to the switchgear shutdown. Work in progress: Faceplate for computer to be replaced.
- Domestic/Potable Water Quality (*Bimonthly*)—100% compliant with published chemical limits.
  - Results of water on file for last testing.

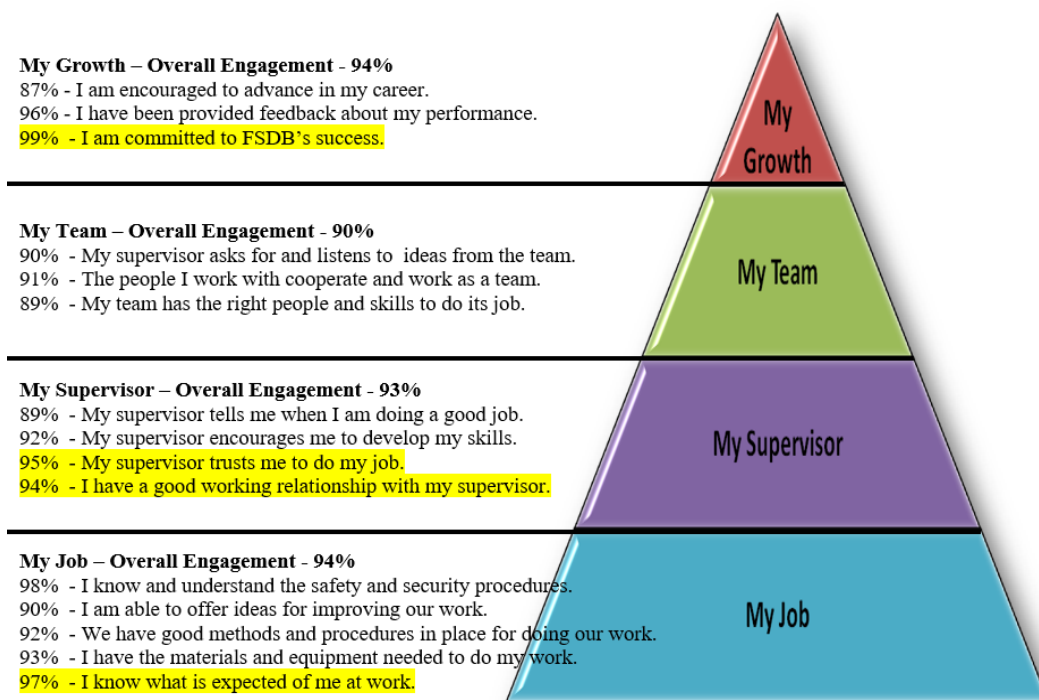
### **TRAINING AND QUALITY ASSURANCE**

**Submitted by Christy Slater, Director of Training and Quality Assurance**

### **Employee Engagement Survey 2017-2018**

Highly performing organizations recognize that employee engagement influences outcomes. According to Gallup, research shows that engaged employees are more productive, customer-focused, safer, and more likely to remain with the organization. In February 2018, FSDB staff members participated in an Employee Engagement Survey. Eighty-nine percent (89%) of staff attempted the survey, while 79% completed every question. Overall results indicate that FSDB employees are highly engaged. The percentages below represent the “strongly agree” and “agree” responses for each item. The highlighted statements represent the top four items identified as most important to staff. The results have been disaggregated by department and shared with staff. In addition, the results will be used to celebrate strengths and address areas of opportunity.

### **FSDB Overall Employee Engagement Results – 93% 2017-2018**



### Training 2017-2018

Between April 13, 2018 and May 18, 2018, the Training and Quality Assurance Department facilitated 8 training classes for various FSDB staff members. Topics included Nonviolent Crisis Intervention, QPR (Suicide Awareness and Prevention), and Heartsaver First Aid with CPR and AED training.

TQA concluded the winter/spring session of The Developing Child. This course for Boarding Program staff members focuses on brain-based learning and takes an in-depth look at all aspects of child development. Boarding Instructors leave this course with a wealth of knowledge, resources, and engaging lessons designed to meet the needs of their students.

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
- Drug Free Workplace Training for Supervisors
- Extensive planning and preparation for the 2018-2019 school year

### Strategic Plan 2017-2018

## **Strategic Plan Flash Report**

The Strategic Leadership Team is hard at work on the 2017-2022 Strategic Plan. Strategic Plan Champions continue to bring their teams together to review progress, as well as modify work plans, as needed, to ensure success on each goal. On June 8, 2018 the team will meet to review the year, celebrate successes, and plan for the 2018-2019 school year. Below you will find current updates on each of the Priority Goals.

### **Priority Goal 1: Academic Achievement/Workforce Prep Champion - Tracie Snow**

#### Academic Data (as of April 26, 2018\*):

- Measures of Academic Progress (MAP): Fall assessment establishes baseline data.
- Achieve 3000 (Lexile Level): % of students with increase in Lexile Level.
  - FSDB Overall: 72%
  - Deaf Department: 67%
  - DES: 76%
  - DMS: 61%
  - DHS: 67%
  - Blind Department: 85%
  - BEMS: 77%
  - BHS: 92%

*\*At the time of this report, March 2018 Achieve 3000 assessment results are being analyzed.*

- YTD % of Students attending Speech/Audiology as indicated by the IEP: **98%**
- YTD % of Students attending Allied Health Counseling as indicated by the IEP: **96%**
- YTD % of Students attending OT/PT as indicated by the IEP: **96%**

**Priority Goal 2: Staff Development Champion - *Randi Mitchell***

The Master Calendar continues to reflect the Professional Development opportunities happening on campus. Slice of PD Saturdays have been completed for the year. Feedback from participants was overwhelmingly positive! Technology training is a highly desired professional development on campus, thus leading to the creation of FSDB Pineapple PD Tech Tidbits. The Tech Tidbits are short, informal trainings on desired technology and software on campus. Tech Tidbits are scheduled on the 1<sup>st</sup> and 3<sup>rd</sup> Friday of each month.

Summer Institute has a new name: Pineapple University Summer School! Staff is working hard giving this wonderful program a “face lift” as they plan meaningful, interactive and educational programs to offer this summer.

The Boarding Program continues to work on their professional development and training segments in Google Classroom. The Google Classroom approach has allowed for staff members to learn and discuss newly learned content with their coworkers.

The spring 2018 Blind Department Professional Development program (BDPD) is in full swing! Twelve-week sessions of *Introduction to Orientation & Mobility* and *Braille I* are being enjoyed by staff members.

The Public Relations and Communications department continues to share the FSDB Pineapple PD videos on Vimeo and school Facebook Pages.

**Priority Goal 3: Enrollment Champion - *Dr. Prickett***

Fast Facts and Social Media Cards / Magnets have been provided to FSDB Instructional Services and Parent Services. These materials will be distributed by staff members during training sessions / presentations / meetings / tours with professionals, parents, and visitors.

Enrollment numbers are being monitored weekly. In addition, the intake process is being analyzed and areas of opportunity are being addressed. At the time of this report, an admissions video is being created by the Instructional Services Department. This video will be sent to parents prior to intake appointment so that they can become familiar with our campus, as well as the intake process. It is our hope that this video will assist them in feeling prepared and relaxed for their appointments.

Academic staff members are being encouraged to communicate with parents and families on a regular basis to support retention.

**Enrollment Data:** Reflects data collected as of March 31, 2018

- Peak: **559**
- YTD Intake Evaluations: **97**
- YTD Number Eligible: **73**
- YTD Number Withdrawals: **69**

**Priority Goal 4: Digital Citizenship Champions - Shelley Ardis, Rebecca Falbo, Carol Bogue**

Digital Citizenship lessons for the year are winding down. Students have completed the first three lessons. Lessons four and five were released for students after the completion of testing. Parent letters that supplement the lessons are being sent home from each school. In addition to student lessons, all Staff Professional Development Lessons have been made available to staff members. Feedback from the staff lessons has been very positive.

**Priority Goal 5: Stakeholder Relationships and Communication Champions**

***Dr. Prickett/Nancy Bloch***

Newsletter and Fast Facts have been sent to Florida District Superintendents and ESE Personnel. In addition, Fast Facts and Social Media Cards / Magnets have been provided to FSDB Instructional Services and Parent Services. These materials will be distributed by staff members during training sessions / presentations / meetings / tours with professionals, parents, and visitors.

The FSDB Strategic Update booklet and FSDB Admissions brochure are being readied for printing and will be distributed on campus and statewide to prospects / external stakeholders.

Information about the two FSDB Expanded Core Curriculum Academies is online both on the school website and social media accounts. The same has been shared statewide with prospects / external stakeholders.

**Secondary Goal A: Climate Surveys Champion - Christy Slater**

Parent Climate Surveys were distributed to all parents via the bus or U.S. mail. In order to reach more of our parents and increase participation in the survey process, an ASL version was made available to all parents via a Vimeo link. In addition, surveys were sent home in Spanish, Haitian Creole and Russian. The deadline to complete the survey was April 23, 2018. A second mailing was sent out to parents at the end of April. The TQA department is hard at work entering all survey responses into Survey Monkey and will have results ready to be analyzed as soon as possible.

The Staff Climate Survey has been completed and results are being analyzed. This survey is taken by all Instructional personnel via Survey Monkey.

Student Surveys have been completed by all students in grades 4-12. At the time of this report, results are being entered and results will be analyzed and available as soon as possible.

Action Plans developed by each school based on the results of the 2016-2017 surveys will be discussed at each school and a final copy of progress made toward goals will be sent to the TQA department. Results of all 2017-2018 surveys will be analyzed by each department and Action Planning for the 2018-2019 school year will take place in the fall of 2018.

**Secondary Goal B: Staff Resources Champions - Julia Mintzer/Carrie Arnold**

**Staffing:** The President, Director of Human Resources, and the Administrator of Business Services continue to work with departments to monitor enrollment and evaluate programs for staffing needs as vacancies occur.

**Budget Management:** The Director of Budgets and Grants and the Administrator of Business Services continue to meet with budget custodians to increase knowledge of the review, monitoring, and management of department budgets.

**The following Budget Chats have occurred this year:**

Boarding Program/Recreation/Athletics:	10-11-17
President's Office:	10-26-17
Training and Quality Assurance:	11-8-17
Food Service:	11-8-17
Allied Health:	11-8-17
FSDB Education Association:	11-14-17
Transportation:	1-30-18
Career Development:	2-13-18
Interpreter Services:	2-14-18
Deaf Academic Department:	2-14-18
Career Development:	2-21-18
Police Services:	3-5-18
Parent Services:	3-21-18
Technology and the Libraries:	4-9-18
Safety and Facilities Operations:	5-1-18
Communications and Public Relations:	5-8-18
Purchasing:	5-16-18

**The Budget Chats scheduled for the remainder of the year are as follows:**

Advancement:	6/12/18
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**Secondary Goal C: Campus Infrastructure Champion - Julia Mintzer**

**Facility Condition Index:** The Executive Director of Safety and Facilities Operations is in the process of competitively procuring a planning consultant to assist with the revision of the Facility Condition Index.

**Secondary Goal D: Endowment Funding Champion - Tanya Rhodes****March 2018**

Number of Donations = 127  
 Number of Donors = 124  
 Dollars Received = \$152,570.07

**April 2018**

Number of Donations = 152  
 Number of Donors = 143  
 Dollars Received = \$266,865.54

**FY 17/18 Year-to-Date as of March 31, 2018**

Number of Donations = 1,932  
 Number of Donors = 1,234  
 Dollars Received = \$968,374.10

**FY 17/18 Year-to-Date as of April 30, 2018**

Number of Donations = 2,086  
 Number of Donors = 1,292  
 Dollars Received = \$1,235,771.64

**Last Year as of March 31, 2017**

Number of Donations = 2,123

Number of Donors = 1,478

Dollars Received = \$ 1,071,498.25

**Last year as of April 30, 2017**

Number of Donations = 2,234

Number of Donors = 1,526

Dollars Received = \$1,105,055.69

***To date, the donations received are \$130,716 more, or an 11.8% increase from April 30 of last year (2017).***

**Campus Visits/Donor Visits/Presentations/Activities**

- Provided a tour for 11 from a local church.
- Provided a tour for three from the Epsilon Sigma Alpha.
- Provided a tour for a donor and her friend—two people total.
- Provided a tour for 17 from the Newcomers group—this was the 2<sup>nd</sup> tour for this group (it was so popular, a waiting list was created after the first tour).
- Provided tour for 15 from the Suncoast Winnie-Gators group (caravan of Winnebago travelers).
- Provided a tour for a donor who was organizing an event to benefit FSDB.
- Provided a tour for 12 from Sawgrass Women's Club.
- One donor attended Dance Troupe's *Hairspray* performance.
- Accepted a gift from Theresa Castro's family and gave a tour.
- Accepted a donation from the Eagles of West Palm Beach and arranged a photo op.
- Toured a major donor who is interested in donating over \$200,000 to FSDB.
- Coordinated six volunteers for *Kids Town Comes Alive* event on FSDB campus.
- Met with two separate Foundations that donate to FSDB annually.
- Coordinated an Outta Sight performance at Vicar's Landing Retirement Community for 200 attendees.
- Coordinated an Outta Sight performance at Alachua Women's Club at the request of the Alachua Lions for 60 attendees.
- Presented at an event in Cocoa Beach in which FSDB was the beneficiary—approximately 150 attended.
- Presented to Sawgrass Women's Club and coordinated a Dance Troupe performance—approximately 75 attended.
- Presented at an event at Northrup Grumman—approximately 150 people attended.
- Held volunteer/donor appreciation lunch for a local volunteer group of nine people.
- Sold \$7,200 worth of The PLAYERS Championship's Chip in for Youth tickets (PGA program).
- Participated in an event that benefited FSDB.

**Respectfully Submitted,**

**Julia Mintzer**

**Administrator of Business Services**

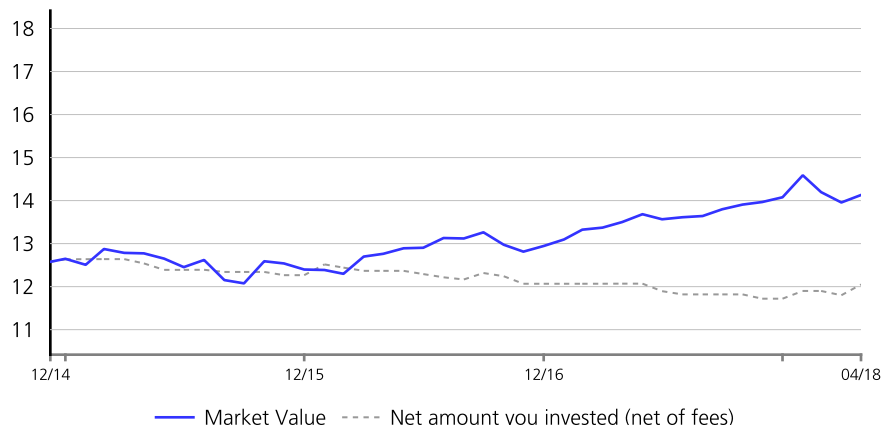


# Performance review

as of April 30, 2018

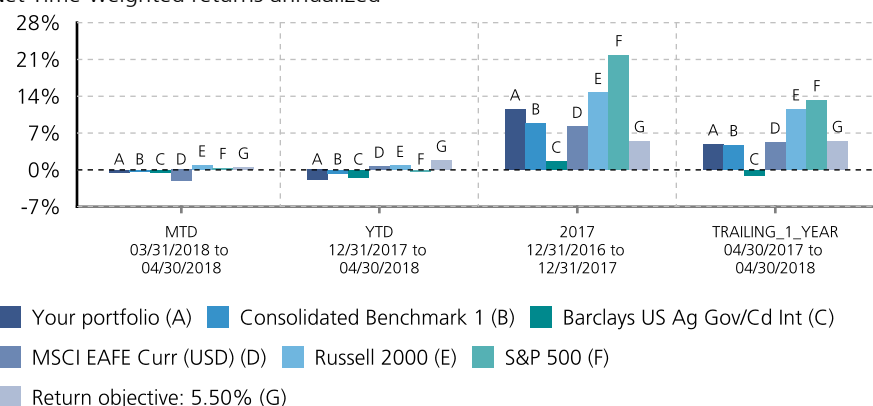
## Sources of portfolio value

\$ Millions



## Portfolio and selected benchmark returns

Net Time-weighted returns annualized



**Consolidated Benchmark 1:Start - Current:** 5% US Treasury Bill - 3 Mos; 15% MSCI EAFE Curr (USD); 43% Barclays US Ag Gov/Cd Int; 3% S&P 500; 13% Russell 1000 Growth; 13.5% Russell 1000 Value; 7.5% Russell 2500 Value

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

Report created on: May 01, 2018

Board of Trustees Meeting, May 18, 2018

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## Portfolio value and investment returns

Performance returns (annualized > 1 year)

	MTD 03/31/2018 to 04/30/2018	YTD 12/31/2017 to 04/30/2018	2017 12/31/2016 to 12/31/2017	1 Year 04/30/2017 to 04/30/2018
<b>Opening value</b>	<b>13,955,768.75</b>	<b>14,076,855.86</b>	<b>12,944,214.69</b>	<b>13,501,361.48</b>
Net deposits/withdrawals	225,847.63	281,920.06	-439,647.32	-115,318.08
Div./interest income	23,010.08	106,029.26	370,187.68	372,341.80
Change in accr. interest	8,175.77	12,157.86	3,818.14	2,044.87
Change in value	-83,275.99	-347,436.79	1,198,282.67	369,096.17
<b>Closing value</b>	<b>14,129,526.24</b>	<b>14,129,526.24</b>	<b>14,076,855.86</b>	<b>14,129,526.24</b>
Net Time-weighted ROR	-0.53	-1.93	11.53	4.88

Net deposits and withdrawals include program and account fees.

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

Performance returns (annualized > 1 year)

	MTD 03/31/2018 to 04/30/2018	YTD 12/31/2017 to 04/30/2018	2017 12/31/2016 to 12/31/2017	1 Year 04/30/2017 to 04/30/2018
<b>Your portfolio(%)</b>	<b>-0.53</b>	<b>-1.93</b>	<b>11.53</b>	<b>4.88</b>
Consolidated Benchmark 1	-0.35	-0.66	8.85	4.73
Barclays US Ag Gov/Cd Int	-0.52	-1.40	1.60	-1.01
MSCI EAFE Curr (USD)	-2.14	0.62	8.21	5.23
Russell 2000	0.86	0.78	14.65	11.54
S&P 500	0.38	-0.38	21.83	13.27
Return objective: 5.50%	0.44	1.78	5.50	5.50

# Additional information about your portfolio

as of April 30, 2018 -

## Inception to date net time-weighted returns<sub>(annualized > 1 year)</sub> -

	Performance	ITD Start date to Start date
Consolidated	12/08/2014	04/30/2018 4.74%

## Benchmark composition

### Consolidated

#### Benchmark 1

**Start - Current:** 5% US Treasury Bill - 3 Mos; 15% MSCI EAFE Curr (USD); 43% Barclays US Ag Gov/Cd Int; 3% S&P 500; 13% Russell 1000 Growth; 13.5% Russell 1000 Value; 7.5% Russell 2500 Value



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

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

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

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

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

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

**Client Accounts:** This report may include all assets in the accounts listed and may include eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such securities will distort the actual performance of your accounts and does not reflect the performance of your accounts in the fee-based program. As a result, the performance reflected in this report can vary substantially from the individual account

performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. When shown on a report, the risk profile and return objectives describe your overall goals for these accounts. For each account you maintain, you choose one return objective and a primary risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your 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):** For reports generated on or after 1/26/2018, the report displays a time weighted rate of return (TWR) that is calculated by dividing the portfolio's daily gain/loss by the previous day's closing market value plus the net value of cash flows that occurred during the day, if it was positive. The TWR gives equal weighting to every return regardless of amount of money invested, so it is an effective measure for returns on a fee based account. Periods greater than one day are calculated by linking

the daily returns. All periods shown which are greater than 12 months are annualized. For reports generated prior to 01/26/2018, the performance calculations used the account's end of day value on the performance inception (listed in the report under the column "ITD") and all cash flows were posted at end of day. As a result of the change, the overall rate of return (TWR) and beginning market value displayed can vary from prior generated reports.

**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. It should also be noted that where gross returns are compared to an index, the index performance also does not reflect any transaction costs, which would lower the performance results. Market index data maybe subject to review and revision.

**Benchmark/Major Indices:** The past performance of an index is not a guarantee of future results. Any benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction

for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data maybe subject to review and revision. 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.

Benchmark 1 for Advisory accounts- The Benchmark 1 for your account is designed to reflect the asset categories in which your account is invested.

Benchmark 2 - 8 for Advisory accounts - are optional indices selected by you which may consist of a blend of indexes.

Consumer Price Index - The Consumer Price Index for Urban Wage Earners and Clerical Workers-U.S. City Average, All Items. Based on monthly data published by the U.S. Department of Labor. The CPI for the most recent month is estimated due to the delayed release of CPI data by the U.S. government. Therefore, CPI for the most recent month is assumed to be equal to the CPI for the previous month.

CPI + % - is an optional index that, if selected, will replace the standard CPI measure on your Review. This index consists of the CPI return plus an absolute annualized return selected by you.

Client Return Objective - is an optional annualized return objective selected by you. In establishing this objective, you should make sure that it is consistent with your tolerance for risk.

**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,



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

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.

**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 investment programs and strategies. Performance reports may include accounts with inception dates that precede the new Performance Start Date and will show performance and activity information from the earliest available inception date. The change in Performance Start Date may be the result

of a performance gap due to a zero-balance that prevents the calculation of continuous returns from the inception of the account. The Performance Start Date may also change if an account has failed one of our performance data integrity tests. In such instances, the account will be labeled as 'Review Required' and performance prior to that failure will be restricted. Finally, the Performance Start Date will change if you have explicitly requested a performance restart. Please contact your Financial Advisor for additional details regarding your new Performance Start Date.

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

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

**Pricing:** All securities are priced using the closing price reported on the last business day preceding the date of this report. Every reasonable attempt has been made to accurately price securities; however, we make no warranty with respect to any security's price. Please refer to the back of the first page of your UBS FS. 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.

**Ineligible Assets:** We require that you hold and purchase only eligible managed assets in your advisory accounts. Please contact your Financial Advisor for a list of the eligible assets in your program. These reports may provide performance information for eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such securities will distort the actual performance of your advisory assets. As a result, the performance reflected in this report can vary substantially from the individual account performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the

accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. Neither UBS nor your Financial Advisor will act as your investment adviser with respect to Ineligible Assets.

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

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

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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, 2017 to April 30, 2018

	Opening portfolio value (\$)	Net deposits and withdrawals (\$)	Dividend and interest income (\$)	Change in accrued interest (\$)	Change in value (\$)	Closing portfolio value (\$)	Net time-weighted returns	
							Period Returns	Annualized >1 yr
<b>2018</b>	<b>14,076,855.86</b>	<b>281,920.06</b>	<b>106,029.26</b>	<b>12,157.86</b>	<b>-347,436.79</b>	<b>14,129,526.24</b>	<b>-1.93%</b>	<b>-1.93%</b>
Apr 2018	13,955,768.75	225,847.63	23,010.08	8,175.77	-83,275.99	14,129,526.24	-0.53%	-1.93%
Mar 2018	14,196,773.55	-99,953.17	40,433.01	-2,753.91	-178,730.73	13,955,768.75	-1.00%	-1.41%
Feb 2018	14,588,422.90	-23.91	18,527.09	5,375.94	-415,528.48	14,196,773.55	-2.68%	-0.41%
Jan 2018	14,076,855.86	156,049.51	24,059.08	1,360.05	330,098.41	14,588,422.90	2.34%	2.34%
<b>Total</b>	<b>\$14,076,855.86</b>	<b>\$281,920.06</b>	<b>\$106,029.26</b>	<b>\$12,157.86</b>	<b>\$-347,436.79</b>	<b>\$14,129,526.24</b>		<b>-1.93%</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.**

Report created on: May 01, 2018

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

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

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

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

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

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

**Client Accounts:** This report may include all assets in the accounts listed and may include eligible and ineligible assets in a fee-based program. Since ineligible assets are not considered fee-based program assets, the inclusion of such securities will distort the actual performance of your accounts and does not reflect the performance of your accounts in the fee-based program. As a result, the performance reflected in this report can vary substantially from the individual account

performance reflected in the performance reports provided to you as part of those programs. For fee-based programs, fees are charged on the market value of eligible assets in the accounts and assessed quarterly in advance, prorated according to the number of calendar days in the billing period. When shown on a report, the risk profile and return objectives describe your overall goals for these accounts. For each account you maintain, you choose one return objective and a primary risk profile. If you have questions regarding these objectives or wish to change them, please contact your Financial Advisor to update your 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):** For reports generated on or after 1/26/2018, the report displays a time weighted rate of return (TWR) that is calculated by dividing the portfolio's daily gain/loss by the previous day's closing market value plus the net value of cash flows that occurred during the day, if it was positive. The TWR gives equal weighting to every return regardless of amount of money invested, so it is an effective measure for returns on a fee based account. Periods greater than one day are calculated by linking

the daily returns. All periods shown which are greater than 12 months are annualized. For reports generated prior to 01/26/2018, the performance calculations used the account's end of day value on the performance inception (listed in the report under the column "ITD") and all cash flows were posted at end of day. As a result of the change, the overall rate of return (TWR) and beginning market value displayed can vary from prior generated reports.

**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. It should also be noted that where gross returns are compared to an index, the index performance also does not reflect any transaction costs, which would lower the performance results. Market index data maybe subject to review and revision.

**Benchmark/Major Indices:** The past performance of an index is not a guarantee of future results. Any benchmark is shown for informational purposes only and relates to historical performance of market indices and not the performance of actual investments. Although most portfolios use indices as benchmarks, portfolios are actively managed and generally are not restricted to investing only in securities in the index. As a result, your portfolio holdings and performance may vary substantially from the index. Each index reflects an unmanaged universe of securities without any deduction

for advisory fees or other expenses that would reduce actual returns, as well as the reinvestment of all income and dividends. An actual investment in the securities included in the index would require an investor to incur transaction costs, which would lower the performance results. Indices are not actively managed and investors cannot invest directly in the indices. Market index data maybe subject to review and revision. 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.

Benchmark 1 for Advisory accounts- The Benchmark 1 for your account is designed to reflect the asset categories in which your account is invested.

Benchmark 2 - 8 for Advisory accounts - are optional indices selected by you which may consist of a blend of indexes.

Consumer Price Index - The Consumer Price Index for Urban Wage Earners and Clerical Workers-U.S. City Average, All Items. Based on monthly data published by the U.S. Department of Labor. The CPI for the most recent month is estimated due to the delayed release of CPI data by the U.S. government. Therefore, CPI for the most recent month is assumed to be equal to the CPI for the previous month.

CPI + % - is an optional index that, if selected, will replace the standard CPI measure on your Review. This index consists of the CPI return plus an absolute annualized return selected by you.

Client Return Objective - is an optional annualized return objective selected by you. In establishing this objective, you should make sure that it is consistent with your tolerance for risk.

**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,





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

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.

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

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

**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.

**Performance Start Date Changes:** The Performance

Start Date for accounts marked with a '^' have changed. Performance figures of an account with a changed Performance Start Date may not include the entire history of the account. The new Performance Start Date will generate performance returns and activity information for a shorter period than is available at UBS FS. As a result, the overall performance of these accounts may generate better performance than the period of time that would be included if the report used the inception date of the account. UBS FS recommends reviewing performance reports that use the inception date of the account because reports with longer time frames are usually more helpful when evaluating investment programs and strategies. Performance reports may include accounts with inception dates that precede the new Performance Start Date and will show performance and activity information from the earliest available inception date.

The change in Performance Start Date may be the result of a performance gap due to a zero-balance that prevents the calculation of continuous returns from the inception of the account. The Performance Start Date may also change if an account has failed one of our performance data integrity tests. In such instances, the account will be labeled as 'Review Required' and performance prior to that failure will be restricted. Finally, the Performance Start Date will change if you have explicitly requested a performance restart. Please contact your Financial Advisor for additional details regarding your new Performance Start Date.

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

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

**Pricing:** All securities are priced using the closing price reported on the last business day preceding the date of this report. Every reasonable attempt has been made to accurately price securities; however, we make no warranty with respect to any security's price. Please refer to the back of the first page of your UBS FS. 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.

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

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## **Escape Room Activity**

On April 4, five hard working Blind Middle School (BMS) students were rewarded for a year of demonstrating excellence in reading. At the beginning of the school year, all BMS students were challenged to read all 15 of this year's SSYRA (Sunshine State Young Reader Award) books. Then, they had to turn in written reports for each book by the end of March. Students who met the challenge were invited to participate in a reading rewards and combined mobility lesson field trip. Students who met the criteria voted on going to an Escape Room for their trip. An escape Rooms is a physical adventure game based off of video game concepts, where participants have to complete a series of puzzles using clues, hints and strategy in order to 'Escape' from a room.

Our students chose the Castillo De Mantanzas room which is based on a local historic event. The Escape staff were excited to have our students participate. In exchange for us helping to provide braille and some additional tactile aids, they donated the entire cost of the trip. The room the students chose has a 13% success rate of completion. Students were given one hour to search two rooms, find clues, solve various kinds of puzzles and collect items to complete their mission to save St. Augustine. There were only 24 seconds left on the clock when the last puzzled was solved. The students demonstrated excellent team working skills, while using navigation and mobility skills to explore new environments and situations.

All students received 'Winner Winner Chicken Dinner' bracelets for winning the room. Afterwards, the owner took the time to allow students to touch and learn about the antique items that were in the room and to take photos with the props. It was a wonderful experience for all promoting literacy, independence and community.

Joy Carriger - Librarian

## **Blind Ambition Art Club Donates Art**

Laura Miller and Sheryl Bray, sponsors of the Blind Ambition Art Club, presented ink print pieces to Jennifer Wright, Staffing Coordinator. These pieces were created by art club members and chosen to represent the Very Special Arts (VSA) celebration held at the Cummer Museum of Art and Gardens. The pieces were displayed there for an entire year to be seen by museum visitors. This award-winning art is now permanently displayed in the Related Services offices.

On May 2, twenty-five FSDB students in grades two through eight, attended the Very Special Arts (VSA) Festival at the Cummer Museum of Art & Gardens in Jacksonville, Florida. At this year's Festival students and enjoyed listening to, touching, and playing a variety of musical instruments. A variety of stations were set up for students to experience body movements using flags and/or to imitate animal movements. Students also made tactile art collages and clay figurines.



Currently the Club is displaying ceramic art in the Blind Library and will soon be displaying at the St. Johns County Public Library - Ponte Vedra branch, Regency Square Public Library, and Flagler College. The club has also displayed ceramics and paintings in the St. Johns County Main Library. The Club held a showing in the Music Building on May 3, during the annual Blind Department Music and Art Festival.

Through a partnership this school year, the Blind Ambition Art Club students received lessons from a Cummer Museum of Art and Gardens art educator and a Flagler College Ceramics department staff.

Sheryl Bray – Elementary Teacher

### **Blind Elementary School Celebrates Earth Day**

On Friday, April 20, the halls of the Blind Elementary School were the scene of many activities in celebration and recognition of our planet. In opening the Celebration, a poem entitled “Earth’s Body,” written by the fifth grade class, was read (see poem below) and two new recycling programs were announced. As a part of these new programs, all elementary classes were invited to participate in collecting color markers, and glue bottles and glue sticks, to send away for recycling. Students were dismissed to visit each teacher’s Earth Day station, such as Earth Day coloring pages, Butterfly and Bee watering dishes, wind chimes, Litter Bugs, painting using a variety of cut fruit and vegetables, and watching Earth Day videos. Two teachers cut and sewed clean t-shirts, making them into handy, reusable, bags for each student.

Following the celebration, another of the Elementary staff found information about recycling batteries here in St. Johns County. Boxes are placed in the Blind Elementary Hall for the collection of recyclables. All FSDB students and staff are invited to drop their recyclable items.

Ms. Bray’s class (grades 3-5) ended a month-long study in April about the Earth and how to take care of the environment. April’s spelling, vocabulary, reading, math and science lessons all were themed to remind students of the types of things that can be recycled and how to conserve water and other resources. The class also participated in the Elementary School Earth Day celebration.

To finalize the lessons, the class took a trip with O&M instructor, Jennifer Enache, to the Vilano Beach Art/Nature Walk and to Vilano’s North Beach. The students enjoyed the tactile art and looking and listening to nature along the beautiful marsh boardwalk. The walk ended in the Publix area, where we visited the store and practiced customer service skills. Following we walked across the street to the Vilano fountain and enjoyed looking at the Mosaic art. All of the Mosaic art at Vilano was hand-crafted by FSDB students over the past years. At Vilano North Beach we parked and walked over the A1A crossing. Whew! This was a great O&M lesson in walking up and down stairs, getting our feet into soft sand and balancing on the softer surface. With plastic bags in hand, the students collected trash found on the beach. Everyone did such a great job! People on the beach even thanked them for keeping the beach clean. Of course, we had to get our feet wet in the Atlantic Ocean! There were lots of squeals and giggles. Back at the Vilano North Beach picnic area we dropped off the collected trash and then enjoyed a picnic lunch.

To new plants it gives birth.

The crust is made of tectonic plates  
Soil, water and plants are all over the United States.

At the coming of an earthquake  
People are awake.

Everything is made of matter – solids, liquids and gases  
People in the U.S. gather around in masses.

Burning wood turns into ash  
A tsunami makes a big splash.

Sheryl Bray – Elementary Teacher

### **Spring Egg Delivery**

This spring two Blind Elementary students delivered special eggs to the Brookdale Nursing Facility as a part of their annual PBS (Positive Behavior Supports) community service project. This year's PBS project combined literacy skills and technology to create 100 eggs with messages of love and encouragement for the Brookdale residents here in St. Augustine. Grades 3-5 hand wrote, typed, or Brailled their notes to be added with a piece of candy in the eggs. The residents of Brookdale received notes such as:

"Be filled with Joy!"

"You make me smile."

"Eat dessert first."

"What's the Bunny's favorite story? A cotton Tale!"

The students, along with Mr. Jacobson and Mrs. Pamer, handed out the eggs to the many residents who were overjoyed by the visit from these young people.

Laura Pamer – School Counselor

### **Studying Greek Culture**

Sixth Grade World History students created 3-D "Parthenon's" from straws and connectors during their study of Greece. The unit culminated in a cultural day enjoying traditional Greek music, pita bread, parsley, cucumber, tomatoes and mint salad, and Greek olives.

Edith Stein – Middle School Social Studies Teacher

### **Intensive Math**

The last few months have been go, go, go for blind middle school Intensive math classes. We celebrated the Olympics with our very own Mathlympics competition and ceremony. Students celebrated Pi Day while learning about Albert Einstien and Stephen Hawking, and performing

different tasks to calculate Pi. When the PI calculation were over, of course we ate pie. In April students played games of Jeopardy to review for state testing. The students were so excited about the game that we followed it up by watching a teen tournament episode of Jeopardy. In May the students finished out the year with a project in which they constructed a 3-D model of either a Zoo, Farm, or Mall. Before construction students outlined their design, calculated market values for goods sold, designed a cost sheet and itinerey, and sketched out a blueprint. After construction they calculated the area and perimeter of each aspect of their project. Students used their math skills in fun and educational ways, and they became more involved in their learning.

Brigit Jensen – Middle School Math Teacher

### **Final Orientation and Mobility Trip**

Several FSDB Seniors participated in their final all-inclusive O&M lesson(s). These seniors traveled to downtown Jacksonville where they learned more about public transportation, including public busses and skyline travel, had opportunities to travel to desired locations within the downtown area, and solicited assistance as needed to complete independent functioning tasks. Students used the skills they learned throughout their years at FSDB to cross busy commercial streets safely, use assistive technology to aid travel, and apply their O&M-skills in busy unfamiliar environments. Seniors Rodney and Avery had the chance to visit their next stop, Stetson University, where they explored the campus environment, culminating in a travel challenge. These experiences help to prepare students and instill greater confidence in their skills and abilities as they transition to the next chapter of their lives as independent adults ready to realize their potential.

James Crozier – Orientation and Mobility Specialist

### **FSDB 2018 Skills USA Team**

Students from both the deaf and blind departments attended the Skills USA state conference in Pensacola Florida from April 29<sup>th</sup> through May 2<sup>nd</sup>. Skills USA is supported on campus through our career and technical education department to help foster leadership, interpersonal, and trained work skills. Quiz Bowl is a Skills USA conference event in which a team of participants are quizzed on academic knowledge, professional development, and current events. The blind high school Quiz bowl team won the bronze medal and a BHS student won the silver in extemporaneous speaking at the state competition.

Carol Bogue - Principal

### **Braille Challenge**

The top 50 Braille Challenge participants (10 in each category) from around the country with the highest scores are invited to Los Angeles, California for the final round of Braille Challenge competition this summer. The competition spans over two days and participants also engage in camaraderie and fun. Two FSDB students earned a spot to compete in the final round this year.

Braille Challenge 2018 Finalists:

Savannah Lindberg, 6th grade

Addison Burgess, 6th grade

Elizabeth Wilcox – Braille Specialist

Respectfully Submitted by:  
Carol Bogue  
Blind Department Principal



## ELEMENTARY

Students have been busy learning about Earth Day and how we can be good stewards of the resources we have. Students in grades 3 – 5 have also been busy with FSA testing, and are glad the testing days are behind us! While it's always fun to show what we know, days and days of testing can be tiring. The Deaf Elementary School staff are so impressed with how seriously students took the test, using the time allotted to really consider their answers and double check their work. We are proud of their progress!

TheaterWorks came to campus this month and treated our students to a production of "Clementine." Many of the students prepared for this special event by reading up on the story of Clementine so they could better follow along with the lively dancing and singing along with storytelling.

Also this month, we celebrated Everyone Matters Day. This is a special, annual event in Deaf Elementary School, and helps us to recognize and celebrate the uniqueness of each and every individual. Students also learn to give back by recognizing the kindness in others, and this month they did that by thanking the Kramer Hall dorm staff for sharing their space with us during the 2017-2018 school year. Students also made beautiful thank you cards for the construction workers who have been hard at work remodeling our beloved Gore Hall all year! The Assistant Principal made several visits to Gore and photos were shared of the progress via our FSDB Deaf Elementary Facebook page. Everyone is excited about the new building!

On Everyone Matters Day, a very kind parent purchased lunch for ALL students and staff as a token of appreciation for our school community. What a wonderful way to be celebrated! We are all so thankful for the opportunity to work with our Deaf Elementary School students everyday, and the staff members were humbled by such a kind gesture. We love our families!

Finally, the most beloved day of all time occurs in May! Our annual Field Day is a time to celebrate the year we've had, and consists of water games, relays, and a cook out lunch. This year was the first year that we celebrated in a new space, as Gore Hall is still a construction zone – but all of the same games and activities occurred, and the students had a WONDERFUL time! Water slides and snow cones never disappoint.

Kindergarten students welcomed students from the Early Learning Center to visit this month, so they could see what Kindergarten was all about. In addition, parents and family members of upcoming Kindergartners were invited to a presentation describing the Kindergarten program and had a chance to visit the classroom and ask questions of the Kindergarten teacher. In addition, the Kinderkids worked hard on researching animals and presented their learning to a large audience during the "Kindergarten Zoo" celebration. It is amazing to see how much students can learn, and

it's been fun to watch the students' public speaking skills improve as they continue to present to audiences throughout the year.

First graders had a great story this month! It was about how learning something new takes hard work and practice. Students were able to see how everyone struggles with a "new" task, and how with practice, dedication, and perseverance, we can overcome our "cant's" and turn them in to "cans!" They participated in a wonderful turn-and-talk lesson where they were able to share with peers something that they couldn't do before, but now are able to do because of hard work and practice. What a wonderful lesson for us all!

Do you know about literacy genres? Second graders do! They have been reading about The Mysterious Tadpole. They learned that this story belongs to the "fantasy" genre. Can you really bring a tadpole to Obedience School? Do you really think you can put a tadpole into a pool? And what was in that mysterious stone from the hills of Scotland? Ask a Second Grader!

Third graders had a little bit of a break from FSA testing because they had their FSA ELA tests in April. However, this month they took the FSA Math assessment. The students were serious about the tests, and came to school every day ready to take on the FSA! After that, they celebrated with a walking field trip to downtown St. Augustine, complete with a visit to the fort and the Fountain of Youth!

Fourth grade would like to send a special THANK YOU to Hannah. Hannah has served as Heidi's Helper this year, a title she won in a school-wide election. In this role, she assists with monthly playground meetings and quarterly Honor Roll assemblies. She also jumps in to assist with any other task as requested, and she has really stepped up to the plate this year. In the beginning of the year, she was a little bit shy and needed some guidance from adults. But now, she is independently running playground meetings, and will assume full responsibility for the End of Year Awards ceremony on 5/21. We are so impressed with how much Hannah has grown in this position, and what a positive role model she has been to her Deaf Elementary School peers.

The fifth graders continue to learn about the Colonies. In April, they learned about the Middle Colonies, which include New York, New Jersey, Pennsylvania, and Delaware. The classes will also learn about the Southern Colonies, which include Georgia, The Carolinas, Maryland, and Virginia. In both the Middle Colonies and the Southern Colonies, the students will analyze the contributions of important individuals to the foundation of the American system and daily life in the colonies. One of the individuals the students will study is Ben Franklin. Mr. Franklin was Pennsylvania's most famous resident and was a printer, writer, inventor, musician, and political leader.

## **MIDDLE SCHOOL**

We have entered into testing season. Deaf Middle School students took the ELA writing assessment on March 6. Teachers set up grade level test prep and practice days to prepare

students to use the computer tools for the Reading, Math, Science, and Civics assessments that occurred between April 16 – May 4. Preparation and intensive instruction have been the focus of this period.

There have been several educational field trips that have occurred during this period. The sixth graders went to Ravine Gardens to learn about erosion and invasive species. Our eighth graders planned a community day. They went to a bank, the library, a car dealership, and a restaurant to learn about integration into the community and to learn some community life skills. Our seventh and eighth graders went to the Jacksonville Science Festival. These were all opportunities for students to integrate classroom learning with real experiences.

A group of language arts students in eighth grade had been corresponding with future Deaf Educators at UNF as pen pals over the last few months. They took a trip to UNF to meet their pen pals and to reflect on their writing.

Students participated in the first annual Safety Summit hosted on campus.

Deaf Middle School had four students and two teachers fly to Rochester, New York to participate in the Rochester Institute of Technology (RIT) MathCounts competition. The competition consisted of 128 students from 40 different schools across the country. Our team came in 20th place, but one student placed in the top 25% and two placed in the top 50% of all competitors. One coach said, "It was an eye opening experience for the kids, but we have a plan for next year and we will be bringing back awards!"

As we wind down the school year, the seventh grade group read about the medieval time period after FSA testing. They closed out this unit with a field trip to Medieval Times on May 10.

Teachers will be cooking and serving lunch to the middle school group in our "Teachers as Servers" PBS event to celebrate students on May 21.

## **HIGH SCHOOL**

In Social Studies, students prepared for the EOC exam given in May. Students learned about the outbreak and ramifications of World War I conducting research on weapons and technology that were used during the war. They were shocked to see that chemical warfare is still used nowadays, for example in Syria. They are now working on World War II and will discuss Hitler's rise to power.

Seniors in Economics classes are learning about Personal Finance. We did some apartment hunting, learned about a lease, and tenant rights and other pertinent terms. We discussed cost factors and brainstormed ideas about how to furnish an apartment on a very meager budget. We will also talk about savings and checking accounts, debit and credit cards, income tax and the stock market.

The math teachers teamed up with students in the ASL class to apply math concepts to Deaf history. Students in other classes used the distance, rate, and time formula to calculate driving time to other Deaf schools across the nation. Another class of students used scale models to calculate Deaf space, while another class explored math and audiograms.

Two teachers took four students to the Alabama School for the Deaf for a robotics Fair. Students enjoyed fun activities, programming, drones, Clawbot, Raspberry Pi, swimming, recreational activities, movies, meeting new friends, and preparing for a year for competition.

The Yearbook Cast took over makeup portrait photos this year using the lighting setup in Cary White. They learned about 3-point lighting, manual camera settings, remote strobe transmission, post editing in Lightroom, and file organization. The students were able to demonstrate career ready soft skills in communication, technology productivity, and teamwork. For next year, we hope to take portraits of all students from Pre-K to eleventh grade in the Deaf Department. We will also continue to assist Michael Johnson with getting students ready for senior portraits.

The students in Nutrition and wellness worked on a Deaf History month project which included doing a PowerPoint report on deaf chef, Kurt Ramborger, as well as making 'I Love You' sign language cookies for DHS students and staff. The students learned to make impressive Strawberry Coconut Tres Leches trifles as well as figure out ways to make favorite foods healthier.

Dance Troupe's production of "Hairspray, Jr." was a success. Students really studied characters and embraced the theater process. KUDOS to all those involved. Their cooperative teamwork was impressive.

In Access Math, students continued to learn about geometry and algebra. Students also have continued working with the ST. Math online program. Students completed FSAA (End-of-the-Course) testing.

Students in Access US History class learned about early 20th century in America including WWI, the Great Depression and WWII. They also completed the FSAA U.S. History EOC test.

Access Reading students continue working on increasing their sight-word reading vocabulary as well as reading the weekly News-2-You article and completing the follow-up worksheets in the middle of FSAA testing.

One Science teacher has built two new large enclosures for iguanas and a chameleon. They were captured in south Florida during spring break and due to them being un-releasable invasive species he decided to add them to the classroom where the students are able to see and interact with them in order to learn about and understand the consequences of introducing non-native species into the wild. Students also are still hand rearing a dove that recently fell from a nest. Students are able to watch the bird grow and learn the life stages before it is returned into the wild.



In Anatomy and Physiology, students dissected a heart during their cardiovascular system lesson. Students have more recently been conducting labs on blood pressure, what affects blood pressure and how we can control it. Students have been discussing invasive species and endangered species in Marine Science. Students more specifically are creating projects to identify the phylum of each marine animal and the sensitivity of their environments.

### **OFF-CAMPUS PROGRAM**

FSDB off campus students attending St. Johns County Schools and colleges are completing their high school grade level and college coursework while others are preparing for lifetime careers from the completion of vocational classes at FCTC.

The St. Augustine High School student is reading the play "A Raisin in the Sun" written by Lorraine Hansberry. This poem is a story of a lower-class African-American family living on the Southside of Chicago during the 1950s. It is a complicated history of racial tension between black and white Americans.

St. Johns County State College student viewed five movies this semester (The Player, Bonnie and Clyde, The Truman Show, Back to the Future, and American Graffiti). After viewing the above mentioned movies they were required to write a 250 word essay comparing and contrasting one of the movies to a movie they have previously viewed outside of class.

Landscape Students are mowing and maintaining St. Augustine High School sports fields. The students also worked on the grounds at Sawgrass Country Club for the Tournament of Players held May 8 – 13.

Culinary students are learning how an effective human resource management department implements principles and practices in the food service and hospitality industry.

Childcare students continue to observe and screen early childhood behavior. They are currently preparing for the Department of Children and Family exam on Rules and Regulations.

Automotive Students continue learning Engine Repair. They are required to remove the transmission and drive shaft from a donated GMC truck. Once these parts are pulled they will place the engine parts back into the vehicle and hope it starts!

Cosmetology students are learning about the different types of skin diseases. In addition, they are perfecting their nail skills by the application of manicures, pedicures, nail art and nail sculpture.

### **INTERPRETER SERVICES**

The Interpreter Services Office is getting ready for the end of the school year and the numerous activities that take place. Interpreters will be provided for the Spring Concert, Sports Awards, Theatre Works, and the Blind Elementary School play. In addition, we will be providing services for

all the activities for graduation on May 18 including the Board of Trustees meeting, senior breakfast, senior awards for the graduation ceremony.

Our Sign Language Proficiency Interview Team is wrapping up the school year. Team members have been conducting staff interviews and Follow Up Meetings. We will be conducting our end of the year wrap up meeting and brief training before the end of the year for all the SLPI team members. We are continuously committed to the SLPI program and appreciate the effort, hard work and dedication of our entire team.

**REBECCA FALBO**  
**Principal, Deaf Department**



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## **Parent Information Office**

- The Parent Information Office provided tours for 290 prospective parents, professionals and community members during March 2018.
- FSDB Parent Liaison, Misty Porter, participated in a two-day Professional Development Training for Parent Liaisons from across the state. The Florida Department of Education and Florida Diagnostic and Learning Resources System offered the training. The focus of the event was to provide strategies to build rapport with families. During the second day, several of the parent liaisons were invited to present on best practices. Ms. Porter's presentation focused on FSDB's Parent University workshops and classes for families, Family Friendly trainings for staff, and the Love and Logic Philosophy trainings.
- A Parent University series providing training on a Bilingual Approach to Supporting Literacy concluded this month with the final training on April 10. The class was well attended and the instructor, Jessica Stultz, did a wonderful job adapting the course to meet the specific needs of the families in attendance.
- The final Parent Engagement Workshop will be held on April 27. Rhonda McCahill will talk with participants about the Love and Logic Philosophy and will teach specific strategies to address empathy, active listening, problem solving, and neutralizing arguments. After lunch, families will play Bingo for Books. The book selection will include topics that have been addressed during previous workshops as well as pleasure reading books intended to be read with their children.
- On April 30, parents from the Blind Department are invited to attend an expanded core curriculum class focusing on how to be safe and independent in the kitchen. Participants will learn how to create a labeling system for the kitchen to promote independence.

## **Parent Infant Program**

- During March 2018, FSDB's Parent Infant Program (PIP) served a total of 453 infants and toddlers ages 0-5 and their families. There were 234 Deaf/Hard of Hearing, 199 Blind/Visually Impaired, and 20 Dual Sensory Impaired children.
- The national Early Hearing Detection and Intervention (EHDI) Conference was held in Denver on March 18-20, 2018. Director of Early Intervention Deaf/HH, Jennifer Cato, attended. The breakout session for Florida stakeholders was very productive. Discussions were centered on improving the statewide intervention practices for infants/toddlers who are Deaf/Hard of Hearing. Jessica Meyer at the state EHDI office will be overseeing the HRSA grant requirements, which include establishing an Advisory Council, creating a Memorandum of Understanding with a parent support agency, and establishing statewide Learning Communities with stakeholders in Florida.
- The first state EHDI Advisory Council meeting took place on April 11. Ms. Cato participated in their discussions about revising letters that inform parents of hearing test results, meeting parents' needs, and deliverables for the Memorandum of Understanding with a parent support agency.

- Parent Infant Program staff will participate in the National Outreach Conference to held April 25-26 in St. Augustine.
- The first half of VIISA (Vision Impaired Inservice in America) training began in March with 13 participants from around the state. VIISA is inservice training for early intervention and early childhood personnel serving young children, ages birth to five, with blindness and visual impairments. The participants become familiar with intervention strategies and materials appropriate for use with this population of children in all areas of development and programming. They also learn about the other agencies and service providers in Florida that can be of help to them.
- Regional Coordinator, Teresa Donaldson Thomas, provided information to the attendees at the Agency Fair at the Sidney Lanier School in Gainesville. Information about the FSDB Parent Infant Program for both Deaf, Deaf/Blind, and Blind/Low Vision children and their families, the Florida School for the Deaf and Blind academic program Pre-K through 12<sup>th</sup> grade in St. Augustine, and Blind Services Blind Babies and Children programs was shared. Approximately 100 people attended this community event. Resources and information were given to the attendees as well as to other vendors who had booths at the event. Event sponsors included; Early Steps, University of Florida Department of Pediatrics, Alachua County Public Schools, Florida Deaf/Blind Project, and POPIN (Parents of the Panhandle Information Network).
- Regional Coordinator, Amy Gleason, hosted the 2nd Annual Beeping Egg Hunt at Palmetto Leaves Regional Park in Jacksonville. DBS Children's Program also invited families to attend. Fifteen families were in attendance and Families had the opportunity to meet each other, explore the park/playground, and engage in outdoor activities and craft activities. This all took place prior to the egg hunt. There was a beeping egg hunt for our visually impaired participants and a sighted egg hunt for other children present. We had several families return from last year's event, as well as new families, bringing a good turn out to the event.
- Paula Rounsavall, West Palm Regional Coordinator, hosted their annual Beeping Egg Hunt. There were a total of 15 participants. Some families drove for over an hour to enjoy this fun and social event. When the hunt started, people in the park could hear eggs beeping and blind/visually impaired children walked with their siblings and parents to find the beeping eggs. One child in a wheelchair was given beeping eggs on a tray in front of him to hear, feel, and find them on the tray. Lots of laughter was heard as children found the eggs. Beeping eggs were exchanged for plastic eggs with treats inside and each child was given a party bag to take home. Families made pictures and some of the families stayed at the park to enjoy a picnic.

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

- During March 2018, the Early Learning Center (ELC) was serving 21 children and their families. There were 16 Deaf/HH students with 10 Pre-K and six Toddlers. In addition, there were five Blind/VI Pre-K students.
- The annual ELC Spring Fling brought families to the ELC to celebrate spring. The children and their families enjoyed an egg hunt and a delicious potluck lunch.
- Countdown to Kindergarten – Families of children transitioning from PreK to K were invited to meet with the Assistant Principals from Deaf Elementary School and Blind Elementary/Middle School and visit the kindergarten classrooms. Families that attended this event said that it was very helpful – they received information about kindergarten, curriculum, and expectations and had an opportunity to meet the support staff.

- Gail Strassel, ELC Director and Sonia Garcia-DeNight, Toddler Program Facilitator, joined Jennifer Cato, Director of Early Intervention Deaf/Hard of Hearing, at the 2018 Early Hearing Detection and Intervention (EHDI) conference in Denver, CO. There were 2,000 attendees. While there, they attended dynamic sessions, networked with representatives from other states, and gathered new ideas and research to share with FSDB Parent Infant and ELC staff.
- In addition, Ms. Strassel was selected to be a member representing FSDB to the FL EHDI Advisory Board. The first state meeting was held in Tallahassee and the state EHDI Coordinator shared EHDI grant information, set goals, and discussed statewide newborn hearing screening data.
- The family focus for the past month has been **Persistence**, which leads to Mastery Motivation and Problem-Solving. As young children learn and grow, they are faced with different challenges. Children have inherent motivation to master the tasks and problems that they face. Think about the child who is learning how to walk – he tries, falls, tries, and falls. But, he keeps trying until he is able to walk. This child is demonstrating persistence. Persistence is continuing to do or trying to do something. Whether children are learning to walk, to dress themselves, or to write their name, they are attempting to master difficult challenges that require persistence in order to learn how to do them.
- Research has shown that persistence in mastering challenging tasks plays a key role in children's learning and later in their academic achievement. Each challenge a child faces builds skills in different areas – language, social and emotional, cognitive and physical. Each challenge also presents an opportunity for the child to problem solve. This is a natural process for young children – learning how to zip a jacket, turn on the water, hold a crayon to mark on the page, are all challenges that may frustrate a young child. How the child responds to the frustration is the key. Does the child give up or does he keep trying different ways until the problem is solved? When a child is faced with a new or difficult task and responds with persistence – trying different ways to solve the problem – the child is building mastery motivation.
- We know that children who are not provided with challenging activities, or who receive harsh feedback, tend to show less mastery motivation. When teachers and parents appreciate children's efforts, the children learn that working hard and persisting are positive behaviors. As children grow, they will face more and more difficult challenges. They need to know that it's okay to struggle and that struggling is part of the learning process.

## **Instructional Services**

### ***Career and Technical Education Program***

Contributed by: Andrea Armstrong, Director of Career Development

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

Students are learning how to create isometric shapes. Peers are supporting each other to apply new concepts and achieve learning goals.

Students continue to work on impressionist painting projects. Various students are adding new exciting colors to their photographs.

#### **A/V Fundamentals & Print Technology**

Students have completed unique designs using the new 3D Doodler Pen. One student creatively

designed an entire 3D kitchen model in TinkerCad. Everyone in class has tapped into their advanced stop motion animation skills creating special effects using green screen and iMovie/Final Cut Pro X

### **Culinary Arts**

One BHS student passed the ServSafe Managerial industry certification. She is the second BHS student to pass this CAPE exam since 2016 when it was introduced. This achievement will warrant her Merit Designation on her diploma and award her 3 college credits at the culinary technical college in Maine where she has been accepted and will attend this fall.

DHS and BHS students in Culinary Arts 1 have or will be taking the SafeStaff Food Handlers certification before the end of the month.

DMS culinary students worked in tandem with the high school to help raise money. The high school students spent weeks advertising and selling deep-fried Oreos and when the time came to deliver (remembering of course that this type of deliciousness is best served fresh), the middle school students were hard at work making nearly 200 cookies. In the coming weeks, they have four scheduled events that will see the students making snacks, appetizers, and desserts for people all over campus.

### **Digital Media/Multimedia**

Two out of four DHS students passed the Adobe Creative Cloud PhotoShop exam (CAPE Merit Diploma Designation).

### **Horticulture Science**

#### *Earth Day Partnership with Northrup Grumman*

The D & B Garden Center teamed up with the local Northrup Grumman “Green Team” to provide plants for their annual Earth Day celebration for staff. Over 200 plants were provided to Grumman to distribute to their employees for Earth Day. The students organized and labeled the plants. They created and provided care sheets for each plant so the staff would know how to care for the plant. Student made hypertufa pots with plants and hand painted pots with herbs were provided as raffle items as well.

#### *New Customer Friendly Website for D & B Garden Center Created*

High School student Evyanna Young has been developing a new customer friendly website for the garden center as a project through the Digital Media DHS class. The website will provide customers with up-to-date pictures of available plants with prices. Care information will be linked to the plants for easy access. Garden Center hours and sales will be posted. The website will highlight student activities and accomplishments. Students in the horticulture program will be responsible for updating the website weekly.

#### *Community Service Project for the Humane Society*

High School students earned community service hours by participating in a pet food collection program for the local humane society. Customers were given a discount on their plant purchases by bringing in pet food. An entire box of food was warmly received by the humane society. The

response was so overwhelming that we will be doing another such project before the end of the school year.

#### *Story Garden Will Debut with a Spring Festival in May*

The 6<sup>th</sup> grade students will be developing activities for ELC, Elementary, and Middle School students in the deaf and blind departments in May to debut the new Story Garden. Our maintenance department is currently creating four raised beds. Composting bins and bird feeders have been set up in the area. Agriscience and plant themed books have been purchased for the students to read while using the area. These books are currently being brailled for the blind students. The area will be available for classes to use during the school year for the entire campus to use. The dorms are being encouraged to enjoy the area as well.

#### **SkillsUSA**

A group of 13 students from DHS and BHS, and 8 staff (from the Career Development Department, BHS, and DHS) attended the SkillsUSA state conference and competition from April 29 – May 2 in Pensacola. These students and their coaches trained and competed in the following leadership and skill specific categories: Teamworks (building construction), Photography, Quiz Bowl, and Extemporaneous Speaking. The team brought home 12 medals – silver and bronze.

SkillsUSA is a national organization serving high school and college students who are preparing for careers in trade, technical and skilled service occupations. Its mission is to empower students to become world-class workers, leaders and responsible American citizens. The Hunter Charitable Foundation and the Jung-Byrd family funded this project.

#### **STEM Club**

STEM Club has been working diligently this month studying the transfer of energy through various mediums, specifically, objects with very little give. After studying a desktop model Newton's Cradle, the students got to work putting together a cradle of their own using fishing line and pool balls. They have spent the last few weeks drilling and tapping holes for eyebolts and will be putting the finishing touches on everything very soon.

#### ***Academic Program***

##### Contributed by:

- Brent Bechtold, Reading Specialist for Deaf High School and Deaf Elementary
- Kathy Pyle, Reading Specialist for Deaf Middle School and Deaf Elementary
- Elisha Zuaro, Reading Specialist for the Blind Department
- Billie Jo Mayo, Math Specialist for Deaf Elementary
- Sue Clark, Math Specialist for Deaf Middle and High Schools
- Mark Largent, Math Specialist for the Blind Department

##### English Language Arts/Reading:

#### **Seniors' Free Book Choices – Deaf High School**

- Last May, in lieu of an end-of-the-year ice cream social for Every Dragon <<Reads & Writes>> Every Day (ED<<R&W>>ED), the Deaf HS reading specialist wanted to let each senior choose

one book he/she desired to read and keep. The specialist purchased the books via Barnes & Noble and Amazon, and will give them their books at the Senior Breakfast before Senior Awards and Graduation (May 26th). While the ED<<R&W>>ED (formerly All Dragons Read) ice cream social had been a staple of Deaf HS end-of-the-year activities for the previous 12 years, the annual end-of-the-year PBS ice cream social moved to the week before ED<<R&W>>ED's, the specialist realized that we could make a bigger impact on our students' reading lives with this new idea. The overall goal is that our seniors will become lifelong readers after they leave FSDB, and what better way to set them on that path than to send them into the world with books of their own choice in their hands. The students were absolutely thrilled to be given the opportunity to choose specific books they wanted to read and keep, even as some of them were spending their final day at FSDB. Thanks to a generous donation from a retired FSDB teacher, the specialist and ELA teachers already are working on this year's seniors' free book choices.

### **Empower/News2You Free Book Choices – Deaf High School**

- Each month, the Deaf HS reading specialist has given 10 students who meet their target number of articles at 75%+ comprehension accuracy for Empower or News2You the opportunity to choose up to \$15 worth of free books from Every Dragon <<Reads & Writes>> Every Day (funded by the Johnson Foundation). Seeing the students' faces light up when they receive their specifically requested books has been awesome! Students have shown gratitude for these books, and they often are reading them the next time the specialist stops in to deliver books to other students.

### **212° Dragon Readers Book Club – Deaf High School**

- Our book club selected *23 Minutes* by Vivian Vande Velde as our next book to read. Book club members will meet next week to discuss the book and eat pizza. The club will set up a movie night in Kirk Auditorium to watch the movie version of *Wonder* (our previous book) with captions to compare the book and movie! There are copies of *23 Minutes* available to borrow from FSDB OverDrive (<http://fsdb.lib.overdrive.com/>).

### **FSDB OverDrive – Deaf High School**

- Students and staff can click this link (<http://fsdb.lib.overdrive.com>) to access **686** ebooks and **12** audiobooks we own and can search by "Subject" (genre), title key word(s), author name, and/or reading level. If students and staff can't find the ebooks they want to read, they click on "Advanced Search" and "Additional Titles to Recommend" (or e-mail the Deaf HS reading specialist) to request specific ebooks for us to purchase for our FSDB OverDrive. We have more funds available this year and are always looking for more recommendations! Deaf HS should be proud, as we are one of just a few high schools in the state of Florida that has its own OverDrive ebook collection. In addition, students and staff have access to the "Gutenberg" collection, which has over 53,000 public domain ebooks available to download and read on any device (laptop, iPad/tablet, smart phone, Nook, Kindle, etc.). We have **72 Kindle Paperwhites** that can be checked out from our Lindheimer Media Center (LMC) for ebook reading!



**Laser Data PLCs and NWEA's MAP Growth – Deaf Elementary and High Schools**

- The Deaf HS reading specialist has partnered with other specialists, reading and math, to facilitate monthly Laser Data Professional Learning Communities (PLCs) for the subject area teams in Deaf HS (ELA, Math, Science, Social Studies, and Access), as well as the grade level teams in Deaf ES. Opportunities for professional development recently have included the 1<sup>st</sup> and 3<sup>rd</sup> grade teams learning how to use the Mentoring Minds Critical Thinking Wheels that provide question stems from the Revised Bloom's Taxonomy on one side and Webb's Depth of Knowledge on the other side; the 5<sup>th</sup> grade team requested to learn more about signed reading fluency (see below in next section).

**Signed Reading Fluency – Deaf Elementary and High Schools**

- Deaf HS reading specialist modeled the tools and process for 5<sup>th</sup> grade teachers to improve their students' signed reading fluency at the March Data PLC, and the teachers were eager to get started. The reading specialists showed them some samples of students' pre and post-videos from common passages. The difference from the pre to post-videos astounded the entire team! Students learned to be more formal with their signing (and careful to stay within the sign box of the video). They also incorporated more facial expression, chunked phrases, and character shifting / eye-gaze in ASL. 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 using iPads to create a pre-video of a student reading and signing a "cold read" of a text on their independent reading level. Students fill out a reflective form—which focuses on facial expressions, fingerspelled and/or omitted words, use of ASL, and what the students want to improve—about their pre-video. 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 create a post-video of the students signing their passages again and have them fill-out another reflective feedback form, which focuses on the same aspects, as well as evaluating which video is better, whether or not the students improved on their goal, and what they can improve for the next text. The teachers and reading specialist work together to score both the pre and post videos on the separate sections of the adapted rubric. They circle the rubric achievement for each feature in blue (pre-video) and red (post-video), which makes it more visual when conferencing one-on-one with the students about their progress.
- The DHS ELA teachers have been using their iPads to record videos more efficiently with regard to class time. Their students have been incorporating more ASL features into their pre-videos for new pieces of text; both students and teachers are thrilled with the improvement shown with the post-videos. The students also are transferring what they learn to future encounters with text and their confidence is growing! This method of working on signed reading fluency can improve the 7 Cs: comfort, confidence, and consistency, chunking of meaningful phrases, clarity, comprehension, and conceptual sign accuracy. Teachers have been working with students on recognizing multiple meaning words and how to decide

which meaning fits best in the context of the sentences.

### **Mentoring/Coaching – Deaf High School**

- The reading specialist has been mentoring three new teachers in Deaf HS: Brianna Sobik, English/Language Arts (ELA); Joy Moers, American Sign Language (ASL); and Brandon Call (Science). Also, the reading specialist has been coaching each of the six other ELA teachers in Deaf HS. Most of these mentoring and coaching sessions are one-on-one for approximately 45 minutes each week, while some of the new teachers prefer to meet twice per week.

### **eIRLA Modeling for Leveling and Conferencing – Deaf High School**

- The Deaf HS reading specialist has been providing professional learning opportunities one-on-one for the ELA teachers via modeling how to level and conference with students using the Independent Reading Level Assessment (IRLA). Teachers also are learning how to input the evidence into the online eIRLA system called SchoolPace, which enables student data to be entered K-12 campus-wide to increase teachers' depth of understanding of what each of their students can do (and have done historically) with regard to reading. The reading specialist follows the Gradual Release of Responsibility Model so that each ELA teacher can watch him level and conference with eIRLA once or twice, then have him observe/assist the teacher doing the process before releasing the teacher to independent implementation. The focus has continued to shift to having the reading specialist model for teachers how to do the regular, ongoing conferencing with eIRLA, as well as doing spiral reviews and refreshers with teachers as needed. At the March ELA Data PLC, the teachers shared out data, including coaching record notes and standards evidence, from their conferences with students. All data is recorded in SchoolPace so that future teachers of the student will have access to all the data.

### **Professional Learning Community Data Chats - Deaf Elementary School**

- This past month, the specialist and teachers talked about increasing the level of questioning in classroom instruction to promote critical thinking skills. Teachers were provided with a resource (wheel) to support Depth of Knowledge (DOK) questioning. Teachers analyzed a typical story read in class and the type of questions that were provided by the teacher's edition and the type of questions they asked.
- Some grade levels shared successes with Signed Reading Fluency. Videotaped baseline of students signing a story and then did a video of same student after instruction in components of signing fluency (body-shifting, facial expressions, signing conceptually accurate, chunking concepts...) The students themselves were amazed at the difference in their videos. The comprehension level of the passage or story increased exponentially as students moved beyond word calling while reading.

### **3<sup>rd</sup> Grade Portfolios and Good Cause Exemption - Deaf Elementary School**

- Some portfolio work continued in April with select 3<sup>rd</sup> graders as a possible alternative to FSA passing level to enable promotion to 4<sup>th</sup> grade. The FSA ELA assessment for elementary students took place in April.

**Step Up to Kindergarten - Deaf Elementary School**

- Specialist had an opportunity to meet some parents and students who will be moving up to kindergarten from our Early Learning Center. Staff introduced themselves and parents and children got to see a bit into the life of a kindergartener.

**Assessments - Deaf Middle School**

- FSA assessments – the month of April is full of FSA and other testing. Specialist is managing the testing occurring in labs and classrooms. We have completed 7<sup>th</sup> and 8<sup>th</sup> grade ELA Reading and Mathematics assessments with 6<sup>th</sup> grade to go! We will also be administering the 7<sup>th</sup> grade Civics End of Course exam as well as the 8<sup>th</sup> Grade FCAT Science. Specialist provided Civics and Science assessment training for 7<sup>th</sup> and 8<sup>th</sup> grade teachers. All Deaf Middle School should be done with State testing by May 3<sup>rd</sup>.
- We then move on the end of year progress monitoring to include reading, math, science, and language with our Measure of Academic Progress Growth testing (MAP Growth) as well as writing prompts and IEP progress monitoring.

**Supporting Teachers with Administering the Practice FSA Tests for ELA/Reading and Science Subjects – Blind Department**

- During the month of April, the Reading Specialist has been providing support for teachers in administering the reading practice tests for grades 3-5 and the science practice test for grade 5. This experience provided both teachers and students an opportunity to practice applying the necessary and allowable accommodations for students with support and guidance, and allowed them a chance to see the different types of questions presented on the FSA/ELA and science NGSSS. For the students, just learning how to manage the format of the assessment can be a huge predictor to their performance. This also assisted us in setting up the most beneficial testing environments for our elementary students. During these sessions, students also practiced basic test taking strategies and time management. Students were taught how to advocate for their individual needs and accommodations as well.

**FSAA Team Data Meeting – Blind Department**

- Elementary through High School FSAA teams met to review the progress monitoring data collected and the monthly checkpoint assessment data collected using the ULS curriculum in April. Teachers had an opportunity to share some challenges and recommendations that we could present to the N2Y Company for future improvements. During a conference call with the N2Y sales representative, team members had an opportunity to share concerns about leveling students in the different subject areas. This phone conference also lead to another call with another school district in the state with the teacher of the visually impaired and the curriculum support staff for the district to share how FSDB is making accommodations such as, Braille, to the content in the ULS curriculum (Unique Learning System).

**Escape room SSYRA Field Trip – Blind Department**

- Ms. Joy, our librarian, and Reading Specialist collaborated on planning a field trip for the middle school students who read all 15 of the Sunshine State Young Reader Award Books, and completed a brief reading response log about each book. Below is the link to the article that was published on our FSDB web page.

<http://www.fsdb.k12.fl.us/index.php/blind-middle-school/blind-students-escape-room-trip/>

### Math:

#### **Workshop/trainings for teachers**

- Blind department has initiated Number Talks in their kindergarten through 8<sup>th</sup> grade math classrooms. Teachers and students are enjoying the brief daily classroom conversations around problems that are solved mentally. Teachers were introduced to the procedures in a 1-hour training and provided with follow up implementation supports from math specialists. Resources to support deeper learning about Number Talks were purchased and provided to teachers and book study opportunities will follow.
- As we reflect on this school year and look forward to the next teacher will collaborate on the revisions of curriculum maps created last year and used this year. Additionally, Science and Social Studies maps are being developed for k-5<sup>th</sup> grades before the start of the 2018-2019 school year.
- Teachers have been offered opportunities to explore two top ranked unique mathematics curriculums; Eureka Math (k-12), and Illustrative Mathematics Open Up (6-8) to consider piloting in advance of the Mathematic Curriculum Adoption next spring. Specialist will be trained in Eureka implementation this June to prepare to support teachers electing to pilot this curriculum next year.

#### **Conference/Workshop Presentation**

- Math specialists presented DeafTEC workshop: Promoting Student Success in Math to UNF deaf education majors on March 29<sup>th</sup>. This workshop defines best practices in mathematics instruction, engages participants in cooperative learning strategies, and shares DeafTEC resources.

#### **Conference/Workshop Attendance**

- FSDB's Math specialists participated in the FLDOE monthly math supervisors' webinar on March 27<sup>th</sup>. Deaf Department Math, ASL, and PD Specialists attended "The X,Y, and Zs of Interpreting Math" workshop in Orlando on April 20 & 21. Learning from this training will be used to standardize signs used in math instruction at FSDB.

### ***ESOL Department***

Contributed by: Betsy Sotillo-Gaura, Director of English Language Learners

- During the month of March, there were 264 foreign language communications made by the ELL staff through phone calls and/or translations for students and parents. In April, there were 262 made.
- 4/1/18, there were 71 non-English speaking families. FSDB provides translation services in: Arabic, French, Haitian Creole, Spanish and Russian.
- Accommodations are being provided to all ELLs during FSA and EOC testing (March through May).
- The ESOL classes are preparing their project on "France" for the final "end of year" cultural event.

- The graduating class of 2018 has the highest number of ELLs ever at FSDB: 7 deaf and 1 blind.
- 4/9/18, ELL DHS student awarded the Character Count award. This is the first time a deaf ELL student has received this honorable award.
- 5/7/18, End of the year ELL Cultural Celebration with a French theme. Students will be presenting information about France, which will be in a video form, seniors will be honored, and all ELL students will receive a certificate of services for the school year.
- A French luncheon will be provided followed by a train ride around St Augustine highlighting all the French history.
- ELL Department awarded a Johnson Grant to carry out 4 cultural events for 2018-2019.
- ELL Language Facilitators were trained on 4/25/18 by the Academic Planner in preparation for the state EOC testing for ELLs.
- Three English Language Learner Language Facilitators are taking braille instruction from a Braille Specialist in order to better prepare to work with blind/visually-impaired students.
- ELL Teacher and ELL Specialist are taking American Sign Language classes to improve their signing skills to better serve our students.
- 4/25/18, meeting was held for ELL Teacher, Specialist, ELL Staff Interpreter/Translator and ELL Language Facilitators to share department updates and recent student information.
- ELL Department has enjoyed having Illinois State University (ISU) student interning in the Deaf ELL department. Her dates at FSDB, 3/19/18-5/9/18. It has been wonderful having her and so important for her to have the opportunity to learn about Deaf/ELL strategies, etc. to better serve this special population.
- ELL Language Facilitators are continuing their FSDB adobe school training. There are 9 courses.
- 4/14/18, ELL Director, who serves on the board, attended the Northeast Florida Teaching English for Speakers of Other Languages (NEF TESOL) symposium at UNF.
- 5/9-5/11/18, two ELL staff members will attend the Florida Sunshine State TESOL Conference in Orlando.
- 6/20-6/22/18, the ELL Director will be attending an ELL Leadership Conference.
- The ELL Department must complete FDOE Self-Monitoring documents due 6/2018.
- ELL Staff will attend FDOE/SALA meetings during Sunshine State TESOL (5/2018) and during the ELL Leadership conference (6/2018).

### **Professional Development**

Contributed by:

- Randi Mitchell, Coordinator of Professional Development

### **Slice of PD Saturday Workshops:**

- On March 10<sup>th</sup>, Cara Wilmot and Harry Wood hosted a Learning Blade training for our Deaf Department Teachers. Learning Blade is an interactive website that provides missions to develop students' STEAM skills. There are 12 missions that cover different topics and in each mission, there is a web that shows the STEAM careers related to the specific mission.

**FSDB Pineapple PD- Tech Tidbit**

- The Tech Tidbits continued to be offered on the 1<sup>st</sup> and 3<sup>rd</sup> Friday of the Month. On April 6<sup>th</sup>, the topic was JAWS screen reader, VoiceThread, Book Creator, and Google Suite. The topics are presented in American Sign Language or Spoken English to provide direct access to the presentation. The Technology Department has been a great support in this endeavor and helping with the roll out.
- On April 20<sup>th</sup>, we took a break from the Pineapple PD- Tech Tidbit to have a Family Engagement Workshop hosted by Misty Porter. The presenter, Brian Hull, is a former school Principal who has volunteered his time to work with us. He gave wonderful recommendations for teachers to be able to engage with the families of their students.

**Pineapple University- Summer School**

- Summer Institute is being rebranded. The new name for Summer Institute is Pineapple University- Summer School. The purpose of Pineapple University is to provide in-depth training in a workshop format. The workshop could be a webinar presentation or in-person training. The summer school will be in-person and the topics will vary for departments and grade levels.

**The Pineapple University- Summer School**

May 31<sup>st</sup>-

- DeafTec- *Writing in the Disciplines* (Deaf Department Secondary Teachers and Specialists), Presented by Brent Bechtold and Lauren Fox
- Promoting Student Success in Math Through Best Practices (Deaf Department K-5 Teachers and Specialists), Presented by Sue Clark and Billie Jo Mayo
- Eye Conditions/ Low Vision Tools (Blind Department Teachers and Specialists), presented by James Crozier and Nancy Berger

June 1<sup>st</sup>-

- DeafTec- *Promoting Student Success in Math Through Best Practices* (Deaf Department Secondary MATH Teachers and Specialists), Presented by Sue Clark and Billie Jo Mayo
- *Signed Reading Fluency and Video* (Deaf Department K-5 and Secondary Non-Math Teachers and Specialist), presented by Brent Bechtold and Kathy Pyle
- *BrailleNote and Navigating Digital Text* (Blind Department Teachers and Specialists), presented by Elisha Zuaro, Patrick Turnage, and DJ Prater

**Conference/Workshop Presentation**

- Tracie Snow and Randi Mitchell presented at CEASD and National Outreach Conference (NOC) on the “how” and “why” of FSDB Pineapple PD. The presentation promoted the idea of creating virtual professional development at your own school so we have a platform to share and network between Deaf and Blind Schools. At NOC, FSDB Pineapple PD had a table to share the mailers, QR codes, and FSDB marketing material. The feedback from the presentations sparked interest and motivation for other Deaf and Blind schools to follow our lead with the virtual “welcome-mat.”

## The Learning Network

- At the CEASD conference, Tracie Snow and Randi Mitchell announced the new website. The FSDB Learning Network is an opportunity for educators, stakeholders, and parents to come together to learn from the teachers and specialists at FSDB. Through FSDB's Learning Network we will share our best practices, teaching methods, resources, and strategies.
- The Learning Network is a new FSDB initiative to break down the walls of our school to give you a glimpse inside our classrooms. The FSDB Pineapple PD (Professional Development) is inspired by the popular "Pineapple Chart." Our Pineapple PD is a "welcome-mat" into our classrooms, allowing everyone to see best teaching practices, strategies, and tools.

*Website Address: <https://www.learningnetwork.fsdbk12.org/>*

## FSDB Pineapple PD

- FSDB Pineapple PD continues to grow at a steady pace. Even though video production has slowed down due to testing and attending conferences, the social media pages are still reaching the desired populations. Tidbits continue to be posted to highlight conferences, upcoming videos, and Tech Tidbit Fridays. Pineapple University was added to the series on April 12<sup>th</sup> after a joint collaboration with RMTD-D/HH's TA live.

## Since the last board report, FSDB Pineapple PD social media sites have continued to grow.

- The Facebook page has 1,776 followers (92 follows since March 14, 2018).
- The Twitter account has 237 followers (20 follows since March 14, 2018).
- The Instagram account has 295 followers (50 follows since March 14, 2018).
- The YouTube account has 2030 views among the 27 videos and 54 subscribers (569 views and 11 subscribers since March 14, 2018).
- The Vimeo Channel has 608 views among the 24 videos and 2 followers

### Released in March:

March 9, 2018

Ali Marchetta: Data Chats

Deaf Elementary School

Views: 1.7k

Reactions: 44

Shares: 14

Comments: 8

Lawrence P Camerlengo

GOB BLESS HER SHE IS A GREAT

INSPIRATION FOR ALL WHO SEE THIS

Views: 588

Reactions: 18

Shares: 5

Comments: 2

April 12, 2018

Tracie Snow: Top 10 ASL/English Bilingual Strategies

Deaf Department

Views: 3.9K

Reactions: 64

Shares: 76

Comments: 8

### Released in April:

April 10, 2018

Kathy Michaelson: Tactile Graphics

April 24, 2018

Blind Elementary School

Tracie Snow and Randi Mitchell- FSDB  
Pineapple PD presenting at the 2018 CEASD  
Conference

Shares: 10  
Comments: 6

Instructional Services Department

Views: 1.2K

Reactions: 46



Enrollment:

FSDB Board Report		4/1/18	to	4/30/18	
		Start	Adds	Drops	End
<b>Deaf</b>					
High School	Grades 9 – 12	170	0	2	168
Middle School	Grades 6 – 8	72	1	0	73
Elementary	Grades KG – 5	89	0	0	89
<b>Totals: Deaf</b>		<b>331</b>	<b>1</b>	<b>2</b>	<b>330</b>
<b>Blind</b>					
High School	Grades 9 – 12	88	1	0	89
K-8 School	Grades K – 8	106	1	1	106
<b>Totals: Blind</b>		<b>194</b>	<b>2</b>	<b>1</b>	<b>195</b>
<b>ELC (PreK)</b>					
Deaf		10	0	0	10
Blind		5	0	0	5
<b>Totals: Deaf &amp; Blind</b>		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>FSDB Overall</b>					
High School	Grades 9 – 12	258	1	2	257
PK- 8	Grades PK – 8	282	2	1	283
<b>Totals: FSDB Overall</b>		<b>540</b>	<b>3</b>	<b>3</b>	<b>540</b>
<b>Day Students</b>					
Deaf		97	0	0	97
Blind		76	0	1	75
<b>Totals: Day Students</b>		<b>173</b>	<b>0</b>	<b>1</b>	<b>172</b>

**Peak Enrollment 542 on 4/9/2018**

Enrollment on Peak Day by school:

- DES: 89
- DMS: 73
- DHS: 170
- BEMS: 107
- BHS: 88
- ELC: 15

**Parent Infant Program**On Campus – PreK

Early Learning Center – 10

Deaf Early Learning 5

Center – Blind

On Campus

Toddler Program 7

Off Campus

Visually Impaired 203

Deaf/Hard of hearing 217

Dual Sensory Impaired 20

**Totals: Parent Infant Program 462****Overall Program Total \*****987**

\*Represents peak enrollment during the month

**April 2018**

	Eligible	TA	Not Eligible	Withdrew this month	withdrew In state (W3A)	Withdrew out of state (W3B)	Aged out (WPO)	Graduated (WFW, WFT, W06, W07)
<b>Deaf</b>								
ELC	0	0	0	0	0	0	0	
Elementary	0	0	0	0	0	0	0	
Middle	2	0	0	0	0	0	0	
High	0	0	0	2	1	0	1	0
	2	0	0	2	1	0	1	0
<b>Blind</b>								
ELC	0	0	0	0	0	0	0	
Elem/Mid	1	0	1	1	1	0	0	
High	1	0	0	0	0	0	0	0
	2	0	1	1	1	0	0	0
<b>Total</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>

**Respectfully Submitted by:**

Tracie Snow

Administrator of Instructional Services



## Special Event: National Outreach Conference 2018

- Shelley Ardis was the chair of the National Outreach Conference: Deaf/Hard of Hearing 2018 and facilitated this two-day conference following the CEASD event here in St. Augustine, Florida. 85 people attended the conference and presenters shared their models for the provision of outreach services from across the nation. 10 people from FSDB attended including members of FSDB's Instructional and Technology Services Departments, FSDB's Parent Infant Program, and Resource Materials and Technology Center for the Deaf/Hard of Hearing.

## Network/IT Systems

- After planning, documentation was submitted for technology items on the PECO LBR. Budget planning for the 2018-2019 operational budget as well as refresh planning finalized.
- Licensing has been acquired to allow the transition into the O365/Microsoft platform. Consultation and support will be scheduled to move various communications, collaboration, and other processes into this platform.
- Final purchases were submitted for equipment to be installed in the renovated Gore Hall.
- Support was provided for the standardized assessments, which took place since students returned from spring break.

## Data/Information Systems

- Future scheduling for the 2018-2019 is underway as well as preparations for end-of-year processes related to seniors, report cards and reporting in the Florida Department of Education Surveys.
- Operational Policies and Procedures are being reviewed in preparation for the updating of the Parent/Student Handbook.
- Information and guidelines are being developed to support training of new staff or staff in new positions related to campus-wide processes.
- Training and information gathering is underway specific to the management of communication, information, and data within the Microsoft Platforms.

## Libraries

### *Lindheimer Media Center*

A total 824 materials were checked out in the month of March. The story *Rechenka's Eggs* by Patrica Polacco was read to elementary students and the library staff participated in Easter activities. Presentations on the Iditarod were also provided to classes.

### *Cary White Library & Media Center*

A total of 447 items were checked out in the month of March. ELC and 2<sup>nd</sup>/3<sup>rd</sup> grade participated in Read Across America activities. K/1 participated in math and science stories. 4<sup>th</sup> grade participated in Wonder stories and 5<sup>th</sup> grade learned about nonfiction genre, informational texts.

Blind Middle School learned about classic novels and biographies. Blind High School focused on magazines and current events.

Much work was done to prepare for the Reading is Fun (RIF) in both the Lindheimer and Cary White Library & Media Centers. The Reading is Fun program is funded from FSDB endowment and provides students to select books to keep as their own. It is a wonderful end-of-school activity that allows students to take home materials to keep.

### **DeafTEC**

The 3<sup>rd</sup> Quarter Report was submitted to RIT/NTID, which is the headquarters for DeafTEC. During the 3<sup>rd</sup> Quarter FSDB and Duval County students participated in a NASA STEM Event. Staff presented at the ATIA Conference as well as to pre-service teachers in the UNF Deaf Education program. Students participated in the Jacksonville Science Festival. A presentation was provided to FSDB teachers on providing STEM lessons using Learning Blade curriculum. An exhibit was displayed at the National Outreach Conference: Deaf/Hard of Hearing.

### **Outreach Services Coordination**

Shelley Ardis developed a lengthy proposal and shared it with Dr. Pricket and Tracie Snow describing many outreach Direct Services, In-Direct Services and Leadership Activities provided through various departments at FSDB. This proposal was presented to the President's Advisory Team (PAT) to gain additional input and feedback from members. A Director of Outreach position has been advertised to coordinate and oversee an overall plan related to FSDB's variety of outreach activities.

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

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

- Director and 3 staff members attended the FLDOE Deaf Education Stakeholders Meeting in Tallahassee, FL - 4/6/2018
- 1 Staff attended BEESS State Parent Liaison Meeting - 4/9-4/10/2018
- Visual Learning for Literacy 6-12 web meeting (wrap up) - 4/13/2018
- 1 staff member attended FDLRS NEFEC Advisory Team Meeting - 4/20/2018
- 1 staff member presented at Taming Your IEP Dragon at Hearing Matters Parent Group Meeting 4/21/2018
- Director and 1 staff member attended the AEM Best Practices Cohort Meeting - 4/25/2018
- 2 staff members attended National Outreach Conference - 4/25-4/26/2018
- Director and 1 staff member attended the UDL-IRN conference - 4/26-27/2018
- 1 Staff member attended Making Wellness A Priority Conference 4/24-4/25/2018

Additional meetings included:

- RMTC Staff visited the Utah School for the D/HH, Jean Massieu School to observe and receive feedback on implementation and utilization of the Fairview Learning System in both daytime reading sessions and in the after school reading clinic 4/16-20/2018

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

- Wakulla - Parent/district support - 4/4/2018
- Okeechobee County - Fairview Support - 4/5/2018

**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:** Brevard, Broward, Columbia, Dade, Duval, FSDB, Lee, Leon, Okaloosa, Okeechobee, Orange, Polk, Saint Johns, Sumter, Volusia, Wakulla

**Other Agencies/States:** Florida Center for Instructional Technology and Florida Diagnostic and Learning Resources System

**Media and Materials Loan Library Information:**

**New Accounts:** 9 New Accounts - Brevard, Clay, Charlotte, Dade, DeSoto, Hillsborough, Lake, Pasco, St. Johns

**Media and Materials:** 46 items shipped to 14 districts (Bay, Clay, Columbia, DeSoto, FSDB, Hillsborough, Indian River, Lake, Lee, Manatee, Orange, Osceola, Palm Beach, Pasco)

**Additional Items:**

- Captioning flyer developed - 4/24/2018

**Upcoming Events** in May:

- Attending Transition Contacts meeting - 5/2/2018
- Presenting at the Visions Conference - 5/2-3/2018
- Attending ISRD meeting - 5/9/2018
- Hardee Onsite - 5/11/2018
- Broward Onsite - 5/14/2018
- St. Lucie Onsite - 5/15/2018
- Fairview Meeting w/Trish Vierra (owner) - 5/18/2018
- Monroe County Onsite - 5/23-25/2018
- BEESS Strategic Team Meeting - 5/30/2018 - 6/1/2018

**Upcoming Events** in June

- Fairview Training, Session 2, Orlando - 6/2-3/2018
- Family Cafe - 6/15-17/2018
- FSA Sensitivity/Bias Review - 6/18-22/2018 (specific dates TBA)
- RMTC Language-Reading Connection Work Week - 6/25-29/2018

**Respectfully submitted by:**

Shelley Ardis

Executive Director of Technology Services